ASSESSMENT OF INFORMATION MANAGEMENT IN PRIMARY AND SECONDARY SCHOOLS IN AHMADU BELLO UNIVERSITY, ZARIA

BY

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DECLARATION

I, Muhammad Musa Hayatu hereby declare that this thesis entitled "Assessment of Information Management in Primary and Secondary Schools in Ahmadu Bello University, Zaria" was written by me and that it is a record of my own research work. This work has not been presented in any previous application for a higher degree. All cited works were adequately acknowledged through referencing.

……. …….

Signature **Date**

CERTIFICATION

This thesis tittled "Assessment of Information Management in Primary and Secondary Schools in Ahmadu Bello University, Zaria" by Muhammad Musa Hayatu meets the regulation governing the award of the degree of Master of Library and Information Science of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this Work to the Almighty Allah, for it is said that “His time is the best” and to my Parents Alhaji Muhammad Hayatu, Hajiya Aisha Hayatu and to the memory of my late step-mother Mallama Hassana Hayatu.

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ABSTRACT

This research was carried out to assess Information Management in Primary and Secondary Schools in Ahmadu Bello University, Zaria. To achieve the objectives of the study, eight research questions and four hypotheses were formulated, raised and answered. The research questions raised include among others what types of information are available in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria and to what extent the available information in staff School and Demonstration Secondary School affects teaching in the schools. The hypotheses formulated for this study include that there is no significant relationship between availability of information and accessibility to information in Staff school, there is no significant relationship between availability of information and accessibility to information in Demonstration Seccondary School. A Survey Research Method was adopted for the study while structured questionnaire was the instrument used for data collection. The population comprised of the personnel of the schools. A sample of 194 respondents was sampled from a population of 358. Data collected were analyzed descriptively for the research questions and inferential statistics were used to test the hypotheses. It was discovered that the two schools hardly use the available information and communication technology for information processing and organization. It was also discovered that not all the available information in the two schools were used for teaching, most of the available information were used for decision making, planning and reporting. It was therefore recommended that information and communication technology literacy be taught to teachers, and that management information systems be provided for the two schools for timely and relevant information provision.

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CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Education plays an important role in the well-being of any nation that wants to sustain its prominence in the global scene. It is broadly viewed as a lifelong process spanning the years from infancy to adulthood. According to Balogun (1999) education not only liberates, it is a vital tool for empowerment that allows meaningful contributions to society. As a result, each nation has a policy on education which provides guidance on the type and quality of education that citizens should acquire.

The bedrock of education is the pre-primary and primary levels. These stages of development are crucial for the development of future adult citizens and workers. Just as a child cannot stand up and walk from birth, so one cannot develop without primary education. It is the foundation upon which the rest of educational system is built. Durosaru (2000) remarked that there is no gainsaying the fact that education is very vital to the pace of social, political and economic development of any nation. This is why most nations of the world strive to devote a sizeable proportion of their Gross National Income to develop the educational sector. He further opined that in Nigeria, between 7.6% and 9.9% of the national budget annual expenditure is devoted to education. This annual budget expenditure has been used over the years to establish primary, secondary and tertiary programmes all over the country.

The education system in Nigeria is based on the National Policy of Education (NPE) document of 1977. The policy document addresses the issues of imbalance in the provision of education in different parts of the country with regards to access, quality of resources and girls' education. Mojo (2000) stated that the education in Nigeria is organized into 6 years of Primary education, 3 years of junior secondary school, 3 years of senior secondary school

education and 4 years of university/polytechnic/college of education. Similarly, according to the FRN (2004) document, the educational system in Nigeria has been delineated into different levels mainly pre-primary, primary, secondary and tertiary levels. The increasing development of educational system at all levels brings greater demands on educational practitioners such as curriculum planners, evaluators and teachers in their bid to move along with the information technology of this 21st century.

The Federal Government of Nigeria on September 30, 1999 launched the Universal Basic Education (UBE) programme, which is aimed at promoting literacy in Nigeria. Durosaru (2000) observed that the blueprint for UBE defines it as the foundation for sustainable lifelong learning that provides reading, writing, and numeracy skills. It makes provision for a wide variety of formal and informal activities and programmes designed to enable learners to acquire functional literacy. Moreover, it is meant to prepare the children for the future, with the ability to think rationally and to solve problems creatively, to manage and retrieve information, in addition to communicating effectively. He further opined that it is also designed to instill lifelong learning as a habit, since lifelong learning is the organizing principle for education. The mission of education for children and youth is the development of skills for self-directed enquiry rather than the mere inculcation of subject matter.

Information is a critical resource in the operation and management of organizations. Timely availability of relevant information is vital for effective performance of managerial functions such as planning, organizing, leading, and control. According to Lucey (2005) the concept of information in an organizational sense is more complex and difficult than the frequent use of this common word would suggest. Information is facts that have been processed into meaningful and useful context for a specific purpose to meet the information needs of any given establishment. The pool of data available to an organization, from external

and internal sources is limitless; thereby making organizations to be selective in what is relevant. Hence the need for adequate information management.

Information management is a way of monitoring and providing key members of an organization with data, facts and ideas used in its operation. Information management recognizes the fact that information is a resource which needs to be managed like any other resources such as human, material and money. Information management ensures that the value of information is identified and exploited to support organizations. Choo (2002) opined that information management describes the means by which an organization efficiently plans, collects, organizes, uses, controls, disseminates and disposes of its information, and through which it ensures that the value of that information is identified and exploited to the fullest. Robertson (2005) is of the opinion that information management is an umbrella term that encompasses all the systems and processes within an organization for the creation and use of corporate information. He added that information management, in terms of technology, encompasses systems such as web content management systems, document management, records management, digital asset management, learning management systems, learning content management systems, and many more. Information management, according to him is however, much more than just technology, it encompasses people, processes, and content. Each of these must be addressed if information management projects are to succeed.

From the foregoing, information management can be construed as the provision of the right information, in the right format, at the right time. This will include the generation of the right information, in the right format and granting the right people access to it at the right time.

The role of information management in the Schools

Herman (1988) opined that schools, administrators and the teachers within them are constantly bombarded with vast amount of information that is potentially useful in instructional planning and school improvement. Students' test scores, attendance, grades, information about curriculum goals and standards, are just samples of the data that are regularly collected and transmitted to schools. Other sectors of the economy apply the computer's capacity to store, organize and analyze information to create information systems to support their decision making. More so, Davies and Ellison (1990) opined that if managerial functions are to be carried out both efficiently and effectively, then it is a prerequisite that high quality information is available for informed decision-making at the various management levels and information systems that provide the information should be reliable and provide:

1. the right information
2. to the right place
3. at the right time
4. in the right way
5. to achieve clear objectives".

The availability of computer technology makes such information systems a reasonable possibility in Schools as well. This will help teachers and administrators sort through, analyze and apply the right information about their students, community, instructional process and outcomes to improve their schools. The school Administrators at all levels of learning in Nigeria is constantly pre-occupied with the job of utilizing available human, material and financial resources to obtain maximum level of teaching and learning activities in the institutions. However, to adequately take decisions involving proper mix of these resources to obtain optimum results, the required information must be available, properly kept, accessible and utilized.

The failure of the implementation of the National Policy on Education was blamed on the inadequate data base in which the programme was planned. Nwagwu (1995) identified the first problem in the implementation of the National Policy on Education as the inability of the educational functionaries to obtain detailed and up-to- date information needed for effective planning of the educational system. Nwagwu(1995) further added that the educationist solicited the implementation Task Force of the National Policy on Education to obtain accurate data of school enrolment from the nation's primary and secondary school levels.

The role of information management in schools include:

1. To facilitate research activities that will promote efficiency and effectiveness of the school system.

2. To ensure that accurate and proper record of students' achievements and growth during their school days are kept.

3. To ensure that an up-to-data information on any school matter of students is made available to users when requested for.

4. To provide useful information to the educational planners and administrators

5. To provide useful information to an employer of labour who may want to recruit pupils for jobs as required in testimonials, transcripts, Certificates and reference letters.

BRIEF HISTORY OF DEMONSTRATION SECONDARY SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA

The Demonstration Secondary School (D. S. S), Ahmadu Bello University, Zaria is co-educational and non-residential. It is situated between the Main and the North Gate, facing directly the First Bank and Union Bank along Zaria- Sokoto highway. An entrance to the School through the Main Gate leads through Amina Hall via Suleiman Hall while an entrance through the North Gate leads through Abdullahi Muhammed Public Library (by the North Gate) via Suleiman Hall.

The present site of the School, initially designed as a temporary site, has gradually become its permanent site in view of the harsh economic situation in the country at the inception of the School. The Kongo Annex, established in the year 2004/2005 academic Session is situated in the Kongo Campus of Ahmadu Bello University, Zaria. The School is located opposite the Federal College of Education (F. C. E) Zaria and beside the former Women Teachers College (W. T. C), Zaria. The School at its inception had Mrs. P. K. Ityokyaa as the first Vice Principal.

The 10th Anniversary Magazine of the School notes that in 1969, the first indigenous Vice Chancellor of Ahmadu Bello University, Zaria, Professor Ishaya Audu conceived of the idea of a secondary school for the University. He then set up a committee under the chairmanship of Professor Adamu Baike to conduct a feasibility study on the establishment of the school.

The School existed in its incubation stage until 1980 when Professor Ango Abdullahi set up a steering committee under the chairmanship of Professor Jonathan Ndagi to work towards translating this dream to reality. The Committee's untiring efforts culminated in the birth of the School. On April 28, 1982, the School commenced its official function when it opened its doors to the first intake of 85 students with Mr. Paul Turton (a Briton) as the first Principal and five academic Staff. Three non-academic staffs including a driver, a typist and a messenger were also appointed at the commencement of the School.

The Management Board of Demonstration Secondary School, Ahmadu Bello University, Zaria was inaugurated on the 16th June, 1984 to take over the affairs of the School from the Steering Committee under the Chairmanship of Professor Samuel Aleyideno, the then Director of Institute of Education. The Board is not meant to play an advisory role, but a full-fledged Management Board with executive powers.

BRIEF HISTORY OF THE AHMADU BELLO UNIVERSITY, ZARIA STAFF SCHOOL

The A. B. U, Zaria Staff School was started in 1958 as a private Nursery class of 10 Children of the Staff of the Nigerian College of Arts, Science and Technology. It was later assisted by the College Council with equipment and furniture and then occupied what was called the 'Tin tabernacle' near the old sculpture school. It was taken over by the College and later by the University. In 1960 it was moved to the Old St Peter's (now Demonstration School) near the North Gate. The School remained there for six years. In 1967 when it was moved to the present site, the number of pupils was 102. In 1987, twenty years later, the pupil population became 2,938 with three branches of the School.

The Staff School caters mainly for the children of ABU Staff, and, as the University grew, the school expanded. The school building expended from 5 classrooms, an office, two stores and toilets to 9 blocks of classrooms on the Main Campus with a total of 50 classrooms, 3 stores, 3 offices and a library in 1987.

Today, the ABU Zaria Staff School is a complex, consisting of the Main Campus, Kongo Campus, Area BZ, and an affiliate from ABU Campus. In the three branches of the A. B. U Staff School, there were approximately 3,038 pupils and 113 staff. The Staff School has a management Board responsible for the formulation and implementation of policy matters concerned with the running of the school. The Board is responsible to the A. B. U Council through the Vice-Chancellor. The School has an Administrative Head responsible for the day to day running of the School.

1.2 STATEMENT OF THE PROBLEM.

One of the greatest challenges confronting the world now is how to effectively and economically control and utilize an ever-growing information repository. This is because both technological and social changes have imposed on us the need to create and disseminate

an endless array of information in various formats. This trend permeates all levels of government, industries and businesses.

The expectations of information consumers go beyond accurate and factually correct data. According to Mathieu and Khalil (1997); Strong, Lee and Wang (1997) Information consumers expect the information custodians (Information Service professionals responsible for managing the organization's data and information resources) to provide (1) systems that are responsive, (2) that deliver relevant and easily interpreted information, (3) that provide flexible, easily aggregated, and easily manipulated data, and (4) that are secured and robust enough to prohibit accidental or intentional data corruption. Galbraith (1977) is of the view that one of the main propositions of organizational theory is that firms process information in order to reduce uncertainty. Uncertainty is associated with lack of information, the difference between the amount of information required and the amount of information already possessed by the organization. In order to deal with uncertainty, organizations must collect, gather and process information.

Schools and their administrators are also bombarded with vast amounts of information that is potentially useful in instructional planning and school improvement. Schools have the task of teaching and providing a learning environment. In so doing, teachers and other members of staff are employed, materials are acquired, pupils are admitted, tested, examined and so forth. According to Saint (1995), as schools become determined to bolster their capacities for strategic planning and management, they are confronted with decision-making constraints posed by lack of appropriately organized and accessible information on key aspects of school administration. Nwagwu (1995) proposed that educational planners and administrators need to have adequate and accurate data on school enrolment, infrastructural facilities, personnel, and other school data for effective planning and management

.Consequently, the need for increased information management capacity in schools becomes imperative.

The researcher therefore wondered how information is managed and utilized in the individual schools in the study and by whom and for what purpose.

1.3 RESEARCH QUESTIONS

The following are the research questions for this study:

1. What types of information are available in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?
2. What information resources are available in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?
3. How is information organized in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?
4. How is information retrieved in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?
5. How is information accessed in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?
6. How is information disseminated in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?
7. For what purpose is information used in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?
8. To what extent does the available information affect teaching in the Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria?

1.4 HYPOTHESES

The following Hypotheses have been formulated for the study;

1. There is no significant relationship between availability of information and accessibility to information by the users in the Staff School.
2. There is no significant relationship between availability of information and accessibility to information by the users in Demonstration Secondary School.
3. There is no significant difference in the organization, retrieval and dissemination of information in Staff school.
4. There is no significant difference in the organization, retrieval and dissemination of information in Demonstration Secondary School.

1.5 OBJECTIVES OF THE STUDY

The following will constitute the objectives of this study:

1. To identify the types of information available in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.
2. To identify the information resources of information in in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.
3. To ascertain how information is organized in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.
4. To ascertain how information is retrieved in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.
5. To determine how information is accessed in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.
6. To determine how information is disseminated in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.
7. To ascertain the purpose of use of information by the users in the two Schools.

8. To ascertain to what extent information management affects teaching in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.

1.6 SIGNIFICANCE OF THE STUDY

This study will be significant in the following ways:

It will enable the school administrators rationalize the decision-making process and resource management by way of better communication, feedback and control. The inevitable consequence of introducing a computerized information system is to move the information required for school management and decision-making down through the organization. This will be opening up opportunities for streamlining and speeding-up the decision-making process, educational planning in the aspects of instructional planning, curriculum design and supervision thereby empowering staff by creating a more intelligent, efficient, effective and productive work force.

It will help in planning of future course of action and proper management of information and records in ABU Staff School and Demonstration Secondary School. Future course of action to include the number of pupils to admit in the next admission, which teacher will teach what subject, which projects to be completed etc.

It will improve timely access to internal and external information in School to support transactions like the purchase of teaching aids and enhance productivity in the areas of teaching, learning and supervision.

1.7 SCOPE OF THE STUDY

This study will cover the assessment of information management in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria complex encompassing the main and the divisions of the two schools.

1.8 Limitation of the study

Such limitations as time and funds militated against the conduct of this research. Since the research is an academic study, there is a time limit within which the study must be carried out, especially as it is a pre-requisite for promotion. Hence there was the need to limit the study to such a minimal researchable area considering the time frame.

1.9 OPERATIONAL DEFINITION OF TERMS

The following are the operational definitions of terms used in this study:

1. **RECORDS**: are information (data, text, images, sounds, codes, computer programs, software, databases, or the like) that are inscribed on a tangible medium or that are stored in an electronic or other medium and are retrievable in perceivable form.
2. **INFORMATION MANAGEMENT**: Information management is process of acquiring processing, storage, retrieval, and dissemination of information.
3. **ASSESSMENT**: process of synthesizing information about individuals in order to understand and describe them better

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter reviews literature considered related to this area of study, the review will be presented under the following subheadings;

2.2 Primary and Post Primary Education

2.3 School Management

2.4 Information Management in Organizations

2.5 School Management Information Systems

2.6 Management Information Systems

2.7 Evaluation of School Information Systems

2.8 Summary of the Reviews

2.2 Primary and Post Primary Education

The universal declaration of Human Rights adopted by the United Nations General Assembly in December 1948 guaranteed for the individual a whole range of basic freedom with education serving as a basic right necessary for the achievement of all other freedoms. The achievement of the right to education requires that young people be given the opportunity necessary for the acquisition of the knowledge, skills, attitudes and values which will enable them lead happy and productive lives as individuals and discharge their social duties for the betterment of life in the society.

Nigeria, having realized the effectiveness of education as a powerful instrument for national progress and development, adjusted her educational philosophy and methodology to march the ideals and challenges of changing economic and social structure of modern society (National Policy on Education 1981, revised 2004). According to the National Policy on

Education 1981; 2004, the broad aims and objectives of secondary education in Nigerian educational system are preparation for useful living within the society (self-employment) and preparation for higher education. According to Ajala (2002) "the new National Policy on education has all the necessary ingredients for landing Nigeria into the future technologically, politically, socially and morally, adding that the policy if well coordinated and implemented is a solid basis for the nation to launch itself among the great nation". Education if properly articulated has the potential of elevating the country to greater heights and if it is properly administered, it has the potential of developing a generation of well skilled individuals in all works of life. The vehicles that carry the younger generation to good and qualitative education are the primary and secondary schools. The schools under study were created to cater for the educational needs of the children of the staff of Ahamdu Bello University, zaria and environs.

Following the political independence of Nigeria, there was a realization that the type of education our Colonial Administrators left with us needed a critical re-examination of the worth: of content, objectives, relevance, methods, administration, evaluation, and so forth. According to Ezeobata (2007), this period saw a state of affairs in Nigerian education where every subject had to 'prove its usefulness' to retain a place in the school curriculum. This was said to have led the then National Educational Research Council (NERC) to convey a historic curriculum conference at Lagos in 1969. This conference recommended new set of goals and provided directions for major curriculum revision upon which the National Policy on Education of 1977 and the revised policy in 1981 and 2004 were based. Against this background of national aspirations, a new educational system commonly referred to as the 6-3-3-4 system of education emerged. Omotayo, Ihebereme, & Maduewesi, (2008) opined that the system consisted of six years of primary school education, three years of junior secondary

school (JSS), three years of senior secondary school (SSS) and four years of post-secondary education.

Babafemi (2007) sees the 6-3-3-4 system of education as a step in the right direction towards the technological development of the nation, describing it as laudable programme capable of ushering in an educational revolution in Nigeria, he however remarked that the current situation on ground is far from this ideal as the system seems to be suffering from poor and shoddy implementation.

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. It is the type of education given in institutions for children aged 6 to 11 years. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. The duration shall be six years (National Policy on Education 2004). The major goals of primary education are achieving basic literacy and numeracy amongst all pupils. Fafunwa (1974) stated that the aims of primary education in all the states of the federation were to help the child to:

(a) Master Reading, Writing, and Arithmetic, this is to develop permanent literacy,

(b) Develop sound standards of individual conduct and behaviour, and

(c) Acquire some skills and appreciate the value of manual work.

So, the objectives of the primary education in Nigeria can be summed up as a broad based education with emphasis on the effective communication skills (FRN, 1986). The effective communication skills that will enable the pupils to contribute effectively to the social and economic development of the nation.

Secondary education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides the input, resources into the nation's economy

and higher (tertiary) education production systems. In more specific terms, the secondary school is intended, among other things; to raise a generation of people (youth) who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under broad national aims and live as good citizens (National Policy on Education 1998). The aforementioned studies have a bearing with this study in the area of Nigerian educational system, this study is focused on two schools in Nigeria, a primary and a secondary school both stationed in Ahmadu Bello university, zaria. These schools also conform to the tenets of the National Policy of Education. (NPE)

2.3 School Management

Organizations are seeking new ways of enabling rapid changes through early identification of opportunities and problems, tracking of progress against plans, flexible allocation of resources to achieve goals, and consistent operations. Management pinpoints the need to integrate strategy and key indicators of performance into management processes, and to exploit technology to improve monitoring, management reporting, and decision making. The term 'management' has been defined in various ways. Akintayo and Adeola, (1993) defined Management as a systematic arrangement of people and their functions within an organization. It is concerned with the efficient and effective performance of a task to achieve the goals and objectives of an organization. Similarly, Nwadiani (1998) described management as a variety of sequential and related activities that are designed and carried out in order to effectively and efficiently achieve the goals of teaching and learning in relation to the needs of the society. Ajayi and Ayodele, (2002) opined that this achievement could be made through effective planning, organizing, coordinating, supervising, directing, motivating, controlling, budgeting and evaluating programmes as well as undertaking of risks and handling of uncertainty. This implies that regardless of the sector, size, structure and

maturity, to be successful, an organization needs to establish an appropriate management framework, which will help manage its resources. These resources include information. The management of information of the schools under study will go a long way in helping the schools achieve their set objectives.

Against this background, educational management is the process of providing leadership within an educational system through coordinating activities and making decisions that would lead to the attainment of the school's objectives, which are effective teaching and learning. In order to accomplish this task; the school manager must co-ordinate the activities of the divergent groups in order to achieve the objectives. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making use of resources both human and material to achieve the goals of the organization while effective management involves ensuring efficiency and effectiveness in the use of the available human and physical resources together with the ability to combat any constraints that might hamper the achievement of the objectives. Among the resources a school manager needs to carry out his/her functions effectively is information. Information is seen as the most important tool of men today because of its necessity in solving problems, decision making, planning and adding value to all the realms of human endeavour. Management of information will entail making its availability in the schools under study for timely and accurate decision making, planning, communication and reporting etc.

Ogunsanwo (2003) and Musa (2004) suggested the need for effective management of resources in schools to enhance the efficiency, resourcefulness and competence of teachers. This study was reviewed because of its relationship with this research in the area of management of information resources in schools. The basic objective of any educational system in the world is effective teaching and learning. The organization and planning of the resources of any educational system to achieving its set objectives is what constitutes

management. Among the resources to be managed is information. Information concerning students enrolment, staff strength, allocation of resources, future plans etc. With effective management of information in the school, teachers' efficiency, resourcefulness and competence will be enhanced.

Wenceslaus (2010) in his article "Relevance and benefits of management by objectives to secondary school management in Anambra State: Teachers views" proposed the use of Management-By-Objectives in achieving educational goals. Management by Objectives (MBO) is a theory of management proposed by Drucker (1956). It relies on the defining of objectives for each employee and then comparing and directing employee performance against the objectives that have been set. This implies that if employees are given responsibilities and are educated to their relevance in the attainment of the schools overall goals, there will be effective management of the schools. In this study, management of information is proposed and this is seen as a subset of overall management of the schools. However, the management of all facets of the schools resources is hinged on the information on the resources; for example, the management of human resources in a school will start from information on how many personnel the school has. Or financial management will also start from information on how much the school has in its coffers and information on future plans of allocation of those funds.

2.4 Information Management in Organizations

Information management is a way of monitoring and providing key members of an organization with data, facts and ideas used in its operation. It is a formalized procedure for providing information at all levels, in all functions, with appropriate information, from all relevant sources (both internal and external) to the organization which enables them to make timely and effective decision for planning, directing, and controlling the activities for which

they are responsible for. It is also the collection, processing, organization, accessing and utilization of information from one or more sources and the distribution of that information to one or more audiences. Information management means the organization of and control over the structure, processing and delivery of information. Good information management is getting the right information to the right person in the right format at the right time.

Schwartz (2003) defined information management as a system of people, equipment, procedures, documents and communication that collects, transforms, stores, retrieves and presents data for use in planning, budgeting, accounting, controlling and other management processes. This definition stresses the importance of information management in the management of other resources in an organization. This definition is in agreement with Mohammed (2005) who acknowledged that information management has effects on how policy makers and managers plan and decide on staffing, finance, production, services, strategic development of their establishment. Consequently, information management has gradually evolved to contend with the advent of computers in the preservation, retrieval and dissemination of information. However, in recent times, most organizations manage their vast information with the use of computer system to control and preserve their information base. The perception of this view is that there is a correlation between information management and how policy makers and managers carry out their functions.

This implies that information management affects how policy makers in schools carry out their functions of decision making, planning, supervision, reporting etc. These processes constitute Educational planning. Bello (2000) is of the view that Educational planning and information management are twin disciplines that are closely connected. In other words, information management is an integral part of educational planning. Consequently, Nwagwu (1995) argued that educational planners and administrators need to have adequate and

accurate data on school enrolment, infrastructural facilities, personnel, and other school data for effective planning and management.

The management of information facilitates its usage. In schools for example, information on students' admission and attendance registers, school inventories book and teachers' register, will be consulted in order to plan for acquisition of the resources needed for admission, attendance registers etc. This implies that information on how many students will be admitted will be needed to plan for the space, teachers to teach these students and so on. Penn (1999) noted that information must be managed to facilitate usage. Unmanaged data to him are relatively useless, merely a conglomeration of unrelated details, unmanaged knowledge is not worth much more than the original data from which it was derived when records are kept, and yet not accessible to users, the aim of keeping them has been defeated.

The success of any establishment depends on how well it is able to manage its recorded information and any other information format facilities usage. That is why Thomas (2001) observed that successful operation of any organization is highly dependent on how well the generated information is managed. In this context, information management is seen as a prerequisite for its effective use.

Information and communication technologies (ICT) have become key tools and had a revolution impact on how we see the world and how we live. Today, the place of ICTs in education and the world in general cannot be undermined. Modern day businesses are conducted and facilitated through the use of telephones, fax machines and computer communication networks through the Internet. This phenomenon has given birth to the contemporary ecommerce, e-government, e-medicine, e-banking and e-education among others. Stressing the importance of the use of ICT in schools, Olurunsola (2007) posited that through ICT, educational needs have been met; it changes the needs of education as well as the potential processes. Message can be communicated through the e-mail, telex or

telephones particularly the mobile ones. Yusuf (2005) is of the view that ICT is an indispensable part of educational administration as its application makes institutions more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers' pedagogical activities. For instance, e-learning is becoming one of the most common means of using ICT to provide education to students both on and off campus by means of teaching online offered via web-based systems.

Looking at the role of education in nation building and the population explosion in the secondary schools these days, the use of ICT in teaching-learning process becomes imperative. This is true because its adoption by teachers will enhance effective teaching. Such issues like good course organisation, effective class management, content creation, self-assessment, self-study collaborative learning, task oriented activities, and effective communication between the actors of teaching learning process and research activities will be enhanced by the use of ICT based technology. Allardice (1997) suggested that for the information worker to overcome the business of providing access to information he must be prepared to cope with the challenges of the new information age, that is, coping with the challenges of information technologies, changes in the roles and function of information professionals are envisage. Electronic formats are expected to become more common place. Online services give immediate access to data base, various agencies and organization offer fast and accurate sources for locating information online. Hence traditional boundaries will change formats, access methods and services. To keep up with these changes, investment in technology, resources and strategies are also required. The schools under study have to embrace the use of information and communication technologies if they are to provide access to information to their staff and students, this will foster the provision of online resources and improve teaching and learning as the teachers will see new methodologies of teaching, researches on better implementation of the curriculum and supervision on the Internet. They

can also foster communication among themselves and their colleagues through the use of e-mails.

Robertson (2005) opined that information management is an umbrella term that encompasses all the systems and processes within an organization for the creation and use of corporate information. He mentioned systems in terms of technologies such as web Content management systems, Document management, records management, digital assets management, learning management systems, learning content management systems. This implies that information management is the creation and use of corporate information using all the available means necessary. Here he proposed the use of technological systems for information management. Schools can utilize these systems to manage their information. The SchoolNet project for example has benefitted schools in the provision of Internet Services. It is in the light of the above that Druker (1998) predicts that the typical organization of the 21st century will be information-based. Everyone will be responsible for meeting their own information need, and the organization as a whole will need to have a unified vision and views on information and its management. This implies that in the 21st century, information users will be responsible for meeting their own needs. This will be as a result of the provision of Internet services. Teachers and Students will not wait for the schools to provide them with information as there is the Internet where they can get what they need to be informed. Alesandrini (2000) observed that the technological means of distributing and accessing information has become imperative and plays a strong part as the facilitator. As a result he pointed out that most traditional information management practice are too limited and sometimes narrower in scope to be able to tackle the new dimension added to information management. The use of ICT will act as facilitator for information management in organizations because of the speed of processing and the fact that ICT can take a large amount of information at a time. This implies that the use of technology in information

management in schools will make for the right decisions to be taken, the right plans for the future of the school will be put in place, communication among teachers will be enhanced and so giving of reports will be effective etc.

2.5 School Management Information Systems

The life blood of any given organization is the flow of information which moves along channels from point to point through the interrelated network of the operating element of the organization. Part of the management responsibility is the setting up of a method for the selection of key information from this vast pool of information and the means to have it captured, processed and fed back to assist management to make effective decisions. This is the concern of management information system.

Wysocki and Young (1999) traced the concept of management information system (MIS) to the expanding role of computers in business organizations. It is a process of information gathering and dissemination. It accepts the involvement of computer, computer program, telecommunication and human endeavour in processing of information and information dissemination. This includes the system in use, the operations, and the end users of such information.

Prince (1996) defined management information system as a computer based network containing one or more operating systems, providing relevant data to managers for decision making and also containing the necessary mechanism for implementing changes of responses made by management in decision making. Similarly, Kroeber, (1999) noted that management information system is viewed as an organized sets of processes that provide information to managers to support operations and decisions making within an organization.

Rowley (1998) defined management information system as sets of related processes, activities, individuals or entities interacting together to provide processed data to the

individual manager at various levels in different functional areas. However management information systems are primarily meant for providing information to the manager to support decision making. It also emphasized for the information needs of decisions makers not only at the top but middle and junior level. Obviously management information system must be designed to match the objectives of the organization and emphasized to reduce costs, improve efficiency, keep accurate record, and meet customer's demands.

School management information systems are systems that provide information needed to manage the educational activities of the school managers effectively. Gurr (2000) and Pegler (1992) pointed to the contributions of information systems to schools as making programs more effective, making the teaching process and the changes in learning environment professional, enabling teachers to exchange their experiences in a more systematic way, working in teams, determining the needs of the students, supporting the school managers and other staff in doing their duties, developing their performances, effectiveness and efficiencies. This is in agreement with the views of Vissher and Wild (1997) who postulated that school management information systems increase effectiveness and efficiency by saving time and facilitating development of alternative solutions for sophisticated problems. This implies that the use of management information systems in school will help maintain real time information to support schools in all its administrative and academic activities.

Yuen et al (2003) postulated that the reasons for using information systems can be stated as increasing effectiveness at work by processing information, increasing managerial effectiveness by meeting the need for information and gaining superiority in competitions by directing strategies. In the views of Haag et al (1998) and Bellum (2003) Information systems support not only the information process but also innovations. These systems are helpful to cope with the demands for change. They opined that school management

information systems improve the adaptation of the school to the environment. These Information Systems enable the school to comprehend and define internal and external information transfer to meet the demands and expectations of its internal (teacher, student) and external members; and ensures that school activities are arranged accurately and on time. These studies conform to the premise of this study, in the area of the functions of School Information Systems and the importance that accrue from the implementation of a School Information System. However, this study goes further to evaluate the usability and effectiveness of the Information systems in the area of study.

Introduction of school management information systems to schools have caused significant changes in roles and working styles of managers. According to Gurr (2000) school management information systems have changed school management in the areas of leadership, decision making, workload, human resource management, communication, responsibility and planning. Strategically school management information systems help the manager in determining the aims of the school, making long term plans, distributing resources, and forming educational methods of future, determining performances of teachers and success of the school. This is in tandem with the studies of Telem (1999) and Christopher (2003) who both opined that school management information systems can also be used as a tool to initiate and use educational leadership of the manager and also to make more efficient decisions they get correct and up-to-date information from these School Management Information Systems. Thus it is worthy of note that with the efficient decisions, schools can achieve and attain their objectives. These management information systems are computer software that mange the creation and use of a schools information. The speed of processing and the ability of sharing the information with others in remote locations make these systems important.

According to Perez and Uline (2003) decision making is the heart of educational management. Daily, problematic conditions that require decision making are based on the complicated and unexpected nature of school environment. For this reason, as a problem solver, the educational manager has to gather and analyze information continuously. In addition, managers have been required to make more decisions in short times because of the increasing expectations from the educational system. Moreover, decision making has been faster, more frequent and more complicated in schools of today. In order to make decisions under these conditions, gathering data that is continuous, up-to-date and that can be accessed on-time and analyzing and using this data is an obligation as postulated by Gentry (2005). Success of school development studies are mostly based on data based decision making. However school managers are not able to use the data efficiently in this aspect..

Researches in various countries like the study conducted by Hedberg, Harper, Bloch and College (1992) with American school managers confirm that school management information systems increase organizational and managerial effectiveness. They further opined that efficiency has increased in decision making at schools where school management information systems are used. In his study where Gurr (2000) examined effects of school management information systems on working of primary school managers in Australia, managers stated that use of school management information systems has introduced them information technologies and the facilities, lessened their workload and made management process more efficient, helped them use time more efficiently, made teachers feel themselves more important, made them and the teachers wish to improve themselves more, made important changes in education and teaching, and increased the quality of in-school communication. In their study with school managers, Telem and Buvitski (1995) found that school managers believed that school management information systems lead to important changes at school. According to school managers, this application has increased school

standards, helped decisions on the level of control and strategy, increased the quality of teaching programs, facilitated student-teacher interaction, increased the coordination between teachers, facilitated systematic and continuous information transfer to parents, and increased communication with other institutions and the central organization.

In his study Gurr (2000) examined effects of information systems on school managers of local schools, he determined that information systems have largely changed roles of school managers. Managers stated that a manager who does not use the information systems is not able to achieve his duties sufficiently anymore. Lastly, Anderson and Dexter (2005) in their studies determined that technological leadership of school managers is more important than background in the efficient use of technology at schools. The use of the use of Information Systems for Managerial duties by Managers supersedes the individual knowledge of the use of the Information Systems by the Managers. All these studies were conducted in other countries, while this study is being conducted in Nigeria.

2.6 Evaluation of Information Systems

Evaluation is a household word in the field and practice of education, and has been variously defined. A generic definition is that it is the systematic process of judging the worth, desirability effectiveness or adequacy of something according to definite criteria and purposes. The judgment is based on a careful comparison of observation data with criteria standards.

Evaluation in education (or educational evaluation) is the systematic process of determining the effectiveness of educational endeavours in the light of evidence. The traditional view of evaluation in education was strictly directed at examining the achievement of objectives in the classroom, and testing to compare students' performance in school subjects. In contemporary times, this view has paved way to a more comprehensive or diversified

approach to educational evaluation. According to Joshua (1997) the major elements in education that could be evaluated are the courses (subjects), curriculums, programmes, students' progress, educational personnel, the instructional process, facilities/teaching-learning resources (including textbooks), antecedent conditions programme products and the environment's appreciation /utilization of programme products. Educational evaluation can also be, or lead to, cost-benefit analyses, cost outcome analyses and/or accreditation. Joshua (2001) gives the following as the major purposes of educational evaluation:

i) To aid in planning;

ii) To aid in decision-making on the daily administration of the programme;

iii) To upgrade programme personnel as such needs arise,

iv) To improve the programme for student beneficiaries, and

v) To ensure the accountability of expenditure to both internal and external publics and sponsors;

New advances in software and telecommunications lead organizations to invest considerable resources in integrating technology to their operations. Because of their pervasive nature, evaluation of the impacts of technology in society is important. Approaches to evaluation increasingly focus on the inclusion of a variety of issues which affect or may be affected by the implementation of information systems. According to Remenyi and Sherwood-Smith (1999) progress has also been made in developing participative approaches in which different stakeholders can raise issues related to the value that they attribute to information systems. This is complemented by the inclusion of different organisational issues whose treatment could help to maximize the delivery of benefits by information systems, as averred by Doherty and King (2001). If the scope of evaluation is becoming continuous, participative and integrated into the daily activities of an organisation, evaluation practitioners need to understand the context of relations between people as influencing and

being influenced by the process of evaluation. This requires a more comprehensive view of how information systems produce a variety of effects in people's relations, and also how these relations shape the adoption of technology. In this regard, this could also involve an understanding of power in evaluating information systems.

Alkin, Dailak and White (1979) recommended that evaluations should be user oriented, that the reports and areas of inquiry of any evaluation be sensitive to user expectations. Cousins and Leithwood (1980) also averred that the relevance of evaluation is defined as the extent to which the evaluation is geared to the audience's information needs. This conforms with the intention of this study as it is also geared at studying the system's usability by its potential users. Studies like that of Smithson and Hirschheim, (1998), Irani (2002), Peffers and Saarinen (2002) and McAulay et al.(2002) observed the difficulty in information system (IS) evaluation involving a variety of dimensions and various stakeholders. IS investments as observed by Powell (1992) and Saarinen and Wijnhoven (1994) often include intangible benefits and the benefits are often realized during a long period of time. This is why Irani and Love (2001) and the study by Lederer and Mendelow (1993) reported that Ad hoc practices for Information System evaluation are frequently reported and only simple methods, like payback period, are used in evaluation This is in sharp contrast to with the management theory's suggestions that IS investments should be evaluated using a covering set of criteria. For example, Peffers and Saarinen (2002) stated that evaluation of IT in financial terms may be biased toward the most easily measured benefits and prone to manipulation to justify predetermined investment decisions, resulting in systematic over or under-investment in IT. Farbey et al. (1992) opined that at organisational level, contingency factors may include, for example, the industry situation (stable or changing), and the leadership role of the organisation (pioneer or follow). At Information System project level, contingency factors may include, for example, project type, project size, the type of expected benefits (qualitative

vs. quantifiable), the stages of the system's life cycle, and development and procurement strategy. All these studies enumerate the dangers of using just the aspect of benefits, be they qualitative or quantitaive, as these criteria might be manipulated to yield desired results. This study intends to evaluate the effectiveness of the information systems in the study area based on the information needs of the users of the systems.

Cronin (1982) observed that the following criteria may not exhaust the possibilities of evaluating an information system, but they will be enough to be going on with:

- 'success',
- efficiency,
- effectiveness,
- benefits, and
- costs, which may be evaluated independently, or in association with any of the above.

One point to bear in mind is that all of these, except the last, may involve either quantitative or qualitative types of assessment, or a combination of both.

Wen and Sylla (1999) suggested a three-step process for Information System evaluation: 1. Intangible benefits evaluation, 2. Information System investment risk analysis, and 3. Tangible benefits evaluation. The steps should be taken in this order, i.e. intangible benefits and risks should be evaluated prior to evaluating the tangible benefits. In this framework, the order of the evaluation categories "strategic value", "risks" and "financial profitability" reflects this suggestion.

The "success of Information System development" category is placed prior to the "success of IS usefulness" since the usefulness can only be observed after the Information System has been used for a while. Ideally, Information System evaluation would cover all the above

categories, but, however, it is expected that the focus of evaluation is different depending on who conducts the evaluation and where the initiative for the evaluation comes from. Farbey et al. (1992) stated that the focus of evaluation changes according to the organizational interests, which may be on a number of levels, e.g. costs and benefits, organization's competitive position or industrial relations. However, whether the organization's interests are taken into account appropriately depends on the knowledge and skills of the evaluator. Thus, the senior management should carefully consider who should be involved in the evaluation.

In this study, an assessment of information management is proposed and as such, a look into the systems that the schools have put in for the generation, processing, dissemination, storage and retrieval of information is warranted. The evaluation of the information systems in the schools under study will reveal whether it is producing the right information that will help the schools meet their aims and objectives. The studies above will give a clear picture of the criteria to be used in evaluating the information systems in the schools under study.

2.6 **Summary of Reviews**

This section reviewed literature on Primary and Post Primary Education. The review emphasized the Nigerian Educational System and the National policy on education and its implementation of the 6-3-3-4 system. Literature on School Management was also reviewed with a focus on the different aspects of School Management to include planning, monitoring, evaluation, communication and the effects of effective school management on teacher's productivity.

Information Management in Organizations was also reviewed and emphasis was put on the different processes and layers of information management, the use of information and communication technology in information management was highlighted. Information management is seen to be the generation, processing, storage, retrieval, security and dissemination of the right information at the right time and in the most appropriate format.

Consequently this feat will be achieved only with the use of technology. Studies on School Management Information System were also reviewed as the school management information systems are systems that provide the information needed by school managers to effectively carry out their duties of planning and decision making. The literature in under this subheading were found to be related to this study because of the fact that School Administrators take decisions on issues relating to educational planning, school management, curriculum development etc and these issues are fueled by the right information. The system that produces the information should warrant a review.

Finally, Studies on the Evaluation of Information Systems was also reviewed to see how systems should be assessed and for what reasons should the assessment be carried out, literature on this aspect centered on assessment based on the effectiveness and efficiency of systems in producing the right information for the schools' information needs.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discussed the research method adopted for the study, the population of the study, sample and sampling techniques adopted, data gathering instruments that was used for this study and the procedures for data collection and analysis.

3.2 Research Method adopted for the Study

The Survey research method was adopted for this study. A survey is a systematic method of collecting data from a population of interest. It tends to be quantitative in nature and aims to collect information from a sample of the population such that the results are representative of the population within a certain degree of error. According to Aron (1997) the purpose of a survey is to collect quantitative information, usually through the use of a structured and standardized questionnaire.This study aims at surveying information Management in the Ahmadu Bello University, Zaria Staff School and Demonstration secondary school. Mohammed (2005) opined that a research design is said to be Survey if it has no control group. It involves gathering required data and information from the observation of the sample of the given population devoid of any manipulation of cause and effect relationship. Since it has no control group a Survey Research was deemed appropriate.

3.3 Population of the Study

Ndagi, (1991) said population of a research is sometimes referred to as the universe; and it is defined as the entire group whose characteristics are to be estimated The population of the study consists of all members of staff and the students of the Staff School and Demonstration Secondary School, Ahmadu Bello University Zaria. The total population of this study is 358. This includes the Senior and junior (teaching and Administrative) staff.

SCHOOL	TEACHING STAFF		ADMINISTRATIVE STAFF		STAFF
	MALE	FEMALE	MALE	FEMALE	
STAFF SCHOOL	23	55	10	25	113
DEMONSTRATION SECONDARY SCHOOL	95	110	11	32	245
TOTAL					**358**

3.4 Sample and Sampling Technique

According to Polit and Beck (2001), a sample is a subset of your population by which you select to be participants in your study. A sample is a subset drawn to represent the relevant attributes of the whole set. This may not necessarily be an individual; it may be an object, event etc. Rudolph (2002) defines it as proportion of an entity or a subset. The essential requirement of any sample is that it must be as representative as possible of the entire population.

Systematic Random Sampling technique was adopted for this study. According to Patton (1990) a systematic random sample is obtained by selecting one unit on a random basis and choosing additional elementary units at evenly spaced intervals until the desired number of units is obtained. This technique was adopted to give each individual an equal opportunity of being a member of the sample.

A total of 194 respondents were sampled for this study, this was based on the sample estimate table proposed by Watson (2001), and the table proposed a Sample estimate of 194 for a population of 370 at 50% Variability.

3.5 Instruments for Data Collection

The researcher used questionnaire and interview for collecting data in this study. According to Czaja and Blair (2005) close ended questionnaire have the advantage of eliciting the desired responses and it minimizes the analysis time for the data collected. The questionnaire was divided into two sections. The first section covered demographic data on the respondents while the second section asked questions pertaining to the eight research questions and three hypotheses raised in the study.

3.6 VALIDITY OF THE INSTRUMENT

In order to ensure that the instrument will provide the data required for this study, the instrument was subjected to face and content validation. Face validation entails experts in the subject area checking and making necessary observations, corrections and amendments to strengthen the instrument. Content Validity is concerned with how well the content of the instrument samples the kinds of things about which conclusions are to be drawn. The validity of the instrument was ascertained by the two supervisors of this work and two academic staff of the department, as Kerlinger (1973) remarked that validation by others (experts in the field) is an effective method of validation of a research instrument.

3.8.1 RELIABILITY OF INSTRUMENT

In order to determine the consistency of the instrument for data collection, a pilot study was conducted. The instrument was tried twice on 25 staff of Dolphin Nursery and Primary School, Ahmadu Bello University, Zaria. The alpha reliability test was carried out on the instrument and a reliability level of 0.752 was obtained, this guaranteed the reliability of the instrument.

3.6 PROCEDURE FOR DATA COLLECTION

The researcher administered one hundred and ninety four questionnaires with the help of three research assistants for the three branches of the school. The assistants are staff of the

schools and they were used because they know their colleagues better and the collection of the copies of questionnaires will be easier with them.

3.7 PROCEDURE FOR DATA ANALYSIS

The data collected was analyzed using descriptive Statistics in the form of simple percentages, frequency distributions and the Mean for the research questions. Hypotheses one and two were tested using Person's Product Moment correlation; this was because it tested the relationship between two variables; Availability of information and accessibility to information. Pearson's correlation is used to determine the extent to which two variables measured on at least interval scale are proportionate to each other. The third and fourth hypotheses were tested using One-Way analysis of Variance (ANOVA), this statistics was chosen because the hypotheses were to test the difference in the organization of information, retrieval of information and the dissemination of information in the two schools under study separately.

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CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the data collected for this study. It further analyzed and discussed the data according to the research questions and hypotheses raised for the study.

4.2 RESPONSE RATE

Out of the 194 questionnaire that were distributed to the respondents in the Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria, 143 (73.71%) were duly filled and returned. The high response rate could be attributed to the relationship that was established between the researcher and the respondents during the visits to the school and also to the fact that the research assistants used for the other branches are staff of the schools. Table 4.1 below shows the response rate.

Table 4.1 Response Rate

S/N	Response Rate	Number of questionnaire distributed	Number Returned	Percentage of returned
1	Staff School	80	58	72.5
2	Demonstration Secondary School	114	85	74.6
3	Total	194	143	73.71

4.2 DATA PRESENTATION AND ANALYSIS

This section presents the analysis of the data collected for the study. To achieve this effectively, the presentation and analysis was done under two subheadings; Descriptive Analysis and Inferential Analysis.

4.2.1 Descriptive Analysis

This section analyses and discusses the data collected for the purpose of answering the eight research questions raised in the study. Frequencies, Percentages and Mean of the data were computed and the results discussed.

4.2.2 Types of Information available in Staff School and Demonstration Secondary School, A. B. U, Zaria

The researcher provided the respondents with the question on the types of information available in both schools. They were requested to tick as many options as possible. The data collected in that regard is presented in the table 4.2 below

Table 4.2a Types of information available in Staff School, A. B. U, Zaria

S/N	Types of Information	Staff School
1.	Students Registration & Enrollment	✓
2	Daily Students Attendance	✓
3	Students Information	✓
4	Financial Information	✓
5	School Reports/information	✓
6	Examination Information	✓
7	Ministerial Reports	✓
8	Staff Information	✓
9	Staff Scheduling	✓
10	Parental Reports	✓

Table 4.2a above revealed the types of information available in the two schools. From the table, it is apparent that the types of information that is available in the Staff school are general information pertaining to students' information, information on staff of the two schools, and information for effective planning and management of the Schools. The available information in the school was also found to be kept with the Headmaster's

Secretary in the Headmaster office. This finding is in line with Adeyemi and Olaleye (2010) who observed the types of data that education planners and administrators need for effective planning and management of schools as data on student enrollment, School personnel i.e academic and non academic staff and school records like financial records.

Table 4.2b Types of information available in Demonstration Secondary school, A. B. U, Zaria

S/N	Types of Information	Demonstration Secondary School
1.	Students Registration & Enrollment	✓
2	Daily Students Attendance	✓
3	Students Information	✓
4	Financial Information	✓
5	School Reports/information	✓
6	Examination Information	✓
7	Ministerial Reports	✓
8	Staff Information	✓
9	Staff Scheduling	✓
10	Parental Reports	✓

Table 4.2b shows the types of information available in Demonstration Secondary School. They include Students information, School reports, Ministerial reports, staff reports and parental reports. This is in line with the constituents of a school record as opined by Akinyemi and Sanni (1999), they postulated that a school record should document information on history, activities, students list, staff list, past and present events or happenings, among others of a school.

4.2.3 Formats of the available information in Staff School and Demonstration Secondary School, A. B. U, Zaria

The format of information makes it easier for the information to be processed, used and retrieved; the format also enhances its availablity. Repondents were asked on the formats of the available information. Table 4.3 below shows their responses.

Table 4.3a Formats of the available information in Staff School and Demonstration Secondary School, A. B. U, Zaria

Types of information	Hard Copy		Electronic		Both Hard and Electronic	
	Freq	%	Freq	%	Freq	%
Student Registration and Enrolment	45	77.6%	5	8.6%	8	13.8%
Daily Student Attendance	58	100%	-		-	
Student Information	45	77.6%	8	13.8%	5	8.6%
Financial Information	8	13.8%	23	39.7%	27	46.6%
School Reports/information	10	17.2%	20	34.5%	28	48.3%
Examination Information	7	12.1%	23	39.7%	28	48.3%
Ministerial Reports	11	19%	20	34.5%	27	46.5%
Staff Information	20	34.5%	10	17.2%	28	48.3%
Staff scheduling	11	19%	20	34.5%	27	46.5%
Parent Reports	20	34.5%	10	17.2%	28	48.3%

Table 4.3a shows the format of the available information in the two schools. It could be seen that student registration 45(77.6%), Daily attendance 58 (100%), student information 45(77.6%)in the staff school are mostly in the hard copy. This is attributed to the fact that these information are used mostly in the schools on a daily bases and Daily attendance is actually a book for attendance. Financial Information and Exxamination information in Staff

school are basically in the Hard Copy format, as seen in the table above; 8(13.8%) for financial information and 7(12.1%) for examination Information.

Table 4.3b Formats of the available information in Demonstration Secondary School, A. B. U, Zaria

Types of information	Hard Copy		Electronic		Both Hard and Electronic	
	Freq	%	Freq	%	Freq	%
Student Registration and Enrolment	58	68.2%	26	30.6%	1	1.2%
Daily Student Attendance	60	70.6%	24	28.2%	4	4.7%
Student Information	48	56.5%	30	35.3%	10	11.8%
Financial Information	20	34.5%	50	58.8%	15	17.7%
School Reports/information	20	23.5%	45	53%	20	23.5%
Examination Information	20	34.5%	15	17.7%	50	58.8%
Ministerial Reports	15	17.7%	20	34.5%	50	58.8%
Staff Information	26	30.6%	48	56.4%	11	13%
Staff scheduling	26	30.6%	30	35.3%	29	34.1%
Parent Reports	20	34.5%	15	17.7%	50	58.8%

Table 4.3b shows the format of the available information in Demonstration secondary School, Ahmadu Bello University, Zaria. Student Registration and Enrollment 50(68.2%) information, daily Students' attendance 60(70.6%) and student information 48(46.5%) are in the hard copy. While examination Information 50(58.8%), Ministerial Reports 50(58.8%) and Parental Reports 50(58.8%) are in both hard and electronic copies. Financial information 50(58.8%) and staff information 48(56.4%) are more on the electronic format. This findings in this table shows a minimal application of Information and Communication Technology in the activities and functions of the school.

4.2.4 Information Resources available in Staff School and Demonstration Secondary School, A. B. U. Zaria

Respondents were requested to indicate the sources that are available in their schools from the list provided for them. The data collected in this regards was analyzed and presented in the table 4.4 below:

Table 4.4 Information Resources available in Staff School and Demonstration Secondary School, A. B. U. Zaria

S/N	Types of Information Resources	Schools	
		Staff School	**Demonstration Secondary School**
1.	Books	✓	✓
2	Reports	✓	✓
3	Manuals	✓	✓
4	Films	✓	✓
5	Video	✓	✓
6	Computers	✓	✓
7	Radios	✓	✓
8	Television	✓	✓
9	Pictures	✓	✓
10	Newspaper	✓	✓
11	Maps	✓	✓
12	Atlases	✓	✓
13	CD ROM	✓	✓

Table 4.4 reveals the information resources available in Staff School, Ahmadu Bello University, Zaria. These includes books, reports, manual, films, video, computers, Radios,Television Pictures, Newspapers, Maps, Atlases and CD ROM.

The Table also shows the information resources that are available in Demonstration Secondary School, Ahmadu Bello University, Zaria.

From the table also, it can be seen that both schools have some Information and Communication Technologies, in the form of Computers, Television and Radios. Their utilization in the schools can enhance effective information management in the schools. This is in line with the findings of Mohammed (2006) who observed that Data on staff, teaching and learning could also be done though the effective use of ICT in schools. The introduction of ICT in the management of education could become an antidote in providing effectively

solutions to educational problems that would have been difficult, if not in possible to solve through human natural efforts.

4.2.5 Information organization in Staff School and Demonstration Secondary School, A. B. U, Zaria

Information Management entails planning, processing, organizing, arrangement and coordinating. The importance of information Management in organizations cannot be over emphasized. It is in line with this that this research question was raised to among other things find out how these schools plan, process, and organize etc their information. Table 4.5 below shows the responses of the respondents:

Table 4.5 Information organization in Staff School and Demonstration Secondary School, A. B. U, Zaria

S/N	Strategies	Schools	
		Staff School	**Demonstration Secondary School**
1.	Alphabetical Order	✓	✓
2	Numerical Order	✓	✓
3	Subject Index	✓	✓
4	Title Index	✓	✓

Table 4.5 revealed the organization strategies employed by the two schools under study. It can be seen that Staff School organizes their information in Alphabetical order, numeric order, subject index, and title index. The table also shows that Demonstration Secondary School, Ahmadu Bello University, Zaria. It can be seen that Demonstration Secondary School, Ahmadu Bello University, zaria also organizes their information using Alphabetical Order, Numerical Order, subject index and title inde. This is used to organize information like the student attendance; they also use Numerical order for arranging invoices from transactions, and Subject Index for correspodences like memos. Title index are used to organize files containing information on cases in the school for exaxmple displinary cases. It could be seen that the schools under study use two types of indexes.

The use of indexes in schools information organization is echoed by Chefwepa (1995) who opined that the index should show what record files and information are available, under which identities they can be found and where they are located. There are instances where a record could belong to more than one file. Therefore, if certain subject matter can be filed under more than one identifier or name, this must be clearly indicated in the index. This is to facilitate a process referred to as cross-referencing, whereby a person using the index will be able to find a particular record by searching for it under more than one identifier or name.

4.2.6 Information Retrieval in Staff School and Demonstration Secondary School, A.B. U, Zaria

Information retrieval method is a way of finding documents or information. It is a retrieval system which provides a complete copy of the required document or information. The ease with which information is retrieved is also a function of its management. If information is easily retrieved, it becomes readily available. It is based on this fact that a research question was raised on how information is retrieved in both schools. Table 4.6 below shows the responses.

Table 4.6 Information Retrieval in Staff School and Demonstration Secondary School, A.B. U, Zaria

S/N	Strategies	Schools			
		Staff School		Demonstration Secondary School	
		Frequency	Percetage	Frequency	Percentage
1.	Alphabetical Order	15	25.9%	12	14.1%
2	Catalogue	3	5.2%	5	5.9%
3	Subject Index	25	43.1%	45	52.9%
4	Title Index	15	25.9%	23	27.1%
	Total	58	100%	85	100%

Table 4.6 shows the information retrieval methods used in the two schools under study. From the table, it could be seen that the two schools prefer the use of subject and the title indexes as their retrieval tool; subject index 25(43.1%) for Staff School and 45(52.9%) for Demonstration Secondary School while for Title index, 15(25.9%) for Staff School and 23(27.1%) for Demonstration Secondary School. This is attributed to the fact that the initial

stage of information organization requires information to be classified by their subject content and then arranging them into subject groups, these groups can further be subdivided into subgroups for example student information can be subdivided into academic performance, class attendance and registration. This is all in the quest to ease retrieval of such information. It could also be seen that Catalogue recorded a low figure; 3(5.2%) for Staff School and 5(5.9%) for Demonstration Secondary School. This is because since the available information are not kept in the same place a list of all the available information can not be put on a Catalogue.

4.2.7 Ways of accessing information in the Staff School and Demonstration Secondary School, A. B. U, Zaria

Respondents were asked on the way they access the available information in the schools and their responses are depicted in the table 4.7 below:

Table 4.7 Ways of accessing information in the Schools

S/N	Strategies	Schools			
		Staff School		Demonstration Secondary School	
		Frequency	Percetage	Frequency	Percentage
1.	Assembly	03	5.2%	02	2.4%
2	Mobile Phones	10	17.2%	24	28.2%
3	Meetings	24	41.4%	22	25.9%
4	Colleagues	21	36.2%	37	43.2%
	Total	58	100%	85	100%

Table 4.7 reveals that Assembly accounted for 03(5.2%) of the responses in Staff School and 2(2.4%) in Demonstration Secondary School, Mobile phones accounted for 10(17.2%) in Staff School and 24(28.2%) in Demonstration Secondary School, Meetings accounted for 24(41.4%)of the responses in Staff School and 22(25.9%) in Demonstration Secondary School, Colleagues accounted for 21(36.2%) of the response in staff school and 37(43.5%) of the responses in Demonstration Secondary School. This implies that the modes of accessing information in the schools are telephones, Meetings and through colleagues. This might be

attributed to the fact that many teachers communicate among themselves through mobile phones as it is widespread nowadays.

4.2.8 Information Dissemination in Staff School and Demonstration Secondary School. A. B. U, Zaria

Information dissemination is also an integral part of information management. The dissemination of the right information to the right people facilitates the process of communication, decision making, planning, reporting, teaching and research. Respondents were asked about the method of information dissemination in their schools and Table 4.8 below shows their responses.

Table 4.8 Information Dissemination in Staff School and Demonstration Secondary School. A. B. U, Zaria

S/N	Strategies	Schools			
		Staff School		Demonstration Secondary School	
		Frequency	Percentage	Frequency	Percentage
1.	Memos	24	41.4%	30	35.3%
2	Telephones	10	17.2%	21	24.7%
3	Meetings	20	34.5%	20	23.5%
4	e-mails	02	3.4%	06	7.1%
5	Others	02	3.4%	08	9.4%
	Total	58	100%	85	100%

Table 4.8 shows the method of information dissemination in the two schools under study. It can be deduced that both schools use Memos, telephones, Meetings and e-mails for disseminating information. Memos are mainly used as depicted by the high frequency of responses; 20(34.5%) in Staff School and 20(23.5%) in demonstration Secondary School. E-mails are not preferred by the teachers and personnel of the schools as it had the least frequency of responses as it accounted for 2(3.4%) of the responses from Staff School and 6(7.1%) of the responses from Demonstration Secondary school. This is attributed to the low computer literacy level of the teachers in the school. Other forms of information dissemination that were used by the schools include teachers telling the pupils in their classrooms, and colleagues and the University Bulletins.

4.2.9 Purpose of use of Information in Staff School and Demonstration Secondary School, A. B. U, Zaria

Respondents were asked about the purpose for which they use information and their responses are captured in the table 4.9 below:

Table 4.9 Purpose of use of Information in the Schools

Types of information	Schools	Research		Teaching		Reporting		Decision making		Planning		Communication	
		F	%	F	%	F	%	F	%	F	%	F	%
Student Registration and Enrolment	Staff school	02	3.4%	13	22.4%	10	17.2%	18	30%	10	17.2%	05	8.6%
	Dem. Sec Sch	05	5.9%	08	9.4%	16	18.8%	24	28.2%	20	23.5%	06	7.1%
Daily Student Attendance	Staff school	05	8.6%	20	34.5%	15	25.9%	10	17.2%	08	13.8%	00	0%
	Dem. Sec Sch	09	10.6%	20	23.5%	30	32.3%	10	11.8%	14	16.5%	02	2.4%
Student Information	Staff school	02	3.4%	23	39.7%	08	13.8%	12	20.7%	10	17.2%	03	5.2%
	Dem. Sec Sch	12	14.1%	23	27.1%	20	23.5%	13	15.3%	07	8.2%	10	11.8%
Financial Information	Staff school	00	0%	12	20.7%	11	19%	12	20.7%	23	39.6%	03	5.2%
	Dem. Sec Sch	05	5.9%	09	10.6%	15	17.6%	25	29.4%	30	32.3%	06	7.1%
School Reports/information	Staff school	08	13.8%	10	17.2%	10	17.2%	10	17.2%	11	19%	10	17.2%
	Dem. Sec Sch	05	5.9%	16	18.8%	09	10.6%	10	11.8%	20	23.5%	30	35.3%
Examination Information	Staff school	15	25.9%	07	12.1%	12	20.7%	19	32.8%	07	12.1%	07	12.1%
	Dem. Sec Sch	20	23.5%	15	17.6%	20	23.5%	12	14.1%	09	10.6%	09	10.6%
Ministerial Reports	Staff school	08	13.8%	12	20.7%	05	8.6%	07	12.1%	21	36.2%	05	8.6%
	Dem. Sec Sch	00	0.0%	18	21.1%	15	17.6%	13	15.3%	14	16.5%	25	29.4%
Staff Information	Staff school	05	8.6%	06	10.3%	15	25.9%	23	39.7%	09	15.5%	00	0%
	Dem. Sec Sch	06	7.1%	06	7.1%	10	11.8%	30	35.3%	25	29.4%	08	9.4%
Staff scheduling	Staff school	02	3.4%	23	39.7%	10	17.2%	09	15.5%	8	13.8%	6	10.3%
	Dem. Sec Sch	09	10.6%	35	41.2%	13	15.3%	15	17.6%	06	7.1%	07	8.2%
Parent Reports	Staff school	02	3.4%	08	13.8%	12	20.7%	06	10.3%	08	13.8%	22	38%
	Dem. Sec Sch	12	14.1%	13	15.3%	25	29.4%	15	17.6%	10	11.8%	10	11.8%

Table 4.9 shows the purpose of use of the available information in both schools to be for Research, Teaching, Reporting, Decision making, Planning and Communication. It is apparent that all the available information in both schools are used mainly for Decision Making, Reporting and Planning. The table also showed that Research has the least figure of usage as can be seen in the Financial Information, 00(0%) for staff school and 5(5.9%) in Demonstration Secondary School. This is attributed to the fact that financial information is confidential and not for the consumption of all. The respondents agreed to using the available information for teaching and communication. For School Reports, teaching recorded a high; (13.8%) for staff school and 6(7.1%) for Demonstration secondary School. This is attributed

to the fact that most of the information needed for teaching in both schools are contained in the Scheme of Work of the schools.

4.2.10 Effect of available information on teaching

Table 4.10 below shows the effect of the available information on teaching in the two schools under study; respondents were provided with some possible effects and were asked to choose their level of agreement.

Table 4. 10 Effect of available information on teaching in the two schools

S/N	Types of information	Responses						Mean	SD
		Group	5	4	3	2	1		
1	Student Registration and Enrolment	Staff School	13	16	2	4	23	3.431	1.523
		Dem. Sec Sch	5	29	24	4	23	3.318	1.590
2	Daily Student Attendance	Staff School	10	25	6	15	2	3.448	1.157
		Dem Sec Sch	14	33	9	24	5	3.318	1.217
3	Student Information	Staff School	9	27	3	7	12	3.241	1.418
		Dem. Sec Sch	15	40	5	8	17	3.329	1.409
4	Financial Information	Staff School	16	23	4	0	15	3.431	1.546
		Dem Sec Sch	24	37	4	0	20	3.529	1.500
5	School Reports/information	Staff School	9	28	4	0	17	3.138	1.538
		Dem Sec Sch	15	47	4	0	19	3.412	1.433
6	Examination Information	Staff School	31	15	2	0	10	3.983	1.469
		Dem Sec Sch	41	21	5	0	18	3.788	1.559
7	Ministerial Reports	Staff School	5	29	24	4	23	3.318	1.590
		Dem Sec Sch	24	37	4	0	20	3.529	1.500
8	Staff Information	Staff School	16	23	4	0	15	3.431	1.546
		Dem Sec Sch	15	47	4	0	19	3.412	1.433
9	Staff scheduling	Staff School	30	15	6	5	2	3.448	1.157
		Dem Sec Sch	29	5	24	4	23	3.318	1.590
10	Parent Reports	Staff School	2	23	16	13	4	3.431	1.523
		Dem SecSch	24	20	0	35	6	3.243	1.324

5- Very much, 4- Much, 3- Not much, 2- Not at all, 1-Undecided

Table 4.10 shows that respondents agreed that Student Registration/enrolment affects teaching as shown from their responses (Mean=3.431 for Staff School and 3.318 for Demonstration Secondary School), they also agreed that daily student attendance affeccted teaching method as shown by their responses (Mean= 3.983 for Staff School and 3.788 for

Demonstration Secondary School) and exam information as shown by the numbers of agreement (31 for Staff School and 41 for Demonstration Secondary School) . This implies that most of the information needed for teaching is stationed in the Scheme of Work of the Schools which is contained in School Reports/Information and this is strictly adhered to. As teaching methods can be changed to suit the teacher, most of the respondents agreed that given the right information they will use the most suitable teaching method they know. Likewise, exam records will be easily compiled with the right information.

4.3 STATISTICAL ANALYSIS

This section presents and analyses data collected in respect of the three null hypotheses raised in the study. The Researcher used 0.05 level of significance since this level is generally accepted in the social sciences because it involves human beings. The findings are presented below:

HYPOTHESIS 1:

There is no significant relationship between availability of information and accessibility to information in Staff School, Ahmadu Bello University, Zaria.

This hypothesis was raised in order to test the relationship between the availability of information and accessibility to information in the Staff School, Ahmaadu Bello University, Zaria. To test this hypothesis, Pearson's Product Moment Correlation was used, this is because it will be testing the relationship between two variables; Availability of information and Accessibility to information. Table 4.11 below shows the result:

Table 4.11 Pearson Product Moment correlation (PPMC) statistics to test the relationship between availability of information and accessibility to information in Staff School, Ahmadu Bello University, Zaria.

Variables	Schools	N	Mean	SD	Corr. Index r	Critical R	Df	Sig (2-tailed)
Availability of information	Staff Sch	58	41.9138	6.7363	0.992**	0.195	56	.000
Accessibility to information		58	51.5517	8.6291				

****correlation is significant at the 0.01 level (2-tailed)**

Table 4.11 revealed that significant relationship was established between availability of information and accessibility to information in staff school. This positio was confirmed from the details of the table which showed that the correlation index r is 0.992 is higher than the critical r which is 0.195 while the calculated significance of 0.000 is less than 0.05 or 0.01 level of tolerance.

Therefore the null hypothesis which stated that there is no significant relationship between the availability of information and accessibilty to information in the Staff School is rejected. This implies that only information that is available can be accessible.

This finding is contradicts Aguolu and Aguolu (2002), who posited that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them.

HYPOTHESIS 2:

There is no significant relationship between availability of information and accessibility to information in Demonstration Secondary School, Ahmadu Bello University, Zaria.

This hypothesis was raised in order to test the relationship between the availability of information and accessibility to information in the Demonstration Secondary School, Ahmaadu Bello University, Zaria. To test this hypothesis, Pearson's Product Moment Correlation was used, this is because it will be testing the relationship between two variables; Availability of information and Accessibility to information. Table 4.12 below shows the result:

Table 4.12 Pearson Product Moment correlation (PPMC) statistics to test the relationship between availability of information and accessibility to information in Demonstration Secondary School, Ahmadu Bello University, Zaria.

Variables	Schools	N	Mean	SD	Corr. Index r	Critical R	Df	Sig (2-tailed)
Availability of information Accessibility to information	Demonstration Sec. Sch	85 85	42.9882 52.6824	7.4073 9.3467	0.982**	0.195	83	.000

****correlation is significant at the 0.01 level (2-tailed)**

Table 4.11 revealed that significant relationship was established between availability of information and accessibility to information in Demonstration Secondary school. This position was confirmed from the details of the table which the calculated significance of 0.000 is less than 0.05 or 0.01 level of tolerance, while the calculated correlation index r which is .982 is greater than the critical index 0.195. Confirming the presence of a significant relationship.

Hence the null hypothesis which stated that there is no significant relationship between availability of information and accessibilty to information in Demonstration Secondary School, Ahmadu Bello University, zaria is hereby rejected.

This finding is contradicts Aguolu and Aguolu (2002), who posited that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them.

HYPOTHESIS 3:

The null hypothesis states that there is no significant difference in the organization of information, Retrieval of information and dissemination of information in Staff School, Ahmadu Bello University, Zaria.

This hypothesis was raised in order to find out if there is any significant difference in the way information is organized, retrieved and disseminated in Staff School. To test this hypothesis, One-Way Analysis of Variance (ANOVA) was used. This statistics was chosen because of the three variables in the study; organization, retrieval and dissemination of information. The results are presented in Table 4.13 below.

Table 4.13 One Way Analysis of Variance to test the difference in the organization retrieval and dissemination of information in Staff School, Ahmadu Bello University, Zaria

Source	Sums of squares	Df	Mean square	F	Sig
Between Groups	**58481.864**	**2**	**29240.932**	**395.67**	**.000**
Within Groups	**12859.017**	**171**	**73.902**		
Total	**71340.881**	**173**			

N= 58, α = 0.005

Details in table 4.13 above revealed that there is significant difference in the organization of information, retrieval of information and the dissemination of information in the staff school, Ahmadu Bello University, Zaria. This is because the P value is lower that the level of significance and so the null hypothesis is hereby rejected.

The finding in this table shows that there is significant difference in the organization, retrieval and dissemination of information in Staff School, Ahmadu Bello University, Zaria. This is in line with Davies (1990) who opined that the objective of information organization is to create an organizational memory that is the active repository of the organization. The volumes of data that are produced and collected by the organization need to be given some structures in ways that reflect the interest and information modes of the organization and its members.

HYPOTHESIS 4:

The null hypothesis states that there is no significant difference in the organization of information, Retrieval of information and dissemination of information in Demonstration Secondary School, Ahmadu Bello University, Zaria.

This hypothesis was raised in order to find out if there is any significant difference in the way information is organized, retrieved and disseminated in Demonstration Secondary School, Ahmadu Bello University, Zaria. To test this hypothesis, One-Way Analysis of Variance (ANOVA) was used. This statistics was chosen because of the three variables in the study; organization, retrieval and dissemination of information. The results are presented in Table 4.13 below.

Table 4.14 One Way Analysis of Variance to test the difference in the organization retrieval and dissemination of information in Demonstration Secondary School, Ahmadu Bello University, Zaria

Source	Sums of squares	Df	Mean square	F	Sig
Between Groups	**43576.801**	**2**	**21788.402**	**256.63**	**.003**
Within Groups	**21395.304**	**252**	**84.902**		
Total	**64972.105**	**254**			

N= 58, α = 0.005, df= 254

Details in table 4.14 above revealed that there is significant difference in the organization of information, retrieval of information and the dissemination of information in the staff school, Ahmadu Bello University, Zaria. This is because the P value = 0.03 is lower that the level of significance $\alpha = 0.05$ and so the null hypothesis is hereby rejected.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the summaries of the study and findings. Conclusion was drawn and recommendations were made to provide possible solutions to the problems of information management in Staff School and Demonstration Secondary School, Ahmadu Bello University, Zaria.

5.1 SUMMARY OF THE STUDY

The purpose of this study was to assess the information Management in Staff School and

Demonstration Secondary School, Ahmadu Bello University, Zaria. Accessibility and Purpose of use of information in the Schools were also investigated. To achieve the objectives of the study, eight research questions and three hypotheses were formulated among which are: What types of information that are available in the two schools, what information resources are available in the schools, how information is organized in the two schools etc. The Hypotheses sort to find out whether there is a significant relationship between availability of information and accessibility to information in each of the schools, whether there is a significant difference in the organization, retrieval and disseminations of information in each of the schools.

Survey Research Method was adopted for the study. Out of a population of 245, 194(79%) were randomly sampled for the study. One set of questionnaire was costructed and distributed to the respondent. After two weeks of follow-up, 143 (73%) of the questionnaire were successfully retrieved and used for analysis. The data collected for the study was analyzed by descriptive and inferential statistics. The research questions were analyzed descriptively while the hypotheses analyzed using inferential statistics.

5.2 SUMMARY OF FINDINGS

5.2.1 **Findings of the Descriptive Analysis**

The major findings under the descriptive analysis are as regards Staff School, are as follows:

1. The Staff School,Ahmadu Bello University, Zaria have the following types of information; Student Registration/Enrolment, Daily Student Attendance, Student Information, Financial Information, School Reports/Information, Exxamination Information, Ministerial Reports, Staff Information, Staff Scheduling and Parents Reports.
2. It was discovered that the format of most of the information in Staff school are still hard copy and these information are kept with the Secretary of the Headmaster, who keeps them the way he likes.
3. The study revealed that Computers are available in the Staff School, Ahmadu Bello University, zaria. The School also has a Computer Laboratory.The available computers are either in the Head Master's Office or the Computer Laboratory. These computers are not used by the teachers for information management activities, since they generate information on students which constitutes a part of the available information.
5. The study revealed that information is organized in using a variety of strategies including Alphabetical ordering, Numerical ordering, Title Index, subject index in Staff School, Ahmadu Bello University, Zaria.
6. The study discovered that the purpose of use of the all the available information in staff School was for decision making, planning and reporting. However, Students Registration, School Reports, Students attendance, Examination Information were used for teaching. This was attributed to the fact that they constitute the information needed in the scheme of work that is a part of the school report.

7. The study discovered that the availabe information on students registration, School Reports, students attendance, Examination information affect teaching as these information constitutes the scheme of work in the Staff school.

The major findings under the descriptive analysis are as regards Demonstration SecondarySchool, are as follows:

1. The Demonstration Seondary School,Ahmadu Bello University, Zaria have the following types of information; Student Registration/Enrolment, Daily Student Attendance, Student Information, Financial Information, School Reports/Information, Exxamination Information, Ministerial Reports, Staff Information, Staff Scheduling and Parents Reports.

2. It was discovered that the format of most of the information in Demonstration Secondary school, Ahmadu Bello University are predominantly electronic copy. All other available information and in both hard copy and electronic format.

3. The study revealed that Computers are available in the Demonstration Secondary School, Ahmadu Bello University, zaria. The School also has a Computer Laboratory.The available computers are either in the Principal's Office or the Computer Laboratory. It was also discovered that the computers were limited in number and were left in a state of neglect. These computers are not used by the teachers for information management activities, since they generate information on students which constitutes a part of the available information.

5. The study revealed that information is organized in using a variety of strategies including Alphabetical ordering, Numerical ordering, Title Index, subject index in Demonstration Secondary School, Ahmadu Bello University, Zaria.

6. The study discovered that the purpose of use of the all the available information in Demonstration Secondary School was for decision making, planning and reporting.

However, Students Registration, School Reports, Students attendance, Examination Information were used for teaching. This was attributed to the fact that they constitute the information needed in the scheme of work that is a part of the school report.

7. The study discovered that the availabe information on students registration, School Reports, students attendance, Examination information affect teaching as these information constitutes the scheme of work in the Demonstration Secondary school.

5.2.2 Findings of Inferential Analysis

8. The study discovered that there is significant relationship between availability of information and accessibility in Staff School. This means that staffs only access the information that are available.
9. The study discovered that there is also a significant relationship between availability of information and accessibility to information in Demonstration Secondary School.
10. The study discovered that there is significant difference in the organization, retrieval and dissemination of information in the Staff School.
11. the study also discovered that there is significant difference in the organization, retrieval and dissemination of information in Demonstration Secondary School, Ahmadu Bello University, Zaria.

5.3 CONCLUSION

From the summary of the findings, the study concludes that Demonstration Secondary School and Staff School, Ahmadu Bello University utilize information for school management and they appreciate the impact of information management in the provision of the right information, in the right place, at the right time, in the right format to achieve clear objectives. However, they do not explore the seamless opportunities that abounds from the use of Information and communication technologies especially the computer in the processing of the available information. The computers are available in these schools but are

used by secretaries of the Principal and Headmaster respectively; teachers that generate a part of the available information base in the school do not use them. As such a part of the information base will not be adequately managed. Both schools use a mixture of information strategies for keeping and organizing their information base, since the information base is not generted by a single person in the school, catalogues are not used. This means the retrieval of a part of the information base will be difficult. Consequently, it could be deduced that the dismal quality of education in the schools studied could be due to the fact that information is not properly managed since the right tools for information management are not fully utilized.

5.4 RECOMMENDATIONS

In line with the findings of this study, the following recommendations are made in order to improve on information management in both schools under study.

1. Since the bulk of the records in the schools under study are mostly kept with the Secretary of the Principal and HeadMaster, it is recommended that copies of these records be kept and managed by the Librarians in the schools as they possess the necessary infrmation management skills.

2. Urgent steps should be taken to educate both management and staff of the schools on the modern strategies of acquiring, processing, storing, retrieving and disseminating information through workshops, in-service training and seminars.

3. ICT should be adequately provided to enable educational administrators achieve effective school performance. Teachers should also be trained in Information and Communication technology literacy as this knowledge will hopefully be passed down to pupils.

4. The University should support the schools that are willing to run computer programmes by providing them with space and equipment that will enable them take off effectively. This will go a long way to enhance well trained hands to handle the machines.

5. The Libraries in these schools should be empowered to house the information base of the school as they have librarians that can properly manage the information.

SUGGESTIONS FOR FURTHER STUDIES

Based on the findings of this study, the researcher recommends the following areas for further study:

1. Utilization of Management Information systems in primary and Secondary Schools in Kaduna State.
2. Adoption and utilization of Multimedia Instructional Packages in Primary and Secondary Schools in Ahmadu Bello University, zaria
3. Use of Information and Communication Technology in effective School Management in some selected schools in zaria Metropolis.

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APPENDIX A
QUESTIONNAIRE
DEPARTMENT OF LIBRARY AND INFORMATION SC
AHMADU BELLO UNIVERSITY, ZARIA

Department of library and information science
Ahmadu Bello University, Zaria

Dear Respondents,

I am a Post-graduate Student of the aforementioned department presently conducting a research on "Assessment of Information Management in Primary and Secondary Schools in Ahmadu Bello University, Zaria".

Kindly complete the questionnaire to the best of your ability. All answers would be treated confidentially and used for academic purpose only. Your Permission will be sort if the responses given here is to be shared with others.

Thank you for your anticipated cooperation.

Muhammad Musa Hayatu

APPENDIX B
QUESTIONNAIRE

DEMOGRAPHIC INFORMATION

1. Name of School……..
2. Category of Staff……..
   a) Teaching Staff ☐
   b) Administrative Staff ☐
3. Years of service
   a) 0-4 ☐
   b) 5-10 ☐
   c) 10years and above ☐
4. Gender Male ☐ Female ☐

TYPES OF INFORMATION AVAILABLE IN THE SCHOOL
Please tick as many responses as possible where necessary.

1. What types of information are available in the School?
   a) Student Registration & Enrolment ☐
   b) Daily Student Attendance ☐
   c) Student Information ☐
   d) Financial Information ☐
   e) School Reports ☐
   f) Examination Information ☐
   g) Ministerial Reports ☐
   h) Staff Information ☐
   i) Staff Scheduling ☐
   j) Parental reports ☐
   k) Others, please specify……..
2. In what format is the available information kept in the School?

S/N	TYPES OF	HARDCOPY	ELECTRONIC	BOTH HARD	OTHERS

	INFORMATION			**AND ELECTRONIC**	
1	Student Registration and Enrolment				
2	Daily Student Attendance				
3	Student Information				
4	Financial Information				
5	School Reports				
6	Examination Information				
7	Ministerial Reports				
8	Staff Information				
9	Staff scheduling				
10	Parent Reports				

3. Which department is responsible for making information available for use in the School?

   a) The Head Master's /Principal office ☐

   b) The Library ☐

   c) The Information Centre ☐

   d) Computer Center/unit ☐

   e) Others Specify ☐

4. Who is responsible for making information available in the School?

   a) Information Officer ☐

   b) Head Master/Principal ☐

   c) Other Teachers ☐

   d) Librarian ☐

   e) Others specify……

5. For what Purpose(s) do you use information available in the School?

S/N	TYPES OF INFORMATION	Research	Teaching/Learning	Reporting	Decision Making	Planning	communication
1	Student Registration and Enrolment						
2	Daily Student Attendance						
3	Student Information						
4	Financial Information						
5	School Reports						
6	Examination Information						
7	Ministerial Reports						
8	Staff Information						
9	Staff scheduling						
10	Parent Reports						

INFORMATION RESOURCES AVAILABLE IN THE SCHOOL

6. What information resources are available in the School?

A. Books [ ]
B. Reports [ ]
C. Manual [ ]
D. Picture [ ]
E. Films [ ]
F. Videos [ ]
G. Computers [ ]
H. Radios [ ]
I. Televisions [ ]
J. Newspapers [ ]
K. Maps [ ]
L. Atlases [ ]
M. CD ROM [ ]
N. Others, please specify……..

7. Who is in charge of safeguarding the information resources in the school?

a) Information Officer ☐
b) Head Master/Principal ☐
c) Other Teachers ☐
d) Librarian ☐
e) Others specify……

INFORMATION MANAGEMENT

8. How is information organized in the School?
a) Alphabetical order [ ]
b) Numerical order [ ]
c) Subject index [ ]
d) Title index [ ]
e) Others, please specify……..

9. Who is responsible for organizing information in the School?
   a) Information Officer [ ]
   b) Head Master/Principal [ ]
   c) Librarian [ ]
   d) Computer Analyst [ ]
   e) Others, please specify…….

10. How is information classified in the School?
   a) According to classified Subjects [ ]
   b) Alphabetically [ ]
   c) Project name [ ]
   d) don't know [ ]
   e) Others, please specify……..

11. How is information stored in the School?

a) Filing Cabinets [ ]

b) Computers [ ]

c) Shelves [ ]

d) CD/DVD ROMS [ ]

e) Audio /VideoTapes [ ]

f) Microfiche [ ]

g) Chips [ ]

12. How is information retrieved in the School?

a) Subject index [ ]
b) Catalogue [ ]
c) Title index [ ]
d) Alphabetical order [ ]
e) Others, please specify…….

13. In what ways do you get access to information in the School?

a) Assembly [ ]

b) Telephones [ ]

c) Meetings [ ]

d) Colleagues [ ]

e) Others, please specify……...

14. Which of the information do you have access to?

A) Student Registration & Enrolment ☐

B) Daily Student Attendance ☐

C) Student Information ☐

D) Financial Information ☐

E) School Reports ☐

F) Examination Information ☐

G) Ministerial Reports ☐

H) Staff Information ☐

I) Staff Scheduling ☐

J) Parental reports ☐

15. How is information disseminated in the school?

a) Memos ☐
b) Telephones ☐
c) Meetings ☐
d) e-mails ☐
e) Others, Please Specify ☐

16. Which security measure is adopted to safeguard information in the School?

a) Automatic fire/Smoke detection system [ ]
b) Burglary Proof Doors/Windows [ ]
c) Security Personnel posted at the Door [ ]
d) Institutional fire control measures (Fire extinguishers) [ ]
e) Others, please specify……

17. Who is responsible for securing information in the School?

a) Head Master [ ]

b) Trained Security Personnel [ ]

c) Librarian [ ]

d) Information Officer [ ]

e) Others, please specify……..

18. How useful are the available information in the School?

S/N	INFORMATION	Very Useful [5]	Useful [4]	Fairly Useful [3]	Undecided [2]	Not Useful [1]
1	Student Registration /Enrolment					
2	Daily Student Attendance					
3	Student Information					
4	Financial Information					
5	School Reports					
6	Examination Information					
7	Ministerial Reports					
8	Staff Information					
9	Staff Schedulling					
10	Parental Report					

19. To what extent does the available information in the School affect teaching in the Schools?

S/N	**TYPES OF INFORMATION**	VERY MUCH	MUCH	NOT MUCH	NOT AT ALL	UNDECIDED
1	Student Registration /Enrolment					
2	Daily Student Attendance					
3	Student Information					
4	Financial Information					
5	School Reports					
6	Examination Information					
7	Ministerial Reports					
8	Staff Information					
9	Staff Schedulling					
10	Parental Report					