

**ASSESSMENT OF INFORMATION MANAGEMENT IN STATE UNIVERSAL
BASIC EDUCATION BOARDS IN THENORTH-WESTERN STATES OF NIGERIA**

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DECLARATION

I declare that the work in this thesisentitled “Assessment of Information Management inState Universal Basic Education Boards in theNorth-western States of Nigeria” has been carried out by me in the Department of Library and Information Science. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

.....

.....

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Date

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CERTIFICATION

This thesis titled “Assessment of Information Management in State Universal Basic Education Boards in the North-western States of Nigeria” by GARBA Ali meets the regulation governing the award of Master’s Degree in Information Science of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicated this thesis to my parents: Mal. Garba Daftan Karaye and Malama Maimuna Ishaq Karaye, Kano State, teachers, family and the entire Muslim umma.

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ABSTRACT

This research was on the assessment of Information Management in Universal Basic Education Boards in the North-western States of Nigeria. To achieve this purpose five research questions were formulated with respect to the types of Information generated, its organisation, storage and retrieval, dissemination and uses of information in State Universal Basic Education Boards in North-western States of Nigeria. Survey research method was adopted and structured questionnaire and observation were the instruments used to collect data. The responses from the twenty one purposively sampled staff of the randomly selected Universal Basic Education Boards in the North-western States of Nigeria were studied analyzed descriptively, using tables and simple percentages. The findings reveal that pupils/students enrolment figures, schools supervision report, minutes of meetings, correspondence, examination records and personnel profiles were the types of information highly generated by the respondents in the SUBEBs studied in the North-western states of Nigeria. Alphabetical order, Subject and Title order are the major ways of organising information in the SUBEBs studied. Filing cabinet, cupboards and shelves are the main storage devices/facilities used for information storage in the SUBEBs studied in the North-western States of Nigeria. The common retrieval tools used in the SUBEBs studied were subject index, title index and catalogue. The findings further revealed that the information available in the SUBEBs studied was disseminated through the use of Written/printed media (circulars, memos, bulletins etc.), interpersonal contact, Meetings/Training and mass media channels. It was also discovered that decision making, planning, organisation and control, monitoring and evaluation, reduction of uncertainty, research and development and competitive advantage were the major uses of information in the establishments studied. The study concluded that SUBEBs in the North-western States of Nigeria utilised Information for the effective management of their organisations, however they do not fully apply the modern techniques of managing Information such as computers and telecommunication facilities. In view of the above a number of recommendations were made among which are: Electronic Information management e.g. emails, e-reports, databases and interactive web pages should be established and properly maintained, adequate and appropriate steps should be taken to educate and enlighten the management and staff of SUBEBs in North-western states of Nigeria on the need for the establishment of Management Information system (MIS) in their organisations and Collaboration and resource sharing should be intensified among SUBEBs, Non-governmental organisations, UBEC, Ministries of Educations etc. in the area of Information generation and sharing among others.

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LIST OF ABBREVIATIONS

1. AACR2: Anglo-American Cataloguing Rule2
2. CD ROM: Compact Disk Read only Memory
3. DVD: Digital Versatile Disk
5. ECCD: Early Child Care Education
6. EFA: Education for All
7. E-mail: Electronic mail
8. FGN: Federal Government of Nigeria
9. GSM: Global Mobile Telecommunication System
10. ICT: Information and Communication Technology
11. IO: Information Organisation
12. IR: Information Retrieval
13. IT: Information Technology
14. LGEAs: Local Government Education Authorities
15. MDGs: Millennium Development Goals
16. MARK21: Machine Readable Cataloguing 21
15. OPAC: Online Public Access Catalogue
16. PC: Personal Computer
17. SMS: Short Message Service
18. SUBEBs: State Universal Basic Education Boards
19. UBE: Universal Basic Education
20. UBEC: Universal Basic Education Commission
21. WSSD: World Summit for Sustainable Development

22. WSIS: World Summit on the Information Society

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Organisations need an effective Information Management (IM) to function effectively, to ensure higher performance, productivity, competitive advantage as well as for the successful attainment of the organisational aims, and objectives. Likewise, effective IM is needed for effective functions, and successful attainment of the aims and objectives of State Universal Basic Education Boards (SUBEBs). It plays a great role toward the success of an establishment's operations, sale and distribution of its products and/or services, enhancement of its productivity, dominance in the market cycle, and above all, for planning and management of its human and material resources (Mohammed, 2005).

The development of any country is associated with the quality of education given to its citizens. The Universal Basic Education (UBE) Programme, according to Mohammed (2012), is a nine (9) year basic educational programme, launched and executed by the Government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as to stimulate and accelerate national development, political consciousness and national integration.

Ogbona (2010) conceptualised Universal Basic Education as all forms of organised education and training, including access to information to equip the individual to cope better with work and family responsibilities and change his/her image. Tahir, Mahmood and Shafique (2008) stressed that we can only re-organise the educational system and re-define scientific research with the help of adequate, timely, complete and accurate information. From the foregoing, one can rightly deduce that information

is a basic personal and organisational need. Hence, the success of any organisation will depend on how it effectively manages and utilise information. Complete, available, timely and relevant information is crucial for effective and efficient managerial functions such as planning, organisation, coordination, control among others. It is an essential resource for the growth and development of individuals and organisations educationally, politically, economically and socially. Information can be defined as anything, situations, events, instances we come in contact with consciously or unconsciously that add to our existing knowledge, understandings, experiences etc. positively or negatively (Mohammed, 2011). The types of actions as decisions taken are largely dependent on the impressions derived from the information at hand. Akinfoyewa (2010) regarded information as data that has been formatted and processed to suit a particular purpose. Aina (2008) viewed information as meaningful communication symbols transferred between any two points in human communication or machine network. Information can be viewed as anything that comes to mind consciously or unconsciously.

According to Yeung (1988) and Akinfoyewa (2010) Information has the following characteristics:

1. Relevant (to its intended purposes and with appropriate level of required detail)
2. Reliable, accurate and verifiable (by independent means)
3. Up-to-date and timely (depending on purposes)
4. Complete (in terms of attribute, spatial and temporal coverage)
5. Intelligible (i.e. comprehensible by its recipients)
6. Consistent (with other sources of information).

1.1.1 Information Management

Information management entails acquiring, organising, retrieving, disseminating, securing and maintaining information in an organisation for the attainment of the organisational aims and objectives. Reitz (2004) defined information management as the skilful exercise of control over the acquisition, organisation, storage, security, retrieval and dissemination of information resources essential for successful operation of a business, agency, organisation or institution, including documentation, record management and technical infrastructures.

Wilson (2002) opined that, IM is the application of management principles to the acquisition, organisation, control, dissemination and use of information for effective operations of organisations of all kinds. According to Wilson (2002), Reitz (2004) and Dalkir, (2005) IM is made up of six components:

1. Information Generation/ Creation
2. Information Organisation
3. Information Retrieval
4. Information Dissemination
5. Information Security
6. Information Utilisation

Organisations derive some benefits from effective information management which include protecting information from being damaged, lost and time saving. It

assists in transparency and accountability in organisations and also helps in the improvement of efficiency and productivity in establishments.

In other dimension, Dalkir, (2005) asserted that, there are four kinds of benefits derived from managing information in organisations:

- Reduce costs
- Reduce uncertainty or risks
- Add value to existing products or services
- Create new value through new information-based products or services.

From the fore going, Information management could be seen, as the effective and efficient application of knowledge, skills and techniques in generating, processing, securing, maintaining and making readily available complete, relevant, accurate and timely information to members of an organisation, firm or an establishment to enable them make effective decision and reduce uncertainty or risk as well as add and create value to the existing products or services.

1.1.2 Universal Basic Education (UBE)

Universal Basic Education (UBE) can be considered as the corner stone upon which all other forms of educational system in Nigeria depend upon. It is the key to success or otherwise of the entire educational system. According to Oni (2008) the concept of basic education means universalisation of access to education. Education at this level is expected to develop permanent literacy and numeracy and also lay a sound base for scientific and reflective thinking (Fayose, 1995). Similarly, Durosaru (2000) asserted that the blue print of UBE programme is laying 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 designed to enable the learner to acquire functional literacy.

The UBE programme was formally launched on 30th September, 1999 in Sokoto State by former President Olusegun Obasanjo. The President signed the UBE Bill into law on 26th May 2004 following its passage by the National Assembly (Unagha, 2008). The UBE Act 2004 makes provision for basic Education comprising of Early Child Care Education (ECCE), Primary and Junior Secondary Education. According to Mohammed (2012) Section 18 of the amended 1999 constitution seeks to ensure equal and adequate educational opportunities, promote science and technology, as well as eradicate illiteracy through the provision of free, compulsory and Universal Basic Education for all Nigerians. Essentially, the Nigerian constitution has taken cognizance of basic education as a fundamental human right. This is in tandem with the various international conventions and protocols aimed at evolving a new prosperous and peaceful world order which Nigeria has been a signatory to. These include the United Nations Millennium Development Goals (MDGs) (2005); the United Nations Literacy Decade (2003-2014); the United Nations Decade on Education for Sustainable Development (2005-2014); the World Summit on the Information Society (WSIS); the World Summit for Sustainable Development (WSSD) and the 1990 World Conference on Education for All (EFA) in Jomtien, Thailand.

Financing of Basic Education is the responsibility of States and Local Governments. However, the Federal Government has decided to intervene in the provision of basic education with two percent (2%) of its Consolidated Revenue Fund as contained in section 3(1) of the UBE Act 2004. For states to fully benefit from this Fund, criteria were established which states are to comply. The UBE Act of 2004 provides for the

establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs).

According to the Universal Basic Education Commission Act (2004), the objectives of the UBE programme are:

- i. Ensure unfettered access to nine (9) years of formal basic education;
- ii. The provision of free, Universal Basic Education for every Nigerian child of school going age;
- iii. Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency; and
- iv. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

The objective of the blueprint for the resuscitation of the basic education sector according to Adediran (2003) is enhancing and energising the curricular and its delivery.

1.1.3 State Universal Basic Education Boards (SUBEBs)

SUBEBs are state government agencies established to control, manage and ensure effective and efficient implementation of the Universal Basic Education programme in the states and Local Governments level. It is expected to reinforce the implementation of the National Policy on Education as well as to ensure access, equity and quality of Universal Basic Education throughout the states and local governments in the country.

1.1.4 Functions of SUBEBs

According to UBE Act. (2004) the functions of SUBEBs are as follows:

1. Establish and manage early child care Centers, Primary schools, Nomadic schools Special need schools and Junior Secondary schools in their respective states.
2. Recruit, appoint, posts, deploy, promote and discipline teaching and non-teaching staff on grade level 07 and above
3. Establish an effective and functional Monitoring and Evaluation unit (Quality assurance unit) that will ensure compliance with standards by all components of the UBE programme.
4. Train and retrain teaching and non-teaching staff on grade 07 and above.
Purchase and distribute instructional materials to early Child Care Centres, Primary schools, Nomadic, Special Need and Junior Secondary Schools.
5. Encourage community participation in school ownership and management.
6. Provide enabling environment and encourage pupils/students participation in curricular and co-curricular activities to optimum expression of their talents.
7. Disburse funds provided by agencies (e.g. UBEC, State and donor agencies) to the LGEA's, Schools and communities.
8. Coordinate and regulate the activities of the Local Government Education Authorities.
9. Conduct Research and establishes Basic Education Data Bank.
10. Carry out mass mobilization and sensitization of the communities within the State with the aim of achieving the Universal Basic Education goals.

11. Promote linkages and partnership with National and International agencies for the development of the Universal Basic Education programme.

1.2 Statement of the problem

Information is an essential, basic and vital resource required for the successful operations and management of any organisation. Information management in any establishment facilitates easy access, retrieval, dissemination and utilisation of information. The advent of information technology (IT) and its other related technologies such as telecommunication media, computer technology, internet etc. have revolutionised most of the activities of man educationally, economically, socially, politically and the rest. This brought about rapid increase in the availability of information, information resources and services. The concomitant effect is information overload, being one of the challenges facing organisations around the globe.

Galbraith as cited in Musa (2011) asserted that one of the main prepositions of organisational theory is that firms process information in order to reduce uncertainty. Hence, in order to reduce uncertainty, organisations must effectively manage information. Educational planners, administrators and policy makers need more than ever before accurate, up-to-date and timely information to make appropriate decisions. Right decisions give direction for a right course of action. However, when information is poorly managed, problem-solving and decision-making processes will be ineffective and managers may not understand why? (Daft, 1983). Mohammed (2005) is of the opinion that information management has effect on how policy makers and managers plan and decide on staffing, finance, services and strategic development of their establishment. Similarly, Ogbona (2010) and Nwagu (1995) remarked that, educational planners and

administrators need adequate, accurate and reliable data and information on school enrolment, infrastructural facilities, personnel and other information for effective planning and management.

Obanya (2010) reported that poor nature of Information management frustrates the implementation of UBE programme. Similarly Fagbohun (2011) observed that, lack of timely and accurate statistical data hinders the formulation and administration of UBE policies, thereby making plans without recourse to relevant information. This will affect the achievement of the aims and objectives of the SUBEBs under study. Consequently, upon these reports and observations the need for an assessment of how Information is being managed in the SUBEB of North-Western States of Nigeria becomes necessary and obvious.

1.3 Research Questions

The following Research questions will guide the researcher:

1. What type of information is generated in the State Universal Basic Education Boards (SUBEBs) in the North-Western States of Nigeria?
2. How is information organised in the SUBEBs in the North-Western States of Nigeria?
3. How is Information stored and retrieved in the SUBEBs in the North-Western States of Nigeria?
4. How is information disseminated in the SUBEBs in the North-Western States of Nigeria?
5. Of what use is the managed information in the SUBEBs in the North-Western States of Nigeria?

1.4 Basic Assumption the study

The SUBEBs in the North-Western States of Nigeria rarely managed their Information effectively for access and use in their organisations.

1.5 Objectives of the study

1. To find out the type of information generated in the State Universal Basic Education Boards (SUBEBs) in the North-Western States of Nigeria?
2. To determine how information is organised in the SUBEBs in the North-Western States of Nigeria?
3. To find out how Information is stored and retrieved in the SUBEBs in the North-Western States of Nigeria?
4. To ascertain how information is disseminated in the SUBEBs in the North-Western States of Nigeria?
5. To find out the purposes of using information in the SUBEBs in the North-Western States of Nigeria?

1.6 Significance of the Study

The findings of this study will be of great value to the stake holders of the State Universal Basic Education Boards under study and to the generality of SUBEBs, UBEC, ministries of Education both States and Federal, National Board

for Nomadic Education, Agency for Mass Education both States and Federal, as well as National Planning Commission and Non-Governmental Organisations will benefit from this study in no small measure, particularly in the area of information management.

It will offer information managers an opportunity to articulate and solidify information management practice in their respective divisions and sections or units. They will become better equipped with the basic knowledge, skills and competencies needed for effective IM in organisations.

The result of this research will assist in improving the quality of information management in the SUBEBs under study, particularly the policy makers to enable them decide on services, finance, staff (teaching and non-teaching) and effectively and efficiently prepare and plan for the strategic development of their organisations. This can be through planning for future course of action like number of pupils/students to be admitted in the next academic year, number of classroom blocks to be constructed or renovated, and instructional materials to be procured. Indeed it will speed-up the decision –making process in these organisations.

Moreover, it will also add to the existing literature on Information Management and the Universal Basic Education in Nigeria.

1.7 Scope of the study

The study covered Kano, Kaduna and Katsina State Universal Basic Education Boards in North-Western States of Nigeria. The SUBEBs staffs who are subject of the study comprises of top management staff, Librarians, Record officers, Statistic

officers, Public relation officers. This implies that the major key players in IM in the organisations were included in the study.

1.8 Limitation of the Study

This study was limited to the assessment of Information management in State Universal Basic Education Board of North-western states of Nigeria. Due to the constraints of time within which to complete the study, wide spread and distance of the states and funds needed, the research was limited to three State Universal Basic Education Boards in North-Western States of Nigeria (Kano, Kaduna and Katsina).

1.9 Operational Definition of Terms

The following terms are defined as they are used in the study, they include:

Information: event, instance or impression that adds to our existing knowledge, experience, understandings etc consciously or unconsciously, positively or negatively.

Information Management: means the processes used by establishments, organisations, agencies etc in acquiring, organising, securing, retrieving, maintaining and disseminating the right information to the right customer, in the right format at the right time to make the right decision.

UBE: A programme of the FGN intended to provide free and compulsory education at pre-primary, primary, junior secondary levels, nomadic education, as well as ‘almajiri’ and school drop outs.

UBEC: A Federal Government agency responsible for the management of pre-primary, primary, junior secondary, nomadic education ‘Almajiri’ and school drop-outs education.

SUBEB: A state Government agency responsible for the management of pre-primary, primary, junior secondary, nomadic education ‘Almajiri’ and school drop-outs education in the states.

North-western States of Nigeria: Comprises of seven states of the federation namely Jigawa, Kano, Kaduna, Katsina, Kebbi, Sokoto and Zamfara state.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to Information management and its basic components. The review was presented under the following sub-headings:

2.2 Information Generation and Acquisition

2.3 Information Organisation

2.4 Information Storage and Retrieval

2.5 Information Dissemination

2.6 Information Utilisation

2.7 Summary of the review

2.2 Information Generation and Acquisition

Organisations generate various types of data and information from their daily activities. Most of them are preserved and stored in the record unit or information centres of the organisations. It is a social process that involves interaction and sharing experiences, (Ondari-Okemwa, 2006 and Sverlinger, 2007). Information Generation is the act of producing information product, where the producer may be an author or originator. Information can be generated using a piece of equipment such as a sensing device, computers, satellite or laboratory instrument (Nkuma-Udah and Adebajo, 2012). Some information are generated through conversation, the use of information and communication technologies such as audio materials like radio, Mp3, Mp4 players, tape recorders etc, audio-visual materials like video, DVD player, cinema, computers, internet, CD ROM etc. Takeuchi (1995) argued that creating knowledge and information in an establishment is a matter of learning or acquiring knowledge outside. More so, information can be generated formally and informally in an organisation as part of its formal tasks which may or may not have direct relevance to the work at hand. Mohammed (2005) pointed out that information is generated in organisations orally or verbally, especially through interpersonal communication (both horizontal and vertical levels) at meeting of all kinds, formal and informal discussions, lectures, seminars, symposium, workshops, conferences etc. These are documented form of information. Documented information is written information in forms of formal and informal letters, memoranda, newsletters, minutes of meetings, bulletins, proceedings of establishments etc. There are variations on the type of

information generated by various establishments it depends on the mission, vision, goals and culture of the organisation.

Powell (2003) maintained that information is generated through informal (internal and external) exchange of opinions and from sharing of daily experiences among staff and external (formal) learning. Nonaka and Takeuchi (2003) noted that creating information is not a matter of learning or acquiring information from outside, information is built from the interaction among members of organisations. They maintain that the process of information generation has two interrelated dimensions- ontological (information is formed by individuals, the interaction is common within the organisation) and epistemological (existence of two forms).

This means that, no organisation SUBEBs inclusive possess all the needed information within its surroundings. It must have a link with outside organisations, individuals and groups to generate, share and acquire information for the growth, survival and rapid development of .the organisation.

The creation of information, in the view of Choo (2002) depends on the information needs of an individual and the organisational goals and objectives. He further stated that today, much of the internal information in organisations is created originally in electronic formats, in the form of e-mail messages, database entries, spreadsheet, word-processed documents and all of the other products of the electronic office. Fabunmi and Erwat(2009) Educational institutions generate huge amounts of data and information. Examples of such data and information generated in educational institutions are: correspondence, accounting documents, personnel profiles, payroll, minutes of meetings, students' registration and examination records, inventory of facilities, budgetary information, list of courses/subjects offered, timetables for lectures, and so forth.

Information acquisition refers to the processes, procedures, and strategies employed by organisations in carefully selecting, preparing, possessing, ordering, gaining access etc to information and information resources to meet its workers information needs and also to meet organisational aims and objectives. Information resources refer to any material containing information. They are anything that (customers) consult to obtain information. Information resources can be in many forms such as visuals, audio and multimedia form. According to Carteret Community Library (2010) information resources can be categorised into two namely: primary resources and secondary resources, under the former category we have letters, events, speeches, minute of meetings, dairies, debates, discussions, surveys, historical documents and artifacts. While in the latter category we have encyclopedias, subject text books, internet websites, wikis, blogs, periodicals television documentation etc. Miller (2005) was of the view that business information could better be sourced or acquired from direct contact with customers, printed information documents and electronics information services.

Ali (2000) reported that managers in Nigerian banking industry sourced information from the stockbrokers, customers, colleagues and company annual reports. In their views Arnott and Tan (1991) classified information acquisition as either reactive or proactive. In reactive mode, managers collect information in response to a specific question or problem. On the other hand, proactive information acquisition occurs when managers scan or survey the environment for any information that may be relevant or important.

Dixon (1999) identified two sources of acquiring information in organisations that is internal and external sources. He further stated that, information can be

sourced internally through meetings, Telephone conversation, searching the administrative/managerial documents and management Database. Information can be acquired in the external sources through purchase, borrowing, searching, grafting or collaborative arrangement. He explained that searching: reading reports, interactions with competitors and customers. Grafting: recruitment of new staff members, acquisition of merger. Collaborative arrangement: as in joint venture scheme. Lucey (2005) categorised sources of information in the organisations into two: internal and external sources, she further classified each of the sources into formal and informal sources.

The internal sources are:

- ❖ Formal information sources include all outputs of the organisation that include control and monitoring reports, budgets, job description, organisational charts, correspondence and video displays.
- ❖ Informal information sources include discussion, meetings, social contact, telephone conversations, personal record keeping and correspondence.

External sources are:

- ❖ Formal information sources include published reports, Government statistics, scientific and technical abstracts, organisation's or company's reports, commercial data banks and special investigations.
- ❖ Informal information sources include discussion, meetings, social contact or interaction, correspondence, media coverage etc.

However, in the library system acquisition of information resources can be done in many ways among which are the following: purchase, gift, donations, bequest, exchange, legal deposits etc (Imam A. et –al, 2010).

2.3 Information organisation

The need for information organisation is driven by the general explosion of information, knowledge and exponential growth in publications. There are specific organisational activities necessary to accomplish the planned information management goals. Effective organisation provides for effective retrieval and use of the information resources. Information organisation, which is often used with the term bibliographic control, is described by Hagler in Taylor (2009) as the process of describing information resources and providing name, title and subject access to descriptors, resulting in records that serve surrogates for the actual items of recorded information.

Information organisation (IO) is defined as the process of ordering, surrogating, or description of information and information objects. Bozimo (2006) emphasized that for easy access and utilisation of the vast amount of knowledge and information in organisations information need to be organised and the information providers must know the information users, their approach of seeking information and how they use the information they get.

Aguolu (2000) suggests that to organise information, classification scheme such as Library of Congress Classification scheme (LC), Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC) etc could be used. All information resources such as books, journals, audios, visuals, multi-media to mention a few should be placed in their appropriate subject areas or classes which can be identified by either a class mark or a code e.t.c may be used. This contravenes with the views of

Mohammed (2011) who asserted that information and information documents can be organised either conventionally or unconventionally, information resources is said to be organised conventionally if it is based on internationally accepted standards such as Anglo-American Cataloguing Rule2 (AACR2), Machine Readable Cataloguing 21 (MARC21), List of subjects headings and classification schemes. He further stated that information resources are unconventionally arranged when it is not based on any global norms and culture. i. e. based on personal will or convenience.

This means that organisations such as SUBEBs are at liberty to arrange and systematically organise their information resources based on the nature and convenience of their customers. Educational organisations can organise their information assets in the following manner alphabetical order, subject, geographical, chronological order, numerical order, title order and classification order (Brittain, 2012). Musa (2011) proclaimed that organising and storing information may be facilitated with the application of information and communication technology. Traditional data processing technologies were first used to raise work efficiency, whether on the office floor or the shop floor. The operational use of computers generated an abundance of detailed information about transactions, customers, service calls, resource utilisation, and so on. While such systems are tuned to provide high throughput performance, they are inefficient at and sometimes incapable of retrieving the information that decision makers need to have for planning and problem solving. Organisations with significant volumes of transactional information could need to reorganise and unify operational data from several sources, and provide friendly but powerful analysis tools that allow decision makers to trawl the raw data for strategic

insight, so that, for example, they can discover patterns and opportunities buried in the lodes of data about customer transactions or service calls.

The information assets of an organisation are not confined to the transactional; they vary from the highly ordered to the ephemeral, and some of the most valuable information may be hiding in sales reports, office memos, study reports, project documents, photographs, audio recordings, and so on. The organisation, storage, and retrieval of textual and unstructured information are critical component of information management. The organisation needs to be able to find the specific information that best answer a query, and to collate information that describes the current state and recent history of the organisation.

Well integrated archival policies and records and information management systems will enable the organisation to create and preserve its corporate memory and learn from its history. (Choo, 2002). Well-organised information Centres enable researchers find bibliographic information in their fields and make the library clearinghouse for bibliographic information. When Information resources are effectively organised, it promotes efficiency and user confidence in information provision services. Opatola (1998) found out that information management capacity of the administrators in the Oyo State Ministry of Education, Ibadan, Nigeria, was low even though there was high level of information. The study concluded that there was need to improve information processing using modern techniques and technologies. Onwucekwa (2012) emphasised that one of the most basic tools for organising information is the database. Electronic Databases are organised collections of data. They provide the structure that underlies many of our information system. A database is a set of records, each representing a specific entity, all constructed in the same way with common attributes and connected by relationships.

2.4 Information Storage and Retrieval

Information storage is the act or processes of keeping, retaining or depositing information for easy retrieval and usage. Storage is often treated as a passive stage in the life cycle of information representation, but storage media and formats have changed with legacy information perhaps lost forever. Block sizes, tape sizes, tape drive mechanisms and operating systems have changed over time. Most organisations that responded to the question about the periodicity of media migration anticipate a 3-5 year cycle. The most common solution to this problem of changing storage media is migration to new storage systems. This is expensive, and there is always concern about the loss of data or problems with the quality when a transfer is made. The most rigorous media migration practices are in place at the data centers (Nkuma-Udah and Adebajo, 2012).

There are some facilities for information storage; they can be manual or electronic. Shehu (2009) stressed that, information and records are stored either manually or electronically, manual storage systems are files, shelves, cupboards, cabinets and drawers. While the electronic system which involves the use of electric devices in storing information either in written/digital form or multimedia form. They have the capacity to store large amount of data. They include handsets, PC (desktops, laptops, notebooks, palmtops etc.) and microfilms. Sabry (2007) stated that information storage devices include human brain, notes, libraries, hard drive in computers and computer data bases. He further stated that information can be stored in the computer and other electronic devices such as discs, CD-ROM, tapes or manual facilities like vaults, files, shelves, drawers , cupboards etc.

Information Retrieval (IR) deals with the representation, storage, organisation of, and access to information items. The representation and organisation of

information items should provide the customer with easy access to the information in which he is interested. Information retrieval is the science of searching for documents, for information within documents and for metadata about documents, as well as that of searching relational databases and the World Wide Web. It is an interdisciplinary; it is based on computer science, mathematics, library science, information science, information architecture, cognitive psychology, linguistics, statistics and physics.

According to Muhammad (2011) Information Retrieval can be referred to as any type or form of activity carried out consciously and or unconsciously to access any given information. He went further to stressed that retrieval devices are useful for retrieving/searching for information or rather; information resources and sources include library catalogues of all types including online catalogues, indexes, abstracts, bibliographies, references at the end of books and published/printed papers as well as ‘see and ‘see’ also reference, internet search engines such as Yahoo, Google, ask.com etc.

In order to ensure full access and utilisation of information for any purpose, there is the need for viable retrieval devices and knowledge on how they can be manipulated to secure the needed information. Regardless of which type of retrieval device in use, basic functions is to facilitate easy location, identification, trace and gain access to the needed information resource and source through the provision of vital data about them. Ingwersen (2002) is of the view that, they are designed to help users to find, identify, select, and obtain information resources .Each information retrieval tools contain record that act as descriptors; such as author, title and subject which could facilitate access to an individual information resource in a collection through an access point, which could be the title or subject term chosen by an indexer. Information retrieval devices form a bridge between the upstream acquisition and

refinement through effective organisation practices that feeds end users. The user is the focal point of all information retrieval systems because the sole objective of any information storage and retrieval is to transfer information from the source to the user.

Dalkir (2005) affirmed that the effectiveness of information retrieval devices encompasses timing, frequency, form language and that its effectiveness add value to the information service in organisation ;if not the information retrieval devices has failed to deliver value to the individual and ultimately to the organisation. The purpose of Information retrieval devices in a very broad term is to guide users to information that changes the knowledge state of users so that he or she will be able to solve problem, take decision to perform future task. Chowdury as cited in Rijsbergen (2004) has identified two broad categories of information retrieval:

1. In house information retrieval and
2. On line information retrieval

In house information retrieval has been set up by a particular library or information Centre to serve mainly the users within the organisation. An example of an in house data base is the library catalogue. Online public access catalogue (OPAC) which provides facility for library users to carry out searches, and check the availability of the item required.

Without information access tools, the plethora of information that exists on most topics would be hopelessly disorganised, jumble, and carefully planned research would be totally impossible. Any tool or device that has been design to facilitate information search could be termed as Information retrieval device. The fourth laws of Library science championed by Ranganathan as cited by Bhatt (2011) “save the time of the reader”. Time is important to every person. Time management is a key to success in life. Information Managers must have the objective of saving the time of

the customer. The entire journey of information work is about devising, designing, and developing methods, systems of organisation and dissemination of information to provide the best service to their customers in the most efficient, accurate, and effective manner and thus saving the customer's time.

2.4.1 Information Retrieval Devices

Retrieval Tools/Devices are systems created for retrieval of information. The effective retrieval of relevant information is directly affected both by the user task and the logical view of the document. The Anonymous (2013) reported the following as basic retrieval tools:

1. bibliographies
2. Catalogs
3. Indexes
4. Finding Aids
5. Registers
6. Online Databases

2.4.2 Online Databases

- i. Electronic catalogs, where records are encoded for computer display and are stored in computer memory or on CD-ROM disks.
- ii. Online databases are built on the technical logic supported by relational database theories. Databases that have records which are all stored within the same file.
- iii. Records are link by a unique identifier and are linked to related databases that share this unique identifier.

- iv. Online databases conserves storage space, allows for faster searching, and allows for easier modification of records.

However, according to Tsai et al. (2010) that in an online information retrieval devices, there exist typically two main parts with their typical research fields: Content awareness and Content Adaptation:Content awareness deals with the fact that smart embedded devices have features to recognize the situation the user of the device is at the moment with respect to time and location. Content adaptation deals with how to present a user friendly visualization of the result of information request. Shehu (2009) emphasized that manually stored information can be retrieved from files, shelves, drawers, etc. by going through the document stored either alphabetically, numerically, chronologically, geographically etc. he further stated that electronically stored information can be retrieved by logging into the computer.

Accordingly, searching and retrieving activities are viewed as purchasing experiences of information users. As with many consumables, information resource as product is defined by two components; the information system, and the service that the customer utilizes to access and retrieve the information resource (Iwhiwhu and Okorodu 2012).

2.5 Information Dissemination

Information dissemination is defined as the distribution of information to the audience or public. It is usually initiated or sponsored by the government, company or agency. It takes on the theory of the traditional view of communication, which involves a sender and receiver. The traditional communication view point is broken down into a sender sending information, and receiver collecting the information, processing it and sending information back, like with dissemination, only half of this communication model theory is applied. The information is sent out and received, but

no reply is given. The message carrier sends out information, not to one individual, but to many in a broadcasting system. An example of this dissemination of information is in fields of advertising, public announcements and speeches. Information dissemination is the process through which organisations share information among its various units, members and public. (Sverlinger, 2000).

2.5.1 Ways and Manners of Information Dissemination in organisations

- i. Information can be disseminated or communicated in the organisations through different ways among which are the face-to face contact, written format, visual format. According to Lucey (2005) information in an organisation can be disseminated through these channels namely:
- ii. **Face-to face interview:** This can be in form of interviews, formal meetings, informal contacts, talks and discussions groups and video telephones.
- iii. **Written:** memos, booklets and manuals, reports, statements, newsletters, magazines and bulletins, notice boards, fax, SMS, RSS Feed etc.
- iv. **Visual:** films and slides, videos, charts, posters, hand bills, bill boards etc.
- v. **Oral:** telephone and public address system.
- vi. **Electronic:** video displays using electronic mail (e-mail), web sites, pagers, telex, video conferencing etc. On their own part living together (2013) Information is disseminated through the following channels: traditional methods such as paper leaflet, bulletin, handbill etc. Video, Internet and mass media.

Akawu (2011) asserted that the nature and efficiency of information dissemination in organisation depends on the ICT facilities it have. ICT facilities include computers, scanners, projectors, fax machine, television, GSM, radio, CD-ROM, internet, video machine etc. therefore. SUBEBs can use these facilities to acquire, organise, store and disseminate information to educate and inform their customers about their resources and services.

Selective dissemination of information (SDI) which refers to specific resources used to disseminate information to customers regarding certain topics, field or profession. Other services are also provided to customers such as current awareness services, alerts services. They inform individuals of the availability of certain information resource. They can be received through text messages, email, voice mail and RSS feeds. The dissemination of information has been evolved in educational organisations for decades, traditional methods like photocopy of the content of journals pages and production of current awareness bulletins were utilised. Nowadays, however with the advent of Information and communication technologies (ICTs) and the wide spread of computer networks inside and outside the organisations. These methods have been replaced by electronic alerting services or electronic distribution of the document themselves or of notice of their existence (Muddiman, 2009).

2.6 Information Utilisation

Information utilisation refers to the capability of an individual or group to successfully use or apply information regardless of its form or format to be informed or a make a decision. People use information to create knowledge but not just in the sense of data and facts but in the form of representations that provide meaning and context for purposive action (Choo 2002).

There is a long history of research into information behaviour and its constituent elements of information need, information seeking and information use. However, the three elements have been studied at varying degrees of detail. Information needs and information seeking (and the narrower concept of information search) have been well modelled and studied (Wilson, 2002). Afolabi (2004) reiterated that information use leads to better decisions by managers; it facilitates growth and development and erroneous conceptions, views and opinions on programmes and activities of institutions and organisations are corrected when information is properly collected, used and disseminated.

Joan and Elaine (2007) stressed that it is often linked to the concept of information need, in that information is needed so that it can be used. When discussed, use is often addressed at an abstract level, with reference to the broad, general goal that the use of information will help to achieve. Taylor (1991) proposed a taxonomy of eight classes of information uses, generated from the information need(s) perceived by users:

- i. Enlightenment: context information
- ii. Problem Understanding: better comprehension of a specific problem
- iii. Instrumental: what to do and how to do something
- iv. Factual: precise data
- v. Conformational: verify a piece of information
- vi. Projective: future oriented
- vii. Motivational: relates to personal involvement
- viii. Personal or Political: relationships, status, reputation, personal fulfillment

These classes of information use were developed from expressions of perceived needs, rather than of observation, report or discussion of actual information use. As such they represent the objectives of the information seeking episode (e.g., precise data) rather than a set of uses of that information.

Choo (2002) views information use as a dynamic, interactive social process of inquiry that may result in the making of meaning or the making of decisions. The first type of use is intrinsic to the user, involved with human understanding and integration with the user's knowledge base. This is a process of interpretation that may evolve into a process of inquiry and debate that ultimately results in knowledge creation. This type of information use has no visible indicators except in the depth and breadth of one's personal knowledge base. The second form of information use concerns decision-making. While Choo discusses this form in the context of organisational decision-making, some aspects are equally applicable to individual decision making. Interestingly, his approach is also at a conceptual high-level matching of potential uses with stages of the decision-making process: identification, development, and selection. Information use is the factor that drives all other information behaviours, since it represents the ultimate purpose for which information is needed and sought. Without consideration of information use, consideration of activities such as information seeking or information retrieval is incomplete.

It is the use of the information that informs and drives the information seeking. It is not surprising that one of the common questions to arise during a reference interview is to ask how the information will be used, or for what purpose it is sought. In the same way that the answer can inform the subsequent reference interaction, understanding information use can also inform how an information system is designed and implemented. How then, is an understanding of information use to be achieved?

Discussions of use in isolation from need do not lend themselves to a comprehensive understanding of the process.

Popoola (2002) found that managers in corporate insurance companies in Nigeria utilised the following information services at great extent: reprographic, current awareness, statistical data analysis, referral, circulation of information materials, technical writing, indexing and abstracting, and documents delivery in their work performance. Mintzberg (1989) argued that managers used information in two ways: first, to assist in the making of decisions, and second, to maintain an awareness of the environment. When posed with a problem, managers collect information relevant to the specific decision to be made.

Lough Borough University (2014) is of the view that Information is utilised for the following:

- 1) To widen knowledge
- 2) To develop skills
- 3) To deepen understanding
- 4) To solve problems
- 5) To reduce uncertainty
- 6) To gain inspiration
- 7) To save time / or effort
- 8) To secure power / advantage
- 9) Even to be entertained.

2.7 Summary of the Review

This section reviews related literature on Information management, it was revealed from the literature review that IM is made up of six components: Information Generation/ Creation, Information Organisation, Information Storage and Retrieval, Information Dissemination, Information Security and Information Utilisation.

Information Generation is the act of producing the information product; the producer may be a human author or originator, or a piece of equipment such as a sensing device, satellite or laboratory instrument. Information can be generated formally and informally in an organisation.

It was discovered that, Information and information documents can be organised either conventionally or unconventionally, information resources is said to be organised conventionally if it is based on internationally accepted standards such as Anglo-American Cataloguing Rule2 (AACR2), Machine Readable Cataloguing 21 (MARC21), List of subjects headings and classification schemes. information resources are unconventionally arranged when it is not based on any global norms and culture. i. e. based on personal will or convenience.

Information Retrieval can be referred to as any type or form of activity carried out consciously and or unconsciously to access any given information. It was stressed that retrieval devices are useful for retrieving/searching for information or rather; information resources and sources include library catalogues of all types including

online catalogues, indexes, abstracts, bibliographies, references at the end of books and published/printed papers as well as 'see and 'see' also reference etc. literature related to information dissemination, ways and manners of information dissemination in organisations such as SUBEBs were extensively reviewed.

It was revealed from the review that Information is utilised for many reasons among which are the following: To widen knowledge, to develop skills, to deepen understanding, to solve problems, to reduce uncertainty, to gain inspiration to mention a few.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology adopted in carrying out the study under the following headings:

3.2 Research Methodology adopted for the Study

3.3 Population of the Study

3.4 Sample and the Sampling Techniques Employed

3.5 Instruments for Data Collection

3.6 Procedure for Data Collection

3.7 Procedure for Data Analysis and Interpretation

3.2 The Design

Survey research method was adopted for the study. Survey research was found to be appropriate for this study because it allows extensive gathering of data. It has been found to be easier, convenient and flexible to use considering the nature of the study itself. It enabled the discovery of meaning in the data collected, so that facts and events are better understood, interpreted and explained.

Sulaiman (2007) stated that survey research method deals with methods of gathering data from usually large number of respondents who themselves constitute a sample.

He further stated that, the purpose of survey is not only the collection of data but the discovery of meaning in the data collected, so that facts and events can be better understood, interpreted and explain. Aina (2002) asserted that survey research is a systematic and comprehensive collection of information that reflects the opinions, attitudes, feelings, beliefs and behaviors of people on an issue. This involves the collection of data about a target population using a selected sample and putting together the results of the findings obtained from analysis of the sample as representative of the whole population and later generalise the results obtained from the whole population. Sambo (2005) defined survey research as a method of research used to collect participant responses on facts, opinions, and attitude.

3.3 Population of the Study

Population is the designated part of the universe from which a sample is drawn. It can be seen as a group of individuals, persons, objects or items from which samples are taken for measurement in a research. The population of the study consists of the State Universal Basic Education Boards (SUBEBs) in the North-Western States of Nigeria comprising of Kano, Kaduna, Katsina, Sokoto, Zamfara, Kebbi and Jigawa states. However, the respondents of the study in the SUBEBs studied were the top Management/Administrative staff, Statisticians, Public relation officers (PRO), Librarians and Record officers. Mbachu (2011) defined population as the whole group on which a researcher wants to collect data. Osuala (2005) viewed population as any group of individuals that have one or more characteristics in common that is of interest to the researcher.

3.3 Sample and Sampling Technique

Sample refers to the systematic and carefully selected representative of the population of a study. Usually, if the population is too large for the researcher to study all the members, a small, but carefully selected sample can be used to represent the population (Ibrahim, 2013). In line with the above, the researcher used two sampling techniques namely simple random and purposive sampling. Simple random sampling was used in selecting 3(42%) SUBEBs out of the seven. Kielman as cited in Ibrahim (2013) stressed that a sample size of 35%-43% is considered adequate representative of a research population. The names of each of the seven SUBEBs studied was written on a sheet of paper each folded and put on a container for a boy to pick any three, the picked ones were Kano, Kaduna and Katsina SUBEBs. This in the view of Kothari (2004), will give each member an equal chance of being selected.

In selecting the respondents, purposive sampling procedure was adopted in selecting only the staff that are fully or partly in charge of Information Management. The choice of this sampling technique was based on the fact that, they are directly involved in the management of information in the SUBEBs studied. Aina (2002) stressed that purposive sampling will ensure that the researcher get some information from the respondents who are crucial to the study. This comprises of: one (1) top Management/Administrative staff, one (1) Statistics officer, one (1) Public relation officer (PRO) one (1), two (2) Librarians and two (2) Record officers making a total of twenty one (21) respondents as shown in table 3.1:

Table 3.1 Sample size of the respondents by SUBEBs

S/N O	SUBEBs	CategoryofStaff	Sample size
1.	Kano	Top Management/Administrative staff	01
		Statistics officer	01
		Public relation officer	01
		Record officers	02
		Librarians	02
		Sub-total	07
2.	Kaduna	Top Management/Administrative staff	01
		Statistics officer	01
		Public relation officer	01
		Record officers	02
		Librarians	02
		Sub-total	07
3.	Katsina	Top Management/Administrative staff	01
		Statistics officer	01
		Public relation officer	01
		Record officers	02
		Librarians	02
		Sub-total	07
		Grand-Total= 07+07+07=	21

3.5.1Instruments for Data Collection

The researcher used questionnaire for the study. The questionnaire was designed to collect data on Information Management in SUBEBs in North-western States of Nigeria. The questionnaire was divided into five (5) sections tagged (A- E). Section A contained items on Information Generation and Acquisition in the SUBEBs. Section B contained items on Information Organisation in the SUBEBs. Section C contained items on Information Storage and Retrieval in the SUBEBs. Section D contained items on Information Dissemination and section E contained items on Information Utilisation in the SUBEBs.

Habu (2008) defined a questionnaire as one of the survey research techniques aimed at eliciting information on a particular subject of research by using a form which contains a predetermined sets of questions for individual responses. Sambo (2005) stressed that questionnaire is more economical for reasons of time or funds and are directly associated with survey research method. Kothari (2004) maintained that questionnaire is the heart of a survey study. The choice of this instrument however, was based on the reasons stated by the above scholars and also, the respondents are literate and capable of completing the questionnaire without any assistance from anybody.

3.5.2 Observation

Observation involves the use of the sense organs in seeing, touching etc. Direct observation of how Information is being processed, stored, retrieved and disseminated was conducted to provide additional information that may be needed by the research. Keegan (2009) noted that observation method concerns the planned watching, recording, and analysis of the observed behaviour as it occurs in a natural setting. The Data collected from the observations are more objective and usually more accurate

because the bias which the interview or the phrasing of questions may have on the respondents will either be reduced or eliminated (Osuala, 2005)

3.6.1 Validity of the Instrument

In order for the developed questionnaire to provide the required data for the study, it was validated by the supervisors, Information managers and research experts to ascertain its construct, face and content validity. This was necessary to ensure that the content and construct of the questionnaire are in line with the ability and experience of the respondents. According to Kerlinger (1973) Validation of research instrument by expert in the field is an effective way of validating research instrument. Similarly, Mohammed (2005) noted that the instrument for data collection is said to be valid when it is able to produce correct responses from the subject of the sample of the study.

3.6.2 Reliability of the Instrument

Reliability of an instrument deals with the measurement of internal consistency of an instrument if administered on similar respondents more than once. Ebel (2002), Awotunde and Ogodulunwa (2004) remarked that reliability is necessary in order to strengthen the validity of such instrument. In line with the above, a pilot testing was conducted; the instrument was tried on 11 staff of SUBEB, Gombe state which is not part of the study area. This is in line with Adigun (2011) and Dangani (2010) who noted that pilot testing is usually done on a much smaller scale than the main study but under the same or similar conditions. A reliability test was also conducted using the split- half method of reliability estimate by splitting the administered questionnaire into two sets after numbering them in the order of odd and even numbers serially. A

reliability co-efficient of 0.76 was obtained and was found to be good enough for the instrument in accordance with the view of Asika (2004).

3.7 Procedure for Data Collection

Before the personal visit to each of the site selected for this study, a letter of introduction was collected from the Department, introducing the researcher as an MSc candidate. The copies of the questionnaire were distributed to the respondents by the researcher and two research assistants. A period of two weeks was given to them to fill in the questionnaires and also another two weeks was used to collect back the copies of the completed questionnaire from the respondents.

3.8 Procedure for Data Analysis

The data collected for the study was organised, analysed and presented using frequency tables and simple percentages.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter was presented under the following sub-headings:

4.2 Response rate

4.3 Data Analysis, Interpretations and Discussion

4.2 Response Rate

Out of the twenty one (21) copies of questionnaire distributed to the respondents from the selected SUBEBs in the North-Western States of Nigeria, nineteen 19 (90.5%), were returned duly completed and found usable for the study.

The response rate is presented in table 4.1

Table 4.1: Distribution of the Response Rate

SUBEBs	Copies of Questionnaire Administered	Copies of Questionnaire Retrieved	Percentage of Return (%)
Kano	07	07	33.3%
Kaduna	07	06	28.6%
Katsina	07	06	28.6%
Total	21	19	90.5%

Table 4.1 showed that 7 (33.3%) of the respondents were from SUBEB Kano, whereas 6 (28.6%) were from Katsina and Kaduna SUBEBs respectively. The result revealed a high response rate of 19 (90.5%). This indicated that the respondents were very cooperative with the researcher.

4.3 Data Analysis, Interpretations and Discussion

This section analysed and interpreted the data collected in relation to the research questions raised in the study and discussed as follows:

4.3.1 Types of Information Generated in the SUBEBs studied in the North-Western

States of Nigeria

In order to identify the types of information generated in the SUBEBs of North-western States of Nigeria studied, a list of likely generated information in the educational organisations was presented to the respondents to indicate the applicable ones to their various organisations. Table 4.2 displayed the types of information generated in the SUBEBs studied:

Types of Information generated	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Correspondence	05	71.4	05	83.3	05	83.3	15	79
Financial information	05	71.4	04	67	04	67	09	47.4
Personnel profiles	05	71.4	04	67	05	83.3	14	73.4
Minute of meetings	06	85.7	05	83.3	05	83.3	16	84.2
Students/Pupils enrolment figures	06	85.7	05	83.3	05	83.3	16	84.2

Inventory of facilities	02	28.6	03	50	02	33.3	07	36.8
Schools supervision report	06	85.7	05	83.3	05	83.3	16	84.2
Examination records	04	57.1	03	50	05	83.3	12	63.2
PTA meeting report	02	28.6	02	33.3	03	50	07	36.8
Health information	03	42.9	02	33.3	03	50	08	42.1
Project information	02	28.6	04	67	02	33.3	08	42.1
Annual reports	04	57.1	03	50	04	67	11	57.9
Sports information	02	28.6	03	50	02	33.3	07	36.8

Key: F= Frequency %= Percent

Table 4.2 Types of Information Generated in the SUBEBs studied in North-Western States of Nigeria

Table 4.2 revealed that pupils/students enrolment figures 16 (84.2%), schools supervision report 16(84.2%), minutes of meetings 16 (84.2), correspondence 15 (79%), examination records and personnel profiles 14 (73.4%) were the types of information mostly generated by the respondents with the highest frequencies in the SUBEBs studied in North-western states of Nigeria. This is followed by financial information 9(47.4%), health information and project information with 8(42.1) each.

However, the inventory of facilities and PTA meeting reports with 7(36.8%) each were the least types of information generated with the lowest frequency scores in SUBEBs studied in the North-western States of Nigeria. This finding is in line with the views of Fabunmi and Erwat(2009) who stressed that educational institutions generate huge amounts of data and information such as correspondences, accounting documents, personnel files, payroll, minutes of meetings, students' registration and examination records, inventory of facilities, budgetary information, list of courses/subjects offered, timetables for lectures, and so forth.

The implication of this finding is that the SUBEBs in the North-western states of Nigeria need to continually generate different kinds of information so as to be able to carry out their activities effectively and efficiently as well as to achieve their goals and objectives.

4.3.2 Sources of Generating Information in the SUBEBs studied in the North-Western States of Nigeria

Information, irrespective of its type or format can be generated or acquired from either internal or external sources. The responses of the respondents on the Sources of generating information in the SUBEBs studied are presented in table 4.3a and 4.3b:

Table 4.3a Internal sources of Generating Information in the SUBEBs studied

Internal Sources of Generating Information in SUBEBs	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Managerial/Administrative documents	06	85.7	05	83.3	05	83.3	16	84.2
Management Database	02	28.6	01	17	01	17	04	21
Monitoring and Evaluation reports	06	85.7	04	67	05	83.3	15	78.9
Feedback from UBE Stakeholders forum	04	57.1	02	33.3	02	33.3	08	42.1
Meetings/Discussions/Correspondence /Telephone conversations.	07	100	05	83.3	05	83.3	18	94.7

Key: F= Frequency %= Percent

Table 4.3a shows the responses of the respondents on the internal sources of generating information from the SUBEBs studied in the North-western states of Nigeria. It appears that managerial/administrative documents, monitoring and

evaluation reports and meetings/discussions/correspondence/telephone conversations were the common internal sources of generating information with over 70% scores while management Database recorded the least internal source of generating information with 21% score. This point to the fact that respondents in the SUBEBs studied in the North-western States of Nigeria do not frequently generate information internally from the management Databases available to them.

In line with the findings on internal sources of information generation in the SUBEBs studied, the researcher wanted to find out the external sources of information generation in the SUBEBs studied. The result is shown in table 4.3b

Table 4.3b External Sources of Generating Information in the SUBEBs studied in North-Western States of Nigeria

External Sources of Generating and Acquiring Information In SUBEBs	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Government educational policies and programmes	05	71.4	04	67	03	50	12	63.1
Government statistical data	06	85.7	03	50	02	33.3	11	57.9
PTA meeting reports	02	28.6	03	50	01	17	06	31.6
Special investigations reports	01	14.2	02	33.3	01	17	04	21
Conferences/workshops/seminars	01	14.2	01	17	02	33.3	04	21

Key: F= Frequency %= Percent

Table 4.3b showed that 12 (63.1%) of the respondents indicated that Government educational policies and programmes was the major external sources of generating information in the SUBEBs studied. This was followed by Government statistical data with 11(57.9%), PTA meeting reports 6 (31.6%). However, Special investigations reports and conferences/workshops/seminar were the least external sources of generating information in the SUBEBs studied with 4 (21%) scores respectively. The finding is in agreement with that of Lucey (2005) who stated that

information can be generated from external sources formally or informally through published reports, Government statistics, special investigations and conferences etc. It can be deduced from the finding that Government educational policies and programmes and Government statistical data were the major external sources of information generation in the SUBEBs of the North-western States of Nigeria. It is surprising to discover that conferences/workshops/seminars were among the least sources of generating information. This discovery could affect IM in the SUBEBs studied, because they are considered to be a source of generating information on new innovations, ideas, knowledge and skills. Hence, stakeholders of IM in the SUBEBs studied should try as much as possible to generate more information from conferences/seminars /workshops reports due to its numerous advantages as stated.

4.3.3 Information Acquisition in the SUBEBs studied in the North-Western States of Nigeria

Information can be acquired in organisations through various ways. In order to identify the types of Information acquired in the SUBEBs studied, the respondents were provided with a list of the different types of information to select the ones acquired in their organisations. Table 4.4 portrays the responses:

Table 4.4 Types of information Acquired in the organisations studied

Types of information Acquired	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Financial information	04	57.1	03	50	03	50	10	52.6
Students/Pupils enrolment figures	06	85.7	05	83.3	04	67	15	78.9
Health and sports information	02	28.6	04	67	03	50	09	47.4
Information on Education policies and programmes	06	85.7	05	83.3	04	67	15	78.9
Business information	02	28.6	04	67	03	50	09	47.4
Statistical information	03	42.9	05	83.3	05	83.3	13	68.4

Key: F= Frequency %= Percent

A cursory look at table 4.4 reveals that 15 (78.9%) of the respondents from across the SUBEBs studied confirmed that they do acquire information on Students/Pupils enrolment and information on education policies and programme respectively. 13 (68.4) indicated that they do acquire statistical information, 10 (52.6%) do acquire financial information and 9 (47.4%) do acquire Health/ sports information and business information. By and large SUBEBs in the North-western states of Nigeria generally need a variety of information to function effectively, ensure higher performance, productivity, competitive advantage as well as for the successful attainment of their goals, and objectives.

4.3.4 Information organisation in the SUBEBs studied in North-Western States of Nigeria

In order to identify how information is organised in the SUBEBs studied, some ways of organising information in organisations were outlined by the researcher from which the respondents were requested to tick the ones being used in their respective organisations. Table 4.5 revealed the respondents responses on how information is being organised in their organisations.

Table 4.5 Ways of organising information in the SUBEBs studied in the North-Western States of Nigeria

Ways of organising Information	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Numerical arrangement	00	00	02	33.3	00	00	02	10.6
Alphabetical order	06	85.7	04	67	04	67	14	73.7
Subject order	04	57.1	02	33.3	03	50	09	47.4
Title order	02	28.6	03	50	04	67	09	47.4

Filing cabinet	05	71.4	04	67	03	50	12	63.1
Cupboards	03	42.9	04	67	03	50	10	52.6
Computers	02	28.6	01	17	01	17	04	21
Audio/video tapes	01	14.2	02	33.3	01	17	04	21
CD/DVD	01	14.2	01	17	01	17	03	15.8
SUBEB's web site	01	14.6	01	17	01	17	03	15.8

Information Storage is an integral part of IM, the researcher attempted to find out the facilities/devices used for storing information in the SUBEBs studied. In order to achieve this objective some items were outlined for the respondents to choose from. Table 4.7 contained the responses of the respondents on the facilities/ devices for information storage in their respective organisations.

Key: F= Frequency %= Percent

From the responses in table in 4.7, it was observed that 12 (63.1%) of the respondents across the SUBEBs studied in the North-western States of Nigeria used filing cabinet for information storage, 10 (52.6%) used cupboards for information storage, 09 (47.4%) used shelves, 4 (21%) store information in computers and audio/video tapes respectively and only 3 (15.8%) store information in CD/DVD and SUBEB's web site. By these distributions, it can be concluded that filing cabinet and cupboards are the major storage devices used for information storage in the SUBEBs studied in the North-western States of Nigeria with over 50% scores. This corroborates Sabry (2007) and Shehu's (2009) assertions that information can be stored in the computer and other electronic devices such as discs, CD-ROM, tapes or manual storage facilities like vaults, files, shelves, drawers and cupboards.

The implication of the finding in the table 4.7 is that the low use of computers, CD/DVD, video/audio tapes in information storage and the higher rate of the use of manual system (filing cabinet and cupboards) will increase staff involvement in organising, storage and retrieval of the right information, at the right time to the right customer. It will also need more funds and space for storage needed as well as denied

simultaneous real time-access to the processed and stored information which consequently will affect the SUBEBs studied in the North-western States of Nigeria in the attainment of their aims and objectives.

4.3.8 Format of Information storage in the SUBEBs studied in North-western States Of Nigeria

Information in organisations can be stored in various formats. Table 4.8 showed the format for information storage in the SUBEBs studied:

Types of Information	SUBEBs					
	Format of Information Storage					
	Hard copies		Soft copies		Hard and Soft copies	
	F	%	F	%	F	%
Correspondence	15	78.9	04	21	09	47.4
Financial information	10	52.6	07	36.8	08	42.1
Personnel profiles	13	68.4	07	36.8	07	36.8
Minute of meetings	09	47.4	09	47.4	05	26.3
Students/Pupils enrolment figures	14	73.7	06	31.6	04	21
Inventory of facilities	07	36.8	15	78.9	07	36.8
Schools supervision report	14	73.7	07	36.8	04	21
Examination records	09	47.4	13	68.4	04	21
PTA meeting report	08	42.1	12	63.2	3	15.8
Health information	06	31.6	07	36.8	11	57.9
Project information	06	31.6	04	21	13	68.4
Annual reports	12	63.1	02	10.6	01	5.3
Sports information	03	15.8	03	15.6	14	73.7

Table 4.8 shows the format in which information is stored in the SUBEBs studied, it appears that correspondence, personnel profile, students/pupils enrolment, schools supervision report and annual report are the main types of information stored in hard copies with the highest scores of over 60%. Meanwhile, the respondents across the SUBEBs studied revealed that inventory of facilities, examination records and PTA meeting reports with over 60% scores were stored in soft copies format and

sports information 14 (73.7%) and project information 13 (68.4%) were stored in both hard and soft copies respectively. Looking at the above finding, it can be concluded that SUBEBs studied stored most of their information in hard copies format.

4.3.9 Types of Retrieval devices used in retrieving Information in the SUBEBs Studied

Information professionals have created a variety of information retrieval tools, which facilitate easy access and retrieval of information. Easy and quick retrieval of information help in saving the time of the user. It is in line with this, that a research question was raised on how information is retrieved in the SUBEBs studied. Table 4.9 shows the responses.

Table 4.9Types of Retrieval devices used in retrieving Information in the SUBEBs Studied

Types of Retrieval devices	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Subject index	05	71.4	04	67	03	50	14	73.7
Catalogue	02	28.6	01	17	01	17	04	21
Information inventory	01	14.2	00	00	01	17	02	10.6
Title index	03	42.9	02	33.3	02	33.3	07	36.8

Key: F= Frequency %= Percent

The responses from table 4.9 above revealed the types of retrieval devices used in retrieving information in the organisations studied. Fourteen (73.7%) of the respondents from across the SUBEBs studied confirmed that they do used subject index in retrieving information, 7 (36.8%) of them used title index in retrieving information, 4 (21%) of them used catalogue in retrieving information and 2 (10.6%) used information inventory in retrieving information. It could thus be said that

majority of the respondents indicated the retrieval devices mostly used is the subject index.

A follow-up question was asked by the researcher on the effectiveness of the retrieval devices used. The respondents were asked to indicate from the items given (the level of the effectiveness of the respective retrieval devices being used to retrieve information in their SUBEBs) using a five point Likert-scale of measurement. For convenience and ease of data presentation and analysis, the five points were merged into three points namely Veryeffective (VE), Effective (EFF) and Ineffective (INEFF).

Table 4.10 Effectiveness of the Retrieval devices in retrieving Information in the SUBEBs studied.

S/N.	Types of Retrieval devices	Very effective		Effective		Ineffective	
		F	%	F	%	F	%
1.	Subject index	14	73.7	04	21	00	00
2.	Catalogue	02	10.6	06	31.6	01	5.3
3.	Information inventory	00	00	00	00	11	57.9
4.	Title index	03	15.8	09	46.4	02	10.6

indicated that 14 (73.7%) of the respondents across the SUBEBs studied confirmed that subject index is a very effective retrieval tool for retrieving information, 09 (46.4%) of them believed that title index is effective in retrieving information. However 11(57.9%) of the respondents indicated that information inventory is ineffective in retrieving information.

It can therefore be concluded that subject index was the most effective retrieval device used by the SUBEBs studied in the North-western States of Nigeria. Dalkir (2005) maintained that the effectiveness of information retrieval devices add value to the information service in organisation, if not, the information retrieval devices has failed to deliver value to the individual and ultimately to the organisation.

4.3.10 Channels of Information Dissemination in the SUBEBs studied.

Information can be disseminated in organisations using some channels. In order to identify the channels being used to disseminate information in the institutions studied, respondents were asked to indicate from the items listed (channels of information dissemination in organisations). Which one is applicable in their organisations? Table 4.12 explained their responses:

Table 4.11 Channels of Information dissemination in the SUBEBs studied

Channels of Information dissemination	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Interpersonal contact	02	28.6	03	50	02	33.3	07	36.8
Written/printed media (circulars, memos, bulletins etc.)	05	71.4	05	83.3	04	67	14	73.7
Meetings/Training	03	42.9	02	33.3	02	33.3	07	36.8
Social media	01	14.2	02	33.3	01	17	04	21
Mass media (Radio, Television, Newspapers etc.)	02	28.6	02	33.3	02	33.3	06	31.6

Key: F= Frequency %= Percent

It can be seen from the responses in table 4.11 that 14 (73.7%) of the respondents from all the SUBEBs studied in the North-western States of Nigeria use to disseminate information through the use of the Written/printed media (circulars, memos, bulletins etc.) channel, 7 (36.8%) employed interpersonal contact, Meetings/Training as channels of disseminating information, 6 (31.6%) use mass media channel and 04 (21%) use social media in disseminating information. This corroborates the opinion of Lucey (2005) and Living together (2013) who believed that information in an organisation can be disseminated through these channels namely: face-face interview, meetings/training, written/printed format, visuals and

electronic channel. It is surprising however, to discover that only 4 (21%) used social media such as face book, twitter, 2go etc. to disseminate information, in this era of Information and Communication Technology (ICT). The SUBEBs should be able to use modern ICT facilities for effective and efficient Information Management.

4.3.11 Preferred Channels of Information Dissemination in the SUBEBs studied.

The objective of this question is to find out the preferred channel of disseminating information in the establishments studied. In order to achieve this, the respondents were asked to indicate from the items listed (channels of information dissemination in organisations) their preferred channel, using a five point Likert-scale of measurement. For convenience and ease of data presentation and analysis, the five points were merged into three points namely most preferred (MP), Preferred (PR) and Unpreferred (UP). See Table 4.12:

Table 4.12 Preferable Channels of Information dissemination in the SUBEBs Studied.

S/N	Channels of Information dissemination	Most preferred		Preferred		Unpreferred	
		F	%	F	%	F	%
1.	Interpersonal contact	02	10.6	01	5.3	10	52.6
2.	Written/printed media (circulars, memos, bulletins etc.)	12	63.2	05	26.3	00	00
3.	Meetings/Training	02	10.6	02	10.6	04	21
4.	Social media	02	10.6	02	10.6	02	10.6
4.	Mass media (Radio, Television, Newspapers etc.)	01	5.3	09	46.4	03	15.8

Key: F= Frequency %= Percent

Table 4.12 reveals that 12 (63.2%) of the respondents across the SUBEBs studied stated that Written/printed media (circulars, memos, bulletins etc.) is their most preferred channel of information dissemination, 9 (46.4%) of them indicated that they preferred mass media (radio, television, newspapers etc.) as channel of information dissemination. However, 10 (52.6%) do not prefer interpersonal contact for information dissemination.

It can therefore be deduced that, Written/printed media channel (circulars, memos, bulletins etc.) is the most preferred channel of disseminating information in the establishments studied.

4.3.12 Uses of Information in the SUBEBs studied in North-Western States of Nigeria.

Information is an essential ingredient in the effective and efficient management of any organisation. This research question identified the uses of information in the agencies studied:

Table4.13 Uses of Information in the SUBEBs studied

Uses of Information	SUBEBs							
	Kano		Kaduna		Katsina		Total	
	F	%	F	%	F	%	F	%
Decision making	06	85.7	05	83.3	06	100	17	89.5
Planning, organisation and control	05	71.4	04	67	05	83.3	14	73.7
Monitoring and evaluation	05	71.4	04	67	05	83.3	14	73.7
Budgeting	03	42.9	02	33.3	03	50	08	42.1
Awareness and enlightenment	03	42.9	02	33.3	03	50	08	42.1
Reduction of uncertainty	04	57.1	04	67	05	83.3	13	68.4
Teaching and learning	04	57.1	03	50	04	67	11	57.9
Research and development	05	71.4	05	83.3	05	83.3	15	78.9
Self-development	03	42.9	03	50	03	50	09	47.4
Entertainment	02	28.6	02	33.3	02	33.3	06	31.6
Competitive advantage	05	71.4	04	67	04	67	13	68.4

Key: F= Frequency %= Percent

The responses from table 4.13 showed that decision making, planning, organisation and control, monitoring and evaluation, reduction of uncertainty, research and development and competitive advantage are the major uses of information in the SUBEBs studied in the North-western States of Nigeria with over 60% scores. However, 11 (57.9%) of the respondents across the SUBEBs studied do utilise information for teaching and learning, 9 (47.4%)utilise information for self-

development, 8 (42.1%) utilised information for budgeting, awareness and enlightenment respectively and only 6 (31.6%) used information for entertainment.

It can therefore be concluded that information available in the organisations studied is highly being utilised. Afolabi (2004) reiterated that information use leads to better decisions by managers; it facilitates growth and development, erroneous conceptions, views and opinions on programmes and activities of institutions and organisations are corrected when information is properly collected, disseminated and used.

A follow up question was asked to determine the extent of information utilisation in the SUBEBs studied. In order to achieve this objective, the respondents were asked to indicate from the items listed (Extent of Information utilisation) their extent of information utilisation using a five point Likert-scale of measurement. However, for convenience and ease of data presentation and analysis, the five points were merged into three points namely Very Often (VO), Rarely (R) and Not Often (NO). Table 4.14 presents the responses:

4.3.14 Extent of Information utilisation in the SUBEBs studied in North-Western States of Nigeria

S/NO	Types of Information	Very often		Rarely		Not often	
		F	%	F	%	F	%
1.	Correspondence	15	78.9	04	21	09	47.4
2.	Financial information	10	52.6	07	36.8	08	42.1
3.	Personnel profiles	13	68.4	07	36.8	07	36.8
4.	Minute of meetings	09	47.4	09	47.4	05	26.3
5.	Students/Pupils enrolment figures	14	73.7	06	31.6	04	21
6.	Inventory of facilities	07	36.8	15	78.9	07	36.8
7.	Schools supervision report	14	73.7	07	36.8	04	21
8.	Examination records	09	47.4	13	68.4	04	21
9.	PTA meetings report	08	42.1	12	63.2	3	15.8
10.	Health information	06	31.6	07	36.8	11	57.9
11.	Project information	06	31.6	04	21	13	68.4
12.	Annual reports	12	63.1	02	10.6	01	5.3
13.	Sports information	03	15.8	03	15.6	14	73.7

The responses from table 4.14 revealed that: correspondence, personnel profiles, students/pupils enrolment figures, schools supervision reports and annual reports are the types of information mostly used very often in the SUBEBs studied with over 60% scores. Inventory of facilities, examination records and PTA meetings report are the type of information rarely used with over 60% scores. Similarly, project information, health and sports information are the type of information not oftenly utilise.

It is surprising to however discover that,health and sports information are not oftenly utilised this may affect the well-being of the SUBEBs staff. Health and sports information will assist in providing good health which is a prerequisite for each and every staff to be able to perform his/her duties effectively.

4.4 Analysis of the observation

It was discovered that notice boards and road side bill boards are used in disseminating Information. The library catalogues are not fully utilised.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study and summary of the major findings, conclusion and recommendations for the study.

5.2 Summary of the Study

This study investigated Information Management in the State Universal Basic Education Boards in the North-western States of Nigeria. The research tried to find out the types of information generated, how information is being organised, how information is being stored and retrieved and how information is being disseminated. More so, the study investigated the utilisation of information in the organisations studied.

In order to achieve the above objectives, five research questions were raised viz: What types of information are generated in the State Universal Basic Education Boards (SUBEBs) in the North-Western States of Nigeria? How is information organised in the SUBEBs in the North-Western States of Nigeria? How is information stored and retrieved in the SUBEBs in the North-Western States of Nigeria? How is information disseminated in the SUBEBs in the North-Western States of Nigeria? And of what use is information in the SUBEBs of North-Western States of Nigeria?

Survey research method was employed. The population of the study comprised of the entire SUBEBs in the North-Western States of Nigeria comprising of Kano, Kaduna, Katsina, Sokoto, Zamfara, Kebbi and Jigawa states. Simple random sampling was used in selecting three (3) SUBEBs out of the seven SUBEBs. For a satisfactory result staff that are partially or fully involved in IM these are: top Management/Administrative staff, Statistics officer, Public relation officer (PRO),

Librarians and Record officers were purposively selected from each of the three randomly selected SUBEBs making a total of twenty one respondents. Structured questionnaire and observation were the instruments used in collect data for the study. Descriptive statistical tools such as tables and simple percentages were used to analyse the data collected.

5.3 Summary of the major Findings

The summary of the major findings of the study were presented below:

1. Pupils/students' enrolment figures, schools supervision report, minutes of meetings, correspondence, examination records and personnel profiles were the types of information mostly generated by the respondents in the SUBEBs studied in the North-western states of Nigeria.
2. The information in the SUBEBs studied were mostly organised/arranged in Alphabetical, Subject and Title order.
3. Filing cabinet, cupboards and shelves are the main storage devices/facilities used for information storage in the SUBEBs studied in the North-western States of Nigeria. The common retrieval tools used in the SUBEBs studied were subject index, title index and catalogue.
4. The information available in the SUBEBs studied was mostly disseminated through Written/printed media (circulars, memos, bulletins etc.), interpersonal contact, Meetings/Training and mass media channels.
5. Decision making, planning, organisation and control, monitoring and evaluation, reduction of uncertainty, research and development and competitive advantage were the major uses of information in the establishments studied.

5.4 Conclusion

Based on the summary of the major findings of the study, it was concluded that, SUBEBs in the North-western States of Nigeria generally utilised information for the effective management of their organisations. However, they do not fully employ the modern technologies such as Computers, Internet, Cloud computing etc. for managing information. On the other hand, it can be said that information is not properly being managed since librarians and modern tools/facilities are not being utilised to manage information in the SUBEBs studied.

5.5 Recommendations

From the findings of the study and in order to improve the quality of IM in the organisations studied, the following recommendations were made:

1. The management of SUBEBs in the North-western states of Nigeria should establish, utilise and properly maintain an ICT based information management system e.g. emails, social media, e-reports, databases and interactive web pages for easy generation, organisation, storage, retrieval and utilisation of information.
2. A periodic in-house training in form of seminars, workshops, refresher courses etc. should be organised by UBEC, SUBEBs, Ministries of Education, etc. for information managers in the SUBEBs of the North-western states of Nigeria to equip them with the principles and procedures of managing information.
3. Appropriate steps should be taken by the UBEC, Ministry of Science and Technology to educate and enlighten the management and staff of the SUBEBs in the North-western states of Nigeria on the need for the establishment of Education Management Information system (EMIS) in their organisations.

4. UBEC, Ministries of Educations etc. should intensified effort in Collaboration and information resource sharing among SUBEBs, Non-governmental organisations etc. particularly in the area of Information generation and sharing.
5. SUBEBs in North-western States of Nigeria should organise modern ICT training for its Information managers to keep them informed about the application of modern ICT facilities such as computers, printers, digital cameras, scanners in Information management.

5.6 Suggestion for Further Studies

Based on the findings of the study the following are suggested for further studies:

1. Adoption and Utilisation of Education Management Information System in SUBEBs of North-western states of Nigeria.
2. Assessment of Information Security in SUBEBs of North-western states of Nigeria.
3. Information Needs and Seeking Behaviour among Quality assurance officers in SUBEBs of North-western states of Nigeria.

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Appendix 1

Department of Library and information Science,
Ahmadu Bello University, Zaria, Kaduna state.

**QUESTIONNAIRE ON ASSESSMENT OF INFORMATION MANAGEMENT
IN STATE UNIVERSAL BASIC EDUCATION BOARDS IN NORTH-
WESTERN STATES OF NIGERIA.**

Dear Respondent,

I am a post graduate student in the above name department conducting a research entitled “**Assessment of Information Management in the State Universal Basic Education Boards in the North-West Geo-Political Zone of Nigeria**”.

This research is essentially for academic purposes. Your organisation is one of those selected for this exercise. Kindly assist to respond to items in this questionnaire. All the information given will be used strictly for the purpose of this study only. Your usual cooperation is highly appreciated.

Yours sincerely,

Ali GARBA

08068520563

Appendix 2

Section A: Information Generation and Acquisition in SUBEBs

1. What types of information is generated in your organisation?
 - a. Correspondence ()
 - b. Financial information ()
 - c. Personnel profiles ()
 - d. Minutes of meetings ()
 - e. Pupils/Students enrolment figures ()
 - f. Schools supervision report ()
 - g. Examination reports ()
 - h. PTA meeting report ()
 - i. Health information ()
 - j. Project information ()
 - k. Annual reports ()
 - l. Sports information ()
 - m. Others, please specify.....
2. **What types of information are acquired in your organisations?**

Types of information Acquired	
Financial information	
Students/Pupils enrolment figures	
Health and sports information	
Information on Education policies and programmes	
Business information	
Statistical information	

Others please specify.....

3. A.What is the Source of Generating and Acquiring Information in your SUBEB?

Internal sources of Generating and Acquiring Information	
Budget reports	
Record keeping(personal/official)	
Monitoring and Evaluation reports	
Feedback from UBE Stakeholders forum	
Meetings/Discussions/Correspondence/Telephone conversations.	

Others please specify.....

3B.

External sources of Generating and Acquiring Information	

Information on Education policies and programmes	
Government statistical data	
PTA meeting report	
Special investigations	
Conferences/workshops/seminars	

Others please specify.....

Section B: Information Organisation in SUBEBs

4. How is information organised in your SUBEB

- a. Numerical arrangement ()
- b. Alphabetical order ()
- c. Subject order ()
- d. Title order ()
- e. Chronological order ()
- f. Geographical order ()

Others, please specify

5. Who organised Information in your establishment?

- a. Information officer ()
- b. Record officer ()
- c. Librarian ()
- d. Statistics officer ()
- e. Clerical officer ()

Others, please specify.....

Section C: Information Storage and Retrieval in SUBEBs

6. What types of information storage facilities are used in your organisation?

- a. Shelves ()
- b. Filing cabinet ()
- c. Cupboards ()
- d. Computers ()
- e. SUBEB's web site ()
- f. Audio/video tapes ()

g. CD/DVD ()

Others (please specify).....

6. In what format do you store information resources?

S/NO	Types of Information	Hard copy	Soft copy	Both hard & soft copy/ies
1.	Schools supervision			
2.	Health Information			
3.	Annual report			
4	Correspondence			
.5	Sports Information			
6.	PTA meetings report			
7.	Financial information			
8.	Personnel profiles			
9.	Donor Agencies Report			
10.	Educational Resources			
11.	Project Information			
12.	Examination reports			
13.	Minutes of meetings			
14.	Pupils/students enrolment figures			

Others, please specify.....

8. What types of retrieval devices do you used in retrieving Information?

- a. Subject index ()
- b. Catalogue ()
- c. Information inventory ()
- d. Title index ()
- e. Others

9. How effective are the above retrieval devices, in facilitating information Retrieval in your organisation?

S/NO.	Retrieval devices	Very effective	Effective	Average	Ineffective	Very ineffective
1.	Subject index					
2.	Catalogue					
3.	Information inventory					
4.	Title index					

Others, specify.....

Section E: Information Dissemination in SUBEBs

10. What channels of Information dissemination are used in your SUBEB?

Channels of Information Dissemination	
Interpersonal contact	
Written/printed media (circulars, memos, bulletins etc.)	
Meetings/Training	
Social media	
Mass media (Radio, Television, Newspapers etc.)	

Others, specify.....

11. From the above channels which one do you prefer?

Channels of Information dissemination	Most preferred	Preferred	Undecided	Fairly preferred	Unpreferred
Interpersonal contact					
Written/printed media (circulars, memos, bulletins etc.)					
Meetings/Training					
Social media					

Mass media (Radio, Television, Newspapers etc.)					
---	--	--	--	--	--

Others.....
.....

Section E: Information Utilisation in SUBEBS

12. Of what use is the manage information in your SUBEB?
- a. Decision making ()
 - b. Planning, organisation and control ()
 - c. Budgeting ()
 - d. Monitoring and evaluation (quality assurance) ()
 - e. Awareness and enlightenment ()
 - f. Reduction of uncertainty ()
 - g. Teaching and learning ()
 - h. Research and development ()
 - i. Self-development ()
 - j. Entertainment ()
 - k. Competitive advantage ()
 - l. Others (specify).....

13. To what extent is information in your SUBEB utilised?

S/NO	Types of Information being utilised	Very High	High	Undecided	Low	Very low
1.	Schools supervision reports					
2.	Health Information					
3.	Donor agencies report					
4.	Correspondences					
5.	Sports Information					
6.	PTA meetings report					
7.	Financial information					
8.	Personnel profiles					
9.	Examination records					
10.	Annual report					
11.	Project information					
12.	Project Information					
13.	Pupils/students enrolment figures					
14.	Minutes of meetings					

Others, please specify.....

