

ASSESSMENT OF THE AVAILABILITY, UTILIZATION AND MAINTENANCE OF SCHOOL RECORDS IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN OGOJA EDUCATION ZONE OF CROSS-RIVER STATE, NIGERIA

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ABSTRACT

This study investigated the Availability, Utilization and Maintenance of School Records in the management of Public Secondary Schools in Ogoja Education Zone. The study was guided by two specific purposes, two research questions and two null hypotheses. A descriptive survey employed for the study. The population of the study comprised 1385 education personnel, which were made up 305 principals, 1023 teachers, and 57 Officials of Secondary Education Board, while Taro Yamane Sampling Technique were used to determine the sample size of three hundred and ten (310), representing 22.4 percent of the total population. The instrument for data collection was a structured two-cluster questionnaire with 20 items. Data collected were analyzed using mean (\bar{X}) and standard deviation (SD) with rating scale of 0.25 acceptance, while t-test was used to test the null hypothesis at 0.05 level of significance. From the findings of the study, it was observed that advanced knowledge of Principals enhances adequate management by ensuring the availability, utilization and maintenance of statutory and non-statutory records in secondary schools for quality implementation educational goals in Public Secondary Schools in Ogoja Education Zone of Cross River State. Based on the findings, it was recommended that; Government should ensure that level of education and experiences are considered in deployment of Principals for proficiency in the availability, utilization and maintenance of statutory and non-statutory records in secondary schools for functional implementation of educational goals in Public Secondary Schools. Government should ensure adequate training and retraining of Principals on modern approaches on record keeping in the Schools. Government should ensure advancement of record-keeping facilities by the provision of technological devices to meet the modern standard of quality education in our society. Ministry of Education should ensure that Principals adopt bureaucratic and prudential practices in the supervision and maintenance of statutory and non-statutory school records in Public Secondary Schools in Ogoja Education Zone of Cross River State.

INTRODUCTION

1.1 Background to the Study Records and its effective management involve availability, utilization and maintenance. It is very vital for quality existence of man, education system, good performance and national development. The continuity of any school organization depends on availability of useful records of past activities. In a complex organization like the school; it is not possible to keep every information in the human brain because such organization deals with heavy amount of information. Therefore, records should be availability, utilized and maintained effectively for easy of retrieval in the schools. Accurate information of all activities going on in the schools are kept for effective decision making and if they are well documented the decisionmaking process is further made easier (Uwazurike 2019).

The school administrator has a role of observing the smooth running of all programmes of the school. The extent to which an administrator succeeds depends solely on the number of factors and zone which involves record keeping. These records give a lot of information about the school that will enable supervisors and Ministry of Education officials to rate performance of the school accordingly (Ajayi 2017). Durosaru, (2002) describes school records as official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for easy retrieval and utilization when the need arise.

Therefore, record is an information in form or medium that is within the organization's control and relates to the organization's activities or

business. This includes both electronic and hardcopy information and other tangible items such as promotional materials. Even recorded information that is personal and not related to the organization's business is not a record.

Record occupies significant and strategic position in the efficient and effective management of the school system. In fact, it is central in the administration of institutions of learning because it documents the planning and implementation of appropriate course of actions in services, allowing proper monitoring in work environments. In conventional paper-based organizations, such as the universities, paper continues to be viewed as the material for records in administrative documentations (Igwoke, 2019).

The term 'record' was derived from the Latin word 'recordari' meaning to be mindful of, or to remember (Esse, 2012). It refers to recorded information, regardless of form or medium, received and maintained by an agency, institution, organization or individual in pursuance of its legal obligations or in the transaction of business of any kind (Charman, 2019). United Nation Educational Scientific and Cultural Organization UNESCO (2019) describes record as a proof of a transaction and further stated that records are set of information put down on books, files computer and other documents on every event that goes on in an organization are made available/accessible for future reference. The National Archives of the Federal Republic of Nigeria provided most encompassing definition of records as: all papers, registers, printed matter, books plans, maps, photographs, microfilms, cinematographic films, sound recording or other documentary materials

regardless of physical forms or characteristics made or received by public or state office or by business houses or companies, private bodies and individuals in pursuance of their legal obligations or in connection with the transaction of their proper business. Similarly, Usanga, (2021) submitted that records can be said to be any information or communication captured and retained in some reproducible media. The document or medium, which carries the individual, group or organizations information for specific or public use. Records therefore, are media information created with valued enough to be communication and retained overtime. Most records are paperbased: that is say that the information was captured on paper. However, the media for information carriage can also be in other forms like machine readable disks, graphics, images, diskettes.

Records are important historical and legal tools and are necessary for the smooth running of an institution. Records constitute an essential instrument of administration without which operational processes and functions cannot be executed. For example, a successor to a position needs available records to find his bearing when he takes over from another or when he has to fill vacancy created by resignation, transfer, retrenchment or death. Using such records as a springboard, the successor can decide on whether to continue with, modify or change certain techniques or practices (Ijaduola, 2021). Records play immeasurable roles in administration because managers and administrators employ them on routine basis for carrying out diverse administrative duties especially in decision making. The information contained in records helps to enlighten and educate administrators on issues relevant to the institutions.

Records are also used as important sources for strategic planning and successful implementation as well as good policy

formulation and implementation (Umar, 2020). In addition, records are primary sources of information for research, which can serve as reference materials, as well as evidence. According to Popoola (2020) what actually keeps the civil service going in any modern system of government is recorded information called “record” which is used for planning, decision-making and controlling. This assertion is true because, for any effective planning, decision-making and controlling to take place, there must be timely access to records. Secondary schools in Nigeria create, maintain and use records for their daily administrative activities and other purposes.

Secondary schools today need to pay more attention to the management of records in their custody for efficiency and effectiveness. Information in form of records reduces uncertainties and facilitates decision-making. Secondary schools possess huge amounts of records. Examples of records available in secondary schools are: correspondences, accounting documents, personnel files, minutes of meetings, students’ registration, students’ admissions and examination records, inventory of facilities, time-tables, speeches, legal documents, financial records, letters (appointment, admissions, sick leave, and queries) among others. Some other major school records include; students’ personal files, staff record book, log book, visitors “book, class attendance register and inventory book to mention but a few.

Accurate and timely availability and use of the records would reduce the common problems of management in secondary schools, such as:

1. Difficulty in finding information needed to take a decision or to respond to inquiry.
2. Delays in payment of staff emoluments and fringe benefits.

3. Piling up of administrative matters, causing discontent among staff, students, parents etc.
4. Improperly registered students in school registers and records.
5. Inaccurate demographic figures resulting in either lack of places/spaces for students or wastage of spaces/places available.
6. Inability to forward students reports/records or release results on schedule (Nwankwo, 2019).

Management, according to Hornby (2020), is the act of running and controlling a business or similar organization to ensure success and continuity of any organization. In addition, Brophy (2020) is of the view that management is concerned with the organization and directing of different kinds of resources for specific purposes. Agabi (2019) tried to see management as the organization and mobilization of all human and material resources in a particular system for the achievement of some specified organization objective in the most rational manner.

Penna, (2019), pointed that adequate management as can be seen from the above definitions to involve five principles in administration as planning, organization, staffing, supervision and controlling. Planning involves determining the aims and preparing realistic decisions to ensure that the objectives will be reached through rational and reasonable use of available resources. It also involves policy formulation, stating objectives and goals of the university, budgeting, preparation of programme of services as well as procedure and methods. Organization implies organizing both human and material resources together towards the actualization of the set objectives or goals. This will help to give one sense of direction. This implies placing the right resource in the right place at the right time for the execution of the secondary school goals. Staffing relates to

issues in terms of personnel, their adequacy, training and ethical conduct. The fourth principle, supervision involves inspecting the job performance of the staff, instructing and guiding, correcting and advising the subordinate staff. Control, on the other hand entails ensuring quality of the services provided by the records personnel in the secondary schools. It also involves conformity with laid down standards in records management. According to Popoola (2020), information and records management are the bedrock of business activity. If there is no information, the management cripples its planning and decision making processes. Information is the factor input in achieving rational organizational decision-making and high quality service delivery. It's needed to develop, deliver and assess the effectiveness of organizational policies, make information choices between alternative courses of action, provide the basis for openness and accountability, protect individual rights and enforce legal obligations. The idea of records management has to do with the control of records passing out of current and semi-current stages into archival care. Management of records is therefore concerned with the creation, appraisal, retention, preservation, conservation, description and arrangement, accessioning and access to records. Obiora (2016) described records management as the application of systematic analysis and scientific control of records from their creation through processing, maintenance, protection and final disposition. Unuigbo (2019) defined records management as a control over the quality and cost of records and the procedure, systems, operations, space, equipment and staff requirement to administer records. It is therefore, the key to modern organization. Managing records entails proper and adequate storage, filing procedures, retrieval tool and retention/disposal schedules (Iwhiwhu, 2020).

To guarantee efficiency, effectiveness and to enable organizations like secondary schools to survive in the accountability period in which we live, records must be actively managed throughout their life. This needs to be done via a records management programme which is the main implementation vehicle for the records management policy whose aims and objectives must be aligned with those of the organization to which it refers, (Popoola 2020). Egwunyenga, (2019) observed that not all information can be considered as record until they satisfy such characteristics such as genuinely and authenticity, that is the information must be true, correct, original, comprehensive, accessible and secured. The school administrators too, must ensure that records are devoid of exaggeration or untrue statements, which may render it invalid.

According to Idoko (2020), school records management (availability, utilization and maintenance) of available information involved in the organization can only be achieved when the school administrators employ desirable strategies for improvement. Availability of school records both statutory and non statutory as noted by Roget (2014) is the act and process of ensuring that services, fund, resources, and all needed or necessary materials and facilities for quality information management of organizations like secondary schools. While utilization of school records entails the methods and strategies deployed for effective and efficient functioning and flow of information according to organizational efficacies. Further more, Maintenance of school records both statutory and non statutory is the application of fundamental principles for adequate and functioning upkeep of official and unofficial information in schools as organization. Involves placing priority on supply of necessary materials, fund allocation and judicious expenditure with opportunity for professional training by staff through in-service

training for effectiveness in administrative functioning at various public schools.

Record management (availability, utilization and maintenance) do not only enable school administrator to have a clear picture of what is available and what is required, they provide justification for certain needs and seems to extend the memory by which person/organization can pass on their culture and achievement to the future generation. In fact, the content and quality of school records can serve as a direct reflection of the amount of work that has been expended on their school enterprise. Record management helps school administrators and parents to keep a concise and accurate timeline of event, in the life of the pupils; in line with this assertion, Fassasi (2020) opined that school record management is meant to enhance the performance of secondary administrations. Adequate record management programme coordinates and protects institutional records, sharpens the effectiveness of records as a management memory and control the time, equipment and communication problem. Management of records in a school like any other organization is cyclical in nature, which involves the principals, teachers, students, messengers, cleaner, and other members of staff. It is imperative to note that information and data generated from an effective and efficient record managements aids the school principal to plan and make useful decision, present facts and give figures for future references; thereby enhancing the efficiency and effectiveness of the organization and administration of school. The effective management (availability, utilization and maintenance) of school records by principals depends on certain procedure and functions such as effective supervision, creation of records, effective leadership, monitoring, availability and training of adequate personnel, record storage and retrieval, discipline and effective

communication, delegation of duty, developing record skills and motivation (Ajaji, 2017). Asogwa (2020) asserts, that records and data generated in the course of execution of legitimate function of the school for an organization should be utilized and maintained properly. However, despite the overwhelming importance of school records it does appear that they are not all available, full utilized and properly maintained. School records, whether statutory or non-statutory, physical or electronic should be properly kept and maintained for utilization and future retrieval. The study arose due to apathy, capacity, gap or lack of proper understanding of records life cycle on the part of those saddled with the responsibility of record management. A school record can be referred to as a variety of information, which is education-related and involves student's merits or personal details during and after schooling. For example, a school record can include an official record of a student's grades, students conduct, and disciplinary history; which is general reference to a student's academic performance and extracurricular participation while in school. School records help for undertaking educational research. Research scholars get a complete picture on pupil progress, instructional materials, physical development, promotion practices, different tests. The research findings also help the school authorities to introduce new educational reforms. Schools keep an account of each pupil on its roll and submit periodic reports, which contain all the necessary information about the pupils.

Thus, the School Principal is the ultimate responsible person for maintaining school records or information be it statutory or non-statutory at all levels. However, it would be practically impossible for him/her to do so alone. Nevertheless, the opinions on the keeping of secondary school records could vary between principals and teachers. These variations in

record keeping could be attributed to the individual abilities based on their gender, self-esteem, personality, experiences, and competencies among others. For instances, Spade and Valentine (2018) maintained that the gender and personality of people determine their performances and functioning in the organization. In addition, Okoro (2013) noted that individual behaviour, personal disposition influences the performance of staff in certain tasks in the organization. As the adage puts it "experience is the best teacher" portrays the idea that experience teachers could also keep good records of students for future retrieval. The same is also applicable to the principals because the principals are also teachers but the head of teachers. For instance, Adebile (2009) submitted that experiences of teachers or principals in terms of differences in intellectual functioning attempts to account for correlation patterns between the genders in activities. These characteristics could affect principals' record keeping positively in secondary schools in Nigeria.

Although, peoples opinion differ significantly on record-keeping by official in secondary schools, depending on their personal characteristics; it is imperative to note that both principals and teachers are expected to keep records for effective and efficient achievement of educational goals and objectives. The researcher has observed that most principals in Ogoja education zone still rely on old method of keeping school records such as packing of students and teachers' files in cupboard, which usually result in damage of files, loss of files or even mutilations. This therefore requires that principals should adopt global best strategies in keeping school records for proper referencing, accessibility or usage in secondary school administration.

The principals' ability to keep accurate and up-to-date teachers and students records could largely enhance their administrative effectiveness. In other words, for effective management of schools, there is need for principals as secondary school administrators to develop the strategies for keeping accurate and up-to-date records about the school's activities, which will be useful for evaluating teachers and students' performance, planning for teachers' recruitment and training, decision making as well as organizing other school activities. When these records are created, stored, retrieved and utilized appropriately, execution of management functions may likely be easy such as deploying of teachers and other vital resources based on schools' need.

However, the question that should border one's mind is, do principals adopt innovative strategies in the management of school records? Scholars in the field of educational administration have explored information on record keeping management in secondary schools. It is on this premise that the researcher attempt to assess the availability, utilization and maintenance of records in secondary schools in Ogoja Education Zone of Cross-River State.

1.2 Statement of the Problem:

Record management as one of the fundamental functions of school administrators cannot be overemphasized. The continuity of any school organization depends on available and accessible useful records of past school activities. In view of these importance of records in the administration of secondary schools, the education law in all states of the federation requires that every school must keep certain specific records. Those that are statutorily specified by law are referred to as a statutory record, while those not specified by law are known as non – statutory records.

Despite the importance of school records management in the achievement of educational objectives, these records do not seems to be adequately management in terms of availability, utilization and maintenance by Government and school administrators. From observations, it is obvious that accurate, reliable, and trustworthy record standards as required by education law are created but not available for adequate utilization and maintenance by school administrators (principals) and implementers (teachers). Therefore, the manifestation of these inadequacies amongst principals in the availability, utilization and maintenance of school records, whether statutory or nonstatutory has hampered the administrative competences school principals in efficient management of secondary schools in Ogoja Education zone, by the following evidences:

1. Laxity in provision, utilization and maintenance of Examination statutory secondary school records. Which may involve lack of skills and training of some Principals and teachers in the use of Lesson Note as statutory secondary school records in the implementation of learning curriculum. As well as inadequate application of National Policy on Education as statutory secondary school records.
2. Negligence in utilization and maintenance non-statutory secondary school records. Evident in laxity in provision, utilization and maintenance of non-statutory secondary school records. Exemplified in poor attitudes in keeping PTA Record Book as nonstatutory secondary school records. Poor attention to provision, utilization and maintenance of Departmental Record Book as non-statutory secondary school records. As well as carelessness in update of Staff Moral Instruction Attendance Book as non-statutory secondary school records.

3. Lack transparency in provision, utilization and maintenance of Donation Report Book as non-statutory secondary school records.
4. The use and reliance on old method of school record-keeping such as packing of students and teachers' files in cupboard, which usually result in damage of files, loss of files or even mutilations.
5. Lack of principals and teachers adoption and application of global best practices in keeping school records for proper referencing, accessibility and usage in secondary school administration.

Hence, if these are resolved, ensures quality management and effective utilization and management of school records for future uses. From the fore going, it appears that there are issues or problems with record availability, utilization and maintenance in our school system and of secondary schools in Ogoja Education zone are not exception or excluded. Hence, the need to undertake a study on assessment of the availability, utilization and maintenance of records of public secondary schools in Ogoja Education zone in order to ascertain the present state of record management, identify areas of weakness, prefer solutions, and advance suggestion on ways forward.

1.3 Purpose of the Study:

The general purpose of this research is to investigate the extent of Assessment of the Availability, Utilization and Maintenance of School Records in the management of Public Secondary Schools in Ogoja Education Zone; while the study specifically examined:

1. the extent principals make Statutory School Records available in public Secondary schools in Ogoja Education Zone of Cross River State, Nigeria.
2. the extent teacher utilize statutory School Records in public secondary

schools in Ogoja Education Zone of Cross River State, Nigeria.

1.4 Significance of the Study

The findings of this study would be beneficial to the principals, teachers, students, State and Federal Ministry of Education and Secondary Education Board (SEB), researchers and the entire society for maintaining quality education in our society.

The findings of this study will expose to the principals the best strategy for record keeping in school; such as the use of shared folder, record classification, data management, archives, and indexing strategy particularly in this era of modern information sharing system in organizations. The findings will aid the development of on-the-job training, conferences and personnel capacity building by the principals. The result shall aid the principals to develop administrative skills in using modern record keeping strategies for effective and efficient record keeping in secondary schools in Nigeria.

The findings of this study shall help teachers appreciate their roles in ensuring quality administrative functions in school records management. This research finding shall equip the students with requisite knowledge and skills on proper methods of record keeping at various school in Nigeria. More so, the findings of the study shall expose to the Federal and State Ministry of Education as well as School Boards (Secondary Education Board (SEB) and Universal Basic Education Board) the modern strategies and needs for advanced standards in administration or management of record keeping in secondary schools system. Furthermore, the researchers might benefit from the findings of this study as the information provided would serve as resource material for them that will be willing to carry out further research in the area of record keeping

management in secondary schools. Finally, the entire society might also benefit from the findings of this study. This is because when principals and teachers adopt better records keeping, it is most likely that falsification of data, even the issue of ghost workers and haphazard retrieval of information among principals and staff would reduce drastically, and teachers would be more committed to their work. This would invariably promote the development of Nigerian society.

1.5 Scope of the Study: This study is delimited to the management of assessment of the availability, utilization and maintenance of records in the management of public secondary schools in Ogoja Education Zone of Cross River State of Nigeria. The content scope specifically covered the availability, utilization and maintenance of statutory and non-statutory records of public secondary school principals in Ogoja Education Zone. The subject scope of the study include principals and teachers since they are mostly in charge of school records.

1.6 Research Questions:

From the stated objectives, the following research questions guided the study:

1. To what extent do Principals make statutory school records available in public secondary schools in Ogoja Education Zone of Cross River State, Nigeria?
2. To what extent do Teachers utilize statutory records in public secondary schools in Ogoja Education Zone of Cross River State?

1.7 Research Hypotheses:

The study has the following hypotheses:

H₀₁: There is no significant difference in the mean ratings of principals and teachers on the extent statutory school records are

available in public secondary schools in Ogoja Education Zone of Cross River State.

H₀₂: There is no significant difference in the mean rating of principals and teachers on the extent statutory school records are utilized in public secondary schools in Ogoja Education Zone of Cross River State.

2.2 Conceptual Framework:

1. Management

The term Management as stated by Usman (2017), encompasses availability, utilization and maintenance of facilities. School record management deals with the availability, utilization and maintenance of school record. It involves meaningful activities and roles performed by school administrators (Principals and staff) of the school to main and keep an up - date information regarding the school. School record management is of paramount value this is because it is the basis through which effective and efficient school administration achieved Ogbonnaye (1994). Generally, record management deals with the documentation of data to its utmost update towards achievement of any government goal. According to Ogbonnaye (1994), it deals with the administrative responsibility of both principals and teachers to embrace ideal administrative practice that ensures effective and efficient school records keeping in school- system. In a related development, Nwagwu (2000) opined that records and record keeping constitute the arteries that supply life-sustaining blood to the system and sub-system of organization and institution. Hence, clerical staff and teachers assist are needed to help in the maintenance of quality school records. The following points should be borne in mind for maintaining school records efficiently, keep all records up-to-date, enter all the data promptly. Keep a list of all

registers maintained in the school, give a serial number to all registers and indicate this serial number along with the name of the register in the above-mentioned list. Each register should carry the following information on its cover page: name of the school, name of the register, dates of starting and closing the register, serial number of the register and so forth. All the pages in the register should be numbered serially. No page should be torn or removed under any circumstances. If a page is unused or disfigured, write the word "cancelled" across the page. Mention the total number of pages contained in each register on the covers page. All entries should be made in ink. A wrong entry should be crossed by a straight line and the authority concerned should put his/her signature there. Do not over-write, open new register only after all the pages in the previous registers are used up. Do not leave any blank space in a register. Fill up all the entries required. Do not ask students to make entries in any register. As far as possible do not take any records, home. Keep them neatly and under lock and key. Each record should be accurate, reliable and valid. Records should be easy enough to refer to i.e. simple in nature. Filling up records should not be a cumbersome, timeconsuming bureaucratic procedure. Each separate subject/issue should be recorded separately. The knowledge and skills required for proper record management include among others knowing what records are, administrative purpose of keeping records, skills of keeping records, retrieving records, record keeping skills and record management skills for service delivery.

Record keeping in the opinion of Fasasi (2004) meant to enhance the performance of secondary school administrations. Adequate records keeping programme coordinates and protects an institutions records sharpens the effectiveness of records as a management memory which controls the time, equipment and space

allocated to records and helps to simplify intraorganizational and communication problems. Record keeping in secondary schools like in any other organization is cyclic process involving the principals, teachers, student, messengers and cleaners, although, the bulk of records are handled by principals. The extent to which records are provided, utilized and maintained in secondary schools in Ogoja Education zone is of high interest to the researcher's investigation.

2. Records:

Records as items or collection of data that is developed result of series of activities that take place over time. It is anything recorded in written, soft or hard copy for future reference. Records as defined by the American Heritage Dictionary (1980) and cited by Onitade (2009), are information or data on a particular subject, collected and preserved. This definition implies that any processed or unprocessed datum that is collected and kept for future use constitutes a record and which is created by organizations in routine transaction of its business or pursuance of its legal obligation. Records are documented information, regardless of its characteristics, media, physical form or the manner in which it is a record or stored. Records include accounts, agreements, books, drawings, and letters, magnetic/optic disks, memos, and micrographics. It is a general term that is applicable in different fields or profession such as business, medical, sport, archaeology, criminal, public and educational records to mention but a few. Thus, it is categorically clear that record is an important instrument that is vastly utilize in virtually every aspect of human endeavor. It also implies that record plays a vital role in determining the success or otherwise of a process.

Records are items or collection of data that is developed because of series of activities that take place over period. It is anything, which is

recorded in written, soft or hard copy for future reference. According to National Achieves of Scotland (2009) in Kachallah (2010), a good record should be authentic, accurate, accessible, complete, comprehensive, effective and secure. It is a general term that is applicable in different fields or profession such as business, medical, sport, archaeology, public and educational records to mention but a few, which categorically presents record as an important instrument that is vastly utilize in all aspect of human endeavour. And also implies that record plays a vital role in determining the successor otherwise of a process.

3. Assessment:

Assessment is a general term that has no single definition and can be applied in different field of human activities such as education agriculture, health, engineering science and technology to mention but a few. However, Usman (2017), noted that assessment defines as the action or instance of making judgment, evaluation rating, appraisal, opining and analysis of achievements or otherwise of a process or action. This implies, the process of official valuation of property for levying a tax which may involve individual income per month or annually. In education, the term assessment refers to the wide range of method or tools that educators use to evaluate, measure, rate, judge, analyze and document the learning progress, skills acquired or educational abilities of the students. Assessment are typically designed to measure specific elements of learning such as the level of knowledge a student has about a concept or skill, the ability to analyze and comprehend different types of text and readings. It also provides identities for student's area of weaknesses and strength so that teachers can provide special academic support, educational programming or social services.

Different forms of assessment are utilize by educators to apprise students which include, high

stake assessment, summative, formative, interim and performance assessment to mention but a few. Linn and Miller (2008), opined that assessment are variety of procedure used to obtain information about students behaviour or performance. It is a full range of information gathered and synthesized about students in their classes. Thus, he states that assessment is an important term that is instrumental not only to their research work but also to different field of studies including education. This also indicates how valuable and important "assessment" is to the availability utilization and maintenance of records particularly in the education sector.

4. Availability:

The word availability has no single definition and it is applicable to various field of study and activities such as, finance, education, health and law to mention a few. Thus, Usman (2017), stated that many scholars defined availability as an item of goods or Supplies obtained for future use. It is further referred to as money set aside for future events. From a legal point of view, availability is a cause in legal instrument, a law, providing for a particular matter or stipulation. In addition, it can be described as a term, condition, agreement, requirement, demand, restriction, rider, reservation or a caveat in the legal point of view. Roget (2014) opines that availability is a service, fund, resources or allowance, prearranged as contingency to cater for any need that may arise. Similarly, United Nation Educational Science and Cultural Organization (UNESCO,2006), sees availability from the aspect of education as, the right of every child to education based on equity of opportunity and without discrimination on any ground. To achieve quality standard of secondary education in our society, materials must be available and accessible to all children, while the right quality education enables the child to fulfill his

potentials, realize opportunities for employment and develop life skills.

5. Utilization:

The word utilization has no single definition. It is a concept that is applicable to virtually every human endeavour that determine the frequency of usage of facilities, funds, objects or materials. However, according to oxford dictionary in Usman (2017), defines utilization as the act of using something or the manner in which something is used. It simple refers to as the state of being used to the fullest extent, potential or ability. In reality utilization is a practical activity that can be conducted to maximize output of a process that yield positive result. It is mostly applicable to capacity, store, finance, and products utilization. Haoge in Usman (2017), sees utilization from knowledge point of view as a process of promoting the usage of leaning-outcome of scientific research both outside academia and by academic discipline, which requires frequent interaction between the researcher and the potential knowledge user. Hence, from this point of view, knowledge utilization requires the interaction of two or more persons that brings about influential understanding. Utilization of knowledge in this context does not end at the acquisition of knowledge but extends to practical usage and application of the learning experiences.

6. Maintenance

Maintenance is any activity required or undertaken to conserve as possible the original condition of an asset or resources while compensating for the normal wear and tear. Business dictionary as cited by Usman (2017), defines maintenance in engineering as action(s) necessary for retaining or restoring a piece of equipment, machine, or system to the specified operation condition to achieve its maximum useful life. Maintenance can also be regarded as a work-carried out to preserve an asset such as buildings, machines or document in order to

enable its continued use and function, above a minimum acceptable level of performance. Thus, according to Olga (2011), maintenance is the process and activities that involves keeping the ground, (space), building and equipment at their original conditions of competence and efficiency either through repair or through replacement. Therefore, maintenance in a school system involves making sure that all that is within the school such as facilities, structures and equipment's are properly utilized for maximum benefit.

2.2.1 School Records:

School records are official documents, books and files containing essential and crucial information of actions and events, which are kept and preserved in the school office for utilization and retrieval of information when needed. Principals, teachers, counselors or administrative staff keep such records. School records are therefore information or data collected on various aspects of school and preserved for future use. School record serves as bank in which information, kept for retrieval and utilization in the future.

Osunu (2012) opined that school records are documented statement of fact about persons, events, facilitates, 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. 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.

According to Durosaro (2007), school records are important tools for effective planning and

administration of a school. School records occupy strategic position which aid effective and efficient organization and administration of the school. It is because of the various activities that take place in the schools as well as the difference images and social-economic background of students, 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 peoples events or things within schools be it primary, secondary and tertiary (Idoko, 2015).

2.2.2 Type of School Records: School records vary from school to school depending on the level and category. School records are broadly divided into statutory and non-statutory records as follows: **i. Statutory Records:**

Statutory records are the records kept in accordance with the education law of 1964 and 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 timetable, diary of work, visitors books, 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 club and societies, annual leave roster, teacher annual evaluation reports, education inspectors reports, organizational charts, class timetable, minutes books disciplinary committee file, school land papers, lesson plan/note for teachers among others (Onwurah, 2011).

It is incumbent on principals to ensure that the aforementioned records are provided in the school, it will make school administration effective, progressive, clean and paving way for

development of the school system. **ii. Non-Statutory Records:** Non-statutory records are school records kept for the purpose of administrative convinces but not mandatory. Such records include stock books, cash and account books, school

Calendar, health book, inventory book and staff minutes book (Godwin, 2014). In addition, other non-statutory records include staff responsibility list, school photo album, cumulative record card, disciplinary committee file etc.

A school head must have accurate information to help him/her access 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 that 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 statement.

3.1. Design of the Study

The design for the study is descriptive survey. According to Abonyi (2019) a descriptive survey studies the group of element or items by collecting and analyzing data from only a few people or items considered to be representatives of the entire group and people. Descriptive survey also aims at systematic description of the characteristics and facts about groups of people, items or areas. Descriptive survey design is appropriate for this study because it seeks to collect data from respondents on Assessment of the Availability, Utilization and Maintenance of School Records in Public Secondary Schools in Ogoja Education Zone.

3.2. Area of the Study: The study was carried out in Ogoja Education Zone of Cross-River State in Nigeria. Cross-River State comprises of four

Education zones namely Calabar Education Zone, Ugep Education Zone, Ikom Education Zone and Ogoja Education Zone. Cross-River states is one of the South-south States of Nigeria and an Efik (cultural) speaking people. Cross-River is situated in the south-south zone of the country, sharing boundaries with Cameroon in the east, Akwa-ibom State in the south, Ebonyi State in the west and Benue State in the North. Ogoja Education Zone was chosen because it has the major political and educational development setbacks especially in the management of secondary education.

3.3. Population of the Study: The total population to be used in this study is three hundred and eighty-five, (385) which is made up of public secondary school in Ogoja Education Zone of Cross-River states. See appendix 1

3.3. Sample and Sampling Technique In order to ensure that samples are randomly selected, free from the researcher's biasness, and to give every element equal opportunity of making the sample, the entire population of three hundred and eighty-five, (385), Taro Yamane Sampling Technique were used to determine the sample size of three hundred and ten (310), which is made up of personnel public secondary school, was used as the simple sizes for the study. Therefore, 310 is on the extent principals utilized statutory records in administration of secondary schools in Ogoja Education zone of Cross River State and contains ten (10) items.

3.5. Methods of Data Analysis

Mean and standard deviation were used to analyze the checklist. The benchmark for acceptance for any item was 2.50 and above,

educational personnel by two groups of male and female (with 155 male and female groups respectively) in Ogoja Education Zone, make up the study sample.

3.4. Instrument for Data Collection The instrument for data collection was a checklist titled; Checklist on Assessment of the Availability, Utilization and Maintenance of School Records in Public Secondary Schools in Ogoja Education Zone (CAPUMOSRPSS). The researcher from the review of related literatures developed the items. It was a structured selfreporting checklist consisting of (A) personal data and (B) five other sections with varying number of items arranged in clusters. The personal data section of the instrument designed to elicit personal information about each respondent such as state, name of the school and status. Section B comprised 54 items based on the four research questions in six (6) clusters. Section B of the checklist is a three-point scale response format of Yes (Y), No (N), and No idea (NI) for indicating the essence of availability, utilization and maintenance of records in secondary schools in Ogoja Education zone of Cross River State. Then, Part A of Section B, is on the extent principals made statutory school records available in the administration of secondary schools in Ogoja Education zone of Cross River State and contains ten (10) items. Part B

while item with mean score below 2.50 was rejected.

On the other hand, t-test statistics was used to test the hypothesis at 0.05 Alpha level of significance. Where t-calculated was less than the t-critical, the null hypothesis rejected, but acceptable where the t-calculated was greater than the t-critical.

RESULTS

The results of this study are presented in tables, corresponding to the research questions and hypotheses that were formulated for the study as follows:

Research Question 1: To what extent do principals ensure availability of statutory records in public secondary schools in Ogoja Education Zone of Cross River State?

Table1: Mean and standard deviation of the checklist on the extent that principals ensure availability of statutory school records in public secondary schools in Ogoja Education Zone of Cross River State.

S/N	Statutory Records	N	X	SD	DEC
1	Log-book	310	2.7632	0.42655	HE
2	Class Attendance Register	310	3	.00000 ^a	HE
3	Admission Register	310	2.2368	0.42655	LE
4	Weekly Dairy	310	3	.00000 ^a	HE
5	Visitors Book	310	2.2368	0.42655	LE
6	Scheme of Work	310	3	.00000 ^a	HE
7	Lesson Note book	310	2.2368	0.42655	LE
8	Copies of National Policy on Education	310	2.7632	0.42655	HE
9	Examination Record Book	310	2.7632	0.42655	HE
10	Staff Movement Book	310	2.7632	0.42655	HE
GRAND MEAN		310	2.68	0.30	HE

Results of data analysis as shown in Table 1 indicated that the mean and standard deviation for items 1 to 10 illustrates the extent principals ensure availability of statutory records in public secondary schools in Ogoja Education Zone of Cross River State. The analysis revealed that items 1, 2, 4, 6, 8, 9 and 10 have mean scores greater than the criterion mean of 2.50. while the grand mean of 2.68 as seen on the table showed that principals ensure the availability of statutory records in public secondary schools in Ogoja Education Zone of Cross River State to a high extent.

Research Question 2

To what extent do principals enforce utilization of statutory records in public secondary schools in Ogoja Education zone of Cross River State?

Table 2: Mean and standard deviation of the respondents on the extent that principals enforce utilization of statutory records in public secondary schools in Ogoja Education zone of Cross River State.

S/N	Statutory Records	N	X	SD	DEC
11	Log-book	310	2.7582	0.4296	HE
12	Class Attendance Register	310	2.2418	0.4296	LE
13	Admission Register	310	2.2418	0.4296	LE
14	Weekly Dairy	310	2.5882	0.79081	HE
15	Visitors Book	310	2.2353	0.44076	LE
16	Scheme of Work	310	2.3333	0.48666	LE
17	Lesson Note book	310	2.2353	0.44076	LE
18	Copies of National Policy on Education	310	2.7255	0.48983	HE
19	Examination Record Book	310	2.7582	0.4296	HE
20	Staff Movement Book	310	2.7582	0.4296	HE
GRAND MEAN		310	2.50	0.50	HE

Table 2 presented the analysis of items of serial numbers 11 to 20. The results indicated that 5 items of serial numbers 11, 14, 18, 19 and 20 have mean scores greater than the criterion mean of 2.50 as established which indicated high extent; while the others have mean scores ranging from 2.34 to 2.24 lesser than the criterion mean of 2.50 which indicated low extent. However, the grand

mean of 2.50 as seen on the table showed that principals enforce utilization of statutory records in public secondary schools in Ogoja Education zone of Cross River State to a high extent.

4.2 Research Hypotheses

H₀₁: There is no significant difference in the mean ratings of principals and teachers on the extent statutory school records are available in public secondary schools in Ogoja Education Zone of Cross River State.

Table 7: t-test of difference in the mean checklist of principals and teachers on the extent statutory school records are available in public secondary schools in Ogoja Education Zone of Cross River State.

TABLE 1

Items	Category of Respondents	N	X	SD	Df	T-cal	P-Value	Decision
1	Teachers	152	2.7632	0.42655	310	0.138	0.89	NS
	Principals	156	2.7564	0.43063				
2	Teachers	152	3.00	.00000 ^a	310	-0.138	0.89	NS
	Principals	156	3.00	.00000 ^a				
3	Teachers	152	2.2368	0.42655	310	-0.138	0.89	NS
	Principals	156	2.2436	0.43063				
4	Teachers	152	3.00	.00000 ^a	310	-0.138	0.89	NS
	Principals	156	3.00	.00000 ^a				
5	Teachers	152	2.2368	0.42655	310	0.138	0.89	NS
	Principals	156	2.2436	0.43063				
6	Teachers	152	3.00	.00000 ^a	310	0.138	0.89	NS
	Principals	156	3.00	.00000 ^a				
7	Teachers	152	2.2368	0.42655	310	0.138	0.89	NS
	Principals	156	2.2436	0.43063				
8	Teachers	152	2.7632	0.42655	310	0.138	0.89	NS
	Principals	156	2.7564	0.43063				
9	Teachers	152	2.7632	0.42655	310	0.138	0.89	NS

	Principals	156	2.7564	0.43063				
10	Teachers	152	2.7632	0.42655	310	0.138	0.89	NS
	Principals	156	2.7564	0.43063				
Overall		278.5	5.35	0.600	310	0.060	0.89	NS

Table 7 show that the mean values of principals and teachers have no significant difference in all items, from 1 to 10. With its overall t-calculated value of -0.060 and P-value of 0.89, which is greater than the established standard of 0.05 level of significance. Therefore, the null hypothesis, which stated that there would be no significant difference in the mean ratings of principals and teachers on the extent statutory school records are available in public secondary schools in Ogoja Education Zone of Cross River State stands upheld.

Ho2: There is no significant difference in the mean rating of principals and teachers on the extent statutory school records are utilized in public secondary schools in Ogoja Education Zone of Cross River State.

Table 8: t-test of difference in the mean checklist of of principals and teachers on the extent statutory school records are utilized in public secondary schools in Ogoja Education Zone of Cross River State.

Items	Category of Respondents	N	X	SD	Df	T-cal	P-Value	Decision
11	Teachers	153	2.7582	0.4296	310	0.036	0.971	NS
	Principals	156	2.7564	0.43063				
12	Teachers	153	2.2418	0.4296	310	-0.036	0.971	NS
	Principals	156	2.2436	0.43063				
13	Teachers	153	2.2418	0.4296	310	-0.036	0.971	NS
	Principals	156	2.2436	0.43063				
14	Teachers	153	2.5882	0.79081	310	-6.504	0	NS
	Principals	156	3.00	0				
15	Teachers	153	2.2353	0.44076	310	-0.167	0.867	NS
	Principals	156	2.2436	0.43063				
16	Teachers	153	2.3333	0.48666	310	4.321	0	NS
	Principals	156	2.1282	0.33539				
17	Teachers	153	2.2353	0.44076	310	-0.167	0.867	NS
	Principals	156	2.2436	0.43063				

18	Teachers	153	2.7255	0.48983	310	11.414	0	NS
	Principals	156	1.7628	0.92361				
19	Teachers	153	2.7582	0.4296	310	0.036	0.971	NS
	Principals	156	2.7564	0.43063				
20	Teachers	153	2.7582	0.4296	310	0.036	0.971	NS
	Principals		2.7564	0.43063				
Overall		278.5	4.90	0.91	310	0.89	0.66	NS

Summary of result as presented in **Table 8** show that the mean values of principals and teachers have no significant difference in all items, from 11 to 20. With its overall t-calculated value of 0.89 and P-value of 0.66, which is greater than the established standard of 0.05 level of significance. Therefore, the null hypothesis, which stated that there would be no significant difference in the mean ratings of principals and teachers on the extent statutory school records are utilized in public secondary schools in Ogoja Education Zone of Cross River State stands upheld.

DISCUSSIONS

5.1 Extent of availability of statutory records in public secondary schools.

The data analysis revealed that items 1, 2, 4, 6, 8, 9 and 10 have mean scores greater than the criterion mean of 2.50. while the grand mean of 2.68 as seen on the table showed that principals ensure the availability of statutory records in public secondary schools in Ogoja Education Zone of Cross River State to a high extent, these scores imply that the respondents were of the opinion that Advanced knowledge of Teachers and Principals influences the application of competences in the management of available statutory records in public secondary schools for administrative functioning and educational implementation of Public Secondary Schools in Ogoja Education Zone Of Cross River State. This findings agrees

with the opinion of Tim (2018) who noted that Advanced knowledge characterizes the quality of learning and socialization in the society, and continues to influence peoples choices and decisions. These roles expectations of people in defferent society often influence behaviour of people in the organization overtime. Thus, the fundings of this study collaborates with the view of Nnenna (2018) who maintantned that it is common to see gender stereotypes manifesting in day to day life of major of Nigerian. These activities both at home and school affect principals thinking and participation in management tasks and decision-making. Hence, Teachers and Principals Advanced knowledge in public secondary school enhances application of administrative experiences, management behaviour and of active age. Therefore, Advanced knowledge of Teachers and

Principals enhances application of competences in the management of available statutory and non-statutory records in public secondary schools for administrative functioning and implementation educational goals in our society.

5.2 Extent of utilization of statutory records in public secondary schools.

The data analysis as presented in the Table 2 of items of serial numbers 11 to 20. The results indicated that 5 items of serial numbers 11, 14, 18, 19 and 20 have mean scores greater than the criterion mean of 2.50 as established which indicated high extent; while the others have mean scores ranging from 2.34 to 2.24 lesser than the criterion mean of 2.50 which indicated low extent. However, the grand mean of 2.50 as seen on the table showed that principals enforce utilization of statutory records in public secondary schools in Ogoja Education zone of Cross River State to a high extent. This imply that the respondents were of the opinion that the gender of Teacher and Principals does not influence the application of individual approaches in the management and utilization of statutory records in secondary education for administrative function of educational implementation in Public Secondary Schools in Ogoja Education Zone Of Cross River State. Specifically, the findings showed that Principals with advanced knowledge in the educational administration apply quality knowledge of motivations to enhance personnel administration and functions in secondary schools. It also reveals that principals with advanced knowledge of intellectual stimulation enhances supervision of instruction for quality management of record keeping in Public Secondary Schools. This idea is in line with the view of Oku

(2013) who opined that principal's effectiveness has to do with being fit to discharge duties promptly. This fitness encompasses the cognitive, affective and psychomotor domains, requiring learning experiences, exposure, creativity and inspiration in performing their leadership responsibilities.

A good educational administrator in the position a principal is very fundamental in the process of providing effective and quality educational goal implementation; hence, the need to engage competent hands as principals is very paramount and none negotiable. In administrative functions, all principals are expected demonstrate skillful functions of planning, organizing, directing, coordinating, controlling, and motivating for adequate accomplishment of school goal. As noted by Sofolume (2014), public secondary school principals are saddled with great responsibilities to ensure effective and efficient use and allocation of resources with the view development and investment in human capacity development for appropriate utilization of statutory and non-statutory in school records keeping. Assessment of the Availability, Utilization and Maintenance of School Records in the management of Public Secondary Schools in Ogoja Education Zone".

2.1 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Government should ensure that level of education and experiences are considered in deployment of Principals for proficiency in the availability, utilization and maintenance of statutory and non-statutory records in secondary schools for functional implementation of

educational goals in Public Secondary Schools.

2. Government should ensure adequate training and retraining of Principals on modern approaches on record keeping in the Schools.
3. Government should ensure advancement of record-keeping facilities by the provision of technological devices to meet the modern standard of quality education in our society.
4. Ministry of Education should ensure that Principals adopt bureaucratic and prudential practices in the supervision and maintenance of statutory and non-statutory school records in Public Secondary Schools in Ogoja Education Zone of Cross River State.

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