

**EVALUATION OF THE PROVISION AND MANAGEMENT OF RECORDS IN
SENIOR SECONDARY SCHOOLS IN NORTHERN PART OF YOBE STATE,
NIGERIA**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA**

MAY, 2014

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FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA**

MAY, 2014

DECLARATION

I declare that the work in this project Thesis entitled “Evaluation of the provision and management of records in senior secondary schools in Northern part of Yobe State, Nigeria” has carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this project thesis was previously presented for another degree or diploma at this or any other Institution.

.....
KACHALLAH, ADAMU SALEH

.....
SIGNATURE

.....
DATE

CERTIFICATION

This project thesis entitled; EVALUATION OF THE PROVISION AND MANAGEMENT OF RECORDS IN SENIOR SECONDARY SCHOOLS IN NORTHERN PART OF YOBE STATE, NIGERIA written by KACHALLAH ADAMU SALEH meets the regulations governing the award of the degree of M..Ed Educational Administration and planning of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my beloved parents.

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I am most grateful to Almighty Allah who has given me life and privilege to: Undergo this study. I am also indebted to my school, Ahmadu Bello University, Zaria for the enabling environment to carry out this work. The same gesture goes to my distinguished supervisors, Dr B A. Maina and Dr M.O Dare, who employed their scholastic powers to guide me through the period of this research work. Much gratitude is owed to them for their advice, encouragement and patience that have facilitated the completion of this work. To them I say a very big thank you.

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ABSTRACT

The study “evaluated the provision and management of records in senior secondary schools in Yobe State.” Four specific objectives were raised among which include; to examine the provision of statutory records in senior secondary schools In Yobe State, to assess the management of statutory records in senior secondary schools in Yobe State, to examine the provision of non-statutory records in senior secondary schools in Yobe State and lastly to assess the management of non-statutory records in senior secondary schools in Yobe State. Four research questions were raised while four Null hypotheses were postulated. Related literatures were reviewed in the second chapter. Survey design was adopted for the study. The population of the study was 1239 participants which include: 29 ministry officials, 20 principals, 40 vice principals and 1150 teachers out of which 200 were selected as a sample. A simple random sampling technique was used for selecting the sample. The data collected were analyzed using frequency distribution and percentages. ANOVA was used to test the null hypotheses. The findings of the study revealed that there were significant differences in the opinions of the respondents. Major findings were revealed, these include: Highest percentage of statutory records was provided, secondly; A reasonable percentage of statutory records was managed, in the majority of secondary schools in northern part of Yobe State. Thirdly it was revealed that; a good number of non- statutory records are provided in senior secondary schools in northern part of Yobe State. Meanwhile, items like: cumulative record card, school photo album and health record book stand undecided, and lastly, Not all the non- statutory records that are managed in senior secondary schools in northern part of Yobe State. Those that were managed include the following: time book, movement book (staff), cumulative record card, disciplinary committee file, sports and games activities and facilities file, school board minute book, national policy on education booklet, lesson plan, parent teachers minute book, duty roster, school calendar, health record books, continuous assessment dossier and lastly record movement book. Items like query book and school photo album are said to be not managed. While the respondents stand on no options on items like national curricular of different subject, staff responsibility list and disciplinary committee file. Major findings of the study were discussed. Lastly; summary, conclusions, recommendations and suggestions for further studies were drawn.

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OPERATIONAL DEFINATION OF TERMS

The following terms defined were found to be relevant to the study.

Records: this is an account of something, preserved in a lasting form e.g. in writing.

Statutory Records: These are documents stipulated by the Education Law of the state. They are mandatory records which must be kept by each school. The statutory records must be kept and maintained by each school and made available for inspection whenever they are demanded.

Non-statutory Records: They are important records but not mandatory. They are kept to assist the school head and or officers delegated by him in the day-to-day management of the school's affairs.

Management: management refers to a set of activities which can be classified as concerned with planning, organizing or controlling. It is the job of getting things done through people. This suggests that management is a process that is a sequence of coordinated events.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Analyst has identified three vital resources of an organization – people, capital and property. These components contribute to the success, unique quality and competitive advantage of each organization. When any vital resource is diminished, an organization can expect diminished returns, lower acceptance in the market place, and long-term, uphill battle to achieve respectability again. Vital resources have also been considered either irreplaceable or replaceable only after a substantial investment of time and effort. Today we operate in the information age, where previously people, capital and property provided the competitive advantage; today information has moved to the fore-front as the fourth vital resources – perhaps the most important one. People can be replaced, as evidenced by the high mobility of people from job to job. Capital previously accumulated inside an organization is now also available from a variety of sources such as loans, stock sales, and acquisition or mergers. Property, including manufacturing facilities, buildings and equipments is replaced on a regular basis as a result of wear – and – tear, obsolesce or upgrading.

However, Records on the other hand cannot be readily created, replaced or reconstructed except through years of effort. Statistics shows that approximately 30 percent of all organizations that suffer a catastrophic fire will cease to operate in one year. While insurance proceeds may fully replace the equipment and facilities, staff may be retained or added to do the job, and money safely protected outside the building in the banks or other financial institutions, these organizations cannot continue to operate. Why, Often because their vital records has been lost

forever. In line with this, a record management practice is necessary considering its impact in both public and private organisations.

Records management is the professional discipline to control the creation, maintenance, and disposition of information in the form of records. It includes the management of forms, reports, directives, active filing, in active storage, record retention and a variety of other components. While some view records only as paper produced or received by an organization, records include any reproducible form of information including microfilm, computer data, video tapes, photographs etc. The records management function protects this vital resources of an organization be it educational or otherwise.

Specifically, 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. Such records are kept by principals, teachers, counselors or administrative staff; hence the purpose of record management is to ensure that accurate and proper records of student's achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept. Durosaro (2002) sees school records as 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 for the planning and implementation of appropriate course of actions allowing proper monitoring of activities and or tasks. School records are important because they serve as major information tool that sustains the school and aids in achieving educational goals and objectives.

School records are grouped into statutory and non statutory. Statutory records include admission/withdrawal register, attendance register, and scheme of work, time-table, logbook,

visitor's book, time/movement books, school diary, and lesson plan/note for teachers, examination record book, etc. Non-statutory records are cash book, stock book, punishment book, school calendar, inventory book, staff minutes book, inspection/supervision report file, and requisition book etc. Record management is the application of systematic and scientific control of recorded information that is required for the operation of the school. 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 record management is to achieve the best retrieval and exploitation of school records in the school system and to improve the efficiency of record making and keeping processes. Record management helps to control the quality and quantity of information that is created in a manner that effectively serves the need of the school (Akube, 1991).

However, making good use of the provided school records, toward the attainment of educational goals, is one of the most important administrative functions of any school organization in which managers must adhere to. It is impossible to plan, control, coordinate and supervise any formal organization effectively in which records are not kept or mismanaged. To successfully achieve this, records must be safely kept and managed. It should be borne in mind that management is an essential function within all organizations, a tool that is needed within every human association for the attainment of common goals. The emphasis placed on record management in schools was aptly elucidated by Nakpodia (2006) who observed that two decades ago, there were few schools which did not have the desired records at the primary and secondary school levels.

As institutions of learning, secondary schools have a number of components that come together and make up the institutions; the physical structure, the students, staff and the

curriculum. The physical structure consists of the classrooms, toilets, offices, halls, pitches, etc. The students' component comprises of a range of the students from junior secondary school 1, to senior secondary school III. Among them you have the head boy or head girl, prefects, class monitors etc. The staff component comprises of the administrative staff i.e. principal and the vice principals, academic staff and non academic staff. The principal and his lieutenants are responsible for the general administration of the school. Among the academic staff, some are assigned responsibilities such as class master or class mistress, health master, sports master, kitchen master, exams officer, teacher librarian etc.

The Curriculum on the other hand spelt out the various subjects to be taught at different levels as well as the contents of the subjects. Certainly, the activities of these components must warrant the creation and received of records both within and outside the institutions respectively. In order to keep track of what is happening or has happened, and for efficient planning purposes the records generated and or received in the course of their activities must be organized to allow easy access whenever the need arises. Some of them must be preserved so that reference could be made of them for decision making, some may be appraised for the purpose of disposition in order to create space for more useful ones. Records management generally consists of all these activities. As educational institutions, records about students' academic activities, responsibilities assigned to staff, course contents, log book, financial transactions, and the general administration of the institutions should be properly generated, organized, Preserved and appraised. This study aimed at "Evaluation of the Provision and management of records in senior secondary schools in Northern part of Yobe State."

1.2 Statement of the Problem

Records are imperative for meaningful decisions in social systems and the educational setting in particular. Okeke (2001) observed that school records, when properly kept serve as information bank from which the principal and staff can recall stored information when needed. Furthermore, good school records provide information for teachers, counselors, curriculum planners and instructional supervisors for planning and implementing instructional and administrative activities, Egwuyenga (2000). The unforeseen explosion in pupils' enrolment figure during the 1976 Universal Primary Education Scheme (U.P.E) has been blamed on planning based on inaccurate data base. Similarly, the failure of the implementation of the National Policy on Education was blamed on the inadequate data base in which the programme was planned.

Considering the importance of records in the management of secondary schools, the Education Law in virtually all states of the federation requires that every school must keep certain specified records. For example, section 22 (1) of the Education (General) Regulation 1964 of the Education Law, 1964 of Northern Nigeria stipulates that every institution, other than a corresponding college or training college shall keep records and books. Those that are statutorily specified by law are referred to as a statutory records while, those necessary are known as non-statutory records.

Secondary schools, by the nature of their functions generate a lot of records (statutory and non statutory). Some of them are inclined to the pupils, some to the teachers, some to the administrative functions etc. Some of these records may have less value that may warrant their disposition immediately they are used while some may warrant preservation for a certain period of time depending on their value while others may warrant permanent preservation. Depending on the value of the records generated or received, school administrators to some extent determine

those to be preserved or disposed of as the case may be especially in the absence of a policy that guides their appraisal, retention and disposition.

During a discussion with some secondary school administrators, the researcher realized that a lot of records are received and generated in secondary schools, but it appears that there was no mechanism for effective management of the records generated or received in the course of running the schools. Where such records are kept, they are not properly organized, preserved and appraised. It is in view of this that this study aims at; Evaluating the Provision and Management of Records in Senior Secondary Schools in Northern part of Yobe State, Nigeria.

1.3 Objectives of the Study

The general objective of this study is to examine the evaluation of the provision and management of records in senior secondary schools in northern part of Yobe State Nigeria. The specific objectives of this study are to:

- i. examine the provision of statutory records in senior secondary schools in northern part of Yobe State;
- ii. assess the management of statutory records in senior secondary schools in northern part of Yobe State;
- iii. examine the provision of non-statutory records in senior secondary schools in northern part of Yobe State;
- iv. assess the management of non-statutory records in senior secondary schools in northern part of Yobe State;

1.4 Research Questions

- i. Are statutory records provided in senior secondary schools in northern part of Yobe State?
- ii. How do school managers manage statutory records in senior secondary schools in northern part of Yobe State?
- iii. Are non-statutory records provided in senior secondary schools in northern part of Yobe State?

- iv. How do school managers manage non-statutory records in senior secondary schools in northern part of Yobe State?

1.5 Research Hypotheses

The following research questions were drawn for the study:

1. There is no significant difference in the opinions of ministry officials, principals, vice Principals and teachers on the provision of statutory records in senior secondary schools in northern part of Yobe State;
2. There is no significant difference in the opinions of ministry officials, principals, vice principals and teachers on the management of statutory records in senior secondary schools in northern part of Yobe State;
3. There is no significant differences in the opinions of ministry officials, principals vice principals and teachers on the provision of non-statutory records in senior secondary schools in northern part of Yobe State;
4. There is no significant difference on the opinions of ministry officials, principals vice principals and teachers on the management of non-statutory records in senior secondary schools in northern part of Yobe State.

1.6 Basic Assumptions

Generally, it is assumed that; “Evaluation of the provision and management of records in senior secondary schools in northern part of Yobe State, is of immeasurable importance; it is also assumed that the respondents to the questionnaire in this research are ministry officials, principals, vice principals and teachers; it is assumed that:

- i. Statutory and non-statutory records if provided and well managed in senior secondary schools in northern part of Yobe State, there will be good academic performance.
- ii. If statutory and non-statutory records are provided and well managed, the administration of the entire school will be effective and efficient.
- iii. Provision and management of school records can enhance good school and community relations.
- iv. Provision and management of school records can enhance effective relationship between the school, zonal office and ministry of education.

1.7 Significance of the Study

“Evaluation of the provision and management of records in senior secondary schools in northern part of Yobe state” as a research topic will definitely play a very significant role to the following groups: Ministry officials, secondary school administrators and classroom teachers will benefit from the result of this research; the study will assist them to improve their approach toward record management in their respective secondary schools and the world of work generally. Students will also benefit from the result of this work, in the sense that, it will help them in improving their habit of maintaining exams and other related records for future references

Equally government, will stand a better chance to reap from the result of these study, the study will assist in the formulation of relevant policies on the record management in senior secondary schools in northern part of Yobe State and the country at large. Lastly, the study will help the researcher in pinpointing those areas that need urgent attention and proffer possible solutions, it also act as a reference point for stimulating further research.

1.8 Scope of the study

This study; evaluation of the provision and management of records in senior secondary schools in northern part of Yobe state, covers 20 secondary schools to represent the remaining secondary schools in the state. This is due to the fact that, data cannot be obtained from those schools in the southern part of the state as a result of insecurity issue in the area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction:

This chapter discusses the review of related literature based on the topic of the study. The chapter consists of the following sub-headings:

- 2.2 Conceptual frame work
- 2.3 Classification of records
- 2.4 Record management.
 - 2.4.1 Components of record management
 - 2.4.2 Principles of record management
 - 2.4.3 Importance of record management
- 2.5 School records
- 2.6 Provision and Management of statutory records in secondary schools.
- 2.7 Provision and Management of non-statutory records in secondary schools.
- 2.8 Factors that hinder the management of provided school records in secondary schools.
- 2.9 Empherical studies
- 2.10 Summary

2.2 Conceptual framework

Concept of Records: Records are the backbone of the economic life of society and are therefore fundamental to its existence. They are documents in whatever medium received or created by an organization in the course of its business and retained by that organization as evidence of its activities or because of the information it contains.

They are statement of facts, figures recorded in form of impression and expression, purposely established for remembrance and reference. They consist a wide range of valuable and irreplaceable materials such as signed copies of appointment and promotion letters, signed copies of annual accounts, orders, and minutes of meetings, communiqués, account vouchers, personnel files, working papers, and policy files, (Ayeni, 2000). In addition to this, Adeniran (1998) viewed records as all transactions of an organization within and outside, in performing its functions, kept for future reference, maintenance of the organization's history and ensuring continuity of the organization's activities.

Bhatia (2003) cited records as information and facts that are needed to maintain organization. It would be difficult to run an organization properly without proper utilization of records. He pointed it clear that management should prepare a list of all records and documents which will be filled, also by consulting the heads of different departments to identify how much time it will be necessary to retain a particular record safely. Consequently, records indicate how the agency organizes and files records for efficient retrieval, including protection of and access to vital records.

Concept of Management: Management is like investment. Managers have resources to plan with, their own time and talent as well as human and material resources. The goal of management is to get the best return on those resources by getting things done efficiently and economically.

The term management means many things to many people. In modern general saying, the term management implies the process by which a cooperative group directs action towards common goals. But to a modern industrialist, management means “getting things done through other people”. To the economist, management is just “one of the factors of production”; to the sociologist, management is “a class or status system”. However, in the modern organized context, management is viewed as a social process which is designed to ensure the cooperation, participation and involvement in the effective achievement of a given objective. Management, to Peter (1999), in Markus (2012) is an organ of institutions, the organ that converts a mob into an organization and human efforts into performance. Peretomode (1991) in Markus (2012) also sees management as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization.

However, Nwadiani and Sokefun (1999) in Mohammed (2006) conceived management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organizing human and material, energies with a unified system, designed to accomplish pre-determined objectives of the organization. Sherlekar (1984) in Markus (2012) defined management as the guidance, leadership and control of the efforts of a group toward some common objectives. It is a social/interactional and economic process involving a sequence of coordinated events- planning, organizing, coordinating and controlling

or leading – in order to use available resources to achieve a desired outcome in the fastest and most efficient way.

However, Adesina (1973) viewed management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system. He further suggests the following as the functions of management:

- a. Planning
- b. Organizing
- c. Staffing
- d. Evaluation
- e. Development.

Planning: - planning simply means a ways of projecting intentions that is a method of deciding what to accomplish. Planning deals essentially with concepts of future problems requiring imagination and choice, design and deliberate forethought. In the context of management, planning can be a most appealing and challenging endeavors.

Organising: - in an organization the manager decides what job would have to be filled and the duties and responsibilities attached to each one. It is not expected that everyone within the organization would be operating in isolation. In other words, the work done by members of the organization will necessarily be interrelated.

Staffing: - At the stage of organizing, the manager has already established various positions and has already decided what the people who hold them must do. In staffing, he attempts to find right person for each job. In other circles, staffing is referred to as manpower planning.

Evaluating: - evaluation could be seen in two parts; it could constitute the evaluation of the system itself or the evaluation of all the individuals within the system. The system can be evaluated when the results of the system are matched against the objectives.

Development: - development here refers to all forms of activities that must follow evaluation. At this stage. The various constrain to goals fulfillment would be looked in to and solutions to them proposed.

From the foregoing, management may be seen as a process of coordinating human and material resources in order to achieve an organization's objectives. It can also be said that management is a process of assessing and maintaining an environment in which individuals working together in groups can accomplish pre-selected mission and objectives effectively and efficiency.

2.3 Classification of Records

Records of any type vary from the organization where it can be useful and place where it can be transferred for the primary utilization. To this end, Judith and Smith (2002) identify three basic ways by which records are classified thus:

- I. By the type of use
- ii. By the place where they are used and
- lii. By the value of the records to the firm.

For more understanding of how these types of records are used in various organizations, Judith and Smith (2002) pointed that classification by use includes: transaction documents and reference documents.

A transaction document is a record used in a firm's day-to-day operations. These documents consist of invoices, requisitions, purchase and sales orders, bank cheques, statements,

contracts, shipping documents and personnel records such as employment applications and attendance reports. They added that a reference document contains information needed to carry on operations of a firm over long period of time. These records are referenced for information about previous decisions, quotations on items to purchase, statements of administrative policy and plans for running the firm. They said, common reference documents, are the most frequently used category of records maintained in an office are: business letters, reports and inter office memoranda. Other examples include catalogs, price list, brochures and pamphlets.

Classification by place of use, according to them, refers to external and internal records. An external record is created for use outside a firm. They further stressed that the larger group of records classified by their place of use is that of internal records. An internal record contains information needed to operate a Firm; such a record may be created inside or outside an organization. This is exemplified as communication between a firm and its employees (payroll records, bulletins newsletters, and government regulations) and communications among a firms departments, (inventory control records, interoffice memoranda, purchase requisitions and reports). Accounting departments of any organization maintain important internal records that document the presence and use of assets and liabilities and information essential for local, state and federal tax purposes.

Judith and Smith (2002) stated that from an inventory and analysis of the use of each major record category, a manager determines the value of the record to the firm. This evaluation is used to develop a records retention schedule specifying how long to keep the records in the firm. Some records are so valuable to a firm that they require special measures of protection. Each record maintained by a firm falls into one of the following categories:

(i) Vital records

(ii) Important records.

(iii) Useful and

(iv) Non-essential records.

Vital Records: As pointed out by Judith and Smith are records that are necessary for the continuing operation of a firm. These records are usually not replaceable. They may be legal papers such as articles of incorporation and titles to property owned by the firm which must be retained indefinitely (although all vital records do not require indefinite retention). Reports to shareholders and minutes of important board meetings are also considered vital records because they are the official records of decisions made.

Important Records: They are highlighted as records that assist in performing a firm's business operation and, if destroyed, are replaceable, but only at great cost. Personnel records, sales records, financial and tax, records, and selected correspondence and reports are important records to be kept given the high cost associated with their replacement.

Useful Records: As stated by Judith and Smith (2002) are records that are useful in conducting business operations and may, if destroyed, be replaced at slight cost. General correspondence (letters, memoranda and faxes) and bank statements are useful records that are easily replaced, or will have minimal impact if they are destroyed.

None Essential Records: The least valuable records are the nonessential records, which have no predictable value to the organization after their initial use and should be destroyed after use such as announcements and bulletins to employees, acknowledgments, and routine telephone messages.

2.4 Record Management.

In the past, 'records management' was sometimes used to refer only to the management of records which were no longer in everyday use but still needed to be kept - 'semi-current' or 'inactive' records, often stored in basements or offsite. More modern usage tends to refer to the entire 'lifecycle' of records - from the point of creation right through until their eventual disposal. Benedon (1978) defined information and records management as that administrative system which concerns itself with the control of records and information from their creation to their ultimate disposition. Similarly, Kanter (1987) views records and information management as the scientific and systematic control of recorded information, the control of which is over its creation, maintenance, utilization, storage, retrieval and disposition.

Penn et al (1989) posited that recorded information has a 'life' similar to that of a biological organism in that it is born (creation phase), it lives (maintenance and use phase), and it dies (disposition phase). Each of the phases has various elements associated with it and functional activities are performed within each element. They emphasized that within the creation phase, there are elements such as forms, reports, directives, and correspondence. During maintenance and use, there are elements such as files, mail, communications, active storage, security, and vital records. Within the disposition phase, there are elements such as scheduling, appraisal, storage in records centers, archives and ultimate disposal.

In line with the above, record management can be viewed as a means in which records are being handled with utmost care; starting from the day they are created up to the time of their disposal for the purpose of achieving organisational objectives.

2.4.1 Components of Record Management.

Records management includes the handling of the records of an organization throughout their entire life cycle- from their birth through their active and productive life. Basically, there are three phases of records management: records creation; records use and maintenance; and records disposition.

Records creation

Management of records usually begins when the records are created in the organization. There are various ways in which a record is created. It could be in form of an individual who writes a letter or memorandum to a business associate, a form sent to an applicant, who must complete it and return it to the organization that has the vacant position or an existing record placed on a copying machine and a copy of it is produced. Ugwunze (1992) noted that there is every need for records creation because of its importance in the administration of government, organization and institution but that the problem lies in the effective control of creation of these records. Ayeni (2000) observed that records can be internally or externally created, induced or adopted at any point in time as occasion demands. In the same vein, Abass (2003) opined that government agencies routinely create and accumulate records as they undertake the governments business. These records are vital to the process of managing and monitoring the use of resources.

Records Use

Another important component of records management is the records utilization. Penn et al (1989) asserted that the most important aspect of the management of active records is their use as an information source. Ayeni (2000) observed that the records of an organization are its

memory. They provide the information needed for effective operation of the organization. Information and Records are used for the following major purposes in every organization:

- ❖ **Administrative purposes:** records help employees perform administrative functions within the organization. Such records include policy and procedures manuals and handbooks, organization charts, and major contracts.
- ❖ **Legal purposes:** They provide evidence of business transactions. Such records include contracts, financial agreements, and deeds to property owned.
- ❖ **Historical purposes:** information and records in the organization usually represents the past memory of the organization. Decisions and activities that took place in the past can easily be retrieved for any purposes mentioned above.

Storage and Management of Records

Stewart (1981) noted that, one sure way to cause chaos in an office is for administrators to leave record which should be put in files lying around because none knows how to maintain and get them into the system. Penn et al (1989) emphasized that without adequate maintenance of records, the organization can neither obtain the information it wants or at the proper time. Such situation can lead to inefficiencies, poor decision making and uncertain policy with all the serious implications that these might have for the efficient and effective running of the organization. The above authors noted that filing systems are the heart of records storage and retrieval activities. Alegbeleye (1990) defined filing system as the preparation and placement of records into appropriate place so that they can be reached and used at appropriate time The efficiency of a filing system depends not only upon use of the most suitable equipment and method but on the ability and reliability of the staff responsible for filing.

In a recent survey of some registries and store rooms in public sectors in Nigeria, Longe (2003) observed that many files have inaccurate titles and some records are misfiled either inadvertently or deliberately. He pointed out that in most ministries, the file circulation systems are ineffective and a great deal of time is wasted to locate files. These results in poor information flow to decision makers. Filing is the process of arranging and storing records in an orderly manner so that they could be located with ease as at when required.

Stewart (1981) observed that one of the most frequent sources of delay and annoyance in filing is to find that folder has been removed from its place in the cabinet and a lengthy, irritating search all over the office is necessary to trace it. In the same view, Penn et al (1989) stated that the movement of files creates a conflict of interest between registries and their users. For registries they create headaches, but for the users whom the registries serve, the files exist to be moved and used. Thus, to avoid this he stated that a file location system has to be maintained and this can be achieved most effectively by replacing a file by a location card when it is taken out or sent from the registry. The location card of the file will show the file title and file reference, the date on which it was taken out, and the name of the officer/person who has it. One such card can be made out for every file as it is created and rest inside the file cover when the file is in place in the registry.

According to Ajewole (2000) filing is an age-long means of preserving records and information, and a tool in the effective management of records. He argued that space and equipment are inseparable aspect of storage. The storage space and storage equipment are devices for the preservation of records. He emphasized that the physical design of the storage space must facilitate proximity of active files, comfort of staff and easy retrieval. Similarly, the

arrangement of storage equipment and furniture must promote easy access, quick reception of inquirers and requesters as well as smooth contact/interaction among staff working there.

Records Retention and Disposal

The cost and inconvenience of storing ever increasing quantities of inactive records affect both management and users and eventually reach the point where remedial action is imperative. There is also the fear that if records that are cleared out and destroyed on an adhoc basis whenever space runs out there may be some that could be destroyed inappropriately. Stewart (1981) observed that records retention is the decision to keep records depending on their usefulness, legal requirements and other facts which may be determined by the business organization. Thomas et al (1983) viewed retention schedule as a documented agreement among the records creator, the record user and the record manager as to the retention and disposition of a record which will specify how long each type of active record is to be held in storage and when it can be destroyed. Retention periods are the periods of time varying from a few months of permanency during which a record has to be maintained by an institution. This is usually determined by statute, legal, regulatory or business compliance.

A records retention and disposal schedule is a list of the record series of an organization with directions on how the records are to be disposed of after their creation and initial use. The schedule spells out how long the records are to be retained, including any that are to be retained indefinitely. It may also include instructions on when records are to be transferred to secondary storage or archives. Penn et al (1989) pointed out that records scheduling has three broad objectives:

- i. Prompt disposal of records whose retention period has ended.
- ii. Storage of records which must be temporarily retained after they are no longer needed in current business.
- iii. Preservation of record which are of long-term value.

Large accumulations of all types of records may reflect inadequate management not only on the part of the records managers but also on the part of the organization's overall administration. Some types of records require only one reading or action before disposal; others should be retained for short period of time. Ayeni (2000) noted that records in any organization either commercial or non-commercial are retained because they are legally required to be kept by a status or they may be required as evidence in legal proceedings. In most cases records lifespan can be pre-determined at the creation of the record by use of pre defined retention or destruction schedules. However, it is important to states that good records management is based on the principles of regular review and controlled retention or destruction of information. The article is relevant to this study in that retention and disposal schedules are part of records lifespan and need to be examined for proper study, particularly in secondary schools being an educational institution where rigorous records are being created, use and disposed.

2.4.2 Principles of Record Management

Successful manager guard with numerous techniques for effective resources Control as well as the personality in conducting management affairs towards achieving set objectives, National achieves of Scotland (2005), points the following principles of records management:

- 1. Authentic:** It must be possible to prove that records are what they purport to be and who created them, by keeping a record of their management through time, where information is later added to an existing document within a record, the added information must be

signed and dated with electronic records, changes and additions must be identifiable through audit trails (Paul, 2000).

2. **Accurate:** Records must accurately reflect the transactions that they document.
3. **Accessible:** Records must be readably available when needed.
4. **Complete:** Records must be sufficient in content, context and structure to reconstruct the relevant activities and transactions that they document.
5. **Comprehensives:** Records must document the complete range of an Organizations' business.
6. **Compliant:** Records must comply with any record keeping requirements resulting from legislating audit rules and other relevant regulations.
7. **Effective:** Records must be maintained for specific purposes and the information contained in them must meet those purposes. Records will be identified linked to the business process to which they are related (Owston, 2009).
8. **Secure:** Records must be secondarily maintained to prevent unauthorized access, alteration, damage or removal. They must be stored in a secure environment, the degree of security reflecting the sensitivity and importance of the contents. Where records are migrated across changes in technology, the evidence preserved must remain authentic and accurate.

2.4.3 Importance of Record Management

The importance of an effective record management in an organization may not be over emphasized. In line with this, Griggs (1989) observes that:

“The purpose of records management is to improve the recording and preservation of information resources in organization and the use of resulting records so that information resources can be readily retrieved and the records can be discarded when they are no longer of informative value.”

This reveals that records management is the handling of documents that contain useful information and are kept for reference purposes; Florida Department of State (2009) in their hand book titled “basic of records management” identified the following importance of records management:

1. Space Savings:

It is the most immediately realized benefit of a records management programmed by implementing retention schedules and systematically destroying records that have met their retention requirements and can significantly reduce the space occupied by records.

2. Reduced Expenditures for Filing Equipment:

Appropriate disposition of records can greatly reduce the need for filing cabinets, file folders and, electronic storage media. Increased efficiency in retrieval of information is made more efficient through improved management of proper records systems and through cost effective and efficient implementation of non paper systems, such as electronic document, imaging and micrographics. An added benefit in improving filing systems is the reduction of misfiles and lost of records, which can result in costly searches to locate needed records.

3. Protection of Vital Records:

Records management involves identifying vital records and preparing a carefully designed disaster recovery plan that can help an organization reduce its vulnerability, the destruction of important records can cost an organization millions and threaten the organization’s ability to function, thus jeopardizing its existence.

4. Control over Creation of New Records:

A significant percentage of the cost of information is in records creation. Records management, firm management, and reports management can help reduce the proliferation of

unnecessary reports, documents and copies, and at the same time improve the effectiveness of those reports and documents that need to be created. Nwaka (2010) states that compliance with legal retention requirements and the establishment of administrative fiscal and historical retention requirements is the hallmark of a good records management programmed.

It also requires the establishment of retention requirements based upon an analysis of records, legal, fiscal, administrative and historical requirements and values. In the absence of such requirements many organizations either destroy records that should be retained or retain everything, thereby taking a legal risk or assuming unnecessary operation costs.

5. Identification of Historical Records:

Records managers play a vital role in the identification and protection of historical records. Most often, they are responsible for preserving and making available records having archival value. Records management programmed should include procedures for identifying and ensuring the care of documentary heritages.

2.5 School Records

School records could be explained to be a document through which information is transmitted within the school system and between the school and other stake holders in the education sector. Such document may be in form of letters, reports, pictures, minutes, maps, forms, films, microfiche and soft copy. School records could be many and varied. They are to be kept by the generality of schools staff members, head teachers (headmasters/headmistress at the primary school level and principals at the secondary school levels) bursars, heads of departments, coordinators etc.

Mbiti (1974) defined school records as the records that comprises all books, files and other documents containing information relating to what goes on in the school, who is in the school as well as what types of property the school owns. Eleanor (1984) describes school records as a document through which information is transmitted.

Nwagwu (1995) “school records are legal and administrative documents. They are public record that is any interested member of the public may seek permission to see the records, the school board has the implied power to make and enforce reasonable rules and regulations on school records and how they should be kept for the efficient administration of the school. In the same vein, Durosaro (2002) explained that school records are official transcript or copies of proceedings of actions, events other matters kept by the school manager, school records could be viewed as authentic register or instruments or documents of official accounts of transaction or occurrence which are preserved in the school’s office. School records are books, documents, diskettes and files in which are embodied information on what goes on in school (e.g. social, academic and non academic activities, important events etc), the school plant as well as other relevant information focusing on the growth and development of the school Olagboye, (2004).

In conclusion, School records could be seen as the entire records created and maintain within and outside the school for the purpose of achieving the predetermine aims and objectives of the school. These records can be broadly categorized in to statutory and non statutory records.

2.6 Provision and Management of Statutory records in secondary schools.

Statutory records are the records which are specified to be kept by various regulatory provisions of the Education law (Olagboye, 2004). Afolabi (2001) sees statutory records as the records that are compulsorily kept by the school. Failure to produce such records by the principal, if he is required to do so by inspectors or any government official is an offence.

Statutory records are therefore a kind of records which are specified by law to be kept in each and every secondary schools of the nation, failure to comply to this, may lead to punishable offence. In line with this, the education law in virtually all states of the federation requires that every school must keep certain specified records. For example, section 22(1) of the education (General) regulation 1964 of the Education law, 1964 o northern Nigeria stipulates that every institution, “other than a correspondence college or training college” shall keep the following “records and books”:

1. A register of admission and withdrawal
2. A register of attendance
3. A log book
4. A cash book showing every item of receipt and expenditure
5. A visitor’s book
6. A copy of the law, all regulations made there under and any amendments threat.
7. A copy of the institutions scheme of work
8. A Store ledger
9. Teachers records of all work done
10. Syllabus
11. Teachers lesson note
12. A school time table and analysis thereof
13. A class time table which shall be exhibited in each classroom.
14. A corporal punishment book
15. Counterfoils of transfer and leaving certificates
16. A report file

Source: (Otu 1999)

Admission and Withdrawal Register

The school admission and withdrawal register is a statutory record that contains detailed information about every child admitted as a student of the school. Olagboye (2004) sees admission and withdrawal register as a permanent record book into which is entered information regarding the entry and exit, including the details of the education and progress of each student that ever passes through the school. The register is therefore a very useful reference book on ex-student from which to draw information whenever recommendations are to be written on any student on request from employers' higher institutions and other relevant government or private organizations.

He added that a typical admission and withdrawal register which must be kept by the school head himself will contain columns for the following information on each student: (i) Admission Number (ii) Name of student (iii) Approximate date of birth (iv) date of admission, (v) name of parent/guardian, (vi) address of parent/guardian, (vii) previous school if any, (viii) class passed at previous school, (ix) incoming transfer, (x) outgoing transfer certificate number. Columns, (xii) to (xiv) of the register are usually reserved for information on the progress of the pupil through the school while column, (xv) is meant to carry information on the occupation of the grandaunt after leaving the school.

An important point to be made here is that there must be only one registration/school number for each student that passes through the school. A repeating student must retain his/her number given at the first registration. Thus, the school head must constantly update this register as well as ensure that every column of the register is completed for every student or pupil whose name enters it.

Attendance Register

The class attendance register is a record that is useful in showing student/pupils who attends 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 the school at a particular time or not. Ozigi (1976) viewed attendance register as a register of class attendance each day. According to him, the book shows the list of those present and absent. The register is usually taken either by the form master at the beginning of each day's activities or by the subject tutor during each lessons.

In the opinion of Olagboye (2004) it is a kind of register kept by the class teacher or a form master whose duty is to call the roll of attendance twice; in morning and in the afternoon after the long break, and mark the register accordingly by indicating the presence of each student with a slanting stroke to the left in the morning and to the right in the afternoon. Absence is shown with a naught (0) in the appropriate columns. Adapted to the above, he also suggests that a properly kept register of attendance will ideally show:

1. Student's name in full, surname first and in block letters arranged alphabetically;
2. Boys names first and in blue (black ink);
3. Girls names next in red ink;
4. The admission number and sex of each student;
5. The closure of the register thirty minutes after the commencement of each session;
6. Weekly and terminal summaries of attendance.

The teacher or form master is required to make daily, weekly and term summaries of attendance of his class while the head or his representatives is expected to check an initial all

weekly and termly summaries. Ideally, the class teacher should, as soon as the roll call has been taken submit to the school head information on the number of students present/absent in his class for recording on a notice board provided for the purpose. This attendance notice board enables the school community and any visitor to the school to see at a glance the total student population, male and female, as well as the composition of students per class, including the number present/absent. Any student who is continuously absent for upwards of four weeks without reason may be regarded as having left the school.

It is worth knowing, that the various versions of attendance registers available provide instructions, usually on the inner side of the front cover, on how they should be kept by the teacher. Teachers will therefore find it worthwhile to study such instructions and comply accordingly as this will facilitate the proper keeping of this particular form of school records. On their part, school heads should, as a matter of duty ensure that teachers comply with such instructions. They should also check class registers without fail.

Log Book

Log book is one of the statutory records required to be kept by the school. The log book is for recording the main occurrences that have been established to have taken place during the session and even holiday periods. Events that take place in 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 etc.

Afolabi (2001) is of the opinion that a “log book is a book of all events in the school, such events include the initial opening of the school, holidays and resumptions in the year, refresher and sandwich courses as well as workshops and seminars attended by the teachers. The

log book also contains other events such as appointment, registration and retirement of teachers. In addition, the log book contains other important event such as the supervision or expulsion of students together with reasons, report of inspection of the school, final examination results. This record is signed and locked up in a safe with a key after each-entry. This book must be retained permanently in the school.

Cash Book

It is important for every principal of a school to keep a cash book. This is because in a particular school year, a lot of money came into the school 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.

Otu (1999) sees it as a statutory record that shows all money coming to and leaving the school. The school head or his representative should keep this book. It is advisable to ensure that all payments are promptly recorded in the cash book either as payment from or into the school. She also added that; it is advisable to attempt, as often as it is convenient, the checking of the cash in hand against the cash balance as shown in the cash but it should be no longer than two months.

The keeping of this record will help the school head or his representative to give a good account of schools transactions and also prevent him from getting into problems that have to do with collecting and spending money.

Visitor's Book

The school visitor's book is a record book containing the list of important personalities visiting 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. Olagboye (2004) sees visitors book, as a book which is meant for recording the visits of important personalities, including officials from the ministries of education and related government agencies, officials of the local government administration, chief and traditional rulers, inspectors of education, etc. In addition, he said that the book will normally show the dates, names, address and comments if any as well as the signatures of the visitors. If necessary, the book should be made available to each visitor as soon as they arrive or in the course of the visit to prevent the possibility of oversight. There are standard visitors book on sale at book shops that can be purchased and used. In the absence of such, an appropriate ruled hardcover note book can be improvised.

Education Law

This is a kind of statutory records that contains rules and regulations that guide the operation of the school. Afolabi (2001) it is a copy of a statutory record that contains the objectives and policies of the government on education and educational procedures. In addition this document spells out regulations guiding the management of schools and education generally. The copy of this record should be handled with utmost care, due to the fact that a copy of such a record is very scarce in circulation.

Scheme of Work

It is important for every school head of a school to have a copy of syllabus kept in his office. The scheme of work, which breaks up the syllabus in to teaching unit, should also be kept. In the opinion of Olagboye (2004) a scheme of work is an estimate of academic work which a teacher expect to accomplish in each subject, base on the number of lessons he will have during each term. It is necessary for the teacher to compile scheme of work for each subject separately for each term. If he is teaching more than one class he must compile separate scheme of work, for each class. He also added that; in drawing up a scheme of work, the teacher should: first study the syllabus as well as the textbooks to be used.

- i. Decide on the number of lessons to be allocated to each learning topic on the basis of the time table for the class as well the students previous learning and general ability.
- ii. There after write down the learning topics in the order in which they are to be taught week by week such that one topic leads to the next.

The class teacher is also expected, for purposes of academic accountability, to keep a record of the work he accomplishes in each subject in the course of a term. Not only does the record of work promote accountability in the school system, it also enables the teacher who is taking over a new class to know what part of the syllabus the student have already covered to continue from there.

Records of work

Ozigi (1976) viewed record of work as a book which shows teachers scheme and plan of work in each subject area for each class for each week. This actual work covered week by week and month by month is entered in the appropriate sections of book. Olagboye (2004) sees it as a record which enable the school head to know what is been taught in the school through regular

checking. It also enables the school head to enforce accountability and continuity in the work of the school. The record of work book will normally show the areas of the syllabus the teacher has covered as pointed out above, the date/week in which the work was done and possibly with teachers and students course book reference. There are many of them in use in the schools today, special scheme and recorded or workbooks which contain both scheme and records of work done, thus facilitating comparison between work actually done and work planned.

School Time Table

School time table is one of the most important statutory records which school is required to keep. It regulates the teaching and learning activities in the school. Obi (2001) defined school time-table as a plan of action in which the subjects of the school curriculum are distributed over the teaching periods of the school days of the week that makes up the terms and academic session. In line with the opinion of Obi, the school time-table should for example indicate when classes will begin, when the school closes for the day or when the school should go on break. The preparation of school time-table can be a difficult task and as such, experienced teachers should do it, while the inexperienced ones learn from them. Olagboye (2004) added that the school head should have a master copy of the school time-table on display on his office notice board and another should be on both the school notice board as well as the notice board in the staff room.

Class Time-Table

Olagboye (2004) stressed that; each class in the school should have its own time-table extracted from the school time-table. It is also convenient for each teacher to have his time-table extracted from the general time table. It is important that each school time-table should be

accompanied by a subject time-table analysis and a teacher's time-table analysis. The subject time table analysis shows at a glance the distribution of period per subject per class, while, the teachers time table analysis shows the number of period taken by each teacher. However, it is not necessary to display this latter analysis in every class or the school notice board. The school head certainly needs to have it on his office notice board.

Corporal Punishment Book

This is a book kept by the school head in order to record cases of punishment given to students and to ensure that the procedure for punishing any student has been followed. The keeping of this book helps to protect the child from being punished anyhow by the teacher or administrators. It also helps to protect the teacher or administrators 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 behavior that is common in the school with such the school head can take the necessary steps in tackling the problem. Otu (1999) suggested a list of purposes of the punishment in schools; thus:

1. To have on record the type of punishment given and the manner in which it was given so that an impartial observer could compare the offence with the punishment and see that the school head was just and fair.
2. To have on records the offence of which a student' commits which warrants corporal punishment.
3. It helps "young" teachers to abstain themselves since they know it is only the school head who is competent to give corporal punishment.

4. It can protect the school head and the school from court actions.

Transfer and Leaving Certificates

A transfer certificate is a form obtained by a student leaving one school to another, showing that such student is not in any way indebted to the school in which he is leaving. Afolabi (2001) viewed transfer certificate as a document or record issued by a school head to any student leaving his school to another school. A student who has spent some time in a school cannot be admitted in another school for the same course without a transfer certificate. She added that the certificate gives information about the pupil's class in the previous school, his ability and behavior. When the behaviour of the students is bad, it should be reflected in the certificate. If the student owes the school some arrears or fees or any other money he or she should be asked to pay before the issuance of the certificate.

Information in the transfer certificate includes the following:

1. Name of the student
2. His home town
3. Date of birth
4. Admission number
5. Name and address of the school issuing the certificate
6. Class last passed and date
7. Class at present
8. Date of last attendance at school
9. Number of attendance made to the school this year
10. Fees owing if any
11. Conduct (satisfactory or otherwise)
12. Cause of leaving
13. List of former schools with dates if any.

The transfer certificate is issued free to the student who wishes to leave one school on transfer to another and on demand from parents/guardian. The transfer certificate is normally printed in duplicate and numbered serially. Leaving certificate; Olagboye (2004) stressed that this certificate is assumed free of charge by the school head to the student after completing his programme, indicating the dates of the period or periods during which the student attended his school. To be eligible for the issuance of his certificate the student must have cleared all fees owing and must have completed his studies in that school.

2.7 Provision and Management of Non- Statutory Records in Secondary Schools.

They are equally important records but not mandatory. They are kept to assist the school head and or officers delegated by him in the day-to-day management of the school's affairs. Afolabi (2001) and Otu (1999) recommended the following as non-statutory records.

Time Book:

This is another useful record book to be kept in the school to know the actual time the individual teacher reports for duty in the morning and the time he or she closes finally. In modern times a time book is now opened for staff to check staff lateness to and absenteeism from school. In the staff time book a staff is expected to write down his/her names, time of reporting to the school and his/her usual signature in the morning and time of departure at the end of the working day.

National curricula on Different subjects

The national curriculum for junior secondary schools and senior secondary schools book series have been prepared for use in schools by the federal ministry of Education. The books are prepared in volumes. A volume may combine two, three or more disciplines. On each subject the

curriculum stipulated the philosophy and objectives of the subject, contents into each year of the secondary school programmes. The breakdown of the contents in each year of the course shows the following:

- Topic, Performance Objectives of the topic to be taught
- Content to be taught
- Activities to be discussed or carried out
- Facilities/ equipment to use in teaching the topic.
- Assessment to be carried out after presenting the topic before the learners
- Remarks/notes on the general presentation of topic and students reaction to the presentation.

The national curricula are very helpful to the subject teachers who are expected to breakdown subject syllabuses into scheme of work in term, weekly and daily basis.

Movement Book:

During a working day it may be necessary for a staff, teaching or non-teaching, to seek the permission of the school head- teacher to move out of the school premises. The staff movement book is a record that shows the whereabouts of a staff who reports in the school for duty but for good reasons have to move out of the school. Every staff moving out of school hours with the head teacher's 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) in the day, signature of staff, head teacher remarks/signature. The staff movement book helps the school to have knowledge of the whereabouts 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.

Cumulative record cards

This is a Continuous record or combination of records which Contains comprehensive information about each Pupil and which 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/or the School counselor. The Following information is 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.

Query book

The Query book is a record of queries sent to- teaching and non-academic Staff. A school head can send queries to any member of staff who:

- Goes late to classes
- Does not attend morning assemblies regularly
- Refuses to give assignments to students regularly
- Refuses to carry out a duty assigned by the school authority
- Makes it habitual to leave his place of work before the close of the working day.
- Is rude to his superior officers (acts of insubordination)
- Does not keep necessary and important school records expected of them.
- Deviates from the teaching professional code of ethics; for example inciting students and/or fellow staff against the College or government etc.

Copies of staff replies to such queries must be recorded in such query file. Every record of a query must have (i) Date (ii) Name and Rank of staff being queried (iii) Nature of query (iv) Response to query by the concerned staff. (v) Head teacher's reaction to erring staffs response (vi) Further action taken by head teacher (vii) Response from higher authority (viii) Final action taken on erring staff (ix) Name and signature of school heads.

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, student, school surroundings and exhibitions taken during school festivals such as:

1. First year pupils' first day at school
2. Inter-house athletics meeting
3. Competitions in sports and games
4. Literary and debating society activities
5. Cultural displays
6. Meeting of clubs and societies
7. Religious groups ceremonies
8. Environmental sanitation exercises
9. speech and prize giving day ceremony

Staff Responsibility List

The staff responsibility list shows in clear terms the primary and secondary assignments given to staff in the school. The teaching staff responsibility in the school includes that of the:

1. School head.
2. Vice school head (administration, academics and special duties)
3. School guidance counselor
4. Head of department
5. Form master/mistress
6. Class teacher/subject teacher
7. Daily duty master/mistress
8. Library master/mistress and assistant
9. Games master/mistress and assistant

10. Coordinator of school clubs and societies
11. Health master/mistress and assistant
12. Labour master
13. Staff patron/matron of school club! Society
14. Staff secretary

The non-teaching staff responsibility list shows the different responsibilities assigned to the non-teaching staff, such as:

1. Personnel assistants
2. School bursar or finance clerk
3. Library officer, assistant and attendant(s)
4. Store keeper(s)
5. School driver(s)
6. Typist(s)
7. Messenger(s)
8. Security guard(s)

The duties of these different staff responsibilities are updated to be spelt out in the schedule of duties of staff in school. Every school head is expected to have the written duties scheduled to each staff position and committee.

Disciplinary Committee File

Disciplinary is an important aspect of school life. A disciplinary committee made up of some teaching staff is established to consider cases of students misbehavior in the school, the extent to which a student misbehavior affects the image of the school, decision taken on the possible ways of correcting an erring student and recommend how to prevent future

reoccurrence of such erring behaviour. The records of the proceedings or minutes of the disciplinary committee are expected to be kept neatly and securely in a file for future reference or recall if the need arises.

Sports and Games Activities and Facilities File

The curriculum of sports and games in primary schools is an important aspect of school life. A school is expected to establish and maintain facilities for sports and games in the school. Some games and sporting activities common in our schools are football, handball, table tennis, volleyball, basketball, athletics and volleyball. Some schools have indoor games like lido, whot, scramble, snake and ladder, computer games etc. A school must have a record of names of games and sporting activities, facilities for games and sport in the school inter-class and inter-house competition, inter school competition. Students who represent the classes, house and the school in different games and sporting competition awards given to school and individual student in the field of games.

Board of Governors Minutes Book

Meeting in the school setting could be defined as a gathering of school personnel and or students/parents which serves as a forum for the interchange of ideas, views and opinions with the object of making decisions on matters affecting the school. Minutes on the other hand, are the accurate but condensed official written record of the proceedings and decisions taken at a meeting. Hence, it is essential that minutes should be taken at every meeting at which matters affecting the schools are discussed. This is because, next to the log book, minutes serve as primary source of the history of every school. Minutes are also legal tender in financial and related transaction with banks and in many courts of law (Olagboye, 1997) in (Olagboye, 2004).

Very importantly too, the various ministries of education rely heavily on the minutes of boards of governors meetings in taking final decisions in matters affecting schools and the discipline of students in particular. On their part, the boards of governors base their decisions on student's disciplinary cases on the minutes of disciplinary committee meetings which are a feature of every secondary school. All disciplinary problems of students are normally first investigated by the committees which then make recommendations that are put before the board of governors. Because of their importance, only reasonably senior, matured and delinquent members of staff should be assigned as secretaries to take minutes at the more important meetings such as those of the board of governors, the PTA and staff meetings, minutes should as far as possible, be impersonal, concise, self-contained and be able to stand complete as permanent records. Construction of minutes should follow the fairly common format which includes the following items in the order shown below:

- Title/heading, including date and time of the meeting:
- Members present (starting with the chairman)
- Members absent/apologies from absentees
- Main body of the minutes, including:
 - Opening meeting/chairman remarks/prayers
 - Reading and adoption of the previous minutes
 - Matters arising
 - Business of the day
 - Any other business
 - Closing of meeting

It is a good practice for the secretary to prepare his minutes within twenty four hours after the end of any meeting. By so doing, the details of the proceedings at the meeting will be vividly conveyed in the minutes as they would not have become hazy with the passage of time. In

recording the main business of a meeting, it is expected to treat each item or issue discussed in a separate paragraph, each to be followed immediately by another paragraph embodying the decision taken. This should be repeated for every item.

National Policy on Education Booklet

The national policy on education booklet is a precious document expected to be kept in a recognized school. It contains some vital information on the structure and policies of Nigerian formal and non-formal education system. In general the national policy on Education booklet contains information on: i. Philosophy of Nigerian Education. ii. Pre-primary education. iii. Primary education iv. Secondary education v. Higher education including professional education VI. Educational services vii. Administration and planning of education and financing of education. Federal republic of Nigeria prepared the national policy on education booklet.

Lesson plan:

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 plan notebook serves as an aid to the teacher in the Course of teaching as he cannot rely completely on his memory. It reminds him of each step as he teaches. The lesson note for each day should contain the following important information.

1. General information such as the topic, date, time of the day, duration of the lesson, age, sex and class.
2. Behavioral objectives, previous knowledge, introduction, presentation conclusion, evaluation and children's activities including assignment

2.8 Factors That Hinder Proper Record Management in Secondary Schools.

In Nigeria, getting accurate and reliable data has been a long teething problem. Agbaje (1982) pointed out that Nigeria has been muddling without facts and figures in schools. Poor statistical system, many schools starved with competent teachers, ill-equipped and ill-supplied facilities are products of poor record keeping in our school system. Amongst the problems facing records management in schools are:

1. Transfer and Retirement of Officers

When an officer/school head with a particularly schedule of duty is transferred from one office or school to another without an immediate replacement with a competent officer, a gap is created. There is likely to be distortion in the flow of information and record management. In some cases, transferred officer may not carry out adequate handing over of records and other matters still pending. This lapse may apparently constitute a problem for the new officer who is now assigned his duty.

2. Inadequate Storage Space

This hampers effective record management. It is a common place to see files in piles from the floor up to the wall in many offices because of lack of space. Adequate provision is not usually made for storing files in some offices and schools.

3. Undurable and Bulky Materials for Records

Files used for keeping materials are usually made from inferior materials such as cardboard. Within a short period of handling the files, they begin to wear out. If such files are not replaced, materials or records in them can get lost. Also, planks susceptible to termites attack are often used as file racks, shelves and cupboards. These damage easily and result in dislocation of records.

4. Carelessness of Officers Handling the Records

At the school level, both the school heads and teachers do not keep records accurately. The most abused is the attendance register. They do not keep their diaries and record of workbook up-to-date. In some cases, when students withdraw or drop out from the school/class, teachers continue to mark them present.

5. Inexperienced Officers

Newly recruited officers who are left unindicted tend to gamble with movement of documents and files. Such officers can put documents into wrong files or cabinets. At times the inexperienced officer may not be aware of the importance and urgency of a document thereby putting it in an irrelevant file.

6. Involvement of Manual Operations in Records Management

Manual operation of records can lead to misplacement of file loss of vital documents by unscrupulous officers. Officers often times feel hesitant to carry files from one office to another because of laziness or bulkiness and undurability of the files; hence, information may not get to the right place at the appropriate time.

Strategies for Effective Record Management in secondary schools

The following strategies may help to reduce some of the constraints on record management in the school system.

1. Induction Courses: When new staffs are recruited or school heads just promoted to leadership position, they should be trained in the management of records. They should also be made familiar with relevant offices, lines of communication, records available in each office and officers managing the offices.

2. Refresher Courses: Officers managing records who have spent up to 3 years on the job should be encouraged to attend refresher courses on record management. This can help to upgrade their skills.

3. Introduction of Computer Technology: Computer hardware and software should be gradually introduced into Nigerian secondary school system for adequate storage, manipulation, utilization and retrieval of records. The use of computer technology will reduce the manual task of managing records.

4. Reduction in Size of Record Materials: The files and papers used for record management in the school system are often so wide and heavy that they occupy too much space. The size of files and papers should be reduced to half the present size. This could solve the problem of bulkiness of record materials.

5. Adequate Supervision and Inspection: The school head should endeavor to conduct periodic checking of stored records to ensure proper management practices amongst the staff responsible for handling records. Adequate inspection of files and other storage facilities will help check missing of documents and improper filing of records materials.

2.9 Empirical Studies

Akagwu (2005) conducted out a research on factors affecting records management in Kogi state college of education, Ankpa. The study had three objectives among which include knowing the suitability of records that exist in the organization, examining the present system of records management and maintenance, knowing how the college organized and managed her records in an effective manner. The sample of the population used by the researcher was 545 staff of the institution. The researcher used survey research method for the data collection. The statistical tool used was chi-square. The findings made by the researcher include: that the various

departments adopt various policies in their records management. In the library department, when the records are no longer found useful, they are sent to archive. The research work is important to the current research because it helps the researcher to understand that record management should be made a policy which must be carried out in every organization in a manner suitable for the organization. The researcher recommends that the number of people/staff handling records should be increased to cope with the challenges of the job and they should be given training to enable them acquire the skill in the new technological age.

A related work was carried out by Mohammed (2006) on Record Management in Information and Protocol Unit of Ahmadu Bello University Zaria. The study had three objectives which include: to examine what kind of records created/generated in information and protocol unit and how they are being classified, to investigate how records are being used in this unit, to identify various storage facilities available for storing document in the unit. The researcher used survey method and questionnaire was the instrument used for the data collection. The findings made by the researcher include; a defined, secured and well fumigated cabinet and shelves be put in place for records in paper format while records in electronic format should be kept in glass cabinet and should be standard vertically. Metal cabinet and shelves should be acquired to safeguard records in terms of fire outbreak. The researcher's work is important to the current research work because it helps the current research to appreciate that storage facilities are imperative when discussing record management.

In another related work carried out by Egwuibe (2008) on Management of Information and Records in Federal Neuro Psychiatric Hospital Kaduna in Kaduna State. The study had four objectives which include to find out the kinds of records kept by the federal neuro psychiatric Hospital Kaduna, to investigate how records are being used in the federal Neuro psychiatric

Hospital Kaduna; to find out the qualification of records management staff in the federal Neuro psychiatric Hospital Kaduna, to determine how these records are made accessible to users. The researcher used the sample population of 420 active medical in the unit. The researcher used survey research method and the instrument used for the data collection was questionnaire. The findings made by the researcher include: the management of records are extremely poor, the medical records served useful purposes as indicated by the Doctors and consultants, these records are not properly organized and accessible. The researcher recommended amongst others that trained and qualified staff should channel the affairs of records. The research work is important to the current research because one of the findings stated that management of records is extremely poor which help the current research in the area of statement of the problem.

A related research work was carried out by Babatope (2009) on the management of information and records in Ido/Osi Local Government Area of Ekiti State. The study had four objectives which include: to standardize the acts of records creation, maintenance, retrieval, retention and protection to provide a foundation for future development through records management, to redress bad attitudes of record management in Ido/Osi Local government Area of Ekiti state, to help reduce the financial and human energy expended on handling organization information in record management of Ido/Osi Local Government Area of Ekiti State, to promote enabling environment for accurate filing procedures in records management of Ido/Osi Local Government of Ekiti State. The researcher used survey method and questionnaire was the instrument used for the data collection. The findings made by the researcher include; the process of records maintenance and retrieval are adequately poor in the local government of Ido/Osi Ekiti State, the filing of records by the records clerks of some departments are not in good shape because some of the records clerks have no adequate experience to manage the challenges of

filing procedures in the modern offices. The research work is very significant to the current work because it shades more light on filing procedures in terms of information and records management, maintenance and retrieval in the organizational administration.

2.10 Summary

An attempt has been made in this research to utilize the relevant literature to examine the evaluation of the provision and management of records in senior secondary schools in northern part of Yobe State. School records as viewed by different authors were found to be very much appropriate and important to teaching and learning in senior secondary schools. It was noticed that so many areas on the concept of records were touched, these include classification of records by use, by the place where they are used and by value of the records to the firm. In the aspect of records management things like; the concept of records management, components of records management, and principles of records management and lastly importance of records management were reviewed. In addition to that a literature on school records, provision and management of statutory records and provision and management of non-statutory records in senior secondary school was highlighted in the review, moreover, an empherical studies related to topic under study was also reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to describe the research design and procedure to be adopted in conducting the study. The research work is going to look at the “Evaluation of the provision and Management of Records in senior Secondary Schools in northern part of Yobe State”. The chapter presents the following headings:-

1. Introduction
2. Research design
3. Population of the study
4. Sample size and sampling procedure
5. Research instrument
6. Validity of the Instrument
7. Pilot study
8. Reliability of the Instrument
9. Method of data collection
10. Method of data analysis.

3.2 Research Design

Survey method of research was adopted for the study. This is due to the fact that it examines the opinions and attitude of population too large to study directly, (Timothy, 2003). Also, Agbonifoh (2001) pointed out that survey research method involves the systematic study of a small or large population in order to understand and be able to predict the present condition and

need. This research method was adopted to examine the, “Evaluation of the provision and Management of Records in Senior Secondary Schools in northern part of Yobe State.

3.3 Population of the Study

Abubakar (2008) defined population as a “total number of the target group, item, element, event or object intended to be studied. Verma and Beard (1981) describe population as the largest group from which a sample is selected for study. The population of the study consists of four categories of participants, these include: 29 ministry officials, 20 principals, 40 vice principals, and 1,150 teachers of senior secondary schools in Northern Part of Yobe north.

3.4 Sample and Sampling Procedure

Sampling is very essential in a research especially when the problem to be solved involve a large population; it involves selecting an unbiased representative sample from a population. (Aina, 2004). In this study, the researcher used 25 ministry officials, 20 principals, 40 vice principals, while in selecting the teachers, the researcher make use of 10% of their total population, as suggested by krejci and Morgan (1976) that when population is above 500, 10% of it is enough for generalization. The selection of the respondents was done through stratified random sampling procedure. Table 3.1 shows the sample population of the respondents.

Table 3.1 Population and Sample of the Study

S/N	INSTITUTIONS	Ministry Officials		Principals		Vice-Principals		Teachers		Total	
		Pop	Sample	Pop	Sample	Pop	Sample	Pop	Sample	Pop.	Sample
1	Gashu'a zonal office	29	29	-	-	-	-	-	-	29	25
2	GDSS Gashu'a	-	-	1	1	2	2	162	16	165	19
3	GSTC Gashu'a	-	-	1	1	2	2	125	12	128	15
4	GSS Jakusko	-	-	1	1	2	2	64	7	67	10
5	GSS Gwio kura	-	-	1	1	2	2	42	5	45	8
6	GSS Amshi	-	-	1	1	2	2	37	4	40	7
7	GGASS Dagona	-	-	1	1	2	2	60	6	63	9
8	GDSS Nguru	-	-	1	1	2	2	52	5	55	8
9	GHIC Nguru	-	-	1	1	2	2	62	6	65	9
10	GSTC Nguru	-	-	1	1	2	2	46	5	49	8
11	ADSS Nguru	-	-	1	1	2	2	43	4	47	7
12	GC Nguru	-	-	1	1	2	2	70	7	73	10
13	GSS Geidam	-	-	1	1	2	2	52	5	55	8
14	GSTC Geidam	-	-	1	1	2	2	45	5	48	8
15	GHIC Yusufari	-	-	1	1	2	2	35	4	38	7
16	GSS Yusufari	-	-	1	1	2	2	43	4	46	7
17	GSS Jajimaji	-	-	1	1	2	2	42	4	45	7
18	GSS Machina	-	-	1	1	2	2	40	4	43	7
19	GSS Kanamma	-	-	1	1	2	2	31	4	34	7
20	GSS Yunusari	-	-	1	1	2	2	40	4	43	7
21	GSS Kumaganam			1	1	2	2	30	4	33	7
	TOTAL	29	29	20	20	40	40	1150	115	1239	200

Source: Ministry of education, Gashu'a zonal office. 2014

3.5 Instrumentation

The instrument used for data collection was a seven point scale questionnaire on record management, developed by the researcher with Seven (7) options; which include (adequately provided, provided not provided, undecided, adequately managed, managed, not managed and undecided). The use of the options above helped in confining the opinions of the respondents in data collection. The questionnaire was divided into the following sections; section one request letter, two personal information or data of the respondents, three the questionnaire items.

3.6 Validity of the instrument

In ascertaining the content and face validity of the instrument, a self developed questionnaire on record provision and management was presented to two lecturers in the Department of Educational Foundations and curriculum at Ahmadu Bello University Zaria, for scrutiny and advice. The contents and expression of the items was improved based on the experts' advice and comments. The questionnaire items were reconstructed in a way that the item statements were related to the research questions.

3.7 Pilot Study

A pilot study was carried out in a small part of the population of the research area, 40 copies of the questionnaire were used in ministry of education (Gashu'a zonal office) and four secondary schools in Gashu'a town. The reliability of the instrument was determined through the use of statistical package for social sciences (SPSS). Cronbach's Alpha correlation coefficient was adopted in testing the result. The reliability index was found to be 0.77

3.8 Reliability of the Instrument.

Grinnell (1993) observed that reliability measures the degree of accuracy in the measurements an instrument provides. The reliability of the instrument was obtained after a pilot study. Test and retest method was employed. This was done by administering the instrument to 40 participants in Gashu'a town. After an interval of four weeks, the same instrument was administered to the same set of participants from ministry officials and four secondary schools in Gashu'a town. The correlation index was found to be 0.77. Therefore, the instrument was considered reliable for the study.

3.9 Method of Data Collection.

In order to collect data for this study, questionnaire was administered to the respondents in each of the 20 secondary schools and Ministry officials in Gashu'a Zonal office, in Yobe North by the researcher and a research assistant. Enough time was given to the respondents in filling the questionnaire.

3.10 Methods of Data Analysis

The data collected from the various respondents in this research work were computed and analyzed in form of tabulation, frequencies and percentages. The responses, base on the way they were scored such as: adequately provided, provided, not provided, undecided, adequately managed, managed, not managed and undecided. Frequencies and percentages for each item in the instrument are computed and presented in table form in chapter four. In testing the hypotheses, Analysis of Variance (ANOVA) was used. The analysis has a bench mark of 0.05 significant level for acceptance or rejection of any of the stated hypotheses.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The research work was on the evaluation of the provision and management of records in senior secondary schools in northern part of Yobe State, Nigeria. This chapter gives the report of the research findings based on data collected from Ministry officials, principals, vice principals and teachers.

The first sets of data were presented in tables of frequencies and percentages as the concern demographic characteristics of the respondents. The second set of data were meant to answer the research questions, each of the research questions was presented in table of frequencies and percentages with relevant items and the last Set of data were to test null hypotheses in order to further probe into the research questions.

4.2 Analysis of Respondents Bio-data

Analysis of respondent's bio-data was conducted under the respective sub-headings in the following tables:

Table 4.1 Distribution of respondents by gender

Gender	Frequency	Percentages
Male	152	76
Female	48	24
Total	200	100

Table 4.1 indicated the distribution of respondents according to their gender, it showed that 152 (76%) were male and 48 (24%) were female. This indicates that there are more male teachers in senior secondary schools in northern part of Yobe State than female teachers.

Table 4.2: Distribution of the Respondents by Status

Status	Frequency	Percentages
Ministry officials	25	12.5
Principals	20	10
Vice principals	40	20
Teachers	115	57.5
Total	200	100

Table 4.2 showed the distribution of respondents by their status, respondents from Ministry of Education constitute 25 which represent (12.5%); principals constitute 20 representing (10%); vice principals constitute 40 representing (20%) while teachers constitute 115 representing (57.5%). This indicates that class teachers constitute the highest percentage of the respondents.

Table 4.3 Distribution of Respondents by Qualification

Qualification	Frequency	Percentages
NCE	89	44.5
Degree	39	19.5
Masters	01	05
Others	71	35.5
Total	200	100

Table 4.3 showed the distribution of respondents by qualification. The respondents with NCE are 89 (44.5%). This was followed by Degree which formed 39 of the respondents representing (19.5%). It was also discovered that, only one (1) respondent has Master with (0.5%) others are 71 representing (35.5%). This implied that the distribution of respondent's qualification shows that NCE holders carry the highest percentage.

Table 4.4 Distribution of Respondents by Years in Experience

Years in Experience	Frequency	Percentages
31-40	10	5.0
21-30	63	31.5
11-20	95	47.5
1-10	32	16.0
Total	200	100

The analysis of the respondents years in experience on table 4.4 showed that 10 respondents representing (5.0%) spends 31-40 years in service, while 63 of the respondents representing (31.5%) spends 21-30 years in civil service. The table also reveals that; 95 respondents representing (47.5%) spends 11-20 years in service, while 32 respondents, representing (16.0%) spends 1-10 years serving the state through teaching service broad. This indicates that; majority of the respondents spends 11-20 years in civil service, specifically teaching in senior secondary schools in Yobe state.

4.3 Analysis of Respondents Answers to Research Questions

Respondents answer to the four research questions of the study were analyze in table 4.5 to 4.8, in the course of the analysis, opinions of both Ministry officials, principals, vice principals and teachers were taken care of.

Table 4.5

Opinions of the Respondents on the Provision of Statutory Records in senior Secondary Schools in northern part of Yobe State

S/N	Item	Provision							
		Adequately Provided		Provided		Not Provided		Undecided	
		F	%	F	%	F	%	F	%
1	Register of Admission and withdrawal	14	7.0	64	32.0	66	33.0	56	28.0
2	Register of Attendance	23	11.5	71	35.5	64	32.0	42	21.0
3	Log Book	12	6.0	63	31.5	65	32.5	60	30.0
4	Cash Book	11	5.5	63	31.5	73	36.5	53	26.5
5	Visitors Book	14	7.0	56	28.0	68	34.0	62	31.0
6	Copy of Education Law	20	10.0	51	25.5	62	31.0	67	33.5
7	Scheme of Work	19	9.5	55	27.5	59	29.5	67	33.5
8	Store Ledger	13	6.5	62	31.0	53	26.5	72	36.0
9	Teachers Record of work done	17	8.5	67	33.5	59	29.5	57	28.5
10	Syllabus	18	9.0	62	31.0%	60	30.0	60	30.0
11	Teachers Lesson Note	21	10.5	60	30.0%	54	27.0	65	32.5
12	School Time Table	16	8.0	57	28.5%	63	31.5	64	32.0
13	Class Time Table	12	6.0	70	35.0%	54	27.0	64	32.0
14	Corporal Punishment Book	12	6.0	62	31.0%	67	33.5	59	29.5
15	Counterfoil of Transfer and leaving certificate	15	7.5	58	29.0	70	35.0	57	28.5
16	Report File	17	8.5	60	30.0	62	31.0	61	30.5

Table 4.5, shows the responses of Ministry officials, principals, vice principal and teachers on the provision of statutory records in senior secondary schools in northern part of Yobe state. In responses to the provision of Register of admission and withdrawal, 14 respondents representing 7.0% answers with "adequately provided", 64 respondents representing 32.0% responded with "provided", 66 respondents with 33.0% responded with not provided option and lastly 56 respondents representing 28% responded with undecided. This shows that Register of admission and withdrawal are provided in senior secondary schools in northern part of Yobe State with 7% and 32% respectively despite the fact that a reasonable; percentage (28%) goes to undecided column. On the second item on the list, that is; Register of attendance, it is clearly seen that 23 respondents representing 11.5% answered with adequately provided, 71 respondents representing 35.5% reacted with provided "option". In addition to this, 64 respondents representing 32% responded with not provided and 42 respondents representing 21% responded with undecided. This indicates that Registers of attendance is being provided in senior secondary schools in northern part of Yobe State, since, adequately provided and provided options carries the highest percentage of (23% and 71%) respectively.

Responses on the third item, shows that; 12 respondents representing 6% responded with "adequately provided" as their choice. 63 respondents representing 31.5% answers with "provided" while 65 respondents representing 32.5% answers with "not provided" lastly 60 respondents representing 30% responded with undecided. This show that log book is provided in senior secondary schools in northern part of Yobe State, considering the percentage of "Adequately provided" (6%) and that of provided (31.5%), even though there is a reasonable percentage of respondents that stands undecided with (30%). Looking at the fourth item on the table, we can see that; 11 respondents representing 5.5% responded with "Adequately provided"

63 respondents representing 31.5% answers with “provided”, 73 respondents representing 36.5% responded with “Not provided” while 53 respondents representing 26.5% responded with undecided. This reveals that, cash books are provided in senior secondary schools in northern part of Yobe State with (5.5% and 31.5%) respectively.

Responses on the fifth item indicated that 14 respondents representing 7.0% responded with “Adequately provided”, 56 respondents representing 28.0% answers with “provided”, 68 respondents representing 34% reacted with “not provided” option while 62 respondents representing 31% responded with “undecided”. This reveals that visitor’s book is provided in senior secondary schools in northern part of Yobe State with (7.0% and 28%) respondents respectively. In the sixth item, it is clearly shown that 20 respondents representing 10% responded with “Adequately provided, 51 respondents representing 25.5% reacted with “provided”, 62 respondents representing 31% answer with “not provided” while 67 respondents representing 33.5% responded with “undecided”. Despite the fact that, there is a reasonable number of the respondents that did not decide their stand (33.5%) on the item, it was disclose that, copy of Educational law is being provided in senior secondary schools in northern part of Yobe State, looking at the percentage of “Adequately provided” and that of “provided” (10% and 25.5%) respectively.

The seventh item, showed that; 19 respondents representing 9.5% responded with “adequately provided”, 55 respondents representing 27% responded with “provided”, 59 respondents representing 29.5% responded with “Not provided” lastly there are 67 respondents representing 33.5% responded with undecided. The interpretation of the seventh item shows that scheme of work is provided in senior secondary schools in northern part of Yobe State with (9.5% and 27.5%). In responding to item eight, 13 respondents representing 6.5% responded

with “adequately provided”, 62 respondents representing 31% answer with “provided”, 53 respondents representing 26.5% responded with “not provided” and lastly 72 respondents representing 36% responded with undecided. This shows that senior secondary schools in northern part of Yobe State are being provided with store ledgers, even though a reasonable number of the respondents did not decide their stand with (36%). In item nine, 17 respondents representing 8.5% responded with “adequately provided”, 67 respondents representing 33.5% responded with “provided” in the same vein, 59 respondents representing 29.5% responded with “not provided” and 57 respondents representing 28.5% responded with undecided. This indicates that teacher’s record of work done is provided in the senior secondary schools in northern part of Yobe State.

Responses on item ten, showed that; 18 respondents representing 9% responded with “adequately provided”, 62 respondents representing 31% responded with “provided”, 60 respondents representing 30% answer with “not provided”, another 60 respondents representing 30% responded with “undecided” option. This shows that syllabus is being provided in senior secondary schools in northern part of Yobe State. Responses on item 11 shows that 21 respondents representing 10.5% responded with “adequately provided”, 60 respondents representing 30% responded with “provided”, 54 respondents representing 27% responded with “not provided”, while 65 respondents representing 32.5% responded with “undecided”. This indicates that teachers’ lesson note is provided in senior secondary schools in northern part of Yobe State with (10.5% and 30%) respectively.

Responses on item 12, that is school time table, showed that 16 respondents representing 8% responded with “adequately provided”, 57 respondents representing 28% reacted with option “provided”, 63 respondents representing 31.5% responded with “not

provided” the responses further reveals that 64 respondents representing 32% responded with “undecided” as a option. This indicates that school time table is provided in senior secondary schools in northern part of Yobe State. Responses on item 13, shows that; 12 respondents representing 6% responded with “adequately provided”, 70 respondents representing 35% responded with “provided”, 54 respondents representing 27% answered with “not provided”, 64 respondents representing 32% answered with “undecided”. Considering these percentages (6% and 35%) it clearly shows that class timetable is provided in senior secondary schools in northern part of Yobe State.

Responses on item 14, indicated that 12 respondents representing 6% responded with “adequately provided”, 62 respondents representing 31% responded with “provided” 67 respondents representing 33.5% responded with “not provided” and 59 respondents representing 29.5% responded with “undecided” with the above interpretation, It can be agreed that corporal punishment book was provided in senior secondary schools in northern part of Yobe State. Responses on item 15 showed that, 15 respondents representing 7.5% responded with “adequately provided”, 58 respondents representing 29% answered with “provided”. In addition to this, 70 respondents representing 35% responded with “not provided” lastly, 57 respondents representing 28.5% answered with “undecided”. Responses on the last item (16) on the table, 17 respondents representing 8.5% responded with “adequately provided”, 60 respondents representing 30% answered with “provided” option, 62 respondents representing 31% responded with “not provided” lastly, 61 respondents representing 30.5% responded with “undecided”.

The interpretation of the data collected under table 4.5 indicates that, the respondents agreed that statutory records are provided in senior secondary schools in northern part of Yobe

State, this was proved by looking at the positive responses of the respondents under the two positive alternatives (adequately provided and provided respectively).

Table 4.6

Opinions of the Respondents on the management of Statutory Records in Senior Secondary Schools in northern part of Yobe State

S/N	Item	Management							
		Adequately managed		Managed		Not managed		Undecided	
		F	%	F	%	F	%	F	%
17	Register of Admission and withdrawal	26	13.0	65	32.5	51	25.5	58	29.0
18	Register of Attendance	34	17.0	50	25.0	58	29.0	58	29.0
19	Log Book	24	12.0	55	27.5	50	25.0	71	35.5
20	Cash Book	32	16.0	49	24.5	67	33.5	52	26.0
21	Visitors Book	23	11.5	50	25.0	68	34.0	59	29.5
22	Copy of Education Law	22	11.0	56	28.0	62	31.0	60	30.0
23	Scheme of work	17	8.5	57	28.5	64	32.0	62	31.0
24	Store Ledger	22	11.0	49	24.5	68	34.0	61	30.5
25	Teachers Record of work done	21	10.5	56	28.0	61	30.5	62	31.0
26	Syllabus	19	9.5	60	30.0	49	24.5	72	36.0
27	Teachers Lesson Note	16	8.0	57	28.5	71	35.5	56	28.0
28	School Time Table	68	34.0	50	25.0	69	34.5	13	6.5
29	Class Time Table	66	33.0	65	32.5	56	28.0	56	28.0
30	Corporal Punishment Book	18	9.0	59	29.5	67	33.5	56	28.0
31	Counterfoil of Transfer and leaving certificate	18	9.0	68	34.0	62	31.0	52	26.0
32	Report File	17	8.5	49	24.5	68	34.0	66	33.0

Table 4.6 showed the opinions of the respondents on management of statutory records in senior secondary schools in northern part of Yobe State. Looking at the responses on item 17 on the list, it was revealed that 26 respondents representing 13% responded with “adequately managed”, 65 respondents representing 32.5% responded with “managed”. In the same vein, 51 respondents representing 25.5% answered with “not managed” lastly, 58 respondents representing 29% responded with “undecided”. Looking at the item 18 on the table it was revealed that 34 respondents representing 17% accepted with “adequately managed” that senior secondary schools in northern part of Yobe State are managing register of attendance. In line with this, 50 respondents representing 25% responded with “managed”, and 58 respondents representing 29% answered with “not managed” lastly 58 respondents representing 29% responded with “undecided”.

Responses on item 19 on the table showed that, 24 respondents representing 12% accepted that log book is “adequately managed”, 55 respondents representing 27% agreed that log book is “managed” in senior secondary schools in northern part of Yobe State. In line with this, 50 respondents representing 25% responded with “not managed” lastly, 71 respondents representing 35.5% stands “undecided” on the management of log book in senior secondary schools in northern part of Yobe State. Responses on item 20 indicates that 32 respondents with 16% agreed that cash book is “adequately managed” in senior secondary schools in northern part of Yobe State. 49 respondents representing 24.5% responded with “managed”, 67 respondents representing 33.5% answered the question asked on the item with “not provided” lastly 52 respondents representing 26% responded with “undecided”. Looking at the percentage of “adequately managed” and “managed” (16% and 24%), it was concluded that cash book is well managed in senior secondary schools in northern part of Yobe State.

Responses on item 21 showed that; 23 respondents representing 11.5% responded with “adequately managed”, 50 respondents representing 25% answered with “managed”, while 68 respondents representing 34% reacted with “not managed” and lastly 59 participant representing 29.5% responded with “undecided”. Interpretation on item 21 shows that visitor’s book has been “managed” in senior secondary schools in northern part of Yobe State; this was confirmed by the percentage of responses on the management of the said item. In item 22, responses shows that 22 participant with 11% responded with “adequately managed”, 56 respondents representing 28% answered with “managed”. In the same vein, 62 respondents representing 31% responded with “not managed” while 60 respondents representing 30% answered with undecided. This indicate that copy of educational law is well managed in senior secondary schools in northern part of Yobe State, this statement was proved by the perception of respondents with 11% and 28% respectively.

Responses on item 23 showed that 17 respondents representing 8.5% responded with “adequately managed” 57 respondents representing 28.5% answered with “managed”, 64 respondents representing 32% responded with “not managed” and lastly 62 respondents representing 31% responded with “undecided”. This showed that scheme of work are been properly handled in senior secondary schools in northern part of Yobe State. Responses on item 24 shows that, 22 respondents representing 11% responded with “adequately managed”, 49 participants with 24.5% answered with “managed”.

In the same vein, 68 respondents representing 34% responded with “not managed” and the last respondents on the item which are 61 with 31% responded with “undecided”. The above interpretation indicates that majority (11% and 24.5%) of senior secondary schools in northern part of Yobe State managed their store ledger, despite the fact reasonable number of the

respondent did not decide on either the ledger are managed or not. Responses on item 25 shows that, 21 respondents representing 10.5% answered with “adequately managed”, 56 respondents representing 28% responded with “managed”, 61 respondents with 30.5% reacted with “not managed”, 62 respondents representing 31% responded with undecided. This revealed that most of senior secondary schools in northern part of Yobe state are encouraging their respective teachers in managing teacher’s record of work done book.

Responses on item 26 showed that; 19 respondents representing 9.5% responded with “adequately managed”, 60 respondents which was represented by 30% responded with “managed”, while 49 participants with 24.5% responded with “not managed”, lastly 72 respondents representing 36% answered with “undecided”. This indicates that senior secondary schools are managing school syllabus for the betterment of academic activities. In answering item 27 on the table, which talk about teachers’ lesson note, 16 respondents representing 8% responded with “adequately managed”, 57 respondents with 28.5% responded with “managed”, 71 participants with 35.5% responded with “not managed”, lastly, 56 respondents representing 28% answered with “undecided”. Looking at the interpretation of this item, it can be concluded that, most of the teachers maintained or managed their lesson note in senior secondary schools in northern part of Yobe State.

Responses on item 28 on table 4.6, showed that 68 participants with 34% responded with “adequately managed”, 50 respondents with 25% responded with “managed”, 69 respondents represented by 34.5% responded with “not managed” and 13 respondents represented by 6.5% responded with “undecided”. The above analysis shows that school time table is well managed in senior secondary schools in northern part of Yobe State with (34% and 25%) respectively. Responses on item 29, which is a class time table shows that, 66 respondents

representing 33% responded with ‘adequately managed’, 65 respondents representing 32.5% responded with “managed”, 56 participants represented by 28% responded with “not managed” and 13 respondents represented by 6.5% answered with “undecided”. Looking at the above interpretation on item 29, it indicates that most of the senior secondary schools in northern part of Yobe State managed their individual class time table. In interpreting item 30, which talks about managing corporal punishment book, 18 respondents representing 9% responded with “adequately managed”, 59 participants representing 29.5% responded with “managed”, 67 respondents representing 33.5% responded with “not managed” and 56 participants ably represented by 28% responded with “undecided”. This shows that corporal punishment book is managed in most of the senior secondary schools in northern part of Yobe State.

Responses on item 31 which is counterfoil of transfer and leaving certificate showed that; majority of the respondents agreed that the said item is managed by most of the senior secondary schools in northern part of Yobe State, for instances, 18 respondents representing 9% responded with “adequately managed”, 68 respondents represented by 34% responded with “managed”, 62 participants with 31% responded with “not managed” and 52 respondents with 26% responded with “undecided”. Looking at item 32 which is a report file, 17 participants which are represented by 8.5% responded with “adequately managed”, 49 participants represented by 24.5% responded with “managed”, 68 respondents represented by 34% responded with “not managed” and 66 respondents representing 33% responded with “undecided”. Looking at the interpretation above, it can be conclude that item 17-31 are well managed or properly handled in most of the senior secondary schools in northern part of Yobe State, while item 32 which is a report file, suffers mal-handling, with 34% under not managed as an option in table 4.6

Table 4:7**Opinions of the Respondents on the Provision of Non-Statutory Records in Senior Secondary Schools in northern part of Yobe State**

S/No	Items	Provision							
		Adequately provided		Provided		Not provided		Undecided	
		F	%	F	%	F	%	F	%
33	Time book	27	13.5	53	26.5	51	25.5	69	34.5
34	National Curricular of different subjects	26	13.0	57	28.5	61	30.5	56	28.0
35	Movement Book (Staff)	24	12	54	27.0	60	30.0	62	31.0
36	Cumulative Records Card	17	8.5	51	25.5	61	30.5	71	35.5
37	Query Book	21	10.5	53	26.5	57	28.5	69	34.5
38	School Photo Album	20	10.0	50	25.0	54	27.0	76	38
39	Staff responsibility list	21	10.5	60	30.0	46	23.0	73	36.5
40	Disciplinary Committee	17	8.5	49	24.5	72	36.0	62	31.5
41	Sports and games activities and facilities file	21	10.5	45	22.5	70	35.0	64	31.0
42	School Board minutes Book	23	11.5	75	37.5	60	30.0	42	21.0
43	National Policy on Education Booklet	74	37.0	55	27.5	55	27.5	16	8.0
44	Lesson plan	62	31.0	68	34.0	52	26.0	18	9.0
45	Parents teachers minute Book	23	11.5	58	29.0	62	31.0	57	28.5
46	Duty Roster	24	12	57	28.5	54	27.0	65	32.5
47	School Calendar	70	35	59	29.5	47	23.5	24	12.0
48	Health Record Books	19	9.5	47	23.5	62	31.0	72	36.0
49	Continuous Assessment Dossier	81	40.5	48	24.0	52	26.0	19	9.5
50	Record Movement Book	66	33	50	25.0	67	33.5	17	8.5

In interpreting the data presented in table 4.7 majority of the respondents agreed that time book is provided in senior secondary schools in northern part of Yobe State with 27 respondents representing 13% responded with “adequately provided”, 53 respondents representing 26.5% answered with “provided”, 51 respondents representing 25.5% responded with “ not provided” lastly 69 respondents with 34% stands “undecided.” In responding to item 34 which is on national curricular of different subjects, 26 respondents representing 28.5% answered with “provided”, 61 respondents representing 30.5% responded with “ not provided”, 56 respondents representing 28% answered with “ undecided.” Interpretations on item 34 indicates that in most of the senior secondary schools in northern part of Yobe State, national curricular of different subjects are provided this will bring right guide towards teaching of different subject in the secondary level of education.

Response on item 35 showed that 24 respondents representing 12% responded with “adequately provided, 54 respondents representing 30% answered with “provided” 60 respondents representing 30% answered with “not provided” lastly 62 respondents representing 31% responded with “undecided. Interpretations on items 35 clearly show that movement book (staff) is provided in senior secondary schools in northern part of Yobe State. In interpreting item 36 which is cumulative record card, the respondents responded with the following frequencies and percentages; “adequately provided” frequency 17 and percentage 8.5%, provided” with 51 and 25%, not provided” with 61 and 30.5% and lastly “undecided with 71 and 35.5% respectively. The above interpretation of item 36 indicates that majority (35.5%) of the respondents responded with undecided. This shows that, either most of the participants are not aware of the provision status of the item or they did not understand the question asked on the item.

Responses on item 37 on the table which is a Query book, 21 respondents with 10.55% responded with “adequately provided”, 53 respondents with 26.5% responded with “provided” 57 participants with 28.5% responded with “not provided”, 69 responded with 34.5% responded with “undecided”, this reveals that Query books are being provided in senior secondary schools in northern part of Yobe state. This was confirmed by the following percentages; (10.5% and 30%) of the respondents on “the item. Interpretations of item 38 indicates that, 20 respondents representing 10% responded with “adequately provided”, 50 respondents representing 25% answered with “provided” while 54 participants representing 38% responded with “undecided” looking at the interpretations of school photo album, it was discovered that majority of the respondents responded with “undecided” this reveals that most of the participants are not aware whether the item was provided in their respective schools or not

Majority of the respondents on item 39, agreed that staff responsibility list is provided in their respective schools, this was confirmed by the responses of the participants as, 21 respondents with 10.5% responded with “adequately provided” 60 respondents representing 30% answered with “provided” , 46 participants with 23% responded with ‘not provided and 73 respondents with 36.5% responded with “undecided” respectively. Responding to item 40, 17 participants with 8.5% responded with “adequately provided”, 49 respondents representing 24.5% responded with “provided” 72 respondents with 36% responded with “not provided” lastly 62 representing 31% responded with “undecided” Interpretations on provision of disciplinary committee file indicate that the file was not provided in most of the senior secondary schools in northern part of Yobe State, this was confirmed by the acceptance of the majority of the respondents (36%). In responding to item 41 on the table, responses shows that, 21 respondents with 10.5% responded with adequately provided, 45 respondents with 22.5%

responded with provided 70 participants with 35% responded with “not provided and lastly 64 respondents with 32% responded with undecided.” This indicates that sports and games activities and facilities file is not provided in most of the senior secondary schools in Yobe State. This was proved with 35% responses from the participants that responded with “not provided”.

Responses on item 42 in table 4.8 up to 23 participants with 11.5% responded with “adequately provided”, 75 responded representing 37%, responded with “provided”, 60 respondents with 30% responded with “not provided” lastly 42 participants with 21% responded with “undecided”. This shows that school Board minute book is provided in most of the senior secondary schools in northern part of Yobe State, this was proved by the responses from participants with 11.55 and 37.55 respectively. Responding to item 43 that is national policy on education booklet, 74 respondent representing 37% responded with “adequately provided”, 55 respondents representing 27.5 responded with “provided” and 55 respondents with 27.5% responded with “not provided”, lastly 42 participants with 21% responded with “undecided”. This shows that school, board minute book is provided in most of the senior secondary schools this was proved by the responses from participants with 11.5% and 37.5% respectively.

In interpreting the responses on item 44 which is a lesson plan, majority of the respondents agreed that the item is been provided in their respective schools, 63 respondents representing 31 % responded with “adequately provided”, 68 participants with 34% responded with “provided” 52 respondents with 26% responded with “ not provided”, and lastly 18 respondents with 9% responded with undecided. Responses on item 45 of table 4.7 showed that, 23 respondents with 11.5% responded with “adequately provided”, 58 respondents representing 29% responded with “provided”, 62 participants with 31% responded with “not provided” and 57 respondents with 28.5% answered with “undecided” option. interpretation of data on the

provision of parent teachers minute book, shows that the item is available or provided in most of the senior secondary schools in northern part of Yobe State, the interpretations was confirmed by the percentage of “adequately provided” (11.5%) and that of “provided” which is (29%) totaling 40% of the responses. Responses on item 46 on the table indicates that, 24 respondents representing 12% responded with “adequately provided”, 57 respondents with 28.5% responded with “provided”, 54 respondents with 27% answered with “not provided” lastly 65 participants with 32.5% responded with “undecided” the above interpretation shows that majority of the senior secondary schools in northern part of Yobe state, are provided with duty roster, this was confirmed by (12% and 28.5%) respectively.

In trying to interpret and analyze the data collected on item 47 in table 4.7, 70 respondents representing 35% responded with adequately provided, 59 respondents with 29.5% responded with “provided” , 47 participants with 23% answered with not provided, and 24 participants with 12% responded with “undecided”. The above interpretations confirmed that school calendar is provided in senior secondary schools in northern part of Yobe State, this was proved by 35% and 29.5% responses of the participants. Responses on item 48 indicates that 19 respondents representing 9.5% respondent with “adequately provided’, 47 participants with 23% answered with “provided, in the same vein 62 respondents representing 31% responded with “not provided” while 72 participants with 36% responded with “undecided”. This shows that majority (36%) of the respondents are not aware of whether health records books are provided in senior secondary schools in northern part of Yobe state or not.

Responses on item 49 indicated that 81 respondents with 40.5% responded with “adequately provided”, 48 respondents representing 24% answered with “provided”, 52 participants representing 26% responded with “not provided and 19 respondents representing

9.5% responded with “undecided”. These indicate that continuous assessment dossier is provided in most of the senior secondary schools in northern part of Yobe State, this was proved by the responses of the participants with 40.5% and 24% respectively. Interpretation and analysis of item 50 indicates that 66 respondents with 33% responded with “adequately provided”, 50 participants representing 25% responded with “provided” in the same vein, 67 respondents representing 33.5% answered with “not provided” lastly 17 participants with 8.5% responded with undecided, this indicates that majority of the respondents on the provision of record movement book agreed that the item has been provided in senior secondary schools in northern part of Yobe State.

Looking at the above presentation and analysis of data on the provision of non-statutory records in senior secondary schools, it was revealed that, the respondents agreed as to the provision of item, 33, 34, 35, 37, 39 40, 41, 42, 43, 44, 45, 46, 49 and 50 in senior secondary schools in northern part of Yobe state while respondents on item 36, 38 and 48 remains undecided.

Table 4.8**Opinions of the respondents on the management of non-statutory records in senior secondary schools in northern part of Yobe State**

S/no	Items	Management							
		Adequately Managed		Managed		Not managed		Undecided	
		F	%	F	%	F	%	F	%
51	Time book	73	36.5	47	3.5	20	10.0	60	30.0
52	National curricular of different subjects	15	7.5	55	27.7	50	25.0	80	40.0
53	Movement book (staff)	26	13.0	62	31.0	49	24.5	63	31.5
54	Cumulative record card	22	11.0	57	28.5	63	31.5	58	29.0
55	Query Book	12	6.0	54	27.0	75	37.5	59	29.5
56	School photo album	16	8.0	46	23.0	71	35.5	67	33.5
57	Staff responsibility list	13	6.5	54	27.0	58	29.0	75	37.5
58	Disciplinary Committee file	13	6.5	54	27.0	58	33.0	72	36.0
59	Sport and games activities and facilities file	18	9.0	61	30.5	68	33.0	72	36.0
60	School board minute book	15	7.5	63	31.5	61	30.5	61	30.5
61	National policy on education Booklet	77	38.5	42	21.0	70	35.0	11	5.5
62	Lesson plan	62	31.0	61	30.5	66	33.0	11	5.5
63	Parent teachers minute book	11	5.5	75	37.5	61	30.5	53	26.5
64	Duty roster	13	6.5	72	36.0	61	30.5	54	27.0
65	School calendar	62	31.0	60	30.0	63	31.5	15	7.5
66	Health Records Books	15	7.5	74	3.7	54	27.0	57	28.5
67	Continuous assessment Dossier	21	10.5	55	27.5	60	30.0	64	32.0
68	Record movement Book	23	11.5	56	28.0	61	30.5	60	30.0

Table 4.8 showed the presentation of data gathered on the opinions of respondents on the management of statutory records in senior secondary schools in northern part of Yobe state. In interpreting and analyzing the above presented data, 73 respondents representing 36% responded with “adequately managed”, 47 participants with 23% answered with “managed”

while 20 respondents with 10% responded with “not managed” lastly 60 participants with 30% responded with “undecided”. This indicates that; in most of the senior secondary schools in northern part of Yobe state “time book” is properly handled. In the same vein, in responding to item 52 on the table, 15, respondents representing 7.5% responded with “adequately managed 55 participants representing 27.5% responded with “managed” in addition to that, 50 respondents representing 25% answered with “ not managed”, and 80 participants with 40% responded with undecided” looking at the above interpretation, it is discovered that those respondents that choose “undecided” as a option, occupy the highest percentage (40%) as such the status of managing item 52 remains unknown.

However, responses on item 53 which is on movement book (staff) showed that, 26 respondents with 13% responded with “adequately managed” in the same vein, 49 respondents representing 24.5% reacted with “not managed” and 63 respondents representing 31.5% answered with “undecided”. Above interpretation shows that item 53 on table 4.8, has been managed in senior secondary schools in northern part of Yobe State. Responses on item 54 shows that 22 respondents representing 11% responded with “adequately managed”, 57 respondents representing 28.5% responded with “managed” 63 respondents representing 31.5% responded with “not managed” lastly 58 respondents representing 29% responded with “undecided”. This shows that in most of the senior secondary school in northern part of Yobe State, cumulative record card is being maintained.

Responses on item 55 showed that, 12 respondents with 6% responded with “adequately managed”, 54 respondents representing 27% responded with “managed” in the same vein, 75 participants representing 37.5% responded with “not managed” lastly 59 respondents representing 29.5% responded with “undecided”. The above interpretation shows that Query

Book was not properly managed in senior secondary schools in northern part of Yobe State. Responses on item 56 shows that 16 respondents representing 8% responded with “adequately managed”, 46 respondents representing 23% responded with “managed”. In addition to that, 71 respondents representing 35.5% responded with “not managed” and 67 participants with 33.5% responded with “undecided”. The above interpretation shows that school photo album is not maintained in most of the senior secondary schools in northern part of Yobe State.

Responses on item 57 indicated that 13 respondents with 6.5% responded with “adequately managed”, 54 participants represented by 27% responded with “managed”, 58 respondents representing 29% responded with “not managed”, and 75 respondents with 37.5% responded with “undecided”. This indicates that, the management status of staff responsibility file in senior secondary schools in northern part of Yobe State is not known. In responding to item 58, 13 respondents representing 6.5% responded with “adequately managed”, 49 respondents representing 24.5% answered with “managed”, 66 participants with 33% responded with “not managed” lastly 72 respondents representing 36% responded with “undecided”. This shows that most of the respondents have no or less knowledge as to the status of managing disciplinary committee file in senior secondary schools in northern part of Yobe State. Responses on item 59 shows that 18 respondents representing 9% responded with “adequately managed”, 61 respondents with 30.5% responded with “managed”, 68 respondents represented by 34% reacted with “not managed” and 53 participants representing 26.5% responded with “undecided”.

Above interpretations of sports and game services and facilities file reveals that, the said item is properly taken care off in most of the senior secondary schools in northern part of Yobe State; this is supported with 9% of “adequately managed” and 30.5% of managed as options.

Responses on item 60 on the table 4.8 showed that; 15 respondents representing 7.5% answered with “adequately managed”, 63 respondents representing 31.5% responded with “managed”, 61 respondents with 30.51% responded with “not managed”, lastly 61 respondents representing 30.5% responded with “undecided”. This interpretation reveals that school board minuet book is well kept and managed in most of the senior secondary schools in Yobe state. Responding to item 61, it shows 77 participants with 38.5% responded with “adequately managed”, 42 participants representing 21% responded with “managed”. In the same vein, 70 respondents representing 35% responded with “not managed”, and 11 respondents representing 5.5% responded with undecided. The interpretation of item 61 shows that; National Policy on Education booklet is managed in most of the post primary institutions in northern part of Yobe State; this was proved by 38.5% and 21% respectively. In interpreting and analyzing item 62; 62 respondents representing 31% answered with adequately managed “, 61 participants representing 30.5% responded with “managed”, 66 respondents representing 33% respondent with “not managed” lastly 11 respondents representing 5.5% answered with undecided”. This indicates that lesson plans are properly maintained in senior secondary schools in northern part of Yobe State.

Responses on item 63 indicated that; 11 respondents representing 5.5 responded with “adequately managed”, 75 respondents representing 37.5% responded with “managed”, 61 respondents representing 30.5% responded with “not managed” lastly 53 respondents representing 26% answered with “undecided”. This shows that Parent Teachers Association minuet book is adequately managed by most of the senior secondary school in northern part of Yobe State. Responding to item 64, it shows that 13 respondents representing 6.5% answered with “adequately managed”, 72 participants with 36% responded with “managed”. In addition to that, 61 participants with 30.5% responded with “not managed”, 54 respondents representing

27% responded with “undecided” as an option. The above interpretation shows that duty rosters are managed in most of the senior secondary schools in northern part of Yobe state. Responses of item 65 shows that 62, respondents representing 31% responded with “adequately managed”, 60 respondents representing 30% answered with “managed”. In the same vein 63 participants representing 31.5% responded with “not managed”, 15 participants with 7.5% responded with “undecided”. This indicates that school calendar is well maintained in most of the senior secondary schools in northern part of Yobe State. Item 66 indicates that 15 respondents representing 7.5% responded with “adequately managed”, 74 respondents representing 37% answered with “managed”, 54 respondents representing 27% responded with “not managed”, lastly 57 participants with 28.5% responded with “undecided”.

Majority of the respondents on item 67 agreed that continuous assessment dossier is well managed in their respective schools, this is confirmed by percentage of responses on the said item, as shown here; 21 respondents representing 10.5% responded with “adequately manage” followed by 55 participants representing 27.5% responded with “managed”, 60 respondents representing 30% responded with “not managed” and 64 respondents representing 32% responded with undecided. In responding to item 68 on table 4.8, 23 respondents representing 11.5% answered with “adequately managed”, 56 respondents representing 28% responded with “managed”, 61 participants with 30.5% responded with “not managed” and 60 respondents representing 30% answered with “undecided”. This indicates that record movement book is well managed in most of the senior secondary schools in northern part of Yobe state. The interpretation of table 4.8 shows that most of the non-statutory records are managed in senior secondary schools in northern part of Yobe state, even though, responses on items like Query

book and photo album shows that, the items were not managed, and responses on items like national curricular on different subjects and disciplinary committee file stands undecided.

4.4 Hypotheses Testing

This section of the work presented the, four hypotheses formulated on evaluation of the provision and management of records in senior secondary schools in northern part of Yobe State. The hypotheses include: There is no significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of statutory records in senior secondary schools in northern part of Yobe state. There is no significant difference in the opinions of ministry officials, principals, vice principals and teachers on the management of statutory records in senior secondary schools in northern part of Yobe state. There is no significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of non-statutory records in senior secondary schools in northern part of Yobe state, and lastly There is no significant difference on the opinions of ministry officials, principals, vice principals and teachers on the management of non-statutory records in senior secondary schools in northern part of Yobe state. Details work on the hypotheses were presented in table 4.9 – 4.12. Analysis of variance (ANOVA) was used to test the hypotheses. The level of significance used for the study was 0.05.

Hypothesis 1

There is no significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of statutory records in senior secondary schools in northern part of Yobe State. The data collected in respect of item 1-16 in the questionnaire were

used to solicit the opinions of respondents on the provision of statutory records. The results were presented in table 4.9.

Table 4.9

Summary of Analysis of Variance (ANOVA) on the provision of Statutory Records in Senior Secondary Schools in northern part of Yobe State

Variables	Sum of Square	df	Mean square	F	Prob	f-critical
Between groups	478.297	3	159.4532	4.618	.004	2.63
Within groups	6767.058	196				
Total	7245.355	199				

The critical value (2.63) is less than f.ratio values (4.618). This means that there is a significant differences in the opinion of ministry officials, principals, vice principals and teachers on the provision of statutory records in senior secondary schools in northern part of Yobe State. The probability level of significance is less than 0.05. Therefore, the null hypothesis is rejected.

Hypothesis 2

There is no significant difference in the opinions of respondents on the management of statutory records in senior secondary schools in Yobe state. The data collected in the questionnaire were in items 17-32 which solicited the opinions of the respondents on the management of statutory records. The analysis of variance (ANOVA) was used to analyze the responses.

Table 4.10

Summary of Analysis of variance (ANOVA) on the management of statutory records in senior secondary schools in northern part of Yobe State

Variables	Sum of Square	df	Mean square	F	Prob	f-critical
Between groups	675.213	3	225.071	6.342	000	2.63
Within groups	6955.807	196	335.489			
Total	7631.020	199				

The cortical value (2.63) is less than f. ratio values. This means that there is a significant differences in the opinions of ministry officials, principals, vice principals and teachers on the management of statutory records in senior secondary schools in northern part of Yobe state, therefore, the null hypothesis is rejected.

Hypothesis 3

There is no significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of non statutory records in senior secondary schools in northern part of Yobe state. The data collected in the questionnaire were in items 33-50 which solicited the opinions of the respondents on provision of non statutory records in senior secondary schools in Yobe state. The analysis of variance (ANOVA) was used to analyze the responses.

Table 4.11

Summary of analysis of variance (ANOVA) on the provision of non-statutory records in senior secondary schools in northern part of Yobe State

Variables	Sum of Square	df	Mean square	F	Prob	f-critical
Between groups	0900.873	3	300.291	8.156	000	2.63
Within groups	726.547	196	36.819			
Total	8117.420	199				

The critical value (2.63) is less than f. ratio value (8.156). This means that there was a significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of non statutory records in senior secondary schools in northern part of Yobe State therefore, the null hypothesis is rejected.

Hypothesis 4

There is no significant difference in the opinions of ministry officials, principals, vice principals and teachers on the management of non statutory records in senior secondary schools in northern part of Yobe State. The data collected in the questionnaire were in items 51-68 which solicited the opinions of the respondents on the management of non statutory records. The analysis of variance (ANOVA) was used to analyze the responses. The results are presented in table 4.12

Table 4.12

Summary of Analysis of Variance (ANOVA) on the Management of non Statutory Records in Senior Secondary Schools in northern part Yobe State

Variables	Sum of Square	df	Mean square	F	Prob	f-critical
Between groups	634.068	3	211.356	7.187	000	2.63
Within groups	5763.612	196	29.406			
Total	6397.680	199				

The critical value (2.63) is less than f. ratio values (7.187). This means that there is a significant difference in the opinions of ministry officials, principals, vice principals and teachers on the management of non statutory records in senior secondary schools in Yobe state. Therefore, null hypothesis is rejected.

4.5 Summary of Hypotheses testing

Table 4.13 Summary of Hypotheses Testing

S/No	Hypotheses	Hypotheses statement	Statistical test used	Level of significant	Result
1	Ho1	There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers in the provision of statutory records in senior secondary schools in northern part of Yobe State.	ANOVA	0.05	HO1 Rejected
2	Ho2	There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers in the management of statutory records in senior secondary schools in northern part of Yobe State.	ANOVA	0.05	HO2 Rejected
3	Ho3	There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers in the provision of non-statutory records in senior secondary schools in northern part of Yobe State.	ANOVA	0.05	HO3 Rejected
4	Ho4	There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers in the management of non-statutory records in senior secondary schools in northern part of Yobe State.	ANOVA	0.05	HO4 Rejected

Table 4.13 showed that, all the four hypotheses were rejected and the results were interpreted as follows:

- i. There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of statutory records in senior secondary schools in northern part of Yobe State.
- ii. There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers on the management of statutory records in senior secondary schools in northern part of Yobe State.
- iii. There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of non statutory records in senior secondary schools in northern part of Yobe State.
- iv. There was a significant difference in the opinions of ministry officials, principals, vice principals and teachers on the provision of non statutory records in senior secondary schools in northern part of Yobe State.

4.6 Major Findings

The study on evaluation of the provision and management of records in senior secondary schools in northern part of Yobe State revealed that:

- i. Statutory records were provided, these include; register of admission and withdrawal, register of attendance, log book, cash book, visitor's book and copy of educational law. Items like; scheme of work, store ledger, teachers record of work done, syllabus, teachers lesson note, school time table and class time table are also provided. Corporal punishment book, counterfoil of transfer and leaving certificate, and lastly report file are also provided.
- ii. Statutory records were managed, these comprises the following: register of admission and withdrawal, register of attendance, log book, cash book, visitors book, copy of

educational law, scheme of work, store ledgers and teachers record of work done. In addition to this, items like syllabus, teacher's lesson note, school time table, class time table, corporal punishment book and counterfoil of transfer and leaving certificate are also said to be managed. It was only a report file that is said to be mishandled in the majority of secondary schools in northern part of Yobe State.

- iii. Non- Statutory records were provided in senior secondary schools in northern part of Yobe State. The provided records include: time book, national curricular of different subject, movement book, query book, staff responsibility list, discipline committee file, sports and games activities and facilities file, school board minutes book, national policy on education booklet, lesson plan, parent teachers minutes book, duty roster, school calendar, continuous assessment dossier and record movement book respectively. Meanwhile, items like: cumulative record card, school photo album and health record book stand undecided.
- iv. Not all the non- statutory records that are managed in senior secondary schools in northern part of Yobe State. Those that are managed include the following: time book, movement book (staff), cumulative record card, disciplinary committee file, sports and games activities and facilities file, school board minute book, national policy on education booklet, lesson plan, parent teachers minute book, duty roster, school calendar, health record books, continuous assessment dossier and lastly record movement book. Items like query book and school photo album are said to be not managed. While the respondents stand with no option on items like national curricular of different subject, staff responsibility list and disciplinary committee file,

4.7 Discussion of Findings

Research question one stated thus: Are statutory records provided in senior secondary schools in northern part of Yobe state? The finding reveals that about 75% of the statutory records are provided while 25% were not provided in the senior secondary schools in northern part of Yobe state, as observed by the research during the research period. This is in line with what Afolabi (2001) suggested “statutory records are records that are compulsorily provided and kept by the school. Failure to produce such records by the principal if he is required to do so by inspectors or any government official is an offence.

Research question two stated: How do school managers manage statutory records in senior secondary schools in northern part of Yobe state. The findings revealed that most of the respondents agreed with the level of managing statutory records in senior secondary schools in Yobe state, this assertion was proved with 93.75 of acceptance. While, it was a report file that was said to have problem of mishandling with 6.25%. this is supported by Okeke (2001) observed that school records, when properly kept (managed) serve as information bank from which the principal and staff can recall stored information when needed. Furthermore, good school records provide information for teachers, counselors, curriculum planners and instructional supervisors for planning and implementing instructional and administrative activities, (Egwuyenga, 2000).

Research question three stated: Are non-statutory records provided in senior secondary schools in northern part of Yobe state? The findings revealed that majority of the respondents on table 4.7 agreed that items 33, 34, 35, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49 and 50 are provided in senior secondary schools in Yobe state while items, 36, 38 and 48 are not provided.

This was also supported by Afolabi (2001) that when non- statutory records are provided in schools, they will assist the school head and or officer delegated by him in the day-today management of the school affairs.

Research question Four stated: How do school managers manage non- statutory records in senior secondary schools in northern part of Yobe State. The findings revealed that, majority of the respondents on table 4.8 agreed that 77.78% of the items on the table ware been managed while 22.22% remains unmanaged in senior secondary schools in northern part of Yobe state. This is in line with the opinion of (Nwagwu, 1995) Records and record keeping constitute the arteries that supply life-sustaining blood through the system and sub-systems of organizations and institutions. 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 safely kept and managed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary, conclusion recommendations and suggestion were presented, the recommendations were written according to the research's findings. The main objective of the research work was to evaluate the provision and management of records in senior secondary schools in northern part of Yobe State.

5.2 Summary

The main objective of the research was to evaluate the provision and management of records in senior secondary schools in northern part of Yobe State. The research assessed the opinions of ministry officials, principals, vice principals and teachers on the provision and management of records in senior secondary schools. The research had four objectives, four research questions, four hypotheses and four basic assumptions. Literature was reviewed on various aspect of records management.

Furthermore, the research methodology used in conducting the research consisted of; research design, population, sample and sampling procedure, research instrument, reliability and validity of the instruments, pilot test, administration of instrument and lastly methods of data analysis. Tables were presented to establish relationship between the variables under study. Frequencies and percentages were used to obtain results. A simple statistical analysis used in presentation of the research results.

A questionnaire was designed and used for data collection in the study. The population of the study was 1239 out of which a sample of 200 was selected from respective senior secondary schools under study. The data collected was statistically analyzed using simple frequency and percentages method. Lastly, chapter five comprises the summary, conclusion, recommendations and suggestions.

5.3 Conclusion

The research sought to find out the evaluation of the provision and management of records in senior secondary schools in Yobe state. The responses of four categories of participants were collected to determine the provision and management of records in senior secondary schools. It was found that, records are life wire of organizations survival. The study concludes as follows:

1. Some of statutory records were provided while the lesser percentage was not provided. In this case there is an absolute need of providing the remaining record that are required to be kept by law in senior secondary schools in northern part of Yobe State.
2. Also some of the statutory records were managed. In senior secondary schools in northern part of Yobe State. While other records were not properly managed. In this case, there is a need for secondary school administrators to propose a kind of programme that will be used in proper record keeping in their respective schools.
3. A good number of non-statutory records are provided; this will help in efficient management of secondary schools, as most of this records are administrative in nature.
4. A reasonable number of non- statutory records are managed in senior secondary schools in northern part of Yobe State.

5.4 Recommendations

In view of the findings on evaluation of the provision and management records in senior secondary schools in northern part of Yobe state. The researcher recommends that; fully provided and well managed records, will alleviate academic and administrative problems in senior secondary schools in northern part of Yobe State and the country at large. In view of the above, the following recommendations were made:

- i. Governments at federal and state levels should try as much as they can to provide all the needed statutory records to the respective secondary schools and design a kind of programme in record management to be used in these schools across the country. This programme should be named “school records management system.
- ii. Government should encourage or make it compulsory, the use of related electronic gadgets e .g computer, in providing and managing records in senior secondary schools. So as to minimize misplacement and mishandling of records in the institutions of learning.
- iii. Government should provide records office for maintaining both electronic and manual records in senior secondary schools and employ clerical officers to handle the records.
- iv. Secondary school administrators should try as much as they can to be encouraging record provision and management practices in their respective schools in order to have the desired records toward attaining educational goals. A kind of training and re-training should be organized for the record managers both within and outside the school setting from time to time.

5.5 Suggestions for Further Studies

Further studies could be conducted on the following areas of study; provision and management of records in junior secondary schools and higher institutions of learning; hence the study is limited to senior secondary schools in Yobe state. The problem of provision and management of records is not only peculiar to senior secondary schools in Yobe state. And it would assist the administrators/record managers in secondary schools and higher institutions of learning to know the level of provision and management of records in their institutions.

1. Evaluation of the provision and management of records in UBE secondary schools in North-Eastern Nigeria.
2. Evaluation of the provision and management of records in higher institutions of learning in Yobe State.
3. Evaluation of the provision and management of e-records in federal universities in North-East geo-political zone.

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Questionnaire on: Evaluation of the Provision and Management of Records in Senior Secondary Schools in northern part of Yobe State

Department of Educational Foundations and Curriculum,
Faculty of Education
Ahmadu Bello University Zaria.

Dear Respondent,

REQUEST LETTER

I wish to solicit for your assistance in collecting necessary data on a research topic: Evaluation of the Provision, and Management of Records in Senior Secondary Schools in northern part of Yobe State, Nigeria.

Therefore, your contribution in bringing out your honest opinion as one of the members, of Ministry of education, principals, vice principals and teachers will surely enhance the validity and reliability of the research under investigation; moreover, response will be used and treated confidentially. In the end your cooperation is assumed to improved provision and management of records in senior secondary schools in northern part of Yobe State.

Thank you.

Yours Faithfully

SECTION A

General Information: Please tick in the appropriate box (✓) that suit opinion.

1. Gender: (a) Male () (b) Female ()

2. Status: (a) Ministry Official () (b) Principal ()

(c) Vice Principal () (d) Teacher ()

3. Qualification: (a) NCE () (b) Degree ()

(c) Masters () (d) Others ()

4. Years in Experience: (a) 1-10 () (b) 11-20 () (c) 21-30 ()

(d) 31-40 ()

The following are used in rating scale as: Adequately provided, provided, not provided and lastly undecided for the provision part. Adequately managed, managed, not managed and undecided for the management aspect.

Section B: Provision of Statutory Records in Senior Secondary Schools in northern part of Yobe State

S/N	Statutory Records	Provision			
		Adequately provided	Provided	Not provided	Undecided
1	Register of admission and withdrawal				
2	Register of attendance				
3	Log Book				
4	Cash Book				
5	Visitors Book				
6	Copy of Education Law				
7	Scheme of work				
8	Store Ledger				
9	Teachers Records of Work done				
10	Syllabus				
11	Teachers Lesson Note				
12	School Time Table				
13	Class Time Table				
14	Corporal Punishment Book				
15	Counterfoil of Transfer and Leaving Certificate				
16	Report File				

Section C: Management of statutory records in senior secondary schools in northern part of Yobe State

S/N	Statutory Record	Management			
		Adequately managed	Managed	Not managed	Undecided
17	Register of admission and withdrawal				
18	Register of attendance				
19	Log Book				
20	Cash Book				
21	Visitors Book				
22	Copy of Education Law				
23	Scheme of work				
24	Store Ledger				
25	Teachers Records of Work done				
26	Syllabus				
27	Teachers Lesson Note				
28	School Time Table				
29	Class Time Table				
30	Corporal Punishment Book				
31	Counterfoil of Transfer and Leaving Certificate				
32	Report File				

Section D: Provision of Non-statutory Records in Senior Secondary

Schools in northern part of Yobe state

S/N	Statutory Record	Provision			
		Adequately provided	provided	Not provided	Undecided
33	Time Book				
34	National Curricular of Different Subjects				
35	Movement Book (staff)				
36	Cumulative Records card				
37	Query Book				
38	School Photo Album				
39	Staff Responsibility List				
40	Disciplinary Committee File				
41	Sports and games Activities and Facilities File				
42	School Board Minute Book				
43	National Policy on Education Booklet				
44	Lesson Plan				
45	Parent Teachers Minutes Book				
46	Duty Roster				
47	School Calendar				
48	Health Records Books				
49	Continuous Assessment Dossier				
50	Record Movement Book				

Section E: Management of Non-statutory Records in Senior Secondary Schools in northern part of Yobe state

S/N	Statutory Record	Management			
		Adequately managed	Managed	Not managed	Undecided
51	Time Book				
52	National Curricular of Different Subjects				
53	Movement Book (staff)				
54	Cumulative Records card				
55	Query Book				
56	School Photo Album				
57	Staff Responsibility List				
58	Disciplinary Committee File				
59	Sports and games Activities and Facilities File				
60	School Board Minute Book				
61	National Policy on Education Booklet				
62	Lesson Plan				
63	Parent Teachers Minutes Book				
64	Duty Roster				
65	School Calendar				
66	Health Records Books				
67	Continuous Assessment Dossier				
68	Record Movement Book				