

**ASSESSMENT OF THE PROVISION, UTILIZATION AND MAINTENANCE OF
RECORDS IN PUBLIC SECONDARY SCHOOLS IN KADUNA METROPOLIS,
KADUNA STATE, NIGERIA**

BY

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FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

OCTOBER, 2017

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES,
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

OCTOBER, 2017

DECLARATION

I declare that the work in this Dissertation titled ‘‘Assessment of the Provision, Utilization and Maintenance of Records in Public Secondary Schools in Kaduna Metropolis, Kaduna State Nigeria’’ has been carried out by me in the Department of Educational Foundation to satisfy the requirement for the award of master’s Degree in Educational Administration and Planning.

The work is in its original form and has not in any ways been submitted in part or full text for award of any other Degree or Diploma of this or any university.

Usman Hassan
P14EDFC8044

Signature/Date

CERTIFICATION

This Dissertation titled “Assessment of the Provision, Utilization and Maintenance of Records in Public Secondary Schools in Kaduna Metropolis, Kaduna State Nigeria written by USMAN HASSAN meets the regulations governing the award of Master’s Degree in Educational Administration and Planning of Ahmadu Bello University Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late father, Alhaji Usman Dahiru, mother, Halima Usman and beloved family.

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The researcher wish to express his profound gratitude to God almighty and a number of people who in one way or the other to have been very instrumental to the success of this research work. The researcher's appreciation also goes to the project supervisors in persons of Professor B. Maina and Dr. A.M. Jumare of ABU Zaria for their untiring effort, contribution and tremendous support as well as professional guidance towards production of this work.

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ABSTRACT

The study is titled “Assessment of the Provision, Utilization and Maintenance of Records in Public Secondary Schools in Kaduna Metropolis, Kaduna State Nigeria. Six objectives were set to; examine the provision of statutory records in public secondary schools in Kaduna metropolis, assess the utilization of statutory records in public secondary schools in Kaduna metropolis, determine the maintenance of statutory records in public secondary schools in Kaduna Metropolis. Ascertain the provision of non-statutory records in public secondary schools in Kaduna metropolis; examine the utilization of non-statutory records in public secondary schools in Kaduna metropolis, and also determine the maintenance of non-statutory records in public secondary schools in Kaduna metropolis. A descriptive survey design was adopted for the research. Simple random sampling technique was used to draw sample. The instrument (questionnaire) was self-developed by the researcher using rating scale of adequately (4), fairly (3) Not (2) and undecided (1) on the provision, utilization and maintenance of statutory and non statutory records in public secondary schools in Kaduna metropolis. The instrument was validated and pilot tested to determine its reliability. On the sport administration of the questionnaire was adopted where two hundred and seventy three (273) copies of questionnaires were administered out of which two hundred and fifty (250) were duly filled and returned. Population of the study was 2,808 which comprise 61 principals, 77 supervisors from the three (3) education zones and 2,670 teachers. A total number of 281 respondents were randomly selected as 10% sample for the study. The data collected were analyzed using frequency distribution, percentage and decision mean. Analysis of variance (ANOVA) was used to test the null hypotheses. The results indicate that there was significant difference in the opinion of respondents on the provision and utilization of statutory records in public secondary schools in Kaduna metropolis, while the other four hypotheses were retained since there was no significant differences on the opinion of the respondents, hence subjected to scheffe test to determine extent of differences in the opinions of respondents. Major findings revealed that statutory records were adequately provided. On utilization, only national policy on education was not adequately utilized and maintained. However, few teachers and supervisors are of the opinion that attendance register and visitors’ book were not adequately utilized and maintained despite being provided in public secondary schools in Kaduna metropolis. Meanwhile, findings on non-statutory records revealed that records such as staff responsibility list, inventory book, school calendar, cumulative record card, disciplinary committee file, staff minute book and school photo album were adequately provided, utilized and maintained with the exception of cash/account book, stock book and health book.

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OPERATIONAL DEFINITION OF TERMS

The following terms were found to be relevant to the study:

- Assessment:** This is an action or instances of making judgment, evaluation, rating, appraisal, opining or analysis of achievement or otherwise of a process or an action.
- Provision:** From the aspect of education, it is the right of every child to education on the basis of equity of opportunity and without discrimination on any ground.
- Utilization:** Is a practical activity conducted to maximize output of a process that yields positive result.
- Maintenance:** Any activity required or undertaken to conserve as nearly and as long as possible the original condition of an asset or resources while compensating for the normal wear and tear.
- Records:** Are sets of information or data put down on books, files, computers and other documents on every event that happen and are always available and accessible for future references.
- Statutory Records:** These are documents stipulated by education laws that are mandatory in every school. Statutory record must be provided, maintained and made available to supervisors on demand during supervision.
- Non Statutory Records:** These are auxiliary records kept in the school. They are Very important but not mandatory usually meant to assist administrator for effective delivery service in administration.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Record and its effective management involve provision, utilization and maintenance. It is very vital for quality existence of man, education system, good performance and national development. The continuity of any school organization depends on availability of useful records of past activities, in a complex organization like the school; it is not possible to keep every information in the brain because the volume of information is heavy. Therefore records must be provided, utilized and maintained. Accurate information of all activities going on in schools are kept for effective decision making and if they are well documented the decision-making process is further made easier (Uwazurike 1991).

The school administrator has a role of observing the smooth running of all programmes of the school. The extent to which an administrator succeeds depends solely on the number of factors and one of which involves record keeping. These records give a lot of information about the school that will enable supervisors and ministry official to rate performance of the school accordingly (Ajayi 1997).

Durosaru, (2002) describes school records as official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for retrieval and utilization of information when the need arise. Some of the major school records include; students' personal files, staff record book, log book, visitors' book, class attendance register and inventory book to mention few.

Egwunyenga, (2009) observed that not all information can be considered as record until they satisfy such characteristics such as genuinely and authenticity, that is the information must be true, correct, original, comprehensive, accessible and secured. The school administrators

must ensure that records are devoid of exaggeration or untrue statements which may render it invalid.

According to Idoko (2005), school records management (provision, utilization and maintenance) can only be achieved when the school administrators employ desirable strategies for improvement. These includes placing priority on supply of necessary records, fund allocation and judicious expenditure, opportunity for professional training by staff through in service should be given to school administrators.

Record management (provision, utilization and maintenance) do not only enable school administrator to have a clear picture of what is available and what is required, they provide justification for certain needs and seems to extend the memory by which person/organization can pass on their culture and achievement to the future generation. In fact the content and quality of school records can serve as a direct reflection of the amount of work that has been expended on their school enterprise. Record management helps school administrators and parents to keep a concise and accurate timeline of event, in the life of the pupils; in line with this assertion, Fassasi (2004) opined that school record management is meant to enhance the performance of secondary administrations. Adequate record management programme coordinates and protects institutions' records, sharpens the effectiveness of records as a management memory which controls the time, equipment and communication problem.

Management of records in a school like any other organization is cyclical in nature which involves the principals, teachers, students, messengers, cleaner, and other members of staff. Bulk of these records are handled by principals which are often kept manually, hence the process of provision, retrieval, utilization and maintenance of records are difficult.

It is imperative to note that information and data generated from an effective and efficient record managements aids the school to plan and make useful decision, presence facts and give figures for future references; thereby enhancing the efficiency and effectiveness of the

organization and administration of school. United Nation Educational Scientific and Cultural Organization UNESCO -(1991) described record as a proof of a transaction and further stated that records are set of information put down on books, files computer and other documents on every event that goes on in an organization and are always made available/accessible for future reference.

The effective management (provision, utilization and maintenance) of school records by principals depends on certain procedure and functions such as effective supervision, creation of records, effective leadership, monitoring, provision and training of adequate personnel, record storage and retrieval, discipline and effective communication, delegation of duty, developing record skills and motivation (Ajaji, 1997).

Asogwa (2004) asserts that records and data generated in the course of execution of legitimate function of the school for an organization should be utilized and maintained properly.

However, despite the overwhelming importance of school record, it has been observed that they are poorly kept and managed. School records, whether statutory or non-statutory, physical or electronic should be properly kept and maintained for utilization and future retrieval. The study arose due to apathy, capacity, gap or lack of proper understanding of records life cycle on the part of those saddled with the responsibility of record management. The knowledge and skills required for proper record management include among others knowing what records are, administrative purpose of keeping records, skills of keeping records, retrieving records, e-record keeping skills and record management skills for service delivery. It is on this premise that the researcher attempt to assess the provision, utilization and maintenance of records in secondary schools in Kaduna metropolis.

1.2 Statement of the Problem

Record management is one of the basic functions of school administrators and cannot be over emphasized in any way. The continuity of any school organization depend on available and accessible useful records of past activities. In view of the importance of records in the administration of secondary schools, the education law in virtually all states of the federation requires that every school must keep certain specified records. For instance section 22(i) of education (General) Regulation of 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. Despite the importance of school records management in the achievement of educational objectives, these records do not seems to be adequately management in terms of provision, utilization and maintenance by Government and school administrators. From observation, it becomes obvious that accurate, reliable, and trustworthy records that fulfill evidential requirement are been created but not properly managed. Egwunyenga (2009) emphasized that records management practice in Nigeria has a number of problems which may include, insufficient skilled and experience record management personnel and possibly low priority of records management in the scheme of things.

Similarly, Modebelu and Onyali (2012) were critical about problems of record management when they outlined some of the problems as; incomplete and unreliable sources of data; improper entries, in accurate, incomplete and incorrect documentation; improper, poor, and inadequate storage facilities; duplication of records; organized falsification of records or data; failure of government/school management to make available the necessary official registers

for correct documentation; lack of training in school record keeping, inadequate safe space for storage of such volumes etc.

In addition, the researcher has observed with regrets, that one of the glaring problems facing today's effective management of education in Nigeria is total inadequate of maintenance culture. When records are provided, the need to effectively utilize them is imperative and maintaining such records for future use or retrieval is unmistakably a necessity.

From the fore going, it is appears that there are issues or problems with record provision, utilization and maintenance in our school system and secondary schools in Kaduna are not exception or excluded hence the need to undertake a study on the provision, utilization and maintenance of records in secondary schools in Kaduna metropolis in order to ascertain the present state of record management, identify areas of weakness and prefer likely solutions and advance suggestion on way forward.

1.3 Objectives of the Study

The study has the following specific objectives to achieve:

1. examine the provision of statutory records in secondary schools in Kaduna metropolis, Kaduna state, Nigeria;
2. assess the utilization of statutory records in secondary schools in Kaduna Metropolis, Kaduna state, Nigeria;
3. determine the Maintenance of Statutory Records in Secondary Schools in Kaduna Metropolis, Kaduna State Nigeria;
4. ascertain the Provision of Non-statutory Records in Secondary Schools in Kaduna Metropolis, Kaduna State, Nigeria;
5. examine the Utilization of Non-statutory Records in Secondary Schools in Kaduna Metropolis, Kaduna State, Nigeria; and

6. determine the maintenance of non-statutory records in secondary schools in Kaduna metropolis, Nigeria.

1.4 Research Questions

From the stated objectives, the following research questions were generated.

1. Are statutory records provided in secondary school in Kaduna metropolis, Nigeria?
2. To what extent are statutory records utilized in secondary schools in Kaduna metropolis?
3. Are statutory records maintained in secondary schools in Kaduna metropolis?
4. In what ways are non-statutory records provided in secondary schools in Kaduna metropolis?
5. How are non-statutory records utilized in secondary schools in Kaduna metropolis?
6. Are non-statutory records maintained in secondary schools in Kaduna metropolis?

1.5 Research Hypotheses:

The study has the following hypotheses:

1. There is no significant difference in the opinions of supervisors, principals and teachers on the provision of statutory records in secondary schools in Kaduna metropolis;
2. There is no significant difference in the opinions of supervisors, principals and teachers on the utilization of statutory records in secondary schools in Kaduna metropolis;
3. There is no significant difference in the opinions of supervisors, principals and teachers on the maintenance of statutory records in secondary schools in Kaduna State;

4. There is no significant difference in the opinions of supervisors, principals and teachers on the provision of non-statutory records in secondary schools in Kaduna metropolis;
5. There is no significant difference in the opinions of supervisors, principals and teachers on the utilization of non-statutory records in secondary schools in Kaduna metropolis; and
6. There is no significant difference in the opinions of supervisors, principals and teachers on the maintenance of non-statutory records in secondary schools in Kaduna metropolis.

1.6 **Basic Assumptions**

The study is based on the following assumptions:

1. Adequate provision of statutory records in secondary schools may enhance and improve the administration of secondary schools in Kaduna metropolis;
2. Effective and efficient utilization of statutory records may bring about the attainment of educational goals;
3. Regular maintenance practices may ensure maximal usage of statutory records in secondary schools in Kaduna metropolis;
4. The provision of non-statutory records may compliment the use of statutory records in secondary schools in Kaduna metropolis;
5. Proper utilization of non-statutory records may improve the administrative role of school principals in secondary schools in Kaduna metropolis; and

6. Efficient and effective maintenance of non-statutory records may ensure maximal usage thereby enhance teaching and learning in secondary schools in Kaduna metropolis.

1.7 Significance of the Study

It should be noted that quality administration is not only judged or assessed by school administrators' professional competence in leadership style, but also on the level of record keeping or management professional competence. The study is not only important to principals and other stakeholders in education but is also timely. The study is therefore significant in the following ways.

To keep the government at all levels and the society well informed on the need or otherwise for investment in education sector. The nature and direction of such investment is also made available for authentic decision making by stake holders in education administration.

To enhance effectiveness and efficiency in the provision of guidance and counseling services to students on social and academic activities. Through record keeping career choice among student is facilitated at various levels. While teachers and principals ensure vigorous training on the chosen carrier of the students.

The findings may provide useful statistics for education planning, administration and management. Solution to problems of data collection, processing and utilization is provided through statistic analysis of information from records kept. The study also assists education inspectors/supervisors to assess teachers performance through available records that are authentically produce and adequately rich in content. It also enhances teacher performance through interaction with inspectors/supervisors during school inspection process.

The study may as well expose school principals with the best management of school records keeping that will discourage falsification of data. It will also assist teachers to appreciate their importance in the process of record provision, utilization and maintenance in the school.

The significant of this study do not just ends within the school environment it also extended to the immediate neighbouring community of the school. Information presented to the community through records determine the acceptability or otherwise of the school. These facilitate better school and community relationship.

Practically the study is significant to students, teachers, parents, principals, education board and ministry of education on the provision, utilization and maintenance of records in secondary schools.

1.8 Scope of the Study

The study is on the assessment of the provision, utilization and maintenance of records in secondary schools in Kaduna metropolis. The study covers all public secondary schools in Kaduna metropolis, and did not in any way consider the private secondary school within Kaduna metropolis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature relevant to the study. The review is carried out under the following sub-headings:

2.2 Conceptual framework;

2.2.1 Concept of school records;

2.2.2 Types of school records;

2.2.3 General importance of school records;

2.3 Specific importance of School Records;

2.4 Problems of Record keeping in School;

2.4.1 Provision of statutory records in secondary schools;

2.4.2 Challenges of Provision of statutory Records;

2.5 Utilization of statutory records in secondary Schools;

2.5.1 Challenges of Utilization of records in secondary schools;

2.6 Maintenance of Statutory Records in Secondary Schools;

2.6.1 Types of Maintenance;

2.6.2 Challenges of Maintenance to Statutory Records in Secondary Schools;

2.7 Provision of Non Statutory Records in Secondary Schools;

2.8 Utilization of Non Statutory Records in Secondary Schools;

2.9 Maintenance of Non Statutory Records in Secondary Schools;

2.10 Importance of Record Maintenance;

2.11 Empirical studies; and

2.12 Summary.

2.2 Conceptual Framework

The term management encompasses provision, utilization and maintenance. School record management deals with the provision, utilization and maintenance of school record. It involves meaningful activities and roles performed by school administrators (Principals and staff) of the school to main and keep an up - date information regarding the school.

School record management is of paramount value this is because it is the basis through which effective and efficient school administration can be achieved.

Generally speaking, record management deals with the documentation of data to its utmost update towards achievement of any government goal. According to Ogbonnaye (1994), it is the administrative responsibility of both principals and teachers to embrace ideal administrative practice that ensures effective and efficient school records keeping in school system. In a related development, Nwagwu (2000) opined that records and record keeping constitute the arteries that supply life sustaining blood to the system and sub-system of organization and institution. Record keeping in the opinion of Fasasi (2004) is meant to enhance the performance of secondary school administrations.

Adequate records keeping programme coordinates and protects an institutions records sharpens the effectiveness of records as a management memory which controls the time, equipment and space allocated to records and helps to simplify intra-organizational and communication problems. Record keeping in secondary schools like in any other organization is cyclic process involving the principals, teachers, student, messengers and cleaners; although, the bulk of records are handled by principals. The extent to which to which records are provided, utilized and maintained in secondary schools in Kaduna metropolis is what the researcher tends to investigate.

i. Concept of Record

Records are an items or collection of data that is develop as a result of series of activities that takes place over period of time. It is anything which is recorded in written, soft or hard copy for future reference

Records as defined by the American Heritage Dictionary (1980) and cited by Onitade (2004), are information or data on a particular subject collected and preserved. This definition implies that any processed or unprocessed datum that is collected and kept for future use constitutes a “record”.

Similarly Business Dictionary defines record as document that memorializes and provides objective evidence of activities performed, events occurred, result achieved, or statements made. Records are created by organizations in routine transaction of its business or pursuance of its legal obligation.

Records are documented information, regardless of its characteristics, media, physical form or the manner in which it is a record or stored. Records include accounts, agreements, books, drawings, and letters, magnetic/optic disks, memos, micro-graphics etc it is a general term that is applicable in different fields or profession such as business, medical, sport, archaeology, criminal, public and educational records to mention but a few.

On this note, it is categorically clear that record is an important instrument that is vastly utilize in virtually every aspect of human endeavour. It also implies that record plays a vital role in determining the success or otherwise of a process.

Records are items or collection of data that is developed as a result of series of activities that take place over period of time. It is anything which is recorded in written, soft or hard copy for future reference. According to National Achieves of Scotland (2005) in Kachallah (2014),

a good record should be authentic, accurate, accessible, complete, comprehensive, effective and secure.

Generally, records are documented information, regardless of its characteristics, media, physical form or the manner in which it is a record or stored. Records include accounts, agreements, books, drawings, and letters, magnetic/optic disks, memos, micro-graphics etc it is a general term that is applicable in different fields or profession such as business, medical, sport, archaeology, criminal, public and educational records to mention but a few.

On this note, it is categorically clear that record is an important instrument that is vastly utilize in virtually every aspect of human endeavour. It also implies that record plays a vital role in determining the successor otherwise of a process.

ii. Concept of Assessment

Assessment is a general term that has no single definition and can be applicable in different field of human activities such as education agriculture, health, engineering science and technology to mention few. However, Merriam Webster Dictionary defines assessment as the action or instance of making judgment, evaluation rating, appraisal, opining and analysis of achievements or otherwise of a process or action.

It can also be refers to as a process of official valuation of property for the purpose of levying a tax which may involve individual income per month or annually.

In education the term assessment refers to the wide range variations of method or tools that educators use to evaluate, measure, rate judge, analyze and document the learning progress, skills acquired or educational abilities of the students.

Assessment are typically designed to measure specific elements of learning such as the level of knowledge a student has about a concept or skill, the ability to analyze and comprehend different types of text and readings. It also provides identities for student's area

of weakness and our strength so that teachers can provide special academic support, educational programming or social services.

Different forms of assessment are utilized by educators to apprise students which include, high stake assessment, summative, formative, interim and performance assessment to mention a few. Linn and Miller (2005), opined that assessment are variety of procedure used to obtain information about students behaviour or performance. It is a full range of information gathered and synthesized about students in their classes.

On this note it is absolutely clear that assessment is an important term that is instrumental not only to their research work but to different field of studies including education. This also indicates how valuable and important “assessment” is to the provision utilisation and maintenance of records particularly in the education sector.

iii. Concept of Provision

The word provision has no single definition and it is applicable to different field of study and activities such as, finance, education, health and law to mention a few.

However, oxford dictionary defines provision as an item of goods or Supplies obtained for future use. It could also be referred to as money set aside for future events. From a legal point of view, provision is a clause in legal instrument, a law, etc providing for a particular matter or stipulation. It can also be described as a term, condition, agreement, requirement, demand, restriction, rider, reservation or a caveat in the legal point of view.

American heritage Roget 2014 opines that provision is a service, fund, resources or allowance, which is pre arranged as contingency to cater for any need that may arise.

Similarly, united nation educational science and cultural organization (UNESCO) -2006, sees provision from the aspect of education as, the right of every child to education on the basis of equity of opportunity and without discrimination on any ground. To achieve this education provision must be available and accessible to all children, while the right of quality education

enables the child to fulfill his potentials, realize opportunities for employment and develop life skills.

iv. Concept of Utilization

The word utilization has no single definition. It is a concept that is applicable to virtually every human Endeavour that determine the frequency of usage of facilities, funds, objects or materials. However, oxford English dictionary defines utilization as the act of using something or the manner in which something is used. It simple refers to as the state of being used to the fullest extent, potential or ability.

In reality utilization is a practical activity that can be conducted to maximize output of a process that yield positive result. It is mostly applicable to capacity, store, finance, and products utilization.

Den Haoge, 2014 sees utilization from knowledge point of view as a process of promoting the usage of leaning-outcome of scientific research both outside academia and by academic discipline which requires frequent interaction between the researcher and the potential knowledge user. Hence from this point of view, knowledge utilization requires the interaction of two or more person which brings about influential understanding. Utilization of knowledge in this context does not end at the acquisition of knowledge but extends to practical usage and application of the learning experiences.

v. Concept Maintenance

Maintenance is any activity required or undertaken to conserve as nearly and as long as possible the original condition of an asset or resources while compensating for the normal wear and tear.

Business dictionary defines maintenance in engineering as action(s) necessary for retaining or restoring a piece of equipment, machine, or system to the specified operation condition to achieve its maximum useful life.

Maintenance can also be regarded as a work-carried out to preserve an asset such as buildings, machines or document in order to enable its continued use and function, above a minimum acceptable level of performance.

Thus, according to American association of school administrators (1995) in Olga 2011, maintenance is the process and activities that involves keeping the ground, (space), building and equipment at their original conditions of competence and efficiency either through repair or replacement. Therefore maintenance in a school system involves making sure that all that is within the school such as facilities, structures and equipments are properly utilized for maximum benefit.

2.2.1 School Records

School records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval of information when needed. Such records are kept by principals, teachers, councilors or administrative staff.

School records are therefore information or data collected on various aspects of school and preserved for future use. School record serves as bank in which information is deposited and kept with the hope of retrieving and utilizing in the future.

Osunu (2004) opined that school record are documented statement of fact about persons, events, facilitates, proposal and activities in and about the school. There are numerous and are usually assigned or delegated to members of staff. However, the responsibility for school records lie squarely on the shoulders of the chief executive of the school, the school head. As could be seen in schools, there are many educational activities such as registration of new

students, recruitment of teachers timetabling, organization of school programmes, among others. All these are school activities which need to be recorded and stored for retrieval when they are needed.

According to Durosaro (2002), school records are important tools for effective planning and administration of a school. School records occupy strategic position which aid effective and efficient organization and administration of the school.

It is because of the various activities that take place in the schools as well as the difference in ages and social-economic background at students, academic attainment, religious affinity, among others that it is necessary for an accurate account of what happens to individuals and groups within the schools to be documented. This involves preservation of information on people events or things within schools be it primary, secondary and tertiary (Idoko, 2015).

2.2.2 Type of School Records

School records vary from school to school depending on the level and category. School records are broadly divided into statutory and non-statutory records as follows:

i. Statutory Records

Statutory records are the records kept in accordance with the education law of 1964 and must be produced on request by the agents of Ministry of Education on official inspection. Such records include: admission/withdrawal register, log book, attendance register, school timetable, diary of work, visitors books, examination record book, time movement book, a copy of national policy on education, national curricula on different subjects, assignment books for teachers, query book, history of the school, transfer certificate books, pupils individual files, sports and games record file, school club and societies, annual leave roster, teacher annual evaluation reports, education inspectors reports, organizational charts, class timetable, minutes books disciplinary committee file, school land papers, lesson plan/note for teachers among others (Onwurah, 2004).

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

ii. Non-Statutory Records

Non-statutory records are school records kept for the purpose of administrative convinces but not mandatory. Such records include stock books, cash and account books, school Calendar, health book, inventory book and staff minutes book (Godwin, 2004). In addition, other non-statutory records include staff responsibility list, school photo album, cumulative record card, disciplinary committee file etc.

A school head must have accurate information to help him/her access meaningfully the progress of the school. All school records are very useful, school records must be complete and be made available when the need arises. Records which are not regularly kept will be incomplete and misleading. Badly kept records can hinder the progress of the school. The school leader must see that school records are devoid of exaggerated reports or untrue statement.

2.2.3 General Importance of School Records

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

Generally the importance of school records management as presented by (Omoha, 2013) are as follows:

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

2. Control of Information: Record keeping helps teachers and students to exercise control over the distribution, utilization, retention, storage and retrieved of information that concerned the operation of the school. Therefore, school record could serve as a good reference point for whoever intends to know the happening in the school management.

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

The bare of educational planning as observed by Daver (1998) at different local state and even national level in Nigeria appears to be the absence of adequate and accurate records because of the difficulties experienced in obtaining reliable and up to date records.

4. Facts on Important Activities in the School: It is very important that the principal being an organizer and administrator of a school must keep some records that will give to an extent, information on the day to day activities of the school. Records must be used, records must be available, record must be complete and must be honest (exaggeration and untrue statement must be avoided (Ojelabi, 1981).

There must be authentic source of information for referencing on staff and students of schools when need be. Elele (1995) has argued that if school records are properly kept, they serve as an information bank from which the principal and his staff can recall stored information when needed. Eresimadu and Nduka (1997) pointed out that since records cannot be left to the memories of the people, they must be kept to form a repertoires of useful information for individual staff, the school, the community and other educational institutions the nation and the rest of the world.

5. Empirical Base For Assessing School Performance And Budget Evaluation:

Importance of records as a store house of information to students, teachers and administrators is stressed by Ogbonnaya (2005), when he observed that records are kept for the purpose of assessing the school performance and budget evaluation it has been recognized that resources devoted to education can be used more effectively if there is a process of decision for action in the future. This process is known as planning.

2.3 Specific Importance of School Records

School Admission and Withdrawal Register

It is a record where all admitted and withdrawn students are documented to determine the school population. Onwurah–2004 views admission and withdrawal register as a statutory record that contains detailed information about every child admitted as a student in the school which must always be updated and made available for inspection on demand by inspector’s planners, law enforcement agency on official request.

Information record in the school admission register includes admission number full name of pupil, age, sex, date of birth, date of enrolment, address and occupation of parent/Grenadian state of origin, local government, date of admission, previous school attended, dare of leaving, reason for leaving the school and certificate number (Obi, 2001).

It is imperative to state that only one historical entry is made for each student throughout the years of study in the school. Even if a student is repeating a class, the same entry and information is maintained. This serves as reference point for information on ex-student that may be requested by employer higher – institution or government organization.

Specimen of admission and withdrawal / register is presented on Appendix B

Log book: The log book is one of the statutory records required to be kept in the school. All important events that take place are recorded in the logbook. It contains records of established occurrence that are mainly essential to the school.

Afolabi (2001) opines that a log book in the school contained records of events such as initial opening of the school, holiday and resumption in academic year, workshop and seminars attended by teachers. The logbook also contains other information such as transfer appointment, retirement and resignation of teachers in the school.

Other events include natural occurrences such as heavy rain, storm which destroys properties in the school, meeting governing board, experiments and innovations, public examination etc. at the end of every entry the name, signature date and stamp of the school head must be appended. It is permanently kept under lock and key for historical reference in the school.

Specimen of log book is presented on Appendix C

The School Time Table

This is expected to be approved by the ministry of education. It is usually drawn by an expected that contains all subjects taught in the class, total number of periods for each subject in all classes in a week, time spent for each lesson period. The time of opening and closing for all classes activities are categorically indicated on the table.

The master copy is usually kept at the head master's office, while each class has a copy pasted on the wall. All teachers in the school also have a personal copy in accordance with their subject area. The purpose of the school time table is to regulate all the school activities.

the preparation of school time table is a heavy and difficult task conducted by an experience teacher (Alabi, 2008).

Specimen of school time table is presented on Appendix D

Duty Roster

The duty roster specifies supervision of all the school activities evenly distributed among teachers in the school. Every day one or more teachers are assigned to supervised the school and report all the happenings at the end of the day. The conduct of assembly, duty reports and other responsibilities are carried out by the teacher on duty all recommendations that necessary are forwarded to office of the principal/head teacher for further action Idoko, (2005).

Time Book

The time book is a simple register which provides column for date, serial number, names of staff, time -in, Time –out, Signature and remarks. The time helps in checking of truancy. Punctuality and duration of staff stays in the school for each day Omooha,(2013).it also provides detail information on the staff strength of the entire school.

Visitors Book

The school visitor's book is a record containing the list of important persons who have visited the school. It provides a very useful record of the general interest of the community in the school. The school utilizes visitors books as a medium of confecting prominent people once again when the need arise. This improves inter relationship between staff, head and visitors.

Olagboya (2004) views visitors' book as a book which is merit for recording the visitors of important personality, including officials from the ministry and related government agencies, chief and traditional rulers, inspectors of education etc.

The book is usually made available to the visitor immediately on arrival to avoid over sight, while serial number, name, address, purpose of visits comment and signature columns are duely interred.

Specimen of visitors' book is presented on Appendix E

Staff movement book

The staff movement book is a record that indicates the whereabouts of a staff during working hours. It is a document that provides details of staff movement which contains the following information arranged in vertical columns, date, name of staff, time of departure, from school, reason for movement out of school, time of arrival back to school and signature of principal.

It is usually signed with the permission of the principal/head teacher of the school. Staff movement book assist with facts and ideas for recall of staff in case of emergency. It also legally protects the staff in case of accident since permission of the movement is officially documented.

In addition the staff movement book assists to improve attendance and punctuality well as checkmating truancy among teachers. Staff discipline is also enhanced through proper time – management in utilization of this record. While encouraging principals supervisors and ministry officials in decision on staff regularity or otherwise.

Students Punishment Book

This book is kept by the school head to record cases of punishment administered to students to ensure that proper procedure is observed. It encourage discipline and helps to protect the student from being punished by another teacher for the same offence. The keeping of this record also assist the teacher from complains of parents on the way and manner the punishment is implemented. It also helps to stop other members if the community from wrong information on how students are punished. The record show trace of behavior that is common among students in the school which enable administrator to take necessary action (Alabi, 2008).

Specimen of punishment book is presented on Appendix F

Scheme of work

The scheme of work is a breakdown of the syllabus into weekly teaching units for easy implementation by the class teacher. Each subject has its peculiar type of scheme which serves as guide to the teacher. Each unit of the scheme is treated independently for proper understanding of the student.

Olagboye (2004) opines that scheme of work is an estimate of academic work which the teacher expects to accomplish in each subject based on the number of lessons in a term. It is necessary for a teacher to compile a scheme of work for each subject separately for each term. If he is teaching more than one class, a separate scheme for each class is mandatory. He further added that in drawing up a scheme of work the teacher should consider the number of lessons (periods) allocated to each subject, the learning topics in order of preference and sequence (simple to complex). For the purpose of academic accountability, all work accomplished is recorded in a weekly diary which facilitates continuity in case of taking over by a new teacher.

Class attendance register

The class attendance register is a record that shows students who attend classes regularly. It is usually kept by the class teachers and marked twice daily in the morning and once in the afternoon. This is to ascertain whether the pupils are present in the class or absent.

In the opinion of Olagboye (2004) it is a kind of register kept by the class or form master whose responsibility is to call the roll of attendance twice, in the morning and after break accordingly by indicating a slanting stroke to the left for morning and to the right for afternoon. Absent is indicated with a naught (0) in the appropriate columns.

The class teacher or form master is expected to make daily, weekly and termly entries of attendance, while the head teacher or principal cross checks and countersigns.

The class attendance register provides data for planners and ministry official for decision making on the allocation of funds materials and infrastructure to the school. It also helps researchers with necessary information, while the class teacher identifies sick, truant and absentee students in the class. The child's interest and problems are also identified for proper guidance and counselling services.

Improperly kept attendance register can lead to embarrassment of a principal/head teacher. In a situation where the teacher arbitrary marks a child present who was absent. Such student may unfortunately be involve in an unlawful act or even die elsewhere. The school can be challenge by the parent in a court of law.

Specimen of attendance register is presented on Appendix G

Lesson note

The lesson plan is usually prepared by the subject teacher to serve as an aid to him in the course of teaching as he cannot rely completely on his memory. It is very important for a teacher to master the content of lesson note before implementing in the class. It is developed in accordance with the scheme of work for each subject usually from simple to complex and also from known to unknown for proper understanding of the students. The lesson note should generally contain information such as topic, date, introduction, time of lesson, duration, age and sex of students. Other detail includes behavioural objective, previous knowledge, presentation, evaluation and pupils' activities (Home or Class work).

Lesson note assist teachers with information on what to teach at every level/stage of the student in the school. It also gives the teacher an insight on how to assist the student in the class while enhancing the teacher sense of preparedness and commitment to duty. Syllabus coverage in all subject areas is facilitated through proper lesson note planning and implementation.

Transfer Certificate

Transfer certificate is obtain when a pupil is leaving from on school to another, showing that such a pupil is not indebted to the school. Reasons for leaving the school, details of character of the pupil is indicated in the transfer certificate for information of the receiving school (Obgele, 2008) feature of the certificate are arranged in horizontal columns:

1. Name of pupil (in full)
2. Name of parent
3. Native of
4. Year of Birth
5. Number on admission Register
6. Standard last post and date
7. Final class
8. Standard at present time
9. Data of last attendance
10. Number of attendance
11. Any fee owing? If so, amount
12. Conduct
13. Cause of leaving
14. List of former schools all attended with date
15. Principal's Signature /Date

National policy on education

This document provides the nation's educational philosophy, goals and objectives of the schools system. This includes pre-primary, education, primary education, secondary education, higher education including professional education, educational services,

administration and planning as well as financing of education. (A copy of national policy on education second edition, 1999).

2.4 Problems of Record Keeping in the School

Records as an important part of the school faces problems as viewed by Alabi (2008) in Jumare (2015) are as follows;

- i. Undue access to confidential information on staff, students and facilities due to human weakness.
- ii. Untimely supply of records which distorts actual facts required..
- iii. Inadequate or lack of supervision of records by the administrators.
- iv. Inadequate knowledge by record keepers on the use of information from records.
- v. Corruption of files by computer virus affects retrieval of information leading to distortion of information.
- vi. Destruction of poorly kept records by termites, flood or storm.
- viii. Distortion of data by human being to manipulate or delete information is also a factor that affects records keeping in the school.

In the same vein, Uwazurike, 1991, highlighted the following problems associated with record keeping in schools:

Inability to Keep Available Records:

High rate of pupils attrition especially in the rural area pose big challenges. School dropout and enrolment of pupils requires authentic record. Poor attitude and lack of commitment to record keeping greatly affects effort of planners and administrators in maintaining standards in the schools.

Poor Attitude of Personnel towards Data Collection:

Despite the fact that teachers and head teachers are witness to the problems described above, they sometime do not cooperative when records are demanded. Rather than making effort, they copy out-dated information and slightly amend for submission.

Lack of Thorough Supervision:

This can arise if a teacher records topic not taught in the class under record of work in the diary. It is unethical to record what was not taught Uwazuike (1991), maintained that untimely supply of records, lack of thorough supervision and funds, inadequacy of knowledge for record keeping process, alteration and conflict among other are problems associated with record keeping.

2.4.1 Provision of Statutory Records in Secondary Schools

In realizing educational goals, record keeping is crucial. Records, according to Emerson (1999), are those documents in whatever, medium received or created by an organization in the course of business because of the information contained. Record keeping in educational management and utilization are very vital to the continual existence of the school as an organization. Such records; if made available and put to use at the appropriate time will enable both principals, teaching and non-teaching personnel to have knowledge of their students, and through this they will be in a better position to assist the students academically, morally and socially. In addition, they would be able to present the information to whoever may need it (Ajayi, 1997).

Generally speaking, record management deals with the documentation of data to its utmost update towards achieving of any organizational goals. The provision of statutory records is an aspect of school record management. The efforts of school principals and staff to preserve and retrieve the information of an individual staff and students and making use of them when need be is here in refers to school record management. According to Ogonnaya (1994), it is the administrative responsibility of both principals and teachers to embrace ideal administrative practices that ensures effective and efficient school records keeping in school system.

To successfully achieve this, records must be store in such away that they are accessible and safe guarded against environmental damage. The principal/teachers must be very careful in keeping records, checking and cross-checking every item of information going out under their signatures. The principal must also check all the statutory books kept by the class teachers with emphasis placed on honesty and faithfulness in keeping them.

2.4.2 Challenges of Provision of Statutory Records

Records as an important part of the school encounter challenges as views by Alabi (2008) in Jumare (2015) are as follows;

- i. Undue access to confidential information on staff, students and facilities due to human weakness.
- ii. Untimely supply of authentic records on request.
- iii. Inadequate or lack of supervision of records by the administrators.
- iv. Inadequate knowledge by record keeps on the use of information from records.
- v. Corruption of files by computer virus affects retrieval of information leading to distortion of information.
- vi. Destruction of poorly kept records by termites, flood or storm.
- vii. Fire factor is also an incident that affects record keeping in the School.
- viii. Deliberate corruption of Data by human being to manipulate or delete information is also a factor that affects records keeping in the school.
- ix. Organized falsification of Data due to selfish interest.
- x. Duplication of records.

The above aforementioned Challenges are indeed critical to proper provision of statutory records in our Schools. Therefore, there is the need for means of ensuring that records are provided as at when due and in the right quantity.

2.5 Utilization of Statutory Records in Secondary Schools

Statutory records such as admission/withdrawal register, log book, attendance register, school time table, diary of work, visitors book etc. are often provided in most secondary schools, however, the extent of its utilization varies from school to school.

School records when properly utilized could serve as a veritable guide for school inspection/supervision, record keeping is an important guide to secondary school principals to adopt efficient administrative procedures in keeping of school records. These procedures as enunciated by Ehiamentor and Aderonmu (1995) include prompt procurement of records and efficient monitoring and supervising of teachers delegated to keep record.

Statutory records are used in costing educational projects and programme. It is important to note that the reliability of such costing of educational projects depends on adequacy and accuracy of the collected data/record and on the skill of analyzing them. For instance, if a planner is required to formulate plan for the shortage of teachers, the planner cannot step forward without knowing the number of teachers, short fall, at what level, and within which area of specialization. After getting all these information, decision can be taken as regards to whether new teacher training institutions are to be set up and the financial involvement.

Statutory records can be utilized to determine the school population; it can also serve as an index for statutory financial allocation to states from federation account. It also indicates the growth of the school over the years. In the case of emergency it provides information about the addresses and contact of parents and guardians. It further serves as factual references point for issuing transfer certificates, testimonials and referee reports on students in school. It is also a basis for guidance and counseling and other assistance to students.

2.5.1 Challenges of Utilization of Statutory Records

It should be noted that quality administration is not judged or assessed by administrator`s professional competence in leadership style but also on his level of record utilization professional competence. There are many ways to quality record utilization in the school system, however, it`s effectiveness is hampered by certain challenge among which are;

Ineffective filling of Cabinets,

Absence of computers for E-record keeping,

Lack proper record classification,

Inadequate drawers and shelves,

Non utilization of flash drives and CD ROMS,

Availability of mutilated records,

Inadequate safe space for storage of high volume of records,

Increase retention of useful but out dated records,

Lack of safe guard on the confidentiality and accuracy of the records,

Lack of training in school record keeping.(Ajayi, 1997)

2.6 Maintenance of Statutory Records in Secondary School

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

The responsibility of school records maintenance lie squarely on the shoulders of chief executive of the school. As could be seen in schools, there are many educational activities such as registration of new students, recruitment of teachers, time tabling, organization of school programmes, among others. All these are school activities which need to be recorded and stored for retrieved when they are needed. In essence, statutory recorded are official

document containing vital information of actions and events concerning school which are kept and preserved in school for utilization when needed(Osunu,2002).

Maintenance of statutory records is necessarily in order to provide accurate account of what happens to individuals and groups within the school; considering the differences in ages, and social economic background of students, academic attainment, and religious affinity among others. This therefore, involves preservation of information on people, event or things within schools be it primary, secondary and tertiary (Idoko, 2005). Robinson (1980) pointed out that many people forget things easily and find it difficult to remember events in their lives; therefore, maintenance of records helps to solve some of the problems that could arise from forgetting things. When records are properly kept and maintained, they help to reconstruct the history of the school. It is only through effective maintenance that an incoming principal can acquire enough information and knowledge about the history of the school, its tradition and problems, as well as its administrative set up and its relationship with its environment. school records when properly maintained can help a teacher taking up a subject or class from another teacher and understand where he stopped and also from the assessment recorded he could have an idea of the average ability of the class and behaviour the students.

2.6.1 Types of Maintenance

Maintenance is generally grouped into four broad categories according to John D.S (2012).

They are;

- 1. Periodic Maintenance:** It is usually conducted within regular interval to avoid breakdown or total failure. Periodic maintenance is the programme of servicing an equipment, system or structure to prevent the component from breakdown. In the school system it involves the process of ensuring that all facilities are functional for effective teaching and learning process.

2. Preventive Maintenance: it is a scheduled process of servicing, repairs, inspection, adjustment and replacement of part that result in fewer breakdowns or premature replacement. Is usually conducted within a frequency of one year or less.

3. Emergency Maintenance: It is a repair that is initiated within a very short time of identifying the need. It is an unscheduled repair that correct impact malfunction.

4. Replacement Maintenance: This type of maintenance denotes the changing of structure, facilities or equipment of best result. These changes enhance performance and utilization of the facilities and also prevents complete breakdown.

Reasons for Maintenance

Maintenance is purposely carried out to serve as protection to the facilities, structures, or equipment in a number of ways such as:

1. Physical Integrity: to keep physical appearance of the structure in good shape so as to minimize disruptions and downtime.

2. Risk Management: to keep the structure, equipment or facilities in safe and healthy condition without bearing any risk in utilization.

3. Aesthetic Preservation: to keep the structure from deteriorating in appearance.

4. Responsible Stewardship: to ensure that the facilities, equipments, or structures achieve the full potential service life expectation.

5. Duty to Mitigation: to prevent unnecessary damage to that may result in premature failure.

2.6.2 Challenges to Maintenance of Statutory Records in Secondary Schools

Maintenance of statutory records is aimed at ensuring continuity, preservation, optimal utilization and to ensure accessibility of such records as at when needed. However a lot of

factors come to play that tends to pose challenges to effective maintenance of statutory records in the school. Some of these challenges are indentified as;

- = Lack of thorough supervision by principals and head teachers,
- = Inability to keep available records,
- = Inadequate funding,
- = Noninvolvement of teachers and students in record maintenance practices,
- = Absence of maintenance culture,
- = Inadequate knowledge of the best maintenance practices.

2.7 Provision of Non – Statutory Records in Secondary School

The provision of non-statutory records by law is not compulsory by any school, however, school administrator provide these record in order to enhance administrative convenience. These are records not fixed, specified or documented by law that every school most keep but they are cautiously and meticulously kept for effective management of schools. They serve as information bank like the statutory records, provide basis for data collection and reference point in periods of uncertainty.

The provision of statutory records is essential because it provides useful information such as:

- Qualification of teachers and their ranks in order of seniority.
- Records of physical fitness and general medical state of students
- Records of staff meeting held with time, date and vital issues raised and discussed.
- Information ex-students of the school
- Records of existing school clubs and societies
- Records of assigned duties in the school to whom and dates.
- Records of all memos rise to pass information to member of staff and their acknowledgement.

No school can function effectively, without the blend of statutory and non-statutory records. It is therefore a necessity for all school heads to make provision of statutory records in their respective schools. This will certainly help to smooth the administrative processes with high degree of success.

2.8 Utilization of Non – Statutory Records in Secondary Schools

The aim of providing non statutory records in school may not be achieved if the available records are not utilized optimally. It is one thing to provide records it is another to make it accessible for utilization by those the need it and as at the time they need it. Non statutory records can be utilized in the following ways.

Institution of higher learning: Institutions of higher learning often require certain information from student concerning their previous studies. These records are then extracted from the records kept by the student or institutions (Onwurah, 2004).

- **Employers of labour:** Employers of labour may also require information concerning the authenticity of certificates presented at an interview by a job seeker, a testimonial of his character while at school and transcripts of academic record.

- **Continuity in educational process:** Records kept can be utilized when a new principal resumes or assume duty in a school, the previous records kept guide him in his administrative duties and this may inform his take off plans.

- **Ministry of education:** Occasionally, government auditors are sent to visit schools to check the income and expenditure account of each school to ascertain the level of prudence in financial resources management.

- **Supervision:** Experienced supervisors are able to follow the trend of educational development within a school Ngbodile (2013). School supervisors or inspectors require the records in schools in the discharge of their function from the available records.

- **Programme and time allocation:** School calendar, school time – table and class time table could be used to allocate programme, curricular and co-curricular activities of the school. Planning, coordination, control and organizing of school activities could be enhanced through the use of these records.

Despite the importance of non-statutory, records most school don't have the most of the aforementioned non – statutory records. When they are available, it is either inadequate or not used at all. In some cases, the school principal, don't see reason for keeping such records. Unless, something is done to ensure that school head keep. The necessary and required records, crisis of misrepresentation of figures, wrong computer, and wrong policy as a result of wrong or in accurate data, distortion and even discontinuity of educational programmes will become prevalence in our school system.

2.9 Maintenance of Non – Statutory Records in Secondary School

Records of school events are kept and tend to accumulate over a given period of time, this give raise to large files containing large quantities of data and information relating to the school such as staff account achievement records, inventory health etc. It often becomes difficult and time consuming to look for specific item of information on the files. The simple and modern way of maintaining school records is through computerization. Computer systems are acquired; staff are trained and retrained on how to input data or records for effective and efficient maintenance.

Non-statutory records can be efficiently maintained through the procurement of computer, training and retraining of personnel, establishment of effective maintenance culture, provision of storage space and access to information. All well maintained record serve as a bank in which information is deposited and kept with the hope of retrieving and utilizes it in the future. When records are maintained it could enhance planning process, serve as historical record, provide knowledge on students academic performance and facilitate school financial administration. It will also provide basis for advisory and counseling services, (Edem, 1982).

A plan, whether educational, political or economic, that is premised on faulty statistics (data) can be compared to a house that is built on faulty foundation. Consequently, the educational

planners at different level have the duty of information of accurate premises upon which to base their plans if such plan is to succeed (Duku, 1987).

2.10 Importance of Record Maintenance

The importance of effective record maintenance in on organization may not be over emphasizes in line with this Griggs (1989) observed that the purpose of record maintenance is to improve the recording and preservation of information and the use of records so that information resources can be readily retrieved and discarded when they are no longer valuable.

This revealed that record maintenance is the general handing of document that contains useful information and are kept for reference purposes. Florida Department of state (2009) in a book titled “Basic of record management” identified the following importance of record maintenance.

I. Space Savings:

It is the most immediately realized benefit of a record maintenance programmed by implementing retention schedule and systematically destroying records that have met their retention requirement and can significantly reduce the space occupied by records. In the some vein, Uwazurike, 1991, highlighted the following problems associated with record keeping in schools.

ii. Reduced Expenditure for Filing Equipment:

Appropriate disposition of words can reduce the need for filling cabinets, tile folder-end electronic storage media. Increased efficiency in retrieval of information is made more effective through improved maintenance of proper record systems and through cost effective and efficient implementation of Non-paper systems, such as electronic document merging and micrographics. An added benefit in improving filling systems is the reduction of misfiles and loss of records, which can result to financial expenses to locate the needed records.

iii. Protection of Vital Records

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

iv. Control over creation of New Records:

A significant percentage of the cost of information is in record creation management, firm management and reports management which can help reduce the proliferation of unnecessary reports, documents and information (Nwanka, 2010)

v. Identification of Historical Records

Records maintenance plays a vital role in the identification and protection of historical documents. This preserves and makes available records having archival values. It involves procedures for identifying and ensuring the care of documentary heritages (Owston, 2009).

2.11 Empirical Studies

Ogbonnaye (1994) carried out a research titled an appraisal of records keeping practices of principals in Abia State Secondary schools. The objectives of the study sought to determine the administrative practices adopted by secondary school principals in Abia State in the keeping of school records and the problems associated with the keeping of these records. Three research questions and one null hypothesis were formulated to guide the study. The researcher adopted descriptive survey design for the study. The study has a population of 2,650 respondents with a sample size of 440 respondents comprising of 400 secondary school teachers and principals from Aba and Umuahia education zone of Abia State. Mean scores were used to answer the three (3) research questions, while t-test was used to test the null hypothesis formulated for the study. The result, among others shows that:

1. Secondary school principals delegated authority for the accurate keeping of some

schools administrative records to teachers.

2. Principals monitor teachers, adherence to instruction on school records.
3. Lack of fund, delays in the supply of materials, dishonesty and lack of zeal and interest on the part of teachers delegated to keep records constituted problems in record keeping in Abia State Secondary Schools.

The focus of the study was to determine the administrative practices adopted by secondary school principals in keeping of school records and the problems associated with it in Abia state. The study is directly relevant to my study because both studies are concerned with the management of records at secondary school level. In addition, the studies adopted the same research design (Descriptive survey).

Uzoho (2006) conducted a study a titled record keeping practices of secondary school principals in Umuahia Education zone of Abia state and the problems with keeping these records. The study was aimed at determining the administrative practices adopted by school principals in the management of school records. To carry out the study effectively, four (4) research questions and two (2) null hypotheses were formulated, descriptive survey design was adopted. A Twenty Eight (28) questionnaire item was developed and administered to Four hundred and Twenty (420) urban and One Hundred and Eighty (180) rural secondary school teachers out of a population of 2306 in Umualia Education Zone of Abia State. Mean score were used to answer the four (4) research questions while t-test statistics was used to test the null hypothesis formulated for the study. Result or finding were as follows; urban and rural secondary school teachers in Umuahia education zone indicated that records presently kept in their schools include admission register, attendance register, staff minutes book, school timetable, school account book, academic records of students and copies of school rules and regulations.

There is a slight significant different between the opinion of urban and rural secondary school teachers on the administrative practices that characterize the keeping of records in secondary schools in Umuahia education zone. These practices include principals delegating the keeping of day-to-day administrative records to senior teachers, records events as they occur in the appropriate records booklet, keep accurately custody of records materials and books in the office, check every item of information in the records before appending their signatures.

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

Kachallah, (2014) carried out a study on evaluation of the provision and management of record in senior secondary schools in Northern part of Yobe State, Nigeria. The objectives of the study sought to examine the provision and management of statutory records as well as the provision and management of non statutory records in Senior Secondary Schools. Four research questions were raised, while four null hypotheses were postulated. Survey design was adopted for the study.

The population of the study was 1239 which include 29 ministry officials, 20 principals, 40 vice principals and 1150 teachers out of which 200 wee selected as sample. A simple random sampling technique was applied for selecting the sample.

Frequency distribution and percentage was used in analysis the data collected, while ANOVA was used to test the null hypotheses. The findings of the study revealed that there were significant differences between the opinions of the respondents which include:

Higher percentage of statutory records was provided;

A reasonable percentage of statutory records was managed;

A good number of non statutory records are provided;

And not all non-statutory records are managed in Senior Secondary Schools in Northern part of Yobe State.

The relevance of the study to the present research is that both researchers study the management of school records which include provision, utilization and maintenance of records at secondary schools level.

Smith (1992) carried out a study titled, the degree of importance of record keeping by head teachers and teachers in British, primary schools. Three (3) research questions and one (1) null hypothesis were formulated to guide the study. The design adopted was descriptive survey. A twenty (20) item questionnaire was used for gathering the relevant data for the study. One Hundred and twenty (120) head teachers and four hundred and sixty five (465) primary schools teachers provided the data for the study. The study therefore has a sample size of 585 respondents out a population of 2010 which comprises of head teachers and teachers. Mean score were used to answer the three (3) research questions, while the t-test statistics was used to test the null hypothesis formulated for the study. The finding of the study revealed that primary school head teachers and teachers considered record keeping very important in the British primary schools.

The study is indeed relevant to the present study because it was out to determine school administrators and teachers role in record keeping in the schools. This is one of the cardinal objectives of the present study. They both looked at the extent of the provision, utilization and maintenance of available records in secondary/primary schools.

2.12 Summary

This chapter deal extensively on review of related literature relevant to the present research work. Sub-sections such as conceptual frame work, concept of school records, concept of provision, Utilization, maintenance, records, importance of school records, and specific importance of school of school records, nature and uses of school records were advanced. In

addition, provision of statutory records, type of statutory records, challenges of provision of statutory records, utilization of statutory records, types of utilization of statutory records, challenges of utilization of statutory records, maintenance of statutory records, types of maintenance and challenges of statutory records in secondary schools were discussed.

However, provision of non-statutory records, utilization of non-statutory records, and maintenance of non-statutory records in secondary schools were also advanced.

Under Empirical studies four (4) works were reported which includes, Ogbonnaya (1994) carried out an appraisal of record keeping practices of principals in Abia State secondary schools. Uzoho (2006), investigated the record keeping practices of secondary school principals in Umuahia Education zone of Abia State, Kachallah (2014), investigated the assessment of provision and management of records in senior secondary schools in northern part of Yobe State, while Smiths (1992) conducted a survey study on the degree of importance of record keeping by head teachers and teachers in British primary schools. The relevance of each study to this work was highlighted.

Record keeping is one of the administrative principles in secondary school administration and it cannot be over emphasized in any organization. The continuity of any school organization depends on availability of useful records of past activities.

It is important to note that, although many works have been done on record keeping and related topics, some literature gap still exist. The gap stems from the facts that none of the studies above was carried out in Kaduna metropolis. The failure by all preceding studies to take cognizance of the above is an obvious gap which this work tends to bridge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter fundamentally discusses the methodology and procedure adopted for the study under the following sub-sections:

- 3.2** Research Design;
- 3.3** Population of the study;
- 3.4** Sample and Sampling Techniques;
- 3.5** Instrumentation;
- 3.5.1** Validity of instrument;
- 3.5.2** Pilot Study;
- 3.5.3** Reliability of the Instrument;
- 3.6** Administration of Instrument; and
- 3.7** Methods of Data Analysis.

3.2 Research Design

The research design of this study is descriptive survey research design. Nworgu (2006), states that descriptive survey design is one of the best design for describing situation without manipulation. Therefore, it is concerned with the collection of data and description of events as they exist in reality without manipulation of any kind that may affect originality.

Hence the design is appropriate for this study as it seeks to describe the assessment of the provision, utilization and maintenance of records in public secondary schools in Kaduna metropolis.

3.3 Population of the Study

The population of the study covered the three Education Zones (Kaduna, Sabon Tasha and Rigachikun) covers Kaduna Metropolis. There are 61 public secondary schools in Kaduna metropolis with 61 Principals, 77 Supervisors and 2,670 Teachers. The total population of the study is therefore 2,808. The population is presented according to education zone in table 3.1 as appendix A.

3.4 Sample and Sampling Techniques

A sample size of 281 was chosen for the studies which represent 10% of the 2808 population of the study. This is in line with Krijici (1976) in Ofo (1994), that a sample inline size of 10% of the population is a fair representation of such population. As indicated in the table below a simple random sampling technique was applied to select twenty one (21) schools from the three (3) education zones, twenty one (21) school principals , twenty one (21) supervisor and two hundred and thirty nine (239) teachers, making a total number of two hundred and eighty one (281) respondents as population of the study. Nwanma (1995) in Onioniwa (2009) is of the opinion that sampling technique gives an equal and adequate chance of being selected for the study.

The sample size is hereby presented on table below:

3.1: Distribution of Sample of the Study According to Educational Zones.

Educational Zone	S/N	Name of Schools	No. of Supervisor	No. of Principal	No. of Teachers	Population Per School
Sabon Tasha Education Zone	1	Queen Amina College Kaduna	10	1	10	11
	2	G.S.S Kakuri		1	10	11
	3	G.S.S. Barnawa		1	13	14
	4	S.S. S. Makera		1	9	10
	5	G.B.S.S Barnawa		1	10	11
	6	G.S.S Television		1	12	13
	7	G.S.S Sabon Tasha		1	13	14
	8	G.S.S Narayi		1	11	12
	9	G.S.S.S Narayi		1	14	15
	10	G.S.S.S Kakuri		1	9	10
Kaduna Education Zone	11	Kaduna Capital School	6	1	12	13
	12	Rimi College Kaduna		1	15	16
	13	G.S.S Ind. Way Kaduna		1	10	11
	14	Sardauna Memorial College		1	12	13
	15	G.S.S U/Muazu		1	12	13
	16	G.S.S M/Gwarzo		1	10	11
Rigachikun Education Zone	17	G.S.S. Kawo	5	1	13	14
	18	G.S.S NAF Base		1	10	11
	19	G.S.S Dalet Barrack Kawo		1	10	11
	20	G.S.S Rigachikun		1	14	15
	21	Dr. A. Makarfi Sec. Sch.H/Banki		1	10	16
		Total	21	21	239	281

3.5 Instrumentation

The instrument for data collection of this study is a researcher's developed questionnaire. The questionnaire is titled and tagged provision, utilization and maintenance of records in public secondary schools. The questionnaire has two sections, section 'A' deals with personal information of the respondents such as name, sex, age, etc.

While section B consist of six (6) units with sixty (60) items structured on a four (4) point rating scale. Unit one is on provision of statutory records, unit two is on utilization of statutory records, unit 3 is on maintenance of statutory records, unit 4 is on provision of non-

statutory records, unit 5 is on utilization of non-statutory records and unit 6 is on maintenance of non-statutory records.

The four point rating scale questionnaire allows the respondents to indicate the level of agreement or disagreement. It also gives opportunity for undecided.

Adequately	-	4 points
Fairly	-	3 points
Not	-	2 points
Undecided	-	1 point

3.5.1 Validity of Instrument

Content validity method was used as the most suitable to verify the questionnaire items. The instrument used for this study was personally developed by the researcher. Thereafter copies was given to experts in the field of educational administration and planning in the faculty of educational foundation and curriculum in Ahmadu Bello University Zaria to assess the suitability of the language, comprehensiveness, adequacy and relevance of the items in addressing the research questions, bearing in mind the purpose of the study. Their comments, suggestion and corrections were adopted and utilized to modify the instrument. The instrument was therefore declared valid for the study.

3.5.2 Pilot Study

The purpose is to determine the reliability of the questionnaire being the sole instrument used in the study to evaluate the use of language, relevance, clarity and whether it has the strength to discriminate over result.

The instrument designed for the study was pilot tested using three (3) secondary schools within Kaduna metropolis (Government Senior Secondary School Barnawa, Government Secondary School, Kawo and Government Secondary School Memuna Gwarzo) 30

questionnaire were used for the pilot study, the purpose is to determine the reliability of the instrument to be used for the study at minimal level before it is fully deployed.

3.5.3 Reliability of the Instrument

The reliability of the instrument was pilot tested using test-re-test method. However, spearman product moment correction coefficient was used to determine the reliability coefficient of the instrument which yields 0.84 at 0.05 level of significance. This is in line with the opinion of Maruf O. and Aliyu Z. (2003) when they opined that reliability of 0.7 and above is good.

3.6 Administration of Instrument

On the spot administration of instrument was adopted by the researcher in administering the questionnaire through the aids of two research assistants. This is in line with the opinion of Alice and Olive Evale (2011) that an instrument (questionnaire) can be sent and retrieve by post or mail, complete on the web, or handled directly to the respondent who completes it on the spot and hands it back.

However, a total number of Two Hundred and Seventy Three (273) questionnaires were printed and administered out of which Two Hundred and Fifty Nine (259) were duly filled and returned.

3.7 Methods of Data Analysis

The data collected from respondents were computed and analyzed in the form of tabulation, frequencies, percentages and mean score. In line with the opinions of Maruf (2003) and Aliyu (2013), that Analysis of Variance best compute the differences between two (2) or more variables, Analysis of Variance (ANOVA) statistical tool was utilized at 0.05 level of significance to determine the acceptability or otherwise of the hypothesis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter presents the data collected, the analysis carried out and the discussion of the results obtained. The first section presents the frequency and percentage distribution of bio-data of respondents. The second section present answers to the research questions using decision mean. Section three presents results of the hypothesis tested. The summary and the discussion of the major findings are furthered presented.

4.2 Analysis of respondents' Bio-Data

Analysis of Bio data of respondents in respect of Gender, status, age, academic Qualifications, and working experiences are presented in table. Thus, table 4.1 gives details.

Table 4.1: Bio-Data of Respondents

S/n	Bio-Data	Category	Frequency	Percentage	Cumulative Percentage
1.	Gender	Male	169	60.0	60.0
		Female	112	40.0	100.0
2.	Status	Principals	21	7.5	7.5
		Teachers	239	85.0	92.5
		Supervisors	21	7.5	100.0
3.	Age	21 – 30yrs	125	45.0	45.0
		31 – 40yrs	88	31.0	76.0
		41 – 50yrs	68	24.0	100.0
4.	Academic Qualification	NCE	162	57.7	57.7
		Diploma	28	10.0	67.7
		Degree	83	29.5	97.2
		Others	08	02.8	100.0
5.	Working Experience	1 – 10yrs	157	55.9	55.9
		11 – 20yrs	92	32.7	88.6
		21 – 30yrs	32	11.4	100.0

On the status of respondents from table 4.1, 21 representing (7.5%) are principals, 239 representing (85.0%) are teachers and 21, representing (7.5%) are supervisors.

On gender, 169 representing (60.0%) are male and 112 representing (40.0%) are female. On age of the respondents, 125 representing (45%) are between 21-30yrs, 88 representing (31%) are between 31-40yrs and 68 representing (24%) are between 41-50yrs.

In terms of educational qualification of respondents, those with NCE are 162 representing (57.7%), 28 representing (10%) had Diploma, 83 representing (29.5%) respondents had degree and 08 representing (2.8%) had other qualification.

Based on working experience, 157 respondents representing (56.0%) have worked between 1-10years, 92 representing (32.7%) have worked between 11-20years and 32 representing (11.4%) had worked between 21-30years.

4.3 Answers to Research Questions

The researcher used 2.5 as the mean also known as “decision mean”. The instrument was designed along rating scale of adequately provided, fairly provided, not provided and undecided in order to take decision on whether to accept or reject the research questions. Therefore, a mean score of 2.5 and above indicate positive responses to the research question and accepted while a mean score below 2.5 indicate negative answer to the research question and rejected. This is shown below:

Adequately Provided (AP)	=	4
Fairly Provided (FP)	=	3
Not Provided (NP)	=	2
Undecided (UD)	=	1

$$4+3+2+1 = \frac{10}{4} = \underline{\underline{2.5}} \text{ (Decision Mean).}$$

4.4 RESPONDENTS OPINION ON THE PROVISION, UTILIZATION AND MAINTENANCE OF STATUTORY RECORDS IN PUBLIC SECONDARY SCHOOLS IN KADUNA METROPOLIS.

Respondents answer to research questions was analyzed in table 4.2 to 4.7. In the course of analysis opinion of the supervisors, principals and teachers were taken into consideration.

4.4.1 Research Question One: Are Statutory Records Provided in Secondary Schools in Kaduna Metropolis?

TABLE 4.2:
OPINION OF RESPONDENTS ON THE PROVISION OF STATUTORY RECORDS IN SECONDARY SCHOOLS IN KADUNA METROPOLIS.

S/n	Item Statement	Respondents	Respondents Opinion								Total		mean score
			Adequately Provided (A/P)		Fairly Provided (F/P)		Not Provided (N/P)		Undecided (U/D)		Freq.	%	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%			
1.	Log Book	Principals	10	47.6	04	19	03	14.2	04	19	21	100	2.9
		Teachers	119	48	104	43	08	3.33	08	3.3	239	100	3.4
		Supervisors	08	38	07	33	06	29	00	00	21	100	2.8
2.	Attendance Register	Principals	08	38	06	28	04	19	03	14.2	21	100	2.9
		Teachers	110	47.6	89	37	35	14.6	05	02	239	100	3.2
		Supervisors	11	52	10	48	00	00	00	00	21	100	3.5
3.	Admission. Register	Principals	10	47.6	11	52	00	00	00	00	21	100	3.4
		Teachers	118	49.3	89	37.2	30	12.5	02	9.5	239	100	3.3
		Supervisors	10	47.6	10	48	00	00	01	4.8	21	100	3.3
4.	Weekly Diary	Principals	11	52	10	48	00	00	00	00	21	100	3.5
		Teachers	117	49	90	38	18	08	14	06	239	100	3.2
		Supervisors	10	47.6	09	42.5	01	4.8	01	4.8	21	100	3.3
5.	Visitors Book	Principals	11	52	09	42.5	01	4.8	01	4.8	21	100	3.5
		Teachers	109	45.6	95	39.7	12	5.0	23	9.6	239	100	3.2
		Supervisors	09	42.8	10	47.6	01	4.8	01	4.8	21	100	3.0
6.	Query Book	Principals	09	42.8	10	47.6	02	9.5	00	00	21	100	3.1
		Teachers	118	49.3	69	28.9	35	14.6	17	7.1	239	100	3.2
		Supervisors	07	33.3	08	38	03	14.2	3	14.2	21	100	2.9
7.	Lesson Note Book	Principals	14	66.7	07	33.3	00	00	00	00	21	100	3.6
		Teachers	112	46.9	119	49.8	08	3.3	00	00	239	100	3.4
		Supervisors	11	52	10	48	00	00	00	00	21	100	3.5
8.	National Policy on Education	Principals	10	47.6	10	47.6	01	4.8	00	00	21	100	3.4
		Teachers	108	45.1	116	48.5	14	5.9	01	4.8	239	100	3.3
		Supervisors	09	42.8	10	48	02	9.5	00	00	21	100	3.2
9.	Exams Record Book	Principals	9	42.8	10	48	01	4.8	01	4.8	21	100	3.2
		Teachers	111	46.4	118	47.6	05	2.1	05	2.1	239	100	3.4
		Supervisors	08	38	12	57.1	01	4.8	00	00	21	100	3.3
10.	Scheme of Work	Principals	10	48	08	38	03	14.2	00	00	21	100	3.3
		Teachers	130	54.3	109	45.6	00	00	00	00	239	100	3.8
		Supervisors	09	42.8	09	42.8	03	14.2	00	00	21	100	3.1

Item 1 on table 4.2 was on the provision of log book; the data revealed acceptance by all the respondents with principals having mean score of 2.9, teachers 3.4 and supervisors 2.8.

Which implies that log book were adequately provided, while Item 2 on attendance register showed that principals have mean score of 2.9, teachers 3.2 and supervisors 3.5 which indicate acceptance. Item 3 was on admission register and also accepted with the mean score for principals 3.4, teachers 3.3 and supervisors 3.3. This revealed that admission register is adequate provided in secondary schools in Kaduna metropolis.

Item 4 was on Weekly Diary and further accepted with the mean score of 3.5, 3.2 and 3.3 for principals, teachers and supervisors representatively. Subsequently, Item 5 was on visitors book and had mean score for principals 3.5, teachers 3.2 and supervisors 3.0 which imply it was accepted. Item 6 on query book showed agreement among respondents with principals having mean score of 3.1, teachers 3.2 and supervisors 2.9 which implies acceptance by all. Item 7 was on lesson Note which indicates acceptance among principals, teachers and supervisors with means scores of 3.6, 3.4 and 3.5 respectively. National policy on Education was Item 8 and has mean score of 3.4, 3.3 and 3.2 for principals, teachers and supervisors accordingly which showed acceptance that the document is adequately provided. Item 9 was on Exams record Card have the means score of 3.2, 3.4 and 3.3 for principals, teachers and supervisors respectively, while item 10 was on scheme of work and also accepted with corresponding mean score of 3.3, 3.8 and 3.1 for principals, teachers and supervisor. Which implies that exams record Card and scheme of work were adequately provided in secondary schools in Kaduna metropolis Kaduna state, Nigeria.

4.4.2 Research Question Two: To What Extend Are Statutory Records Utilized in Public Secondary Schools in Kaduna Metropolis

**TABLE 4.3:
OPINION OF RESPONDENTS ON THE UTILIZATION OF STATUTORY RECORDS IN PUBLIC SECONDARY SCHOOLS IN KADUNA METROPOLIS.**

S/N	ITEM STATEMENT	Respondent	RESPONDENTS OPINION								TOTAL		MEAN SCORE
			Adequately Utilized (A/U)		Fairly /Utilized (F/U)		Not Utilized (N/U)		Undecided (U/D)		FREQ	%	
			Freq	%	Freq	%	Freq	%	Freq	%			
1.	Log Book	Principals	06	28.6	04	19.0	06	28.6	05	23.8	21	100	2.5
		Teachers	91	38.1	73	30.5	38	15.9	37	15.5	239	100	2.9
		Supervisors	05	23.8	06	28.6	07	33.3	03	14.3	21	100	2.5
2.	Attendance Register	Principals	07	33.3	04	19.0	06	28.6	04	19.0	21	100	2.6
		Teachers	89	37.2	39	16.3	68	28.5	43	17.8	239	100	2.7
		Supervisors	04	19.0	05	23.8	05	23.8	07	33.3	21	100	2.5
3.	Admission. Register	Principals	06	28.6	08	38.1	03	14.3	04	19.0	21	100	2.6
		Teachers	89	37.2	118	49.4	02	0.8	30	12.6	239	100	2.4
		Supervisors	05	23.8	04	19.0	07	33.3	05	23.8	21	100	2.4
4.	Weekly Diary	Principals	03	14.3	08	38.1	05	23.8	05	23.8	21	100	2.4
		Teachers	90	37.7	117	48.9	14	23.8	18	7.5	239	100	3.1
		Supervisors	04	19.0	07	33.3	06	5.9	04	19.0	21	100	2.5
5.	Visitors Book	Principals	04	19.0	07	33.3	05	33.3	05	23.8	21	100	2.4
		Teachers	12	57.1	95	39.7	109	45.6	23	9.6	239	100	2.4
		Supervisors	05	23.8	08	38.1	05	23.8	03	14.3	21	100	2.7
6.	Query Book	Principals	05	23.8	06	28.6	04	28.6	06	28.6	21	100	2.4
		Teachers	88	36.8	119	49.8	18	19.0	14	5.9	239	100	3.1
		Supervisors	06	28.6	05	23.8	07	7.5	03	14.3	21	100	2.6
7.	Lesson Note Book	Principals	07	33.3	04	19.0	05	23.8	05	23.8	21	100	2.6
		Teachers	119	49.8	90	37.6	19	7.9	11	4.6	239	100	3.3
		Supervisors	04	19.0	06	28.6	05	23.8	06	28.6	21	100	2.3
8.	National Policy on Education	Principals	03	14.3	02	9.5	12	57.1	04	19.0	21	100	2.1
		Teachers	28	11.7	32	13.4	81	33.9	98	41.0	239	100	1.9
		Supervisors	04	19.0	03	14.3	11	52.3	03	14.3	21	100	2.3
9.	Exams Record Book	Principals	07	33.3	08	38.1	02	9.5	04	19.0	21	100	2.8
		Teachers	101	47.2	95	39.7	28	11.7	15	6.3	239	100	3.1
		Supervisors	04	19.0	07	33.3	05	23.8	06	28.6	21	100	2.5
10.	Scheme of Work	Principals	07	33.3	06	28.6	05	33.3	03	14.3	21	100	2.8
		Teachers	95	39.7	64	26.8	44	23.8	36	15.1	239	100	2.9
		Supervisors	06	28.6	07	33.3	03	18.4	05	23.8	21	100	2.6

Item 1, table 4.3 was on utilization of log book and revealed that principals, teachers and supervisors accepted that log book is adequately utilized with principals having mean score of 2.5, teachers, 2.9 and supervisors 2.5 respectively. Item 2 on attendance register indicates principal had mean score of 2.6, teachers 2.7 and supervisors 2.5 which showed acceptance that attendance register is utilized. Item 3 was on admission register with principals having

mean scores of 2.6 which indicate acceptance, while teachers and Supervisors had 2.4 simultaneously, indicating disagreement on utilization of admission register.

Item 4 was on weekly Diary with principals having mean score of 2.4, while teachers and supervisors accepted with mean scores of 3.1 and 2.5 respectively. Item 5 was on visitors book indicate agreement by supervisors with 2.7, while principals and teachers had 2.4 each. This indicates disagreement on adequate utilization of visitor's book. Item 6 was on Query book. It showed mean scores of principals 2.4, teachers 3.1 and supervisors 2.6. These revealed that teaches and supervisors accept adequate utilization, while principals disagreed on adequate utilization.

Item 7 was on lesson note book with mean score of 2.3. Principals, 2.6 and 3.3 for teachers. Indicating supervisors, principals and teachers accept that lesson note book is adequately utilized in public Secondary School in Kaduna Metropolis.

Item 8 was on national policy on education which was rejected by all the respondents with mean score of principals 2.1, teachers 1.9 and supervisors 2.3. This implies that National Policy on education is not adequately utilized despite being provided in Secondary Schools in Kaduna Metropolis. Item 9 was on utilization of exams record card which also indicate total acceptance from the respondents with mean score of principals 2.8, teachers 3.1 and supervisors 2.5. This showed that exams record book is utilized. Similarly, item 10 was on utilization of scheme of work. It was both accepted by principals, teachers, and supervisors with mean score of 2.8, 2.9 and 2.6 respectively. Indicating that scheme of work is adequately utilized in public Secondary Schools in Kaduna Metropolis, Kaduna state, Nigeria.

4.4.3 Research Question Three: Are Statutory Records Maintained in Public Secondary Schools in Kaduna Metropolis?

TABLE 4.4:
OPINION OF THE RESPONDENTS ON THE PROVISION OF STATUTORY RECORDS IN PUBLIC SECONDARY SCHOOL IN KADUNA METROPOLIS.

S/N	ITEM STATEMENT	Respondents	RESPONDENTS OPINION								TOTAL		MEAN SCORE
			Adequately Maintained (A/M)		Fairly Maintained (F/M)		Not Maintained (N/M)		Undecided (U/D)		FREQ	%	
			Freq	%	Freq	%	Freq	%	Freq	%			
1.	Log Book	Principals	04	19.0	06	28.6	06	28.6	05	23.8	21	100	2.5
		Teachers	91	38.1	73	30.5	38	15.9	37	15.5	239	100	2.9
		Supervisors	05	23.8	06	28.6	07	33.3	03	14.3	21	100	2.6
2.	Attendance Register	Principals	04	19.0	07	33.3	06	28.6	04	19.0	21	100	2.6
		Teachers	89	37.2	39	16.3	68	28.5	43	17.8	239	100	2.7
		Supervisors	04	19.0	05	23.8	05	23.8	07	33.3	21	100	2.2
3.	Admission. Register	Principals	06	28.6	08	38.1	03	14.3	04	19.0	21	100	2.6
		Teachers	89	37.2	118	49.4	02	0.8	30	12.6	239	100	2.4
		Supervisors	05	23.8	04	19.0	07	33.3	05	23.8	21	100	2.4
4.	Weekly Diary	Principals	3	14.3	08	38.1	05	23.8	05	23.8	21	100	2.4
		Teachers	90	37.7	117	48.9	14	23.8	18	7.5	239	100	3.1
		Supervisors	04	19.0	07	33.3	06	5.9	04	19.0	21	100	2.5
5.	Visitors Book	Principals	04	19.0	07	33.3	05	33.3	05	23.8	21	100	2.4
		Teachers	12	57.1	95	39.7	109	45.6	23	9.6	239	100	2.4
		Supervisors	05	23.8	08	38.1	05	23.8	03	14.3	21	100	2.7
6.	Query Book	Principals	05	23.8	06	28.6	04	28.6	06	28.6	21	100	2.4
		Teachers	18	7.5	119	49.8	88	36.8	14	5.9	239	100	2.5
		Supervisors	06	28.6	05	23.8	07	7.5	03	14.3	21	100	2.6
7.	Lesson Note Book	Principals	07	33.3	04	19.0	05	23.8	05	23.8	21	100	2.6
		Teachers	119	49.8	90	37.6	19	7.9	11	4.6	239	100	3.3
		Supervisors	04	19.0	06	28.6	05	23.8	06	28.6	21	100	2.3
8.	National Policy on Education	Principals	03	14.3	02	9.5	12	57.1	04	19.0	21	100	2.1
		Teachers	28	11.7	32	13.4	81	33.9	98	41.0	239	100	1.9
		Supervisors	04	19.0	03	14.3	11	52.3	03	14.3	21	100	2.3
9.	Exams Record Book	Principals	07	33.3	08	38.1	02	9.5	04	19.0	21	100	2.8
		Teachers	101	47.2	95	39.7	28	11.7	15	6.3	239	100	3.1
		Supervisors	04	19.0	07	33.3	05	23.8	06	28.6	21	100	2.5
10.	Scheme of Work	Principals	07	33.3	06	28.6	05	33.3	03	14.3	21	100	2.7
		Teachers	95	39.7	64	26.8	44	23.8	36	15.1	239	100	2.9
		Supervisors	06	28.6	07	33.3	03	18.4	05	23.8	21	100	2.5

From table 4.4, Item 1 showed that principals have mean score of 2.5 teachers 2.9 and supervisors 2.6. This indicates that all respondent accepted the maintenance of log book in public secondary schools in Kaduna Metropolis. Item 2 indicate that principals and teachers accepted the maintenance of attendance register with a mean score of 2.6 and 2.7 respectively. While supervisors rejected with a mean score of 2.2

However, Item 3 revealed acceptance by principals with mean score of 2.6 while teachers has 2.4 and supervisors also has 2.4, indicating rejection that admission register is adequately maintained. Item 4, principals has mean score of 2.4 which indicate rejection. Teachers has 3.1 and supervisors has 2.5 showing that both teachers and supervisors accepted that Weekly Diary is maintained in public Secondary School in Kaduna Metropolis. Item 5 revealed that teachers and principal rejected adequate maintenance of Visitors Books with mean score of 2.4 each. While supervisors has 2.7 indicating acceptance that Visitors Book is maintained in Public Secondary Schools in Kaduna Metropolis. Item 6 showed a mean score of 2.4 for principals, teachers 2.5 and supervisors 2.6. The Principals rejected, while teachers and supervisors accepted that Query Book is maintained. Item 7 showed that principals has a mean score of 2.6, teachers has 3.3 which reflects acceptance, while supervisors has 2.3 which rejected that lesson note is maintained in Public secondary schools in Kaduna metropolis. Item 8 revealed that all the respondents rejected that National policy on Education is maintained with principals having 2.1, teachers 1.9 and supervisors 2.3 mean scores respectively. Item 9 indicates principals 2.8, teachers 3.1 and supervisors 2.5 mean score. This revealed that all the respondents accepted the maintenance of Exams Record Book. Similarly, item 10 revealed that all the respondents accepted the maintenance of scheme of work with a mean score of 2.7 for principals, teachers 2.9 and supervisors 2.5 respectively.

4.4.4 Research Question Four: In what ways are Non-Statutory Records Provided in Public Secondary Schools in Kaduna Metropolis?

**TABLE 4.5:
OPINION OF RESPONDENTS ON THE PROVISION OF NON-STATUTORY RECORDS IN PUBLIC SECONDARY SCHOOLS IN KADUNA METROPOLIS.**

S/N	ITEM STATEMENT	Respondents	RESPONDENTS OPINION								TOTAL		MEAN SCORE
			Adequately Provided (A/P)		Fairly Provided (F/P)		Not Provided (N/P)		Undecided (U/D)		FREQ	%	
			Freq	%	Freq	%	Freq	%	Freq	%			
1.	Cash and Account Book	Principals	-	-	03	14.3	15	71.4	03	14.3	21	100	2.0
		Teachers	37	15.5	38	15.9	91	38.1	73	30.5	239	100	2.2
		Supervisors	-	-	04	19.0	16	76.2	01	4.8	21	100	2.1
2.	Staff Responsibility List	Principals	02	9.5	13	61.9	04	19.0	02	9.5	21	100	2.7
		Teachers	47	16.3	89	37.2	43	18.0	60	28.5	239	100	2.5
		Supervisors	03	14.2	12	57.1	02	9.5	04	19.0	21	100	2.8
3.	Stock Book	Principals	-	-	03	14.2	15	71.4	03	14.2	21	100	2.0
		Teachers	14	05.9	18	7.5	117	48.9	90	37.7	239	100	1.8
		Supervisors	01	04.8	02	9.5	13	61.9	05	23.8	21	100	1.9
4.	Inventory Book	Principals	06	28.6	09	42.9	04	19.0	02	9.5	21	100	2.9
		Teachers	87	36.4	120	50.2	10	0.4	22	7.2	239	100	3.1
		Supervisors	05	23.8	07	33.3	05	23.8	04	19.0	21	100	2.6
5.	School Calendar	Principals	11	52.4	08	38.1	-	-	02	9.5	21	100	3.3
		Teachers	96	40.2	63	26.4	45	18.8	35	14.6	239	100	2.9
		Supervisors	12	57.1	07	33.3	01	4.8	01	4.8	21	100	3.4
6.	Cumulative Record Card	Principals	10	47.6	06	28.6	03	14.3	02	9.5	21	100	3.1
		Teachers	79	33.1	118	49.4	12	57.1	30	12.6	239	100	3.0
		Supervisors	08	38.1	12	57.1	01	4.8	-	-	21	100	3.3
7.	Health Book	Principals	-	-	04	19.0	16	76.2	01	4.8	21	100	2.1
		Teachers	08	3.3	18	7.5	156	65.3	57	23.8	239	100	1.9
		Supervisors	-	-	02	09.5	15	71.4	04	19.0	21	100	1.9
8.	Disciplinary Committee File	Principals	06	28.6	09	42.9	04	19.0	02	9.5	21	100	2.9
		Teachers	98	41.0	95	39.7	15	06.3	31	12.9	239	100	3.0
		Supervisors	09	42.9	05	23.8	04	19.0	03	14.2	21	100	2.8
9.	Staff Minute Book	Principals	05	23.8	10	47.6	02	9.5	04	19.0	21	100	2.7
		Teachers	64	26.8	95	39.7	36	15.1	44	18.4	239	100	2.7
		Supervisors	04	19.0	11	52.4	03	14.3	03	14.2	21	100	2.7
10.	School Photo Album	Principals	05	23.8	10	47.6	04	19.0	02	9.5	21	100	2.8
		Teachers	101	42.3	106	47.4	12	5.0	20	8.4	239	100	3.2
		Supervisors	08	38.1	04	19.0	04	19.0	05	23.8	21	100	2.7

Item 1 revealed that all respondent rejected with mean score for principals 2.0, teachers 2.2, and supervisors 2.1. This showed that cash and account books are provided in Public Secondary Schools in Kaduna Metropolis. Item 2 indicate acceptance with mean score, principals 2.7, teachers 2.5 and supervisors 2.8 which implies that staff responsibility list is provided. Item 3 revealed mean score for principals 2.0, teachers 1.8, and supervisors 1.9. This implied that both respondents rejected. Hence, stock book is not provided in Public

Secondary Schools in Kaduna Metropolis. Item 4 indicated acceptance by all the respondents with mean score for principal 2.9, teachers 3.3 and supervisors 2.6. This implies that inventory book is fairly provided. Item 5 was similarly accepted with mean score for principals 3.3 teachers 2.9 and supervisors 3.4. Meaning that school calendar is adequately provided. Item 6 revealed that all respondents accepted that cumulative record card is adequately provided with mean score for principals 3.3, teachers 3.0 and supervisors 3.3 respectively. Item 7 further indicated rejection with mean score for principals 2.1, teachers 1.9, Supervisors 1.9. This implied that Health Book of not provided in Public Secondary Schools in Kaduna Metropolis. Item 8 indicated acceptance with mean score for principals, 2.9, teachers 3.0 and supervisors 2.8 which reflects that disciplinary committee file is fairly provided. Item 9 showed acceptance that staff minute book is fairly produced with mean score of 2.7 for principals, 2.7 teachers and 2.7 supervisors. Similarly, item 10 revealed acceptance by all the respondents with mean score for principals 2.8, teachers 3.2 and supervisors 2.7. It implies that school photo album is fairly provided in public Secondary Schools in Kaduna Metropolis.

4.4.5 Research Question Five: How are Non-Statutory Records Utilized in Public Secondary Schools in Kaduna Metropolis?

TABLE 4.6:
OPINION OF RESPONDENTS ON THE UTILIZATION OF NON-STATUTORY RECORDS IN PUBLIC SECONDARY SCHOOLS IN KADUNA METROPOLIS.

S/N	ITEM STATEMENT	Respondents	Respondent OPINION								TOTAL		MEAN SCORE
			Adequately Utilized (A/U)		Fairly Utilized (F/U)		Not Utilized (N/U)		Undecided (U/D)		FREQ	%	
			Freq	%	Freq	%	Freq	%	Freq	%			
1.	Cash and Account Book	Principals	00	00	03	14.3	15	71.4	03	14.3	21	100	2.1
		Teachers	37	15.5	38	15.9	91	38.1	73	30.5	239	100	2.2
		Supervisors	00	00	04	19.0	16	76.2	01	4.8	21	100	2.1
2.	Staff Responsibility List	Principals	02	9.5	13	61.9	04	19.0	02	9.5	21	100	2.7
		Teachers	47	16.3	89	37.2	43	18.0	60	28.5	239	100	2.5
		Supervisors	03	14.2	12	57.1	02	9.5	04	19.0	21	100	2.8
3.	Stock Book	Principals	00	00	03	14.2	15	71.4	03	14.2	21	100	2.0
		Teachers	14	05.9	18	7.5	117	48.9	90	37.7	239	100	1.8
		Supervisors	01	04.8	02	9.5	13	61.9	05	23.8	21	100	1.9
4.	Inventory Book	Principals	06	28.6	9	42.9	4	19.0	02	9.5	21	100	2.9
		Teachers	87	36.4	120	50.2	10	0.4	22	7.2	239	100	3.1
		Supervisors	05	23.8	7	33.3	5	23.8	04	19.0	21	100	2.6
5.	School Calendar	Principals	11	52.4	08	38.1	00	00	02	9.5	21	100	3.3
		Teachers	96	40.2	63	26.4	45	18.8	35	14.6	239	100	2.9
		Supervisors	12	57.1	07	33.3	01	4.8	01	4.8	21	100	3.4
6.	Cumulative Record Card	Principals	10	47.6	06	28.6	03	14.3	02	9.5	21	100	3.1
		Teachers	79	33.1	118	49.4	12	57.1	30	12.6	239	100	3.0
		Supervisors	08	38.1	12	57.1	01	4.8	00	00	21	100	3.3
7.	Health Book	Principals	00	00	04	19.0	16	76.2	01	4.8	21	100	2.1
		Teachers	08	3.3	18	7.5	156	65.3	57	23.8	239	100	1.8
		Supervisors	00	00	02	09.5	15	71.4	04	19.0	21	100	1.9
8.	Disciplinary Committee File	Principals	06	28.6	09	42.9	04	19.0	02	9.5	21	100	2.9
		Teachers	98	41.0	95	39.7	15	06.3	31	12.9	239	100	3.0
		Supervisors	09	42.9	5	23.8	04	19.0	03	14.2	21	100	2.8
9.	Staff Minute Book	Principals	05	23.8	10	47.6	02	9.5	04	19.0	21	100	2.7
		Teachers	64	26.8	95	39.7	36	15.1	44	18.4	239	100	2.6
		Supervisors	04	19.0	11	52.4	03	14.3	03	14.2	21	100	2.7
10.	School Photo Album	Principals	05	23.8	10	47.6	04	19.0	02	9.5	21	100	2.8
		Teachers	101	42.3	106	47.4	12	5.0	20	8.4	239	100	3.2
		Supervisors	08	38.1	04	19.0	04	19.0	05	23.8	21	100	2.6

Responses on Item 1 revealed rejection by all respondents with mean score for principals 2.1, teachers 2.2 and supervisors 2.3. This indicates that cash and account book are not utilized in Secondary Schools in Kaduna Metropolis. However, Item 2 showed acceptance by all respondents with mean score for principals 2.7, teachers 2.5 and supervisors 2.8 respectively. This shows that staff responsibility list is fairly utilized in Public Secondary Schools in Kaduna Metropolis.

However, Item 3 revealed that all the respondents rejected with mean score for principals 2.0, teachers 1.8 and supervisors 1.9. This showed that stock book is not utilized in Public Secondary Schools in Kaduna Metropolis. Item 4 on the other side showed acceptance by respondents on the utilization of inventory book with mean scores of 2.9 for principals, 3.1 teachers and 2.6 for supervisors. This indicated that inventory book is adequately utilized in Secondary Schools in Kaduna Metropolis. Likewise, Item 5 indicated acceptance by all the respondents with having Principals 3.3, teachers 2.9 and supervisors 3.4. It implies that school calendar is adequately utilized in Public Secondary Schools in Kaduna Metropolis. Item 6 also showed acceptance by all respondents with mean score for principals 3.1, teachers 3.0, and supervisors 3.3. This implies that cumulative record land is adequately utilized in Public Secondary Schools in Kaduna Metropolis. Item 7 further indicated that all respondents rejected adequate utilization of health book in Secondary School in Kaduna Metropolis with mean score of 2.1 for principals, 1.8 teachers and supervisors 1.9, accordingly.

Item 8 revealed acceptance by all respondents having mean scores for principals 2.9, teachers, 3.0, supervisors 3.8. It implies that disciplinary committee file is adequately utilized in Public Secondary Schools in Kaduna Metropolis. Similarly, Item 9 also indicated acceptance by all the respondents, principals having a mean score of 2.7, teachers 2.6 and supervisors 2.7. This showed that staff movement book is fairly utilized. Interpretation of Item 10 showed that all the respondents accepted with mean scores for principals 2.8, teachers 3.2, and supervisors 2.6. It implies that school photo album is fairly utilized in Public Secondary Schools in Kaduna Metropolis.

4.4.6 Research Question Six: Are Non-Statutory Records Maintained in Public Secondary Schools in Kaduna Metropolis?

**TABLE 4.7:
OPINION OF RESPONDENTS ON THE MAINTENANCE OF NON-STATUTORY RECORDS IN PUBLIC SECONDARY SCHOOLS IN KADUNA METROPOLIS.**

S/N	ITEM STATEMENT	Respondents	RESPONDENT OPINION								TOTAL		MEAN SCORE
			Adequately Maintained (A/M)		Fairly Maintained (F/M)		Not Maintained (N/M)		Undecided (U/D)		FREQ	%	
			Freq	%	Freq	%	Freq	%	Freq	%			
1.	Cash and Account Book	Principals	00	00	03	14.3	15	71.4	03	14.3	21	100	2.0
		Teachers	37	15.5	38	15.9	91	38.1	73	30.5	239	100	2.2
		Supervisors	00	00	04	19.0	16	76.2	01	4.8	21	100	2.1
2.	Staff Responsibility List	Principals	02	9.5	13	61.9	04	19.0	02	9.5	21	100	2.7
		Teachers	47	16.3	89	37.2	43	18.0	60	28.5	239	100	2.5
		Supervisors	03	14.2	12	57.1	02	9.5	04	19.0	21	100	2.8
3.	Stock Book	Principals	00	00	03	14.2	15	71.4	03	14.2	21	100	2.0
		Teachers	14	05.9	18	7.5	117	48.9	90	37.7	239	100	1.8
		Supervisors	01	04.8	02	9.5	13	61.9	05	23.8	21	100	1.9
4.	Inventory Book	Principals	06	28.6	09	42.9	04	19.0	02	9.5	21	100	2.9
		Teachers	87	36.4	120	50.2	10	0.4	22	7.2	239	100	3.1
		Supervisors	05	23.8	07	33.3	05	23.8	04	19.0	21	100	2.6
5.	School Calendar	Principals	11	52.4	08	38.1	00	00	02	9.5	21	100	3.3
		Teachers	96	40.2	63	26.4	45	18.8	35	14.6	239	100	2.9
		Supervisors	12	57.1	07	33.3	01	4.8	01	4.8	21	100	3.4
6.	Cumulative Record Card	Principals	10	47.6	06	28.6	03	14.3	02	9.5	21	100	3.1
		Teachers	79	33.1	118	49.4	12	57.1	30	12.6	239	100	3.0
		Supervisors	08	38.1	12	57.1	01	4.8	00	00	21	100	3.3
7.	Health Book	Principals	00	00	04	19.0	16	76.2	01	4.8	21	100	2.1
		Teachers	08	3.3	18	7.5	156	65.3	57	23.8	239	100	1.9
		Supervisors	00	00	02	09.5	15	71.4	04	19.0	21	100	1.9
8.	Disciplinary Committee File	Principals	06	28.6	09	42.9	04	19.0	02	9.5	21	100	2.9
		Teachers	98	41.0	95	39.7	15	06.3	31	12.9	239	100	3.0
		Supervisors	09	42.9	05	23.8	04	19.0	03	14.2	21	100	2.8
9.	Staff Minute Book	Principals	05	23.8	10	47.6	02	9.5	04	19.0	21	100	2.7
		Teachers	64	26.8	95	39.7	36	15.1	44	18.4	239	100	2.7
		Supervisors	05	19.0	10	52.4	03	14.3	03	14.2	21	100	2.6
10.	School Photo Album	Principals	05	23.8	10	47.6	04	19.0	02	9.5	21	100	2.8
		Teachers	101	42.3	106	47.4	12	5.0	20	8.4	239	100	3.2
		Supervisors	08	38.1	04	19.0	04	19.0	05	23.8	21	100	2.7

On table 4.7, Item 1 showed that all the respondents rejected the research question with mean score of principals 2.0, teachers 2.2, Supervisors 2.1. This specifies that cash and account book are not maintained in Public Secondary Schools in Kaduna Metropolis. While on Item 2, the respondents accepted with mean scores of principals, 2.7 teachers 2.5 and supervisors, 2.8. This indicates that staff responsibility list if adequately maintained. Item 3 showed that all respondents rejected with mean score of principals 2.0, teachers 1.8 and supervisors 1.9.

This is an indication that stock book is not maintained in Public Secondary Schools in Kaduna Metropolis.

Subsequently, on item 4, all the respondents accepted that inventory book is maintained with principals having mean score of 2.9, teachers 3.1 and supervisors 2.6. Item 5 further revealed that all the respondents accepted the research question with mean score for principals, 3.3, teachers 2.9, supervisors 3.4. This shows that school calendar is adequately maintained in Secondary Schools in Kaduna Metropolis. Furthermore, item 6 indicated all the respondents accepted with mean score for principals 3.1, teachers 3.0, supervisors 3.3. This reveals that cumulative record card is adequately maintained.

However, all the respondents on item 7 showed rejection with mean score for principals 2.1, teachers 1.9, and supervisors 1.9. It implied that Health book is not maintained in Public Secondary Schools in Kaduna Metropolis. On the other hand, Item 8 showed that both respondents accepted having mean score for principals 2.9, teachers 3.0, and supervisors 2.8. This indicates that disciplinary committee file is adequately maintained. Item 9 interpretations revealed acceptance by all the respondents with principals having mean score of 2.7, teachers 2.7, and supervisors 2.6 respectively. It implies that staff minute book is adequately maintained in Public Secondary Schools in Kaduna Metropolis. Interpretation of item 10 showed that all the respondents accepted with mean score for principals 2.8, teachers 3.2, and supervisors 2.7. This reveals that school photo album is adequately maintained in Public Secondary Schools in Kaduna Metropolis.

4.5 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study will be summarized and presented. Data obtained as responses from the respondents (principals, teachers, and supervisors) from the questionnaire administered was tested. The test of hypotheses was carried out using one way Analysis of

Variance (ANOVA). This was determined at 0.05 level of Significant and Statistical Package for Social Sciences (SPSS) was used to analyze the data. In all, six hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (F-value). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

4.5.1 Null Hypothesis 1(HO1):

Hypothesis one states that there is no significant difference in the opinions of supervisors, principals and teachers (respondents) on the provision of statutory records in secondary schools in Kaduna metropolis.

Table 4.8:
Summary of Analysis of Variance (Anova) on the Opinions of Respondents on the Provision of Statutory Records in Public Secondary Schools in Kaduna Metropolis.

Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Group	2.632	2	1.316	3.527	0.031
Within Groups	103.710	278	0.373		
Total	106.342	280			

From table 4.8, the F-value is 3.527 and the P-value is 0.031 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significant difference in the opinions of principals, teachers and supervisors on the provision of statutory records in Public secondary schools in Kaduna metropolis.

Table 4.9:

Result of the Scheffe Post-Hoc Test on Mean Score of Respondents on the Provision of Statutory Records in Public Secondary Schools in Kaduna Metropolis.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Supervisor	Principal	.30000	.18849	.283	-.1639	.7639
	Teacher	-.06730	.13902	.889	-.4094	.2748
Principal	Supervisor	-.30000	.18849	.283	-.7639	.1639
	Teacher	-.36730*	.13902	.032	-.7094	-.0252
Teacher	Supervisor	.06730	.13902	.889	-.2748	.4094
	Principal	.36730*	.13902	.032	.0252	.7094

The result of the scheffe post-Hoc test indicated that the observed significant difference was between principals and teachers, supervisors and principals. There was no significant difference between the opinions of supervisor and teachers.

4.5.2 Null Hypothesis 2(HO2):

Hypotheses two states that there is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the utilization of statutory records in Public Secondary Schools in Kaduna metropolis.

Table 4.10:

Summary of Analysis of Variance (Anova) on the Opinion of Respondents on the Utilization of Statutory Records in Public Secondary Schools in Kaduna metropolis.

Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	22.221	2	11.110	17.321	0.026
Within Groups	178.324	278	0.641		
Total	200.545	280			

From table 4.10, the F-value is 17.321 and the P-value is 0.026 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinions of principals, teachers and supervisors on the utilization of statutory records in Public Secondary Schools in Kaduna metropolis.

Table 4.11:
Result of the Scheffe Post-Hoc Test on the Mean Score of the Respondents on the Utilization of Statutory Records in Public Secondary Schools in Kaduna Metropolis.

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Supervisor	Principal	1.22857*	.24717	.000	.6203	1.8368
	Teacher	.19193	.18229	.575	-.2567	.6405
Principal	Supervisor	-1.22857*	.24717	.000	-1.8368	-.6203
	Teacher	-1.03664*	.18229	.000	-1.4853	-.5880
Teacher	Supervisor	-.19193	.18229	.575	-.6405	.2567
	Principal	1.03664*	.18229	.000	.5880	1.4853

The mean difference is significant at the 0.05 level.

The result of the scheffe post-Hoc test indicated that the observed significant difference was between the opinions principals and teachers, and opinions of supervisors and principals. There was no significant difference between the opinions of supervisor and teachers.

4.5.3 Null Hypothesis 3(HO3):

Hypotheses three states that there is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the maintenance of statutory records in Public Secondary Schools in Kaduna State.

Table 4.12:

Summary of Analysis of Variance (Anova) on the Opinion of Respondents on the Maintenance of Statutory Records in Public Secondary Schools in Kaduna Metropolis.

Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	30.560	2	15.280	23.941	0.067
Within Groups	177.431	278	0.638		
Total	207.991	280			

From table 4.12, the F-value is 23.941 and the P-value is 0.067 at 0.05 level of significance.

Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of principals, teachers and supervisor in their opinions on the maintenance of statutory records in public secondary schools in Kaduna metropolis.

Hypotheses four states that there is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the provision of non-statutory records in public secondary schools in Kaduna metropolis.

Table 4.13:

Summary of Analysis Of Variance (Anova) On the Opinion of Respondents On The Provision Of Non-Statutory Records In Public Secondary Schools In Kaduna Metropolis.

Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	36.159	2	18.080	30.563	0.100
Within Groups	164.452	278	0.592		
Total	200.612	280			

From table 4.13, the F-value is 30.563 and the P-value is 0.100 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of principals, teachers and supervisor in their opinions on the provision of non-statutory records in public secondary schools in Kaduna metropolis.

4.5.5 Null Hypothesis 5(HO5):

Hypotheses five states that there is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the utilization of non-statutory records in public secondary schools in Kaduna metropolis.

Table 4.14:

Summary of Analysis of Variance (Anova) on the Opinion of Respondents on the Utilization of Non-Statutory Records in Public Secondary Schools in Kaduna Metropolis.

Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	33.462	2	16.731	30.224	0.530
Within Groups	153.895	278	0.554		
Total	187.357	280			

From table 4.14, the F-value is 30.224 and the P-value is 0.530 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained. Thus, there is no significant difference in the opinions of principals, teachers and supervisor in their opinions on the utilization of statutory records in public secondary schools in Kaduna metropolis.

4.5.6 Null Hypothesis 6(HO6):

Hypotheses six states that there is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the maintenance of non-statutory records in public secondary schools in Kaduna metropolis.

Table 4.15:

Summary of Analysis of Variance (Anova) on the Opinion of Respondents on the Maintenance of Non-Statutory Records in Public Secondary Schools In Kaduna Metropolis.

Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	39.637	2	19.818	33.414	0.410
Within Groups	164.885	278	0.593		
Total	204.522	280			

From table 4.15, the F-value is 33.414 and the P-value is 0.410 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of principals, teachers and supervisor in their opinions on the maintenance of statutory records in public secondary schools in Kaduna metropolis.

4.6 Summary of Hypotheses Testing

Hypotheses testing on the assessment of provision, utilization and maintenance of records in secondary schools in Kaduna metropolis is summarised and presented under table 4.14.

Table 4.16: Summary of Hypotheses Testing

s/n	Hypotheses	Statistical Tool used	Result	Level of sig.	Decision
1	There is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the provision of statutory records in secondary schools in Kaduna metropolis.	Analysis of variance (ANOVA)	F-ratio was 3.527, While the p-value is 0.031	0.05	H ₀ ₁ was rejected, this means that there is significant difference in the opinions of respondents
2	There is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the utilization of statutory records in secondary schools in Kaduna metropolis.	Analysis of variance (ANOVA)	F-ratio was 17.321, While the p-value is 0.026	0.05	H ₀ ₂ was rejected, this means that there is significant difference in the opinions of respondents
3	There is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the maintenance of statutory records in secondary schools in Kaduna State.	Analysis of variance (ANOVA)	F-ratio was 23.941, While the p-value is 0.067	0.05	H ₀ ₃ was retained, this means that there is no significant difference in the opinions of respondent
4	There is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the provision of non-statutory records in secondary schools in Kaduna metropolis	Analysis of variance (ANOVA)	F-ratio is 30.563 While the p-value was 0.100	0.05	H ₀ ₄ was retained, this means that there is no significant difference in the opinions of respondents
5	There is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the utilization of non-statutory records in secondary schools in Kaduna metropolis	Analysis of variance (ANOVA)	F-ratio is 30.224, While the p-value was 0.530	0.05	H ₀ ₅ was retained, this means that there is no significant difference in the opinions of respondents
6	There is no significant difference in the opinion of supervisors, principals and teachers (respondents) on the maintenance of non-statutory records in secondary schools in Kaduna metropolis.	Analysis of variance (ANOVA)	F-ratio is 33.414 While the p-value was 0.410	0.05	H ₀ ₆ was retained, this means that there is no significant difference in the opinions of respondents

4.7 Summary of Major Findings

The study revealed that:

1. Statutory records were adequately provided in all public secondary school in Kaduna metropolis;
2. most of the statutory records were adequately utilized but few others such as query book, visitors' book and national policy on education were not adequately utilized in public secondary schools in Kaduna Metropolis, Kaduna State, Nigeria;
3. statutory records such as log book and class attendant register were adequately maintained in most secondary schools in public Kaduna metropolis, Kaduna State, Nigeria;
4. non-statutory records such as staff responsibilities list, cumulative record book, school calendar and staff minute book were adequately provided in public secondary schools in Kaduna metropolis, Kaduna State, Nigeria;
5. most of the non-statutory records provided were fairly utilized in public secondary schools in Kaduna metropolis, Kaduna State, Nigeria; and
6. non statutory records such as health, stock and cash book were not adequately maintained in public secondary schools in Kaduna metropolis, Kaduna State Nigeria.

4.8 Discussions of the Findings

From the research questions thus; are statutory record provided in public secondary school in Kaduna metropolis? The study revealed that statutory records such as log book, admission register, weekly diary, attendance register, visitors book, query book, national policy on education, exam record book, and scheme of work were adequately provided in public secondary school in Kaduna metropolis.

This finding is in line with that of Okeke (2001), which states that for a school to be effective in records keeping there must be proper provision, utilization and maintenance of

the following, admission and withdrawal register, log book, scheme of work, time-table , attendance register, weekly diary movement book, a copy of national policy on education among others. It is also in agreement with the opinion of Afolabi (2001) that statutory records are records which are compulsorily provided and kept in the school. Failure to provide these records by the school heads is an offence.

Research Question two: To what extent are statutory records utilized in public secondary schools in Kaduna metropolis? The findings revealed that the respondents agreed that most statutory records were properly utilized, but few others such as log book, query book and national policy on education were not adequately utilized in public secondary schools in Kaduna metropolis.

This is supported by the observation of Okeke (2001), that school records when properly kept serves as information center (bank) from which principals, supervisors and teachers can retrieve information when the need arise. Furthermore, Egwuyenga (2000) Opined that good school records utilization provides information for the teachers, planners, counselors and instructional supervisors for planning and implementation of instruction and administrative activities. With reference to research Question three which sought to determined the maintenance of statutory records in public secondary schools in Kaduna metropolis. The study further revealed that with the exception of visitors' book, and national policy on education, most of the statutory records were adequately maintained in most public secondary schools in Kaduna metropolis.

This is in line with the opinion of Nwagwu (1995), that records and record keeping (maintenance) constitutes the arteries which supplies blood to the systems and sub systems of school as an organization. Research question four further sought to ascertain the provision of non statutory records in secondary schools in Kaduna metropolis. The findings revealed that a good number of non statutory records were provided with the exception of health, cash and

account books. In this regards, the findings also indicated that health and account records were not provided in some public secondary schools in Kaduna metropolis.

Research Question five stated: How are non statutory records utilized in public secondary schools in Kaduna metropolis? The study revealed that with the exception of health, cash and account book, most of the non statutory records were utilized in public secondary schools in Kaduna metropolis. This was also supported by Afolabi (2001) that when non statutory records were adequately utilized in the school they assist the principals, head teachers or delegated officials in running day to day activities of the school. With reference to research Question six which stated that: are non statutory records maintained in public secondary schools in Kaduna metropolis? Similarly, the study revealed that non statutory records were to a large extent maintained in public secondary schools in Kaduna metropolis. This is in line with the opinion of Edem (1982) that non statutory records can be efficiently maintained through the procurement of computers, training and re training of personnel, establishment of maintenance culture, provision of storage space and access to information. All well maintained records serves as bank in which information is deposited with the hope of retrieving and utilization in future which enhance history, planning and academic activities of the school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter is arranged under the following headings:

5.2 Summary;

5.3 Conclusion;

5.4 Recommendations; and

5.5 Suggestions for further studies

5.2 Summary

The need for the study arise from the fact that record play a vital role in effective and efficient development of school as an organization. Despite the fact the historical, administrative and academic importance of records that determine the success of an administrator, principals and heads of schools do not take record keeping the with the expected concern and seriousness. The research study was titled “assessment of the provision, utilization and maintenance of records in public secondary schools in Kaduna metropolis, Kaduna state Nigeria. “six objectives were raised among which include; to examine the provision of statutory records in secondary schools in Kaduna metropolis, access the utilization of statutory records in public secondary schools in Kaduna metropolis, determined the maintenance of records in secondary schools in Kaduna metropolis. Ascertain the provision of non statutory records in secondary schools in Kaduna metropolis; examine the utilization of non statutory records in public secondary schools in Kaduna metropolis, and also to determine the maintenance of non statutory records. Six research questions were raised and also six hypotheses were postulated. Related literatures were reviewed in chapter

two of the study. A descriptive survey design was adopted; self-developed instrument (questionnaire) was used for data collection. The instrument was validated and pilot tested to determine its reliability. Population of the study was 2,808 which comprises of 61 principals, 77 supervisors from the three (3) education zones and 2,670 teachers. A total number of 281 respondents were randomly selected as 10% sample for the study. The data collected was analyzed using frequency distribution, percentage and mean. Analysis of variance (Anova) was used to test the null hypotheses. Findings of the research indicate that there was significant difference in the opinion of the respondents on the provision and utilization of statutory records in public secondary schools in Kaduna metropolis. Based on that, Scheffe Post Hoc Test was conducted to determine the level of significance between opinion of the respondents. Major findings revealed that statutory records were adequately provided. On utilization, only national policy on education was not adequately utilized and maintained. However, some teachers and supervisors are of the opinion that attendants registers and visitors' book are not utilized and maintained despite being provided. meanwhile, findings on non statutory records revealed that staff responsibility list, inventory book, school calendar, cumulative record card, disciplinary committee file, staff minute book and school photo album were provided, utilized and maintained. While, cash/account book, stock book and health book were not provided, utilized and maintained in public secondary schools in Kaduna metropolis.

5.3 Conclusions

The research study was conducted to assess the provision, utilization and maintenance of records in public secondary schools in Kaduna metropolis, Kaduna State Nigeria. Responses were collected from the three (3) respondents (Supervisors, Principals and Teachers) were considered and the following conclusion was deduced;

1. Statutory records such as admission register, class attendant register, logbook, staff movement book among other were adequately provided in public secondary school in Kaduna metropolis, Kaduna State
2. The provided statutory records were adequately utilized with the exception of national policy on education, visitor's book and query book that were not adequately utilized by both teachers and administrators in public secondary school in Kaduna metropolis, Kaduna State
3. Most of the statutory records, were adequately maintained in public secondary school in Kaduna metropolis, Kaduna State
4. Non-statutory records which include photo album, staff minute book, school calendar, cumulative record card were provided. While health book, cash book and stock book were not adequately provided in public secondary school in Kaduna metropolis, Kaduna State
5. Most of the provided non-statutory records were adequately utilized by both teachers and administrators in public secondary school in Kaduna metropolis, Kaduna state; and
6. Non-statutory records such as health book, cash book, stock and inventory book were not adequately maintained in public secondary school in Kaduna metropolis, Kaduna State Nigeria.

5.4 Recommendations

In view of findings on the assessment of the provision, utilization and maintenance of records in public secondary schools in Kaduna metropolis Kaduna State. The researcher recommends that:

1. Adequately provided, utilized and maintained records will enhance administrative and academic activities in the schools. Hence the state government should put more effort to encourage proper record keeping in public secondary schools in Kaduna metropolis.
2. Despite the facts that statutory records were adequately provided and properly utilized in the schools, records such as National policy on Education, Visitors book and Query book

utilization need to be improved by the principals and teachers in public secondary schools in Kaduna metropolis.

3. Strict and constant supervision from both ministry of education and principals will encourage adequate maintenance of records generally. There is also the need for school administrators to delegate authority for effective maintenance of records.

4. While the non statutory records were provided and utilized, more efforts of the principals is needed to ensure that records such as stock, health, cash and account books are adequately provided, utilized and maintained in public secondary schools in Kaduna metropolis.

5. It is further recommended that government should create a conducive atmosphere for proper record management through provision of Information and Communication Technology (I.C.T) centres, computers, record office cupboards, shelves and training of personnel to ensure judicious documentation of record in public secondary schools in Kaduna metropolis.

6. The ministry of Education in collaboration with state government should provide a fully equipped “school record management system” to ensure that records (both statutory and non statutory) were adequately and uniformly provided, utilized and maintained in all public secondary schools in Kaduna metropolis. This will minimize problems of record misplacement, mutilation and deliberate distortion of records by principals, teachers, accountants or clerical officers.

7. Regular and adequate funding of schools by government will enhance provision, utilization and maintenance of records in public secondary schools in Kaduna metropolis, Kaduna state, Nigeria.

5.5 Suggestions for Further Studies

Base on the findings of this study, the researcher suggests that further study should be conducted on the following relevant areas:

1. Evaluation of the provision, utilization and maintenance of records in private secondary schools in Kaduna metropolis;
2. Assessment of the provision, utilization and maintenance of records in public secondary schools in Kaduna state, this will cover the entire state as this research work is restricted to only three Education zones (Sabon Tasha, Kaduna and Rigachikun) of Kaduna metropolis, Kaduna State Nigeria; and
3. Effects of poor records management in senior secondary schools in Kaduna metropolis, Kaduna State Nigeria.

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APPENDIX:A

Table 3.1: Population of the Study

Educational Zone	S/N	Name of Schools	No. of Supervisors	No. of Principal	No. of Teachers	Total
Kaduna Educational Zone	1	G.J.S .S Kargi	17	1	32	33
	2	G.S.S.S Kargi		1	34	35
	3	G.G.S.S Ind. Way (Jnr)		1	55	56
	4	Kaduna Capital School		1	107	108
	5	Government College Kaduna		1	80	81
	6	Sardauna Memorial College		1	85	86
	7	G.J.S.S Kawo		1	50	51
	8	G.S.S.S Kawo		1	35	36
	9	G.G.S.S Kawo		1	68	69
	10	G.J.S.S U/Sarki		1	50	51
	11	G.G.S.S U/Sarki		1	61	62
	12	A.A.makarfi J.S.S U/Shanu		1	26	27
	13	K.A.S.S.E.S		1	55	56
	14	Rimi College Kaduna		1	86	87
	15	G.J.S.S U/Rimi		1	41	42
	16	G.G.S.S Independence Way (Snr)		1	61	62
	17	G.G.S.S Badarawa		1	60	61
	18	G.G.S.S Kabala Coastain (Snr)		1	53	54
	19	G.G.S.S Kabala Coastain (Jnr)		1	55	56
	20	G.G.S.S Doka (Snr)		1	34	35
	21	G.G.S.S Doka (Jnr)		1	49	50
	22	G.S.S Doka (Snr)		1	41	42
	23	G.S.S Doka (Jnr)		1	47	48
	24	G.J.S.S Kurmin Mashi		1	32	33
	25	G.G.S.S T/ Nupawa		1	39	40
	26	G.J.S.S Richifa T/Wada		1	18	19
	27	G.G.S.S Maimuna Gwarzo (Snr)		1	58	59
	28	G.G.S.S Maimuna Gwarzo (Jnr)		1	50	51
	29	G.G.S.S Unguwan Muazu (Snr)		1	60	61
	30	G.G.S.S U/Muazu (Jnr)		1	42	43
	31	G.G.S.S Rigasa Main (Snr)		1	26	27
	32	G.G.S.S Rigasa Main (Jnr)		1	25	26
	33	G.S.S Unguwan Tanku Rigasa		1	18	19
	34	G.J.S.S Rigasa Central		1	15	16
	35	AMNS G.J.S.S Kabala West		1	26	27
	36	Government Technical College Malali		1	19	20

Sabon Tasha Education Zone	37	Queen Amina College Kaduna	44	1	57	58
	38	GSS Kakuri		1	39	40
	39	GJSS Kakuri		1	45	46
	40	GSS Makera		1	36	37
	41	GBSS Barnawa		1	40	41
	42	GGSS Barnawa		1	43	44
	43	GGJS Barnawa		1	36	37
	44	GSS Television		1	48	49
	45	GSS Sabon Tasha		1	56	57
	46	GJSS Sabon Tasha		1	42	43
	47	GSS Narayi		1	35	36
	48	GJSS Narayi		1	60	61
	49	GSS Nasarawa		1	30	31
	50	GJSS Nasarawa		1	29	3
	51	GSS Kudende		1	29	30
	52	GSS U/Romi		1	28	29
53	GJSS U/Romi	1	23	24		
Rigachikun Education Zone	54	GSS NAF Base Kawo	16	1	43	44
	55	Dr. A.M Makarfi J.S.S Hayin Banki		1	38	39
	56	G.J.S.S Dalet Barracks Kawo		1	53	54
	57	G.S.S.S Dalet Barrack Kawo		1	41	42
	58	G.J.S.S Rafin Guza		1	22	23
	59	G.J.S.S Afaka (Mando)		1	30	31
	60	G.J.S.S Rigachikun		1	28	29
	61	GSSS Rigachikun		1	46	47
3 Zones		TOTAL	77	61	2,670	2,808

Source: Zonal Education Office of Sabon Tasha, Kaduna and Rigachikun, Ministry of Education Kaduna State (2016).

APPENDIX: B

Specimen of admission and withdrawal / register

Date	Name of pupils	Sex	Age	Admission No	Address Of parent	Progression						Withdrawal
6/11/2016	Musa Ali	M	12	00046	No 6 Hanwa Road	i 2014	ii 2015	iii 2016	iv	v	vi	Transfer of parent
									Withdrew			

APPENDIX:C

Specimen of log book

Date	Events Reported	Signature
20/06/2016	School debate team won prize at national competition	
22/09/2016	Commissioner for Education visits the school.	

APPENDIX: D

Specimen of school time table

Time/days	8:00am 8:40am	8:40am 9:20am	9:20am 10:00am	10:00am 10:40am	10:40am 11:20am	11:20am 12:00noon	12:00 12:10	12:10pm 2:30pm
Monday	Maths	Sos	Break	Eng	comp	Yoruba	Break	Chem
Tuesday	Sos	Eng		Maths	Hausa	Art		Bio
Wednesday	Sc	Agric		Eng	H/ed	Civic edu		Sc
Thursday	Maths	Agric		Chem	Comp.	Sos		Art
Friday	Irk	Maths		Crk	Agric	Art		Hausa

APPENDIX: E

Specimen of visitors' book

S/n	Date	Name of visitor	Address	Purpose of visit	Comment	Signature
1	29/10/2016	Kabiru A.	ABU Zaria	Official	Satisfactory	

APPENDIX: F

Specimen of punishment book

Date	Students Name	Sex	Age	Class of Offender	Offence	Punishment	Implementer	Remark Signature
8/11/2016	John Ali	M	16	JSS 3	Truancy	Five strokes Of canes	V.P Admin	

APPENDIX: G

Specimen of attendance register

S/n	ADM No	Name	Mon	Tue	Wed	Thur	Fri
1	56001	Muse Abdul	V	V	0	00	V
2	56002	Mommy Ya'u	V	V	00	0	V

**QUESTIONNAIRE ON THE ASSESSMENT OF THE PROVISION, UTILIZATION
AND MAINTENANCE OF SCHOOL RECORDS IN PUBLIC SECONDARY
SCHOOLS IN KADUNA METROPOLIS, NIGERIA.**

Ahmadu Bello University Zaria,
Department of Educational Foundation and Curriculum,
Administration and Planning Section.

Date: _____

Request Letter

Dear Respondent,

I am a student of the above mentioned institution, seeking your response on the issues raised in the questionnaire.

It is design to collect information from respondents in respect of the Assessment of the provision, utilization and maintenance of records in Secondary Schools in Kaduna Metropolis.

The questionnaire is in two parts; part “A” is structured to gather personal information about the respondents. While part B, is structured to allow respondents to respond to issues posed by the researcher.

Kindly, fill the questionnaire by ticking (√) appropriately with the assurance that the information you provide shall be used for academic purpose only and shall be treated confidentially.

Thanks for your honest response.

Yours Sincerely,

Hassan Usman
(P14EDFC8044)

SECTION "A" BIO DATA

Please, tick (√) or fill in the corresponding box honestly.

1. Gender : (a) Male [] (b) Female []
2. Status : (a) Teacher [] (b) Principal []
3. Age : (a) 21-30yrs [] (b) 31-40yrs [] (c) 41-50yrs []
4. Academic Qualification : (a) NCE [] (b) Diploma [] (c) Degree []
(d) Others []
5. Working Experience : (a) 1-10yrs [] (b) 11-20yrs [] (c) 21-30yrs []

SECTION B

Please, indicate your response by ticking (√) the column provided below.

Adequately provided () Provided () Not Provided () Undecided ()

Unit 1: Provision of Statutory Records in Secondary Schools in Kaduna Metropolis

S/N	Statutory Records	Provision			
		Adequately provided	Fairly provided	Not provided	Undecided
1.	Log-book				
2.	Attendance Register				
3.	Admission Register				
4.	Weekly Dairy				
5.	Visitors Book				
6.	Query Book				
7.	Lesson Note book				
8.	Copies of National Policy on Education				
9.	Examination Record Book				
10.	Staff Movement Book				

Unit 2: Utilization of statutory records in Secondary schools in Kaduna Metropolis

S/N	Statutory Records	Utilization			
		Adequately utilized	Fairly utilized	Not utilized	Undecided
1.	Log Book				
2.	Class Attendance Register				
3.	Admission Register.				
4.	Visitor's Book				
5.	Query Book				
6.	Lesson Note.				
7.	National Policy on Education				
8.	Examination Report Book				
9.	Scheme of Work.				
10.	Weekly Diary				

Unit 3: Maintenance of Statutory Records in Secondary Schools in Kaduna Metropolis

S/N	Statutory Records	Maintenance			
		Adequately maintained	Fairly maintained	Not maintained	Undecided
1.	Log Book				
2.	Class Attendance Register				
3.	Admission Register				
4.	Visitors Book				
5.	Query Book				
6.	Lesson Note				
7.	National Policy on Education				
8.	Examination Report Book				
9.	Scheme of Work				
10.	Weekly Dairy				

Unit 4: Provision of Non-Statutory Records in Secondary Schools in Kaduna Metropolis

S/N	Non Statutory records	Provision			
		Adequately provided	Fairly provided	Not provided	Undecided
1.	Cash and Account Book				
2.	Staff Responsibility List				
3.	Stock Book				
4.	Inventory Book				
5.	School Calendar				
6.	Cumulative Record Card				
7.	Health Book				
8.	Disciplinary Committee Files				
9.	Staff Minute Book				
10.	School Photo album				

Unit 5: Utilization of Non-Statutory Records in Secondary Schools in Kaduna Metropolis

S/N	Non statutory Records	Utilization			
		Adequately utilized	Fairly Utilized	Not utilized	Undecided
1.	Cash and Account Book				
2.	Staff Responsibility List				
3.	Stock Book				
4.	Inventory Book				
5.	School Calendar				
6.	Cumulative Record Card				
7.	Health Book				
8.	Disciplinary Committee File				
9.	Staff Minute Book				
10.	School Photo Album				

Unit 6: Maintenance of Non-Statutory Records in Secondary Schools in Kaduna Metropolis

S/N	Non Statutory Records	Maintenance			
		Adequately maintained	Fairly maintained	Not maintained	Undecided
1.	Cash and Account Book				
2.	Staff Responsibility List				
3.	Stock book				
4.	Inventory Book				
5.	School Calendar				
6.	Cumulative Record Card				
7.	Health Book				
8.	Disciplinary Committee File				
9.	Staff Minute Book				
10.	School Photo Album				