RECORDS MANAGEMENT IN FEDERAL COLLEGE OF EDUCATION, ZARIA

BY

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M.SC./EDUC./11378/2007-2008

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY ZARIA,

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Title page

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M.SC./EDUC./11378/2007-2008

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE MASTER OF SCIENCE (MSC. INFORMATION SCIENCE) DEGREE.

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,

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AHMADU BELLO UNIVERSITY ZARIA,

ZARIA

MARCH, 2013

DECLARATION

I hereby declare that this thesis has been written by me under the supervision of Prof. Tijjani Abubakar and Malam Baba S. Aduku. That it is the record of my research and it has never been presented anywhere either wholly or in part for the award of any higher degree. That all literature consulted and cited were fully acknowledged in references.

_____ _____

Tijjani Aliyu **Date**

CERTIFICATION

This thesis entitled *"Records Management in Federal College of Education Zaria"* has met the requirements for the award of Master of Science (MSC) {Information Science} of the School of Post Graduate Studies, Ahmadu Bello University, Zaria. Therefore, it is hereby approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late parents for sending me to school and supporting me throughout the school years and the entire members of my family.

ACKNOWLEDGEMENT

I wish to express my sincere appreciation and profound gratitude to my supervisors Professor Tijjani Abubakar and Malam Baba S. Aduku for their guidance, suggestions, constructive criticisms and understanding which contributed to the success of the work.

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ABSTRACT

This study attempted to provide an understanding of the management of records in the Federal College of Education Zaria. The study discussed records, records management, records management program, its benefits and how these records are managed in the College. It also highlighted the types of records created, method of distribution, storage, retrieval, access, and problems. Survey method was used to conduct the study using questionnaire, interview, and observation. Several types of records were being created and received with Students Academic Achievement 320 (91.4%) and Academic Activities as major records created. Records were mostly distributed to internal users by sending duplicate copies 255 (7.92%) and to external users by hand delivery 270 (77.1%). The study revealed that paper-based records of the College are mostly kept on wooden shelves 319 (91.1%) and in files314 (89.7%). There is restriction of access to some records like those of finance, examination results, certificates and staff personal files. Self discretion was mainly used to appraise records for retention and disposition as there was no written policy to guide this practice. The study recommended provision for adequate, modern, safe and functional storage facilities, sufficient and regular funding, recruitment of trained personnel, on the job training for existing staff, computerization of all College records, and uninterrupted power supply to all parts of the College as a means of ensuring proper records management.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Records are generated in all organizations, educational institutions inclusive. These records document the activities and functions of these organizations and institutions. Different types of records are created using various media for their creation and different methods and equipment are also used for their storage, retrieval, use, and eventual disposal.

According to University of California Record Management Program (Revised 2004), a record is defined as any writing, regardless of physical form or characteristics, containing information relating to the conduct of the public's business prepared, owned, used, or retained by an institution or any of its units or employee for the benefit of the institution. "Writing" means any handwritten, typewritten, printed, photograph, photocopying, electronic format or facsimile, and any other means of recording data or any form of communication or representation, including letters, words, pictures, sounds, or symbols, or combination of both, and any record thereby created, regardless of the manner in which the record has been stored. Record also refers to any information kept about any activity, business or function so that it can be used or studied later. To keep a record is to write down details of such activity, business or function that has been done so that it may be preserved for later use or can be passed to an individual or organization for continued action or as a follow-up to a previous activity.

"Record" or "records" as defined by the Illinois State Records Act (2006), means all books, papers, maps, photographs, or other official documentary materials, regardless of physical form or characteristics, made, produced, executed or received by any agency in the State pursuance of state law or in connection with the transaction of public business and

preserved or appropriate for preservation by that agency or its successor as evidence of the organization, function, policies, decisions, procedures, operations, or other activities of the State or the State Government, or because of the informational data contained therein. A record is a piece of information created or received by an institution as evidence of a business decision or transaction and should be preserved. Most records are kept for a period of time after which they are disposed of, or transferred to the archive. Some records are so valuable to an organization that they require special measures of protection. (Read-Smith et-al, (2002). Each record maintained by an institution falls into one of four categories used to determine how records should be retained and the level of protection they require. These categories are (1) Vital, (2) Important, (3) Useful, and, (4) Nonessential. (Read-Smith et-al. (2002).

Records are always created to serve some purposes of say planning, organizing, evaluation, historical or research referencing, providing evidence in litigation processes and so many other things that an institution may need its records for (Stewart and Melesco 2002). For this we need to manage records by keeping and organizing them in such a way that at any moment in time we know where we keep what and how to locate it easily and in the shortest possible time. In other words, we need to manage records well and effectively.

Records management is defined as the systematic control of all records from their creation or receipt, through their processing, distribution, organization, storage, and retrieval to their ultimate disposition. Records management is the practice of maintaining the records of an organization from the creation of those records to the time of their disposal when they may be considered to have expired or become irrelevant. Management includes activities like classifying, storing, retrieving, security, archival presentation or even destruction of such records. It is primarily concerned with evidence of the organization's activities

Until relatively recently, records management referred only to management of records which were no longer in everyday use but are still relevant enough to warrant being kept 'semi current' or inactive, and stored out of sight. The International Standard (ISO 15489: 2001) defines record management as "the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance , use and disposition of records, including the process of capturing and maintaining evidence of an information about business activities and transaction in the form of records.

It is a fact that the educational sector is one of those that needs to be involved in effective record management. For one thing, academic institutions especially at the tertiary level within departments generate records about students, about courses taken, about credits earned as well as tests and examination results. All these need to be properly managed. The registry, which is the hub of the administration, in the school generates records on personnel, from their recruitment, promotions, and disciplinary actions to their eventual retirements. The bursary generates and handles finance matters maintains records of all financial activities. The academic departments too have to generate and maintain records of students, and all their teaching and research activities. The libraries that serve as the store house of information needed by the institution must have an excellent record management system for all their materials.

In Nigeria, educational institutions generate several records in their various departments using a combination of electronic and paper-based methods. In many of them, you find that computers are used to write reports of all activities and then hard copy prints are produced and kept in file cabinets. Observation showed that a good number of records generated in bursary departments and some academic departments are fairly more computerized than those of the registry and other support service departments

1.1.1 Brief History of Federal College of Education Zaria

The training of teachers in the northern part of Nigeria started with the opening of the Nasarawa School by the British government in 1909. The pre-requisite qualification for admission into a teacher training institution was standard iv. Jekayinfa (2009)

The Federal College of Education Zaria, formerly known as Advanced Teachers' College was first established as Northern Secondary Teachers College in November 1962.

Acting on the recommendation of the Ashby commission, the Government of the former Northern Region established a Northern Secondary Teachers "College" in Zaria. The Northern Regional Government, through the Federal Government, requested the United Nations Special Fund for assistance. The request was granted and a plan of operation was drawn up, which was formally signed in March 1963 by the Federal Government of Nigeria, the United Nations Special Fund and UNESCO. Authorization to start operations was given in May 1963, but the College was formally opened on 1st November, 1962 with an initial intake of 150 Students. The projec3326955t was originally envisaged for a five year duration. Subsequent revisions to the original plan of operation extended this for about three years. The name of the College was later changed to Zaria Teachers' College.

According to Jekayinfa (2009), the Ashby Commission's recommendation for Teacher's Grade I Colleges was modified to give rise to new program and a new certificate - the Nigerian Certificate in Education (NCE). This program was meant for the training and preparation of teachers for the lower forms of secondary schools, and the teacher training colleges. The schools were popularly called the "Advanced Teachers' Colleges". They were established at Lagos 1962, Ibadan (1962) but transferred to Ondo where it became the Adeyemi College of

Education). Owerri 1963, Zaria 1962, Kano 1964 and Abraka 1968). This was how the former Zaria Teachers College was upgraded and renamed Advanced Teachers College Zaria.

The College was temporarily situated in the present site of the Kaduna State Polytechnic (Annex Campus) along Gaskiya Road, Zaria, opposite the Institute of Education, ABU Annex. Within a short time, the building became inadequate for the need of an Advanced Teachers' College. In January 1973, the College finally moved to its present site by old Jos Road, opposite the Institute of Administration (Kongo Campus), Ahmadu Bello University, Zaria. The administrative fortune of the College has some how been bound up with the political vicissitude of the federation. With the creation of more states in the Federation, the College became the property of the former six northern states. The duty of administering the college, in the interest of all the six northern states, first fell on the Interim Common Services Agency (ICSA), which in 1970 specifically requested the Institute of Education, Ahmadu Bello University Zaria, to take over the administrative control of the College for the following reasons:

i. To minimize administrative inconveniencies.

ii. To cut down and also streamline the cost of managing the policy making body.

iii. To encourage staff and students participation in the formation of policies affecting the College.

With the Institute of Education's take- over, the admission of students was virtually on quota basis; which ensured there was almost equal representation from each of the Northern States. Each state was responsible for sponsoring of its own candidates. (About the College pdf files/FCE Zaria.html)

The National Commission for Colleges of Education Decree No.3 of January, 17, 1989, promulgated by the Federal Government became the funding and policy agency of the

colleges. The commission changed the name of these colleges from Advanced Teachers' Colleges to Federal Colleges of Education. All these changes resulted in generation of more records.

1.2 Statement of the Problem

Despite the fact that educational records are very vital in the management of educational institutions, (Nakpodia 2011) observed that some institutions do not take record-keeping seriously and most of their essential records are not properly stored and secured. As a result, cases of lost or misplaced documents as well as mutilated or incomplete files become a common occurrence in these institutions. This is a problem in Nigerian higher educational system as this not only impair the smooth, effective and efficient running of the schools but also grossly affects staff and students who often need such records for important purposes. Undoubtedly, having accurate records is paramount to avoiding a disconnection and ensuring a cohesive continuity in the affairs of any organization, Federal College of Education Zaria inclusive.

A personal visit to some departments at this College by the researcher revealed that most student and staff records are paper based and are stored on file cabinet drawers. The examination records are, however, computerized and are mostly stored in the computers which are usually placed more securely in the examination offices. Finance records in the Bursary are a combination of paper based and computerized. Registry records dealing with personnel are mostly paper based. Most other departmental records in the College are paper based. Management of these records, which involves creation, storage, retrieval, maintenance, use and eventual disposition depends on qualified records managers, functional equipment, efficient working tools and sufficient funding, and most importantly a clearly spelt out records management policy.

This study strived to identify these problems as they affect records management in Federal College of Education, Zaria and come up with suggestions for improvement based on the findings of the study.

1.3 Research Questions

This study will answer the following research questions:

1. Is there any written records management policy in Federal College of Education Zaria?
2. What types of records are created by the Federal College of Education Zaria?
3. How are records distributed in the Federal College of Education Zaria?
4. How are records stored in Federal College of Education Zaria?
5. How are records retrieved in Federal College of Education Zaria?
6. How are records protected in Federal College of Education Zaria?
7. What are the possible challenges to effective records management in Federal College of Education Zaria?

1.4 Objectives of the Study

The main objective of the study is to investigate the factors inhibiting effective records management in the Federal College of Education Zaria. The specific objectives are:

1. To find out whether there is any record management policy in the Federal College of Education Zaria

2. To identify the types of records created, in Federal College of Education Zaria.

3. To determine how records are distributed in Federal College of Education Zaria.

4. To determine how the records are stored, in Federal College of Education Zaria.

5. To determine how records are organized for easy retrieval in Federal College of Education Zaria.

6. To determine how records are protected or secured in Federal College of Education Zaria.

7. To proffer solutions to the challenges hindering effective records management in the Federal College of Education Zaria.

1.5 Significance of the Study

The study was based on the premise that management of records in the Federal College of Education Zaria has some problems. It is an inquiry into its state of record-keeping system with a view to proposing strategies that would improve and make it more efficient. It is therefore expected that the findings of the study would help College in particular and other Federal Colleges of Education in Nigeria in the formulation of appropriate records management policy. This would help both the Colleges and the National Commission for Colleges of Education, and their administrators to know what to put in place for efficient records management. This would help them in getting the right information at the right time for decision making.

It is hoped that the study would be an invaluable contribution to the small amount of work that has been done on record management in this College. In addition it would attract more researches on this important subject.

1.7 Scope/Delimitation of the Study

The scope and delimitation of this study are determined by the topic of the research. Record management is treated in its full ramifications. Though it is intended to cover only Federal College of Education Zaria, within the College, it would cover all the Offices and the Schools. It would treat all aspects of records management.

1.8 Operational Definition of Terms

There are three main important concepts or keywords related to this study. These are defined as follows:

1. Records: A record is defined as any writing, regardless of physical form or characteristics, containing information relating to the conduct of the public's business prepared, owned, used, or retained by an institution or any of its units or employee.
2. Records Management: Records management is the practice of maintaining the records of an organization from the creation of those records to the time of their disposal when they may be considered to have expired or become irrelevant.
3. Management includes activities like classifying, storing, retrieving, security, archival presentation or even destruction of such records. It is primarily concerned with evidence of the organization's activities.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.

This chapter reviews the literature that relates to records and records management especially as it relates to Federal Colleges of Education in Nigeria. It is arranged as follows:

2.2 The Concept of Records.

2.3 The Need for Records Management.

2.4 Records Creation, Storage, Access and Retrieval

2.5 Archiving and Disposition of Records

2.6 Records Management in Schools

2.7 Records Management in Tertiary Institutions

2.8 Importance of Records Management in Tertiary Institutions

2.9 Summary of the Review

2.2 The Concept of Records

Records are evidence of transaction on paper or any other media like audio or video films, CDs, VCDs, DVDs, Diskettes, pictures, correspondences, etc. Managing these involves identifying, collecting, preserving and disseminating such information professionally. Records have a life cycle from creation i.e. (1) current, (2) semi-current to (3) archives. At each of these levels, there is need for collection, collation, organization, preservation and retrieval

(accessibility). The performance of the above functions requires accommodation, staffing (i.e. professional records managers), equipment- computers, pamphlet boxes as well as vehicles, (Adikwu, 2010).

Records are any recorded information, regardless of form or medium received and maintained by an agency, institution or organization, or individual in pursuance of its legal obligations or in the transaction of business of any kind (Ifedili and Agbaire 2011). Thus records are documentary evidence of transaction made or received in pursuance of legal obligations regardless of the physical form or characteristics of the media. They substantiate who did what, where and when.

A record is any stored information, regardless of media or characteristics, made or received by an organization that is evidence of its operations and has value requiring its retention for a specific period of time. Most common organizational records include correspondences like letters, memoranda, reports, forms or books. These may be on paper, facsimile machines, or electronically by computer networks. Like every other assets, records of an organization must be properly managed. Read-Smith et-al (2002).

Some records are so valuable to an organization that they require special measures of protection. Each record maintained by an institution falls into one of four categories used to determine how records should be retained and the level of protection they require. These categories are (1) Vital, (2) Important, (3) Useful, and, (4) Nonessential. Read-Smith et-al. (2002).

Vital Records are records that are very essential for the continuing operation of the institution and are usually not replaceable. These must be well protected. Important Records are records

that assist in running an institution's business or operations and, if destroyed, are replaceable, but only at great cost. Due to the high cost of replacement, these should be well protected.

Useful Records are records that are helpful in running an institution's business and operations and if destroyed can be replaced at slight cost. These have minimal impact if destroyed. Nonessential Records are records that have no predictable value to the institution after their initial use and should be destroyed thereafter. Professional record managers have the responsibility of deciding what a record is and what a non record is.

The principles and systems of records management aid in the capture, classification and ongoing management of records throughout their life cycle. Such a system may be paper based (library index cards) or a computer (as in electronic records management application). As an organizational resource, records serve many functions in the operation of an establishment such as a college library. Records represent all documentary materials such as correspondence, forms, reports, drawings, maps, photographs, and various physical forms, e.g., paper, cards, microfilm, tape, CD-ROM, etc., which can be preserved for short or long periods.

The National Archives Decree (1992) places responsibility for records management within public offices on the head of the office concerned. Each public office must appoint a departmental records management officer to plan, develop and organize the records management program for the office. The volume of financial records in public offices has built up over the past twenty years or so, and oral evidence suggests that financial records are rarely destroyed. The Archives is actively assisting ministries to set up proper records systems and advise on the disposal of in-active records. The construction of regional records centers will assist in the storage of semi-current records.

Records management controls could be tightened if each public office could appoint a departmental records management officer to be responsible for the records management program, for ensuring that there are specific retention and disposal schedules appropriate to the office and for monitoring the application of the schedules.

2.3 The Need for Records Management.

The United States Department of Defense (standard DOD 5 015 02-STD 2001) defines record management as "the planning, controlling, directing, organizing, training, promoting and other managerial activities involving the life cycle of information including creation, maintenance (i.e. use of storage retrieval) and disposal regardless of media.

Educational institutions often operate in a heterogeneous records environment— they need to manage both paper and electronic documents. As a result, they may require different procedures to address these issues. Without standardized processes, it is not uncommon for records management practices to differ between departments, campuses, and even faculty within a single institution. In some cases, long-standing paper-based procedures have not been adapted to reflect advances in technology (Ifedili et-al 2011). Obviously, colleges and universities have to address compliance mandates. And in order to process work efficiently, institutions need to be able to manage student, administrative, and back-office records. Establishing a records management strategy within an academic environment can be a challenge—especially if there is a misconception that students will not benefit from it. Implemented correctly, a records management strategy can lead to improvements in student services and overall organizational efficiencies. The following recommendations will guide us on where to start and how to handle the creation, management, and disposition of student and administrative records:

Identifying your records, documenting your records management policy, transitioning from paper to electronic processes and improving business processes and student services with a records management strategy.

Management from creation to disposition

1. Identify your records and document your policy

In an environment that deals with paper, electronic documents, unstructured data, web submissions, and other types of media, it is important to establish and document a records management policy. For each record—whether it is associated with students, faculty, or administrative areas like human resources, accounting, operations, and payroll—you should be able to enact, document, and enforce a storage and retention policy to ensure that you are complying with regulations.

According to Southern Illinois University Records Management Manual (2006) the first—and most important step—is differentiating your records from other documents. Are you receiving incoming records on different formats? A common example might be both paper and electronic submissions of the enrollment application, letters of recommendation, transcripts, official test scores and other information that is associated with the application process.

After you identify your records, capturing your paper records electronically as they enter your institution is a pivotal step in a records management strategy. At the same time, as you create records internally, enact measures to ensure that they are electronic and not paper-based. Replace your paper forms with electronic forms, which can be secured and controlled. This will simplify your management efforts considerably.

2. Consider business needs as well as accountability

As you put together a records management plan, consider your business needs. Establish consistency in the manner in which you process your records. At the same time, implement measures that will make you more efficient in the processing of those records. Accurate records management will have far-reaching effects. Immediate access to documents will enable you to improve your service to students. At the same time, it will increase efficiency and allow you to process more work without hiring more staff.

For example, as materials that are related to student applications arrive into your institution, you could adopt business process management tools that would improve your processing turnaround and help you manage your records. This, you would start with scanning and indexing your application materials upon receipt. The materials can then be grouped automatically with the rest of a student's application materials. When the application is complete, it can be routed to the appropriate admissions staff for electronic processing with the use of automated workflow.

3. Control your records

Under a paper-based system, it is almost impossible to ensure your privacy. You should create an electronic system that allows you to configure restrictions on who views, reads, annotates, and acts upon documents with confidential information in line with your records management policies.

Privacy measures can be assured with a transition from paper to electronic processes. Sensitive records can be scanned at the point of receipt. Semi-structured records— such as email and instant messages—can be indexed, saved, and stored in your electronic document repository where, they can be accessed only by authorized personnel. This will improve your records management policy and lead to improved efficiency throughout your institution. By

transitioning to electronic processes, records are no longer misplaced, duplicated, or lost especially where back up facilities are put in place.

4. Manage from creation to disposition

After you have identified which of your documents are records, you should implement a processing plan for each type of record. Your plan should take into consideration the active part of each document's lifecycle, as well as a strategy for long-term retention and disposition. This plan will vary according to your processes and regulations (SIUE Records Management Manual 2006).

For example, upon matriculation, student information may be routed to your development area for the management recorded that affects you and your functions. Other records may be automatically transferred to a long-term storage medium to ensure that they are retained in compliance with regulations. As you know, records can be a liability if they are held for too long. For most student and faculty records, you should configure automatic destruction schedules once the retention period has been exceeded.

Administrative documents like personnel records, evaluations, resumes, requests for position change, letters of hire, and invoices can be imaged and stored in the same electronic repository that you use to house your student records. Thus, active and inactive personnel records can be managed according to the business rules that you configure. And they can be accessed by authorized personnel with the click of a mouse. Making information accessible between departments can dramatically improve your hiring process.

5. What to look for in a records management software system

Good records management starts with a robust ECM system. If you've done any research into enterprise content management, you are well aware that there are a lot of options on the market. Look for a system that offers:

True records management capabilities. An ECM system with true records management functionality will provide your institution with complete lifecycle management from cradle to grave, including the ability to automate records retention, disposition, migration, and backup.

Integration. Look for the ability to integrate with your existing business applications such as student information systems, ERP solutions, and custom portals. Choose an ECM system that leverages web services for communication and integration. It should provide the ability to work in a SOA infrastructure as well as the ability to directly access databases in legacy systems. An ECM system should offer the flexibility and extensibility to make your information accessible regardless of your underlying architecture.

Advanced processing technologies. An ECM system should offer an integrated suite of robust tools to suit your specific needs. A system that is integrated from the ground up provides out-of-the-box functionality. Of course you will need records management tools. In addition, look for a system that offers you electronic search tools, email management, reporting tools, forms processing capabilities, barcode recognition software, and more. An integrated software suite ensures that the components with which you choose to address your records management strategy will work together to enhance your processing capabilities.

Higher education experience. As you research ECM vendors, a few stands out in terms of longevity and experience. Look for a vendor with decades of experience in the education realm. You will find that an experienced vendor has an understanding of the different processes in which colleges and universities immerse themselves every day. They will have the

expertise that is needed to address the needs of small and large institutions that have centralized and multi-campus environments.

Affordability. Often, budgetary constraints make it difficult to enact enterprise-wide software implementations. Find a vendor that offers both traditional and subscription service pricing models that will fit your budget and your timeline. Depending on your business needs, you may be able to completely eliminate upfront capital expenditures.

Sometimes the hardest part of transitioning to electronic records management is changing the paper-based mindset that has been in place for decades. Institutions that are still using paper often let their records management procedures dictate their policies, rather than vice versa. Don't fall into that trap. If your organization is having trouble adapting to change, consider taking advantage of your ECM vendor's professional services expertise. A process analysis can serve as a blueprint for improved records management—as well as improved efficiencies and enhanced student services—throughout your institution.

The management of records involves some steps, namely:

i. Identifying which involves the authentication to ensure that it is not a forgery.

ii. Storing which should be done in such a way that they are accessible and safeguarded against environmental hazards

iii. Disposal: -a process that involves transfer to a historical archive, museum or private individual – or complete destruction of records.

Often a record management system helps to aid in the capture, classification and ongoing management of records throughout their life cycle. Such a system may be paper-based (e.g. index cards used in libraries), or computer based, as electronic record

management application, the latter a program or set of programs used to track and store records.

Record keeping occupies a strategic position in the efficient and effective management of the educational system. In fact, it is central in the administration of institutions of learning because it documents the planning and implementation of appropriate course of services allowing proper monitoring of work. In the conventional paper based organizations such as the universities, paper continues to be viewed as the material for records in administrative documentations (Igwoku, 2008 in Egwunyega 2011). The approach is for records created in the course of day-to-day business of the universities to be stored and kept in hard copies as evidence of an action, decision or process.

However, the process of record keeping provides a framework for keeping, maintaining and providing for the disposition of records and what is contained in them. They are therefore intended to benefit all members of staff by facilitating continuity and evaluation of services and preserving privacy. This framework is provided for by guidelines designed to educate people on decisions regarding professional record keeping. For instances, American Psychological Association (APA, 2007) contains the "Ethical Principles of Psychologists and

Code of Conduct" generally required for the maintenance of appropriate records of psychological services.

2.4 Records Creation, Storage, Access and Retrieval

Records Creation

Many records management programs manage existing records well. Unfortunately, records management often is not effective during the time that records are being created. This can lead to redundant records, lack of clearly identified official copies, and insufficient records for audits or litigation. Noris (2003). An effective records management program is one that creates all the records it needs, and none that it does not need. Here are some indications of effective records creation:

- Records are sufficient for audits.
- Unneeded records and copies are kept to a minimum.
- Official copies of records are identified.
- Records are available for litigation.

Records Storage and Maintenance

One sure sign that an organization has an effective records management program in place is that it stores and maintains its records securely and efficiently. Cost-effective, secure storage systems that provide quick and rapid retrieval will help ensure the ready availability of records in case of litigation and audits, as well as for future reference use. (Noris 2003) Some indications that a good storage program is in place include:

- Inactive records are stored off-site in an in-house or contracted records center.
- Proper shelving is used to store records.
- Vaults are used for the most valuable records.
- Electronic data backup procedures are in place and are routinely followed.
- Fire prevention systems are in place in storage areas.

- Adequate environmental controls exist in storage areas.
- Security rules and procedures are in place and followed.
- Recording format standards are complied with.

Records Access and Retrieval

Organizations create, retain, and preserve records so that they can be used. If a user cannot locate a document, it might as well not exist. As such, an effective records management program should have in place systems—manual or automated—that can locate and retrieve records in a reliable and timely fashion to meet the needs of users. Some signs that a program possesses this attribute include:

- Satisfactory filing and locator systems with documented policies and procedures.
- Finding aids, such as indexes, are prepared and used.
- Subject matter lists to meet requirements are prepared and used.
- Policies and procedures regarding access restrictions are developed and in use.
- Filing equipment is used appropriately.
- Local area network (LAN) policies and procedures are developed and in use.

2.5 Archiving and Disposition of Records

An important sign of an effective records management program is the preservation of archival records and the promotion of their appropriate use by the public. Most records lose all value when the purpose for which they were created has been realized. However, a small percentage hold value beyond their original purpose—for historical or genealogical research, exhibits, publications, teaching aids, long-term legal documentation, or other activities. (Noris 2003) These archival records can be useful to the public, other governments or agencies, teachers,

writers, and other people or groups that require documentation in their work or avocations. Some indications that this component of records management is in place include:

- Public outreach programs exist.
- Records reference use areas are available for the public.
- Policies and procedures are in place for use of records by the public.
- Information sharing with other governments or organizations is done to develop and distribute finding aids so access to archival records is improved.
- Records are used for exhibits and education.
- The Internet is made available for public access to and actual use of records.
- Marketing strategies are in place to encourage public access to and use of records

Records Retention and Disposition

Proper records retention and disposition is key to an effective records management program. It ensures that records are present when needed for litigation, audits, day-to-day business purposes, or historical research, but that unneeded records do not take up costly storage space. Regular and systematic disposition of records according to a State Archives retention schedule provides evidence that records which no longer exist are not destroyed to avoid their use as evidence in court or to evade Freedom of Information requests. Some indications that a good retention program is in place include:

- Archival records are identified early in their life cycle.
- Retention schedules are adopted and used in the normal course of business.
- Office retention schedules are developed and used.
- Records are systematically disposed of.
- Electronic records are retained and disposed of according to retention schedules.

- Plans are in place to ensure that electronic records continue to be accessible following technology changes.
- Disposition is routinely documented.

2.6 Record Management in Schools

Adebowale and Osuji (2011) observed that records are documented information generated, collected or received in the initiation, conduct or completion of an activity and that comprises sufficient content, context and structure to provide proof or evidence of the activity. Specifically, Hrach (2006) defined school record as a unified, comprehensive collection of documentation concerning all services provided to a student which may include intake information, evaluation(s), assessment(s), release of information forms, individual learning plan, all written notes regarding the student, all collateral information regarding the student, etc. Chifwepa (2001) observed that a record is a documented proof of transaction and that information is what a record contains, stores and transmits.

Hence, records do not only enable school administrators to have a clear picture of what is available and what is required, they provide justification for certain needs and seem to extend the memory by which persons and/or organizations can pass on their culture and achievement to the future generation. In fact, the content and quality of school record (such as lesson plans, report cards, etc.) can serve as a direct reflection of the amount of work that has been expended on the school enterprise. Also, records help school administrators and parents to keep a concise and accurate timeline of events in the life of the pupils. Individuals may think they will be able to recollect past events, but it is easier to use a written record.

Considering the need for accumulation of data and the period of time over which records have

to be kept, large files containing large quantities of data and information relating to an organization's employees, accounts, achievement records, inventory, health records, etc., tend to accumulate over the years such that it often becomes difficult and time consuming to look for a specific item of information in the files. The most common and modern arrangement that emerges in record keeping in recent times is computerization. This has made information and its management easy and efficient in terms of generation, organization, storage, utilization, retrieval and even destruction (when necessary). Although as good as this approach appears to be, the limiting problems of cost and erratic power supplies appear to delimit the ability of the educational sector (particularly in developing countries) to make effective use of this approach.

Generally, continuous assessment is conceived as an educational mechanism where the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes a systematic account of all performances during a period of schooling (Ojerinde & Falayajo, 1984). The mechanism is comprehensive in scope, as it is expected to make use of different approaches and evaluation tools (such as tests, questionnaire, rating scales, observation and anecdotal records) to obtain information on learners; it is systematic in that it requires an operational plan, it is cumulative in that any decision taken about a learner is based on earlier decisions and it is guidance oriented in that any data gathered on the learners will serve as the basis for further academic growth and development (Ojerinde & Falayajo,1984;, Okpala & Utoh, 2005). In Nigeria, continuous assessment scores contribute 60% of every terminal assessment at the primary school level and Junior Secondary School Afolabi, (1999) and 40% of the final examination at the Senior Secondary School level.

The frequency of collection of the evidence of student learning is another important aspect of continuous assessment as according to Afolabi (1999) students who have more observed scores for continuous assessment are likely to obtain final scores which are closer to the mean scores

of the group (smaller variances) than those who have fewer observed scores. Afolabi (1999) suggested at least two times per term of continuous assessment in a school year of three terms for curricular areas, once a term for the determination of interest, attitudes, physical health and outdoor activities and twice a year for cultural and co-curricular activities. Also, non-scholastic aspects of the students' characteristics like personal and social qualities are recommended to take place once a term.

Alausa (2003) identified record keeping as a cardinal problem of continuous assessment implementation as records have to be accurately and meticulously kept over a long period of time in a form that will enhance easy retrieval, if the assessment technique is to be effective. He also posited that continuous assessment is generally known to be accompanied by the use of many more instruments of evaluation and hence implied more marking, grading and recording. Now that the basic education is to last three more years than the former primary education, it is compulsory and all inclusive, record keeping may constitute a stronger challenge to teacher performance and educational management in Nigeria and other countries where similar programs are executed.

First, the nine-year UBE program provides that children receive the first six years of the nine years at a primary school different from the Junior Secondary School where they are expected to complete the remaining three years (Oduolowu, 2007). Also, with the UBE scheme two types of record keeping regimes are involved. In the primary school, a single teacher takes care of a class, and its pupil constituents such that their assessment (cognitive, affective and psychomotor) and the record arising therefrom can be collected and kept by the same person and later pass it on to another single person in the next class. In the Junior Secondary School,

however, where team teaching is practiced, different teachers handle different subjects and hence records are gathered and kept by many teachers and carried on to the next class to be taught, examined and recorded by yet many teachers that may all be different from those of the previous class(es). Ultimately, both regimes together are expected to constitute a sizeable percent of the outcome of the UBCE.

Adebunmi observed that on regular basis, information on school personnel (pupils, teachers and nonteachers), facilities, funds and school activities, are collected and preserved. This collection becomes school records. School records are, therefore, information or data which are collected on various aspects of a school and preserved for future use. The information or data which are written manually or electronically are preserved in books, files, diskettes and other electronic materials. Adebunmi (2004) summarises this concept when he states that school records include all books and files containing information on what goes on in school, who is in the school and the type of properties owned by the school. Adebunmi (2004) School records serve as a bank in which information is deposited and kept, with the hope of retrieving and utilizing it in the future. Proper keeping of school records could enhance planning process, serve as historical record, provide knowledge on students' academic performance and facilitate schools' financial administration. It will also provide a basis for advisory and counseling services. School records provide raw data which can be used by officials of education ministries for planning purpose. Data collected from school records on pupils' enrolment and school facilities can be analyzed in order to determine the number of teachers and other resources that would be needed by the school. Within the school, records would enhance planning for placement of students into higher classes. Through records, especially the log-book, the history of the school could be known. Important events of the

school are recorded in the logbook. Hence, it serves as a good reference point for whoever intends to know the happenings in the school. In fact, it serves as historical sources of useful information to principal's or headmaster's successor and to outside researchers Adebunmi (2004).

School records also enables us know the term and yearly academic performance of students. School managers will be able to determine the academic progress of the students and take necessary precautionary measures towards improving their academic performance. The financial status of the school could be determined through school records. Income and expenditure of the school are entered into appropriate ledger, and, this enhances accountability on the part of the school administrator. School records also provide a basis for advisory and counseling services. Teachers, head teachers and school counselors could make use of records in order to give advice on student's academic activities. Adebowale and Osuji (2009).

Using school record as a management strategy

One purpose a school record can serve is to assist in effective management of the school. Managers are required to keep records not only because it is a statutory duty but because of its value in improving management practices. Fasasi (2004). School records can enhance managerial duty performances in the following areas:

(i) Planning for resource acquisition and utilization

Resources such as teachers, non-teachers and students, constitute the personnel in the school. They are to be absorbed into the school in adequate quantity and quality. Also, facilities that would be needed in the school should be determined by the administration. Records such as students' admission and attendance registers, school inventories book and teachers' register, will be consulted in order to plan for acquisition of these resources. Their utilization should also be planned for when records are consulted.

Time is another scarce resource which needs to be well managed in order to avoid its being wasted. School calendar, school time-table and class time-table could be used to allocate programs, curricular and co-curricular activities of the school. Planning, coordination, control and organizing of school activities could be enhanced through the use of these records.

(ii) Student and Staff Personnel Service

Records such as students' attendance register, staff time-book, staff movement book, students' class record book, teachers' class record book, corporal punishment book, staff personal file and, students personal file will be administratively relevant in this situation. When people are aware that records are being kept about them, they tend to be more careful in their general behavior. Moreover, government regulations on what to do (course content, curriculum) who to do it (personnel) when to do it (time) where to do it (educational institutions) and how to do it (methodology, funding, and facilities required), are vital to school management. These are contained in the education law and the National Policy on Education which are to be kept in school. Oduolowu (2007)

(iii) Financial Management

When financial transactions are properly documented and kept in records, incidence of fraud, overspending under spending and financial waste, will be curtailed to a large extent. Records such as cash book, bank account .book, cheque book, account ledger and receipt for payments, are useful records for this purpose.

(iv) Improvement of Instructional Program

This could be achieved when records such as lesson plan, scheme of work and record of work are kept. Teacher's activities Could be controlled and monitored when records of what has been done, and what should be done within a period are checked. The teacher could be advised, praised, encouraged and directed as appropriate,

(v) Maintenance of Effective Interpersonal Relationship with the Community and External Agencies

Records such as visitors book, Parent-Teachers' Association minute book and Board of Governor's book, constitute points of reference on fostering good relationship between school and external bodies, knowing their needs and getting the needs of the school across to them. School record may not be able to serve its purpose as a management tool unless certain measures are taken by the school administrators. The following recommendations are therefore worthy of note. Gama (2010).

School and classroom administrators should develop a positive attitude towards record keeping. As a result of lack of commitment on the part of the administrators, some records are not properly kept while some are not kept at all. For example, many schools including government owned ones, are not having copies of education law and national policy on education, in their schools. Records should be seen as “A tool for attainment of school objectives, and not as a routine ritual without any useful purpose in view.

As a corollary to this, teachers should have an understanding of record-keeping process. At school level, a seminar on record-keeping should be held and samples of all records should be made available for teachers to see. Through this method, records such as log-book and punishment book which are usually kept in the head of a school's office, would be seen and handled by younger teachers. In addition, teachers should acquire knowledge on modern methods of record keeping which are made available through modern information

technology. Records should be kept honestly, accurately, safely and confidentially. Planning done with falsified records cannot be accurate and this will not augur well for the nation's educational development.

Finally, the government and the school authorities should provide facilities that are required for record keeping. For example, record books, files, audio and visual equipment, should be provided in sufficient quantity. Storage facilities which will enhance safety of the records from theft, mutilation, destruction and accessibility to unauthorized persons, should be provided to all schools.

According to Gama (2010) in a primary school setting, the headmaster/ headmistress and his/her lieutenants are responsible for the general administration of the school. Among the academic staff, some are assigned responsibilities such as class master or class mistress, health master, sports master, kitchen master, exams officer, teacher librarian etc. The curriculum on the other hand spells out the various subjects to be taught at different levels as well as the contents of the subjects. Certainly, the activities of these components must warrant the creation and receipt of records both within and outside the institutions respectively.

In order to keep track of what is happening or has happened, and for efficient planning purposes the records generated and or received in the course of their activities must be organized to allow easy access whenever the need arises. Some of them must be preserved so that reference could be made of them for decision making, some may be appraised for the purpose of disposition in order to create space for more useful ones. Records management generally consists of all these activities. As educational institutions, records about pupils' academic activities, responsibilities assigned to staff, course contents, log book, financial transactions, and the general administration of the institutions should be properly generated, organized, preserved and appraised. Gama (2010).

Primary schools, by the nature of their functions generate a lot of records. Some of them are inclined to the pupils, some to the teachers, some to the administrative functions etc. Some of these records may have less value that may warrant their disposition immediately they are used while some may warrant preservation for a certain period of time depending on their value while others may warrant permanent preservation. Depending on the value of the records generated or received, school administrators to some extent determine those to be preserved or disposed of as the case may be especially in the absence of a policy that guides their appraisal, retention and disposition.

Gama (2010) opined that experience has revealed that even in institutions of higher learning, records management (creation, organization, preservation, accessibility, retention and disposition) seem to be rather difficult especially the last two aspects. A number of records that are supposed to be retained are disposed of and those that are supposed to be disposed of are unnecessarily retained thereby creating cumbersome environment especially if they are not organized. This creates confusion and delay in accessing some important records. Absence of records management policy that guides the entire records management circle allows records managers to use their discretion as to what to retain, how long it is to be retained or to preserved permanently and what to dispose of. For instance, in his study Mabera (2010, p.50) in Gama (20010) reveals that Federal Universities in North Western Zone of Nigeria do not have policies to guide students' academic records management. This, according to the finding, leads to delay in decision making among others. If this is so in universities, the situation in primary schools may be more sympathetic. In another study, it was found out that records management in urban schools was more effective than in rural schools.

2.7 Records Management Program

To start any good records management program, whether one is going to develop their own records retention schedule or not one has to know what records they have and are responsible for. To this end one conducts a records inventory, that is a complete and accurate listing of their records, whether paper-based, microform, or electronic, indicating, how and where they are physically stored, volume of storage, how they are classified for future use and retrieval, sensitivity of information and access, what its retention period is, if known or its legal, fiscal, and/or administrative value, to determine retention (University of Wisconsin Records Management: An Overview 2009) .

Retention Scheduling:

All records have a lifecycle. That life cycle may be as short as a few hours as is the case with some transient records or may be as long as forever as is the case with records of enduring historical value. The record's lifecycle is determined through analysis of: 3 primary needs, namely; legal, fiscal, administrative and 3 secondary needs, namely; evidential, historical and informational

A records retention schedule is a comprehensive listing of the records an organization maintains that notes at a minimum how long they must be retained along with their ultimate disposition. In addition a retention schedule may indicate:

A legal or regulatory citation that mandates a specific retention, how long the records should be maintained in active on-site files? How long it may need to be retained in off-site inactive storage? Whether it is a vital record? Etc. (University of Wisconsin Madison Libraries Records Management) (2009)

Records retention schedules are developed in consultation with the University Archives.

Records Storage and Conversion:

Once one has determined what records they have and how long they need to be retained, they need to develop a filing and storage strategy and/or determine if their existing filing and storage strategy is adequate. Questions one needs to address include:

How do you classify your records for ease of retrieval? What are the access procedures for sensitive records?

Where and how do you store your active records? Where and how do you store your inactive records?

Do you have a "records hold" procedure in event of litigation? What are your procedures for transferring records of enduring historical value to the archives?

How are you storing your electronic records? Have you identified your Vital Records?

What are the environmental conditions of your storage facilities?

At some point in a records life it may be converted to a digital image, to microfilm, or both to enhance access, reduce physical storage, or to provide disaster recovery and preservation tools.

Advantages of Digital Imaging of Paper Records:

Enhances access and efficiencies of the workflow, Reduces the amount of physical space one needs to store records, and easier to replicate for disaster recovery purposes

Disadvantages of Digital Imaging of Paper Records:

Access to documents is technology dependent and may not be cost effective for low-reference records, and has potential for format and/or system incompatibility and migration disasters (University of Wisconsin Madison Libraries Records Management) (2009)

Microfilming of Paper and Electronic Records Pros:

Microfilm can now be created directly from electronic files, as well as from the photographing of paper records. If silver halide microfilm is created and stored in accordance with industry standards, it may last from 300 to 500 years; so it is the hands down winner with regard to preservation of information in an eye-readable format and provides a useful migration and disaster recovery tool.

Microfilming of Paper and Electronic Records Cons:

Microfilm is technology dependent, but not as much as electronic records.

It may be more cost effective to just store the paper records that have short or intermediate retention periods.

Loss of dynamic function in electronic files such as spreadsheets or databases.

Vital Records:

Vital records are those essential organizational records needed to meet operational responsibilities under emergency or disaster conditions. Institutions need to ask themselves: "What records are absolutely crucial to our operations that will need to be recreated from backup copies if the originals are lost or inaccessible in a disaster?" Typically these are shorter term records that have legal and fiscal implications and amount to approximately 1% to 7% of an organization's records. Vital records should be identified as in integral part of a disaster prevention and recovery plan for business continuity.

Disaster Prevention & Recovery:

A disaster prevention and recovery plan is a written, approved, and implemented plan for the prevention or mitigation of records loss in an emergency or disaster, as well as a plan for recovering records in such circumstances. This should include a listing of vital records and should be part of the institution's continuity planning process. (University of Wisconsin

Madison Libraries Records Management) (2009). It should include at a minimum the following components:

A chain of command with contact information, decision tree for appropriate actions, listing of emergency management officials with contact information, listing of records reclamation vendors, and listing of vendors (supplies, computer equipment, records storage, etc.)

Also a list of supplies needed to help mitigate loss, including but not limited to:

Mops and buckets, absorbent supplies, fans, spare hardware and application software, fire extinguishers,

Identification of an alternative operational site that is either a: hot site - one which has all necessary computing equipment and software in place, where one can bring their back-up, load it, and put themselves "back in business" OR, cold site - one which is essentially just a facility where one not only has to bring in their back-up, but also all the computing equipment, software, furniture, fixtures, etc.

Backup policy & procedures for electronic files, with backup preferably stored offsite at least 5 miles from an operating system.

System restoration procedures

General "what to do" procedures for a variety of scenarios including but not limited to fire damage, water damage, loss of access to facility, and total loss of facility.

Remember that the biggest threat to records is water whether from flood, leaky pipe, or even the water putting out a fire. The plan should be reviewed and tested on a regular basis to make certain it is an appropriate one.

Disposition:

Disposition is the final administrative action taken by an organization with regard to records; these actions typically fall into two categories: (University of Wisconsin Madison Libraries Records Management) (2009)

Destruction via disposal in trash or recycling, shredding, macerating, incinerating, pulping, and deleting or other electronic obliteration;

Transfer to an archives for permanent preservation

When one regularly deals with the disposition of their records, they "lighten the load" of what they need to retain and manage.

Policies and Procedures:

Ultimately all the above should be put together into a written, adopted, and implemented set of policies and procedures. The policies and procedures manual encourage consistency in how one handles their records. The manual should be vetted on a regular basis to determine whether it is still effective, and if not revise and adapt it. In addition, the manual may address items such as workflow and other processes and the role of records management within them.

The University of Texas as came up with some generally accepted record keeping principles as:

These eight principles are high-level guidelines and represent a sound records management program (Texas A&M University Records Management Program. Revised 2008).

1. Principle of Accountability

An organization shall assign a senior executive who will oversee a recordkeeping program and delegate program responsibility to appropriate individuals, adopt policies and procedures to guide personnel, and ensure program audit ability.

2. Principle of Integrity

A record keeping program shall be constructed so the records and information generated or managed by or for the organization have a reasonable and suitable guarantee of authenticity and reliability.

3. Principle of Protection

A record keeping program shall be constructed to ensure a reasonable level of protection to records and information that are private, confidential, privileged, secret, or essential to business continuity.

4. Principle of Compliance

The record keeping program shall be constructed to comply with applicable laws and other binding authorities, as well as the organization's policies.

5. Principle of Availability

An organization shall maintain records in a manner that ensures timely, efficient, and accurate retrieval of needed information.

6. Principle of Retention

An organization shall maintain its records and information for an appropriate time, taking into account legal, regulatory, fiscal, operational, and historical requirements.

Records management provides:

(a) Basic cost savings – reduced space requirements in offices and file rooms, less disk and server space used, and better use of active filing space and supplies. (Texas A&M University Records Management Program. Revised 2008).

(b) Improved workflow – less time spent searching for a needed record.

(c) Increased efficiency and more effective performance of business activities.

(d) Support and documentation of policy formation, improved decision-making and Regulatory compliance.

(e)Litigation protection and support

(f) Identification and safekeeping of vital records for continuity in the event of a disaster

(g) Identification and safekeeping of archival materials that document the history of the institution

(h) Documentation and preservation of research

(i) Protection of the interests and rights of the institution, and its past, present, and future administrators, faculty, staff, and students

ISO 15489:2001 states that records management includes:

A. setting policies and standards as well as establishing and promulgating of procedures and guidelines

B. Assigning responsibilities and authorities

C. Providing a range of services relating to the management and use of records

D. Designing, implementing and administering specialized systems for managing records.

E. Integrating records management into business systems and processes

2.8 Records Management in Tertiary Institutions

Tertiary institutions often operate in a heterogeneous records environment— they need to manage both paper and electronic documents (Ifedili and Agbaire 2011). As a result, they may enact different procedures and other compliance initiatives. Without standardized processes, it is not uncommon for records management practices to differ between departments, campuses, and even faculty within a single institution. In some cases, long-standing paper-based procedures have not been adapted to reflect advances in technology. Obviously, colleges and universities have to address compliance mandates. And in order to process work efficiently, institutions need to be able to manage student, administrative, and back-office records.

Establishing a records management strategy within an academic environment can be a challenge—especially if there is a misconception that students will not benefit from it. Implemented correctly, a records management strategy can lead to improvements in student services and overall organizational efficiencies.

Over the years, tertiary institutions in Nigeria have consistently faced increasingly complex organizational problems in areas such as resources maximization, staffing, procedural problems regarding planning, control and evaluation, information storage and retrieval (Longe 1988 in Fabunmi and Isah 2007). Nwankwo 1985) stated that modern educational system, like

other modern social and economic systems have become increasingly complex. Educational institutions like the universities are not only facing complex managerial problems, they have become complex in themselves. The complexities of educational systems and their institutions, particularly in Nigeria and other developing countries, tend to be characterized by such phenomena as; student population explosion, diversities in the dimensions of programs and procedures, inadequacy of funds and other material resources even in the face of inflation, conflicting models and policies adopted for implementation. At the core of the above bewildering list of complex variables is the problem of paucity of information as well as poor capacity for records and information management. The university provides education to the general populace catering for diverse fields of learning, ranging from the humanities, social sciences, arts, science and technology, medicine, law and education at different levels (postgraduate and undergraduate studies). The total enrolment in these universities ranges from 5,000 in the smaller universities to 30,000 in the larger ones and still growing. Various levels of activities are conducted in these universities ranging from ventures to academic and financial transactions. The general disposition of people, and especially office personnel, to have little regard for records has contributed to the poor state of records today in all of the nation's institutions of higher learning.

Popoola, and Oluwole, (2007) posited that Nigerian university administrators are often concerned with the alarming rate of misplacement or loss of vital records and the slow speed at which needed records are retrieved from their storage. Accurate retrieval and timely availability for use of the required information would reduce common problems of management in institutions, such as:

- Difficulties in finding information needed to take decisions or respond to inquiry.
- Delays in payment of staff emoluments and fringe benefits

- Accumulation of administrative matters which ought to have been discharged, but now causing discontent among staff, students, parents etc.
- Improperly registered students in school registers and records.
- Inaccurate demographic figures resulting in either lack of places/spaces for students or wastage of spaces/places available.
- Inability to forward students' reports/records or release results on schedule

Nwankwo1985. Management of university records is a new development in Nigeria (Ugwunze 1992). There is a need to create awareness of the importance of records management in the universities.

Universities in Nigeria generate an immense quantity and quality variety of records in their day-to-day activities. A lot of files are multiplied in numbers without control over their creation. Problems of storage and retrieval of information on records/ files continue to increase because they are done manually. Most of these records are vital in the sense that they are referred to frequently for the smooth running of every department in the university. He stated further that, records management involves planning, implementing and review of the functions for the administration of the records of an organization. A well organized records management program saves a lot of money for the administration of the organization. Records management helps to control the quality and quantity of information that is created. The information can be maintained in a manner that effectively serves the need of the organization and any information that are no longer necessary can be efficiently disposed of. In a university with a well organized Records Management Program, the Records Centre, University Archives and Special Collections Department assist University offices in determining which records to keep and which to discard, and offer advice on ways to file, store, and retrieve records economically and efficiently. Nwankwo1985

Though computers and internet services as well as development of database management system are introduced in some areas of records management this does not seem to have helped the situation much because the record management system is still conventionally paper-based and manual in operation. Many management staff complains of lack of funds, regular power supply and material resources.

The purpose and essence of any record system is the right information in the right place in the right order, at the right time for the right person at the lowest cost. For this feat to be achieved, an integrated records management program is needed (Baje, 1998 in Akporhonor and Iwhiwhu 2007) Nakpodia (2011) argues that the uncoordinated records management program in Nigerian public service has led to inefficiency in administration and to the loss or unavailability of vital information needed for decision-making.

As records management developed, it has also incorporated principles integral to information science as "the means of processing information for optimum accessibility and usability, concerned with the origination, collection, organization, storage, retrieval, interpretation, transmissions, transformation and use of information" (Vakkari and Cronin, 1992 in Ifedili and Agbaire 2011). Such principles are adopted by records managers in seeking to enhance the access and use of records.

Stressing the use of technology in records management, (McDonald 1995 in Egwunyega 2009) opines that "in developing record keeping solutions, it is necessary to understand the evolution that is taking place in the use of technology." The application of Information and Communication Technology (ICT) to the management of records therefore, will go a long way in making such records accessible and usable.

Employee records may be defined as "record that contain initial application forms, results of physical examination, interviewers' notations, test scores, periodical appraisals, transfer and promotions, disciplinary actions, releases and retiring wages, salaries, taxes paid, contributions and similar items" (Nakpodia 2011). Some or all the following information may be also included in an employee file: full name, address telephone number, age and sex, nationality, ethnic origin, religion, membership in trade union etc. In many organizations these records are poorly organized and under-utilized despite the vital or important information contained there. Akporhonor and Iwhiwhu 2007) argued that personnel records pose a particular problem because of their "bulk, longevity, and sensitivity."

Professional literature on records management pays little attention to the subject of managing personnel records even though these files are substantial. In comparison to financial records, which have clear retention periods, personnel records do not seem to have well developed retention period.

Student personnel support services are concerned with those administrative and supervisory activities other than the classroom/buildings. The aims and objectives of student personnel support services include among others,

(a) Assisting the government and administrators to obtain inventory of pupils/students in the schools for proper planning of the University programs, staffing and provision of facilities.

(b) Keeping proper school records of admission, placement and progress of students in the school and retrieving same when required. Records are important in decision making, planning and in general administration of University. From the work of Egwunyega (2009) the purpose and importance of records are summarized below: Facilitation of continuity in the administration of a school. Provision of information needed by ex-students for higher and other related institution and employers of labor, for admission or

job placement. The provision of data for planning and decision making by school heads, ministries of education and other related authorities. Anho (2006:44-45) in Nakpodia (2011) also summarized the importance of student records services from the works of Anderson and Dyke (1992); Nakpodia (2011) as follows:

1. Ensure that accurate and proper records of students' achievement during his school days are kept and to report same to parents/guardians, employers, other institutions for students admission or job placement.

2. The provision of data for planning and decision making by school heads, ministry of education and other related authorities.

3. The facilitation of continuity in the running of a school, research activities that will promote efficiency and effectiveness.

4. To provide information needed by lecturers, staff, counselors in working with students. No wonder then Maxikana (1996) in Akporhonor and Iwhiwhu (2007) writes that records are indispensable tools for determining the quantity and mix of human and material resources in any organization. This record keeping enables the school administrators to know the academic and general progress of students and also report to their parents or guardians when necessary and to inform employers who may require certain information for their employment when out of school. In his work Anho (2005) in Nakpodia (2011) noted that the historical beginning of record keeping in school in Nigeria dates back to the records of the Missionary Schools in the middle of the 19th century made up of personal diaries, reports of school inspectors and managers, letters, circulars, reports and other documents from government officials and administrators both in Nigeria and at the colonial office in London.

In Nigeria, just as in America, the nature and extent of the record will vary depending upon the purpose, setting and context of the services. However, whatever the record maybe, it

is important that the staff get familiar with the legal and ethical requirements for record keeping in their specific professional contexts and jurisdiction. Generally, record keeping must be guided by some level of confidentiality, proper maintenance, security, preservation of the content and context, etc (Akporhonor and Iwhiwhu, 2007). Unfortunately, the Nigeria situation in the business of record keeping and management especially in the university system has not been too successful because of lack of management components (Omeyi, 1997 in Egwuyenga 2009). Writing in support of the above finding, Ibiam, (2004) noted that many years of neglect had done great damage to the education sector and record keeping is not an exemption. In his view, Iguodala, (1998) in Egwunyega (2009) believes that personnel (secretaries and filling clerks) who maintain the registry systems with filing cabinets containing the paper evidence of university business are inadequate and in fact ignorant of their responsibilities. This calls to question the reliability and authenticity of records kept in such a system. Giving credence to this, Afolabi, (1991) asserted that record management practice in Nigeria has a number of problems which may include insufficient skilled and experienced record management personnel and possibly, low priority of record management in the scheme of things. Awe, (2000) in Egwunyega 2009 viewed the problems in record keeping from the perspective of these bodies-governments, university management, the staff and the students. He accused these bodies of being responsible for unavailable/inaccurate/incomplete and dishonest records. And according to (Egwunyega 2009), these adversely affect planning for and provision of structures and facilities, adequate funding, proper formulation and review of policies. Other associated problems of recording, keeping identified generally in the educational system in Nigeria include lack of record manual and filing guidelines which lead to loss of vital information (Egwunyenga, 2005) and inadequate computer terminals. Others are difficulty in record retrieval and lack of appreciation by management and staff of the need for well-controlled records.

The result of the foregoing is high profile failures in accountability. The management of these problems would mean the development of efficient and effective options within and between universities, this indeed requires urgent attention. Fabunmi and Isah 2007 believed there is serious training need for staff, as well as full introduction and sustenance of computer and internet services and records management integration. Adequate manual classification, security, storage facilities and funds are generally recommended for good record keeping. It is hoped that if these options are adopted in the university system, perhaps most if not all the problems associated with record keeping would have been addressed.

2.9 Importance of Records Management in Tertiary Institutions-

Records of institutions are any papers, books, photographs, tapes, films, recordings and other documentary materials or any copies thereof, regardless of physical form or characteristics, made, produced, executed or received by any department of the university or by any academic or administrative staff member in connection with the university business, and retained as evidence of its activities or functions because of the information contained therein. Adikwu (2008).

Records management has well-developed concepts and methods that address critical aspects of information management, such as: Determining how long recorded information must be kept Complying with record keeping laws and regulations, organizing recorded information for retrieval when needed, storing inactive records in an efficient and economical manner and protecting records that are essential to mission-critical business operations The necessity for keeping records is well known; it is for the benefits of the institutions and

individuals that are linked to it. It is useful for research and analysis of activities performed, and for future planning.

The unreliability of the human memory therefore compels that every piece of information should be recorded as they are obtained. The written record then becomes a permanent document and if accurate and complete can be useful both to the institution and its clients in any future transactions. An institution's record that is readily available on demand enables the institution to render assistance quickly. Good records provide information which the human memory cannot easily remember. This could enable the institution to compare their work and their results with those of their counterparts elsewhere.

Adikwu (2008) posited that to administer any establishment, well managed records provide the best evidence of quality services of that establishment. Good record means increased efficiency in operation and services to the public and the capacity to answer inquiries about the institution's work. Accurate, complete and easily accessible record is a basic factor in promoting efficiency and service. Also accurate statistical data can only be obtained from adequately kept and well managed institutional records.

A systematic records management program adds value to business operations by reducing the cost of recordkeeping as follows:

- Ensuring compliance with legal and regulatory recordkeeping requirements, thereby avoiding costly fines or other penalties
- Reducing risks in civil litigation, government investigations, and the legal discovery process
- Reducing labor requirements for the creation, organization, retrieval, and dissemination of recorded information
- Minimizing storage requirements (space, equipment, and supplies) for a given quantity of records

- Reducing the time and effort required to reconstruct vital information in the event of disaster, theft, or other losses

The practice of record management may involve;

a. Planning the information needed for an organization.
b. Identifying information requiring capture.
c. Creating, approving and enforcing policies and practice regarding records including their organization and disposal.
d. Developing a record storage plan, this includes the short and long term housing of physical records and digital information.
e. Identifying classifying and storing records.
f. Coordinating access to records internally and outside of the organization, balancing the requirement of business confidentiality, data privacy and public access.
g. Executing retention policy on the disposal of records which are no longer required for operational reasons; according to organizational policies, statutory requirement and other regulations: this may involve either their destruction or permanent preservation in an archive. Adikwu (2010).

Records management in developing countries, and indeed Nigeria is yet to attain the level of attention and support that it has received in countries of the developed world. All organizations, including the university systems, especially as nearly the entire product of administrative decision-making and service delivery are in the form of information. The records of an organization, such as the university system, constitute her corporate memory which supplement human memory and serve as guides for effective planning and decision making. Records are invaluable to university administration. Thus, in order to take advantage of past experiences, accurate records and good records keeping are the bedrock of planning for

the future in the university system. Popoola (2000) stated that information and records management are the bedrock of business activity. If there is no information, the management is crippled in its planning and decision-making processes. Information is the factor input in achieving rational organizational decision-making and high quality service delivery. It is needed to develop, deliver and assess the effectiveness of organizational policies, make informed choices between alternative courses of action, provide the basis for openness and accountability, protect individual rights and enforce legal obligations

Despite the importance of records management in organizations, there are a lot of problems and constraints of records management in Nigeria. Ajewole (2001) stated that, the problem of records management is not with records and information *per se* but with those having interface and interactions with these two vital resources. The problems of records management can be summarized into inadequate knowledge of the life-cycles of records, inertia in implementing a form of system and information. He identified these problems in every phase of life-cycle of records.

According to Popoola (2000), what actually keeps the civil service going in any modern system of government is recorded information called "records," which are used for planning, decision making, and controlling. The need for a records management program in all organizations cannot be overstressed in the digital age.

2.10 Summary of the Review

The review discussed concepts of record defining record and records management, types of records created with their categories as Vital, Important, Useful and Nonessential. It also discussed the need for records management outlining the first major steps to be taken in managing records as identifying your records, documenting your records management policy,

transitioning from paper to electronic processes, improving business processes and student services with a records management strategy and managing records from creation to disposition. The review also discussed records program and what it involves like policy, retention scheduling, preservation, disaster prevention and recovery, disposition and so on. The review also discussed some similar studies' findings as they affect primary schools, secondary schools and tertiary institutions. Finally the review discussed about the importance of records management in tertiary institutions which helps these institutions to run away from some of these problems:

Difficulties in finding information needed to take decisions or respond to inquiry. Delays in payment of staff emoluments and fringe benefit. Accumulation of administrative matters which ought to have been discharged, but now causing discontent among staff, students, parents etc.

Improperly registered students in school registers and records. Inaccurate demographic figures resulting in either lack of places/spaces for students or wastage of spaces/places available. Inability to forward students' reports/records or release results on schedule.

The literature review highlighted aspects of records management like records creation, distribution, storage, organization, retrieval, protection, etc which this study is all about, and are some of the issues that would be investigated. The outcome of the study and its recommendations would serve as a guide to correct any anomalies.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the methodology employed in conducting the study, the population of the study, the sample, sample size, sampling technique, data collection instrument, procedure for data collection and the data analysis.

3.2 Research Method adopted

A survey method was used in carrying out this research. This method was adopted for this study because it will provide the needed information on which to base a sound decision at the end of the study. Many researchers have adopted it to conduct studies of specific institutions involving participant and non-participant observations (Osuala: 1993). Survey method is interested in the accurate assessment of the characteristics of the whole population. Survey investigates phenomena in their natural setting which is strength in the early stages of the investigation of a problem because it affords flexibility and versatility. Busha and Harter 1980:54) stated that:

"The survey research allows investigators to gather information about target Population without undertaking enumeration. Thus, survey research Technique can save time and money, without sacrificing efficiency, accuracy and information adequacy in the research process."

Similarly (Osuala): (1993) observed that survey research method involves selections and study of representative sample from the population in order to investigate incidence, distribution and interrelationship of sociological and psychological variables. (Best and Khan: 1981) also described survey research method as one of the best in conducting a study because

it provides information on the existing events, situations and prevailing practices and beliefs. Thus, it helps gather information based on which sound decision is made at much less cost but greater efficiency.

3.3 Population of the study

There are seven hundred and fifty (750) academic staff, 589 senior non academic staff and 342 junior staff in the College, making a total population of 1681 whose distribution among offices and schools is shown in the table below:

Table 3.1 Distribution of Population

S/No.	Office/School	No .of Academic Staff	No. of Senior Non Academic Staff	No. of Junior Staff
1.	Office of the Provost	4	98	69
2.	Office of the Registrar	_	201	96
3.	Office of the Bursar	_	57	39
4	Library	8	14	12
5.	Academic Office	3	57	27
6.	Students' Affairs Office	4	49	28
7.	School of Arts & Social Sciences	129	17	10
8.	School of Education	179	29	23
9.	School of Languages	143	31	13
10.	School of Science	151	19	12

11	School Of Vocational & Technical Education	129	17	13
12	Total	750	589	342

Source: Figures obtained from the Records Officer of the College (15/08/2012)

3.4 Sample and Sampling Technique

A sample is a portion of population selected by a researcher for a study. The sample in this study is made up of the departments and the staff selected for administering the research instruments of the study. The method used in selecting the sample from a population is known as sampling technique and the percentage of the population selected as the sample is the sample size. The larger the sample sizes the smaller the magnitude of sampling error.

The sample of the study was purposively selected from all the offices and schools to cover administrative, finance, clerical, technical and academic staff. This is because each category of these staff create, maintain and use one type of record or another .In each office or school random sampling was used in distributing the questionnaire to the respondents because it gives each member of the population an equal chance of being selected. The questionnaire was distributed in proportion to the number of staff in each office or school. In each School, the Deans' office assisted the research assistant in distributing the questionnaires to the respondents via the departments.

The college has a total of 1681 staff. Out of these, 400 staff were selected for the study. This represents 23.8% of the total number of the College staff.

3.5 Research instruments

The main instruments used for data collection were questionnaire, interview and observation.

3.5.1 Questionnaire

This is a device structured for getting answers to questions by using a form which is filled in by a respondent.(Ndagi) (1999). This may also involve formats which can be relatively structured depending on the situation.

This instrument was used because it permits wide geographical coverage at minimum cost and it also reaches individuals who are normally difficult to contact. (Osuala): (2007). It also elicits more candid and objective response as it may not require the respondent's identity and is more adequate in situations where the respondent has to check his information.

The questionnaires were made up of seven sections. Section 'A' contained items about the respondents' biodata. Section 'B' inquired about the availability or of a written records management policy. Section 'C' contained items inquiring about the types of records created in the college. Section D inquired about how these records are distributed. Section E contained items inquiring about how these records are stored. Section F inquired about how these records are organized for easy retrieval. Section G inquired about records protection. Section H contained items inquiring about the challenges of managing records effectively and ways to overcome them. This has two sections structured with four adopted type as: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

A total of four hundred questionnaires were distributed to the offices and schools in proportion to the total number of staff in each office or school. Each of these was given questionnaires that will be enough for between (18-23) % of the total number of their staff.

3.5.2 Interview

This is a conversation carried out with the aim of obtaining valid and reliable information through the responses of the interviewee. (Osuala, 2007). For this study unstructured interview was used because it is more flexible, better suited to getting varied responses and having an insight into a particular situation.

The Registrar, Deputy Bursar, Librarian, Dean of student affairs, Academic Secretary, Heads of Records Units, Dean of Education and heads of Records Unit, Physics, Computer Science, Arabic, Hausa, Physical and Health Education and Psychology Departments were interviewed. This was to elicit reliable and valid responses from these high ranking officers whose need for vital and timely information cannot be overemphasized. Attempts to interview the Provost and the Bursar were unsuccessful.

3.5.3 Observation

This is the act of accurate watching and noting of events or phenomena as they occur in nature with regard to cause and effect or mutual relations. In observational method of collecting data, events are recorded as they occur, (Osuala, (2007). Also, the bias of the interviewer or the phrasing of questions may have on the respondents is either completely eliminated or reduced. Data collected by observation are therefore more objective and usually more accurate.

There were personal visits to all the Schools and Departments to make personal observations to find out how they manage their records. This also included an investigation on the availability of computer technologies in use, operations of the system and possible back up facilities in places where computers are used, filing and retrieval systems in use where manual systems of records keeping are in use.

On the whole, the focus of the research instrument was gathering relevant data that answer the questions raised in the study.

3.6 Validity of the Instrument

A measuring instrument is considered valid if it measures timely and accurately the desired quality (Mohammed, 2005). Content validity is the extent to which a test appears to be representative of the content of the subject matter dealing with the predictability of the instrument and how well it gives needed information. This is usually determined by experts' opinion on the face of the instrument.

3.6.1 Content Validity

The draft of the questionnaire was given to my supervisors for their comments and corrections. These were used to review and revise the instrument for greater effectiveness.

3.6.2 Reliability of the Instrument

The reliability of the instrument was established by conducting a pilot study for one week in the School of Vocational and Technical Education of the college. To ensure the reliability of the instrument a pre- test was conducted using the research assistants. This was not included in the study. (Pelham, 1995) stated that small sample is adequate for pilot study to

determine the practicability of the research instrument, while Olvera (2001) had the view that pilot testing is usually done on a much smaller scale but under similar conditions.

3.6.3 Procedure for Data Collection

The procedures for collecting data were personal visits to all parts of the college, where questionnaires were distributed to the respondents. There were also interviews and personal observation of records storing facilities like cabinet drawers, cupboards and computers. It took the researcher four weeks to distribute the questionnaires, conduct interviews and carry out observation before finally collecting back the completed questionnaires.

> "This proved to be a tedious job as it involved a lot of shuttling from one office to another and a lot of waiting for the individuals concerned with the project. This supports the views of Best and Khan (1989: 182) who stated that: "Questionnaire administered periodically to groups of individuals has a number of advantages. The person administering the instrument has the opportunity to establish rapport, explain the meaning of items that may not be clear. The availability of respondents in one place makes possible an economy of time, expense and provides a high proportion of usable returns."

3.7 Procedure for Data Analysis

For the analysis of the data gathered, the researcher used frequency distribution and percentages to answer the research questions.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected for the study using the instruments discussed in the last chapter. The analyses were presented alongside tabular presentation of the data. The chapter consists of the following subheadings:

- Response Rate
- Data Analysis and Discussion

4.2 Response Rate

Table 4.1 Response Rate of Respondents by Offices/Schools

Office/School	No. of Staff	No. of Questionnaires Distributed	No. of Questionnaires Returned duly completed	Percentage
Office of the Provost	171	33	31	7.75
Office of the Registrar	297	71	67	16.75
Office of the Bursar	96	25	14	3.5
Library	34	13	9	2.25
Academic Office	87	33	24	6.25
Students' Affairs	81	31	25	6.0

Office				
School of Arts & Social Sciences	156	37	31	7.75
School of Education	231	47	47	11.75
School of Languages	187	41	35	8.75
School of Science	182	33	36	9.0
School Of Vocational & Technical Education	159	36	31	7.75
Total	**1681**	**400**	**350**	**87.5**

Table 4.1 showed that out of a total of 400 copies of the questionnaires distributed to the respondents, 350 representing 87.5% were returned duly completed and found fit for data analysis. The high response resulted from the good efforts of the research assistants employed and the researcher's frequent follow-ups.

4.3 Data Presentation, Analysis and Discussion

This section is set to analyze and discuss the data collected for this study. This is done using descriptive statistical analyses with respect to each research question raised in the study. These were presented, analyzed and discussed as follows:

4.3.1 Is there any written records management policy in Federal College of Education Zaria?

Table 4.2 Records Management Policy

Item	Yes	%	No	%
Is there any written records management policy?	289	82.57	61	17.43
If any, is it fully implemented?	19	5.43	331	94.57

Table 4.2 above showed that there is no written records management policy in the College. This has an implication for the College because every office, school, department or unit will organize their records the way they deem appropriate. This may lead to loss of files or cause long delays in retrieving information which can cost the College a lot in terms of time, money, space, or even lead to unnecessary loss of a court case in the event of a litigation against the College.

4.3.2 Types of Records Created

This question was answered in three sections namely types of records created internally, externally received records and equipment used in creating records.

Table 4.3 Types of Records Created Internally

Type of Record	**Yes**	**%**	**No**	**%**
Staff Recruitment	217	62	133	38
Staff Promotion	196	56	154	44
Staff Disciplinary Actions	122	34.9	228	65.1
Staff Retirement	86	24.6	264	75.4
Admission	283	80.9	67	19.1
Personnel Records	218	62.3	132	37.7
Annual Budgets	126	36.0	224	64
Loans and Advances	106	30.3	244	69.75

Financial Aids and Grants	66	18.9	284	81.1
Personnel Emoluments	242	69.1	108	30.9
Audited Accounts	218	62.3	132	37.7
Advances and Retirements	186	53.1	164	46.9
Students Admission List	208	59.4	142	40.6
Students Registrations	314	89.7	36	10.3
Academic Activities	318	90.8	32	9.2
Students Academic Achievements	320	91.4	30	8.6
Students' Matriculation List	203	58.0	147	42.0
Certificates/ Testimonials	210	60.0	140	40.0
Examination Results, Scripts and Irregularities	283	80.8	67	19.2
Transfers	87	24.8	263	75.2
Hostel Accommodation	149	42.6	201	57.4
Scholarship Awards	198	56.6	152	45.4
Students' Unions and Unionism	166	47.4	184	52.6
General Students' Welfare	218	62.3	132	37.7
Sports/Games	189	54.0	161	40.0
Students' Discipline	107	30.5	243	69.5
Staff/ Students Medical Records	200	70.0	150	30.0
Staff/Students Library Registration	198	56.6	152	43.4
Library Circulation Records	166	47.4	184	52.6
Book Reservation Records	108	30.8	242	69.2
List of Selected Information Resources	205	58.6	145	41.4
List of Acquired Information Resources	192	54.9	158	45.1
List of accessioned Information Resources	192	54.9	158	45.1
Catalogue Cards	196	56.0	154	54.0
Users' Borrowing Cards	174	49.1	176	50.9
Library User Statistics	176	50.1	174	49.1
Interlibrary Loans	59	16.9	291	83.1
Overdue Records	88	25.1	262	74.9
List of Staff Ongoing Research Topics	156	44.6	194	55.4
Curriculum/Teaching Programs	202	57.7	148	42.3
Students' Academic Records	291	83.1	59	12.9
Staff Research Activities	255	72.9	95	27.1

Table 4.3 above shows that several types of records are created in the various offices and schools in Federal College of Education. From this table one can see that Students Academic Achievement Records 320 (91.4%), Academic Activities Records 318 (90.8), Students' Registration 314 (89.7%), and Examination Records 283 (80.8%) are among the highest

number of records created. On the other hand records of interlibrary loans (16.9%), Financial Aids and Grants (18.9%), Transfers (24.8%) and Overdue Records (25.1%) are among the lowest. Several others fall between the highest and the lowest. This supports the view of Nwanko (1982) in Fabunmi and Isah (2007) who said that records are generated in large quantities in tertiary institutions due to the expanding educational facilities and opportunities which take place on a daily basis. The growth in tertiary institutions in Nigeria has been on the increase since the oil boom era (Mbat, 1992) in Fabunmi and Isah (2007). This is buttressed by the fact that more tertiary institutions of both public and private ownership spring up daily by virtue of the liberalization of education in Nigeria.

The implication of this is that the College would need more space and equipment to cope with the increase in the large volume of paper-based records. Alternatively, they needed to computerize all their records to save space, time and money. This would require better skilled records managers and more modern ICT facilities in the College.

Table 4.4 Records Received from External Sources

Source of Record	**No. of Respondents**			
	YES	**%**	**NO**	**%**
Federal Ministry of Education	268	76.6	82	23.4
Federal Ministry of Health	28	8.0	322	92.0
Federal Ministry of Justice	80	22.9	270	77.1
Federal Ministry of Finance	310	88.6	40	11.4
National Commission for Colleges of Education	272	77.7	78	22.4

Universities	59	16.9	291	83.1
Office of the Accountant General of the Federation	198	56.6	152	43.4
Office of the Auditor General	198	56.6	152	43.4
Labor Organizations	24	6.9	326	93.1
National Sports Commission	226	64.6	124	35.4
Donor Agencies	52	14.9	298	85.1
Law Courts	4	1.1	346	98.9

Table 4.4 shows different sources from which records are received by the college. Although fewer records are received than those created internally, the table showed that highest numbers of records are received from the Federal Ministry of Finance 310 (88.6%) and the National Commission for Colleges of Education 272 (77.7%). The lowest are received from the Law Courts 4 (1.1%) and the Labor Organizations 24 (6.9%).

The findings here may seem ironical that more records are received from the Federal Ministry of Finance than the Federal Ministry of Education. But if one considered that a lot of records are received from the National Commission for Colleges of Education which is the supervising organ for all the Federal Colleges of Education one would be satisfied.

What the two tables above imply is that large amount and different types of records are generated and received in the College and they need to be managed properly. This supports the view of Popoola who opined that when the creation of records is not properly managed, attainment of goals and objectives become a problem. These may manifest in difficulty in locating papers/information, bulky files, wrong filing, wrong title of files and having offices clustered with papers and files (Popoola, 2003).

The implication for this finding is that these records received from external sources are very vital to policy and budget implementation in the College, so they need very careful handling. They should therefore be properly managed, such that they could be easily accessed by authorized officers of the College.

Table 4.5 Equipment Used in Creating Records

Equipment	No. of Respondents			
	Yes	**%**	**No**	**%**
Pen and Paper	99	28.3	251	71.7
Manual Typewriter	62	17.7	288	82.3
Electric Typewriter	52	14.9	298	85.1
Computer	302	92.0	48	8.0
Printer	271	77.4	79	22.6
Tape Recorder	95	27.1	255	72.9

Table 4.5 above has shown that records in Federal College of Education Zaria are mostly created using computers 302 (92.0%) and printers 271 (77.4%). This according to findings from the interview is an attempt to use ICT in records creation and other areas of their management. Fewer records are created using electric typewriter 52 (14.9%) and manual typewriter 62 (17.7%). Pen and paper are still fairly used in creating some non-essential records.

This implies a shift from the traditional ways of creating records by using pen and paper or manual typewriter. For this reason there would be need for more ICT facilities and trained personnel.

4.3.3 Distribution of records to Internal and external Users

Table 4.6 Distribution of Records to Internal and External Users

Method of Distribution	Internal Users (No. of Respondents)				External Users (No. of Respondents)			
	Yes	%	No	%	Yes	%	No	%
Send Original Copy	107	30.6	243	69.4	40	11.4	310	88.6
Send Duplicate Copy	255	72.9	95	27.1	116	33.1	234	66.9
Notices Sent to Users	195	55.7	155	44.3				
Bulletins	222	63.4	128	36.6				
Information Placed on Notice Boards	218	62.3	132	37.7				
Local Area Network	135	38.6	215	61.4				
Wide Area Network	59	16.9	291	83.1				
Internet	63	18.0	287	82.0				
Intranet	44	12.6	306	87.4				
e-mail					56	16.0	294	84.0
Phone Call	167	47.7	183	52.3	92	26.3	258	73.7
Postage					28	8.0	322	92.0
Others (Hand Delivery)					270	77.1	80	22.9

Table 4.6 has shown that records are mostly distributed to internal users in the college by sending duplicate copies 255 (72.9%), bulletins 222 (63.4%) and notice board information 218 (62.3%). The least method of distributing records used is Internet 44 (12.6%), Wide Area Network 59 (16.9%) and Intranet 63(18.0%).

It has also shown that postage 28 (8.0%), e-mail 56 (16%) and phone call 92 (26.3%) are the least used method of records distribution to external users, while hand delivery 270 (77.1%) and sending duplicate copy 116 (33.1%) are the most used method.

This finding seemed to contradict related finding in Table 4.4 which indicated the use of ICT in records creation. However, this finding was further confirmed by the outcome of the interview with some staff and some observations made about records distribution. This implied lack of uniform system of records management where in one situation ICT facilities are used in another situation the ICT facilities are ignored. This would not augur well for effective records management and should be checked.

4.3.4 There are two sections for this question:

(i) Manual or paper based records storage

(ii) Electronic Records storage

Table 4.7 Manual Records Storage

Modalities for storing records in the college	**No. of Respondents**			
	Yes	**%**	**No**	**%**
In Files	314	89.7	36	10.3
In Folders	201	57.4	149	42.6
On Wooden Shelves	319	91.1	31	8.9

On Metal Shelves	116	33.1	234	66.9
In Wooden Cupboards	203	58.0	147	42.0
In Metal Cabinet Drawers	223	63.7	127	36.3
In Metal Safe	109	31.1	241	68.9

Tables 4.7 above has shown that paper based records of the college are mostly kept on wooden shelves 319 (91.1%) and in files 314(89.7%). This is followed by those kept in metal cabinet drawers 223(63.7%), wooden cupboards 203 (58.0%) and folders 201 (57.4%). The least used are metal shelves 116 (33.1%) and metal safe 109 (31.1) %. This researcher observed that most of the shelves, cupboards and drawers are labeled. This supports the view of Stewart and Melesco (2002) who said that file cabinets and folders hold the records; labels identify the contents within a cabinet and the contents within a folder. Proper storing and accurate labeling allow records to be easily located, identified and retrieved and easy retrieving is the main purpose of any record filling system. In some of the schools visited it was observed that some of the wooden shelves are very dusty and seemed not to be cleaned as regularly as they should be. This will affect the files kept on these shelves and subsequently the life span of the paper used in creating the record contained.

This implied that there is need for a more conducive and cleaner storage environment. Some of the records are too exposed to dust, theft, and even possible infringement of content privacy. The College needed to look into this matter to correct some of these anomalies.

Table 4.8 Electronic Record Storage

Modalities for storing electronic records	No. of Respondents			
	Yes	**%**	**No**	**%**
On Floppy Disk	169	48.3	181	51.7
In Flash Drive	319	91.1	31	8.9
In Hard Drive	315	90.0	35	10.0
CD-ROM	287	82.0	63	18.0
CD-R	212	60.6	138	39.4
Tape	220	62.9	130	37.1

Table 4.8 above showed that electronic records are mostly stored on flash drive 319 (91.1%) Hard drive 315 (90%) and CD-ROM 287 (82.0%) while tape 220 (62.9%), CD-R 212 (60%) and floppy disk 169 (48.3%) follow as the least used for storing electronic records. Observation showed that most of the computers are not connected to any network except those within the administrative building of the college.

The implication of this is that some of the hardware used to store records can be personalized by some staff, and this can compromise the confidentiality of some records. Also, where the computers are not provided with passwords or the passwords are known to so many staff, records cannot be said to be well protected. The College needed to keep tabs on all computers to ensure that they are not abused by those authorized to use them and that unauthorized persons are not allowed to use them.

4.3.5 Method of Organizing Records:

(a) How are records organized for easy retrieval?

(b) How are records accessed?

Table 4.9 Method of Organizing Records for Easy Retrieval

Method of Organizing Records	No. of Respondents			
	Yes	%	No	%
Filing Alphabetically	211	60.3	139	39.7
Filing Numerically	255	72.9	95	27.1
Filing Alphanumerically	196	56.0	154	44.0
Using Subject Index	322	92.0	28	8.0
Using Number Index	259	74.0	91	26.0

Table 4.9 shows that records are mostly arranged using subject index 322 (92%), number index 259 (74%) and filing numerically 255 (72.9%). The least used are alphabetic filing 211 (60.3%) and alphanumeric 196 (56.0%). Arranging records by subject categories such as topic, department, service, product or project is logical and facilitates quick and accurate location of record. Read-Smith et-al. (2002). Even when you file records alphabetically by name, you find that certain records are kept under subject headings such as applications, salaries, contracts, examinations, fees etc. Personal observation of the records by the researcher indicated that many of them were contained in file jackets that were arranged either serially or based on their subjects in cabinet drawers while others were in book forms such as payment vouchers, duplicate copies of certificates/ testimonials etc.

The implication of this finding is that there is no uniformity in the method of filing records. This has the tendency of confusing records managers in the event of transfers from one department to another and cause delay in retrieving information. The College needed to train staff especially records managers on filing procedures for its records.

How are records accessed?

This question was answered in three sections:

(a) Main Users of Records

(b) Access to Records

(c) Time allowed users to keep a record Item

Table 4.10 Main Users of Records

Users	**No. of Respondents**			
	Yes	**%**	**No**	**%**
Staff	287	82.0	63	18.0
Students	235	67.1	115	32.9
Administration	283	80.9	67	19.1
Researchers	286	81.7	64	18.3

Table 4.10 above shows that the main Users Staff 287 (82.0%) researchers 286 (81.7%) and administration283 (80.9%) constitute the highest percentage of records users of the college with students 235 (67.1%) being the lowest.

This implied that students do not have access to some records of the College. The College should look into this and ensure that students are not denied access to all types of records that are relevant to their needs.

Table 4.11 Access to Records

Access	No. of Respondents			
	Yes	%	No	%
I can pick any record item and use anyhow	93	26.6	257	73.4
I ask the secretary of the department for access to records	199	56.9	151	43.1
I ask my secretary to give me any record I need	314	89.7	36	10.3
I fill in a form to request for access to records	114	32.6	236	67.4
I have a password so I can access any record	103	29.4	247	70.6
I have a password giving me limited access to records	152	43.4	198	56.6
I browse shelves and library catalog to access resources	260	74.3	90	25.7

Table 4.11 shows that 93 (26.6%) can pick a record item and use anyhow, 103 (29.4%) have password to access any record, 114 (32.6%) fill a form to request for access and 152 (43%) have pass word for limited access rank lowest in access to records. The highest are those that ask secretary to give them record 314 (89.7%), and those that browse the library shelves and catalog 260 (74%). This supports the view of Gama (2010) who observed that although records are for use, access to some of them should be restricted only with permission. This would enable the school authority track the records as to who uses what, when and for what purpose. Some of these records such as counterfoil of school certificates, store ledger and cash books if tempered with may put the school in trouble and some of them are vital records that cannot be replaced when lost. In line with this finding, Adebowale and Osuji (2000, p.11) citing Hrach (2006) in Gama (2010) maintains that records must be kept in locked files only to be accessed by those who have business with them. However, records such as annual reports, syllabi should not be put on restriction because every teacher is supposed to be conversant with the contents of the subjects he / she teaches as well as the developments of the school in terms of its successes and challenges and the future plans as may be contained in annual reports.

Table 4.12: Time Allowed User to Keep a Record Item

For how long do you keep a record	No. of Respondents			
	Yes	**%**	**No**	**%**
I can keep it for as long as I want	71	20.3	279	79.7
I can only use it and return immediately	239	68.3	111	31.7
I can keep the record item for one day	228	65.1	122	34.9
Records can be kept for only one week	148	42.3	202	57.7
I can keep a record for maximum of one month	103	29.4	247	70.6

Table 4.12 shows that use and return immediately 239 (68.3%) and keep record item for one day 228 (65.1%) are the highest in duration of keeping record while keep for as long as I want 71 (20.3%), keep for maximum of one month 103 (29.4%) and keep for only one week 148 (42.3%) are the lowest.

This implies that records are not allowed to remain with users longer than necessary in the college. There is however, the need for the College to come up with a policy that will specify how long a particular record item will be kept by users depending on the peculiar nature of the record item, who is to use that record and where the record item originated from. Some are records are needed by some users for a longer period than others.

4.3.6 Records Protection

Table 4.13 Protection and Security of Records

Protected and Secured From	No. of Respondents			
	Yes	%	No	%
Fire	275	78.6	75	21.4
Flood	263	75.1	87	24.9
Moisture	127	36.3	223	63.7
Physical Hazards	219	62.6	131	37.4
Theft	262	74.9	88	25.1
Infringement of Content Privacy	238	68.0	112	32.0

Table 4.13 above has shown that records of the college are more protected from fire 275 (78.6%), flood 263 (75.1%) and theft 262 (74.9%). Infringement of content privacy 238 (68%), physical hazards 219 (62.6%) and moisture 127 (36.3%) follow. Observation of the researcher however, revealed that there are fewer cupboards and cabinet drawers to store records as any files are placed on open wooden shelves which exposed these records to dust, termites or even the possibility of someone taking away any file at will. It was also observed that there are very few fire extinguishers available in the offices and the schools. It is further observed that bursary records seemed to be a little more secured because there is a lot of restriction of access to their records. The same applies but to a lesser extent in the office of the Provost and the registry.

The implication of this is that findings from respondents via the questionnaire was at variance with what was actually observed about the security measures put in place to protect records especially from fire, theft or infringement of content privacy. The records are however, relatively secured from moisture and flood as they mostly kept on shelves that were fixed to

the wall, and a good number of these are kept upstairs which are not vulnerable to floods but the same cannot be said of termites, ants or rodents . The College should take the necessary measures to do away with these creatures and provide more fire extinguishers in strategic locations and acquire strong filing cabinets that will stand the test of time.

4.3.7 Research Question number seven

There were two questions in this section:

(i) What are the challenges encountered in managing records

(ii) What should be done to face these challenges

Table 4.14: Challenges encountered

ITEM	SA		A		D		SD		UNDECIDED		TOTAL
		%		%		%		%		%	
Lack of records retention and disposition schedule/ policy	103	29.4	102	29.1	65	18.6	52	14.9	28	8	350
Record management policy not well implemented	60	17.1	58	16.6	76	21.7	84	24	72	20.6	350
.Improper security for records	148	42.3	120	34.3	39	11.1	20	5.7	23	6.6	350
Use of paper for official purposes	135	38.6	61	17.4	36	10.3	31	8.9	87	24.8	350
Lack of professionally trained record managers	116	33.14	125	35.71	37	10.6	33	9.43	39	11.12	350
Inadequate computer terminals/Lack of Internet Connectivity.	123	35.14	97	27.71	53	15.15	49	14	28	8	350
Lack of Filing Manual/Finding Aids and Involvement of manual operations	119	34	72	20.57	49	14	46	13.14	64	18.29	350
Inadequate resources	108	30.85	91	26	56	16	50	14.29	45	12.86	350
Ineffective means of retrieving records	96	27.43	91	26	73	20.86	36	10.28	54	15.43	350
Negative attitude in the system e.g. laziness, absenteeism, mediocrity etc.	150	42.86	43	12.29	42	12	56	16	59	16.85	350
Lack of back up facilities for ICT based records	108	30.86	87	24.86	48	13.71	49	14	58	16.57	350
Acute space problem	94	26.86	93	26.57	83	23.71	38	10.86	42	12	350
Transfer and retirements of officers	105	30	131	37.42	36	10.29	52	14.86	26	7.43	350
Erratic and irregular Power Supply	105	30	98	28	47	13.43	55	15.71	45	12.86	350

Table 4.14 has shown that 29.4% of the respondents strongly agreed with lack of records retention and disposition schedule as one of the problems encountered in managing Federal College of Education Zaria records. 29.1% agreed, 18.6 % disagreed while 8.0% were undecided. This revealed absence of records retention and disposition schedule in the College. Improper security attracts 42.3% strongly agreed, 34.3% agreed, 11.1% disagreed and 5.7% strongly disagreed. This indicated improper security for the records. Another problem was lack of professionally trained record managers where 33.14% of the respondents strongly agreed, 35.71% agreed, 11.12% were undecided and10.3% disagreed. This indicated that those managing the College's records do not possess the requisite qualification to manage the records. Inadequate computers and lack of internet connectivity records 35.14% strongly agreed responses, 27.71% agreed, 15.15 disagreed and14.0% strongly disagreed. This tallied with the personal observation of the researcher that showed very few official computers in use and fewer offices with internet connectivity. This seemed to be restricted to the offices of the Provost, Registrar and Bursar.

Looking at the Table, it is evidently clear that of all the problems listed, the strongly agreed and agreed record more than 52% responses except in the case of records management policy not well implemented where strongly disagreed attracts 24% disagreed, 21.7% and undecided 20%.

This supports the view of Egwunyenga (2009) who pointed out that there are a number of problems associated with record keeping in the universities ranging from negative attitude of staff, badly implemented record management policy, insecurity of records, use of paper convention, lack of training, manual operation, inadequate computer terminal and resources to ineffective retrieving, retention and disposition schedule, as well as lack of policy and filing procedure manual. These agree with the views of Omeyi (1977), Daya (1996), Iguodala

(1998), Egwunyenga (2002), and Iwhiwhu (2005) who have in their various studies pointed out at different times that records kept by Nigerian tertiary institutions, their acquisition policy, methods of preserving and disseminating them are faulty.

Table 4.15 Possible Solutions to Problems

ITEM	SA	%	A	%	D	%	SD	%	UNDECIDED	%	TOTAL
Periodical check to ensure proper management	148	42.29	120	34.29	29	8.29	27	7.71	26	7.43	350
Need for professional training of staff and maintenance of confidentiality	151	43.14	105	30.00	36	10.29	31	8.86	27	7.71	350
Adequate storage facilities for paper based records	132	37.71	91	26.00	16	4.57	62	17.71	49	14.00	350
Need for simple filing manual and finding aids for paper based records	176	50.29	120	34.29	18	5.14	17	4.86	19	5.43	350
Computerization and internet connectivity for all college records with back up facilities	169	48.29	104	29.71	11	3.14	21	6.00	45	12.86	350
Induction/orientation for new staff	106	30.29	140	40.00	35	10.00	39	11.14	30	8.57	350
Record retention and disposition policy/record manual are encouraged.	132	37.71	111	31.71	53	15.14	23	6.57	31	8.86	350
Full implementation of internet services	181	51.71	126	36.00	11	3.14	17	4.86	15	4.29	350
Adequate provision of funds and equipment	102	29.14	83	23.71	78	22.29	59	16.86	28	8.00	350
Compliance with International Standards	99	28.29	96	27.43	35	10.00	49	14.00	71	20.29	350
Ensure regular and uninterrupted power supply	140	40.00	140	40.00	23	6.57	31	8.86	16	4.57	350

Table 4.15 above has shown that most respondents strongly agreed or agreed with the suggested options of possible solutions to the problems encountered in managing the records of the College. 51.7% strongly agreed with the suggestion of full implementation of internet services while 36.0% agree with it. Also 50.2% strongly agreed with the option of need for simple filing manual and finding aid for paper based records while 34.2 %agreed with it. 48.29% strongly agreed and 29.71 agreed with the option of computerization and internet connectivity for all college records with back up facilities. Also 40% strongly agreed and 40% agreed with the option of regular and uninterrupted power supply.

This supports the view of Egwunyenga (2009) who opined that some of the most useful measures to be taken to minimize problems of records management include periodical checking of records, professional training, and full computerization of the system, policy enlightenment, provision of records manual, introduction of internet services, and adequate provision of funds, security and storage facilities. Furthermore, the findings equally agree with Baje (1998), who shares the idea of adequate security, storage facilities and funds as necessities for good record keeping. This indicates that majority of the respondents are satisfied with the suggested options for solving problems of records management in the College. He also believes that employee training and staff development are continuous life processes and are imperative because they add quality to management processes.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study, summary of the major findings of the study, conclusion and recommendations for improvement of the situation as revealed by the study.

5.2 Summary of the Study

This study investigated records management in Federal College of Education Zaria. This covered creation, distribution, storage, retrieval, protection, utilization and access by users. To be able to achieve this objective, seven research questions were formulated and answers obtained. The review of related literature revealed that there is need for records to be properly managed and in doing so there is need for good records management policy that clearly spells out the various programs required for effective records management.

Survey research method was used involving questionnaire, interview and observation. Out of the total of 1680 staff of the college that constitutes the population, 400 were selected as the sample for the study. The questionnaires were made up of seven sections. Section 'A' contained items about the respondents' biodata. Section 'B' inquired about the availability or of a written records management policy. Section 'C' contained items inquiring about the types of records created in the college. Section D inquired about how these records are distributed. Section E contained items inquiring about how these records are stored. Section F inquired about how these records are organized for easy retrieval. Section G inquired about records protection. Section H contained items inquiring about the challenges of managing records

effectively and ways to overcome them. This has two sections structured with four adopted type as: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The data collected was presented using frequency distribution tables and percentages.

5.3 Summary of the Findings

Based on the analysis of data presented in Chapter Four, the following were the summary of the major findings:

1. The finding of research question number one revealed that there is no clearly written records management policy 289 (82.57) in the College.

2. Internally Created Records which include students' academic achievement records 320 (91.4%), academic activities records 318 (90.8), students' registration 314 (89.7%), and examination records 283 (80.8%) are among the largest records created in Federal College of Education Zaria. On the other hand records of interlibrary loans (16.9%), financial aids and grants (18.9%), transfers (24.8%) and overdue records (25.1%) are among the least.

External Records Received: The largest records were received from the Federal Ministry of Finance 310 (88.6%) and the National Commission for Colleges of Education 272 (77.7%). The lowest were received from the Law Courts 4 (1.1%) and the Labor Organizations 24 (6.9%). Fewer records were received from external sources than those created internally.

Equipment Used in Creating Records. Records were mostly created using computers (92.0%) and printers (77.4%). Fewer records were created using electric typewriter (14.9%) and manual typewriter (17.7%). Attempt was being made to emphasize the use ICT facilities much more than the traditional pen and paper or manual typewriter in creating records in the College.

3. Records Distribution to Internal Users. This is mostly done by sending duplicate copies 255 (72.9%), bulletins 222 (63.4%) and notice board information 218 (62.3%). The least method of distributing records used is Internet 44 (12.6%), Wide Area Network 59 (16.9%) and Intranet 63(18.0%). This indicates that ICT facilities are not so much put to use in distributing records in the College.

Records Distribution to External Users. Postage 28 (8.0%), e-mail 56 (16%) and phone call 92 (26.3%) were the least used method of records distribution to external users, while hand delivery 270 (77.1%) and sending duplicate copy 116 (33.1%) were the most used method. This is another indication of lack of ICT application in the distribution of records to external users.

4. Access to Records: Main Users. Staff 287 (82.0%) researchers 286 (81.7%) and administration283 (80.9%) constitute the highest percentage of records users of the College with students 235 (67.1%) being the lowest.

Access to and users of records. The study revealed that 93 (26.6%) could pick a record item and use anyhow, 103 (29.4%) have password to access any record, 114 (32.6%) fill a form to request for access and 152 (43%) have pass word for limited access rank lowest in access to records. The highest were those that ask secretary to give them record 314 (89.7%), and those that browse the library shelves and catalog (74%).

How Long to Keep a Records Item. Use and return immediately 239 (68.3%) and keep record item for one day 228 (65.1%) were the highest in duration of keeping record while keep for as long as I want 71 (20.3%), keep for maximum of one month 103 (29.4%) and keep for only one week 148 (42.3%) were the lowest.

5. Records of the College were more protected from fire 275 (78.6%), flood 263 (75.1%) and theft 262 (74.9%). Infringement of content privacy 238 (68%), physical hazards 219 (62.6%) and moisture 127 (36.3%) follow.

Here 103 (29.4%) of the respondents strongly agreed with lack of records retention and disposition schedule as one of the problems encountered in managing records in the College. 102 (29.1%) agreed, 65 (18.6 %) disagreed while 28 (8.0%)are undecided. This implied absence of records retention and disposition schedule in the College. Improper security recorded 148 (42.3%) strongly agreed, 120 (34.3%) agreed, 39 (11.1%) disagreed and 20 (5.7%) strongly disagreed. Inadequate computers and lack of internet connectivity recorded 123 (35.14%) strongly agreed responses, 97 (27.71%) agreed, 53 (15.15) disagreed and 49 (14.0%) strongly disagreed. In all the problems listed, the two options of strongly agreed and agreed recorded more than 52% responses except in the case of records management policy not well implemented where strongly disagreed recorded 84 (24%) disagreed, 76 (21.7%) and undecided 72 (20.6%).

Over 62% of all the respondents either strongly agreed or agreed with all the suggested possible solutions. 181 (51.71%) strongly agreed with the suggestion of full implementation of internet services while 126 (36.0%) agreed with it. Also, 176 (50.29%) strongly agreed with the option of need for simple filing manual and finding aid for paper based records while 120 (34.29%) agreed with it.

5.3 Conclusion

In the light of the findings of the study, it can be concluded that the Federal College of Education Zaria creates and receives several types of records but there are acute maintenance problems. This is evident from the ways and manners of organizing these records, equipments

used for storage, and some of the storage environment. There is also evidence of unskilled records managers, insufficient functional ICT facilities, insufficient fire fighting equipments, insufficient filing cabinets and drawers as well as erratic power supply. These problems could effectively be solved through the adoption of the right records management policy.

5.4 Recommendations

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

1. The College should come up with a written and clearly spelt out records management and disposition policy which every staff should be familiar with.

2. Adequate computers, printers, scanners, flash drives, hard drives and other ICT facilities with local area network (LAN), wide area network (WAN) and internet connectivity should be provided in the whole college for the creation, receipt and maintenance of records.

3. Records distribution system should be modernized to emphasize on the use of phone call, SMS, internet, LAN, WAN and other ICT based methods to improve efficiency, save time and cost when distributing records to internal and external users.

4. The College should provide adequate and modern file cabinet drawers for all its paper based records and sufficient and functional electronic storage devices for computerized records.

5. The College should ensure that simple but as much as possible common filing manuals and finding aids are used in organizing and retrieving records in all the departments and offices of the College. This will enable secretarial staff to be familiar with the records keeping system no matter which department they may be transferred to.

6. Storage facilities should be located in places where records are not exposed to dust, moisture, flood theft, or infringement of content privacy. The College should also provide fire extinguishers in offices and be fumigating them once in a while to prevent termites and rodents. Computerized records should be protected by use of passwords for all systems in the College.

7. There should be enlightenment campaigns through seminars and workshops for staff on the importance of proper record keeping in the College. Qualified record managers should be recruited to take care of the records management of the College. As much as possible the College should ensure regular and uninterrupted power supply.

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APPENDIX

Department of Library and Information Science

Faculty of Education

Ahmadu Bello University, Zaria.

Dear Respondent,

QUESTIONNAIRE ON RECORDS MANAGEMENT IN FEDERAL COLLEGE OF EDUCATION ZARIA

I am a post graduate student of the above named institution conducting a research on the above named topic. I will need your kind cooperation in filling this questionnaire and in giving me any other information I may require for the success of this study. All information provided will be treated confidentially and will be used only for the purpose of this research. Your response will be highly appreciated.

Thank you for the usual cooperation.

SECTION A: DEMOGRAPHIC INFORMATION

Tick as appropriate

1. **Gender:**

(a) Male [ ]
(b) Female [ ]

2. **Age:**

(a) 18-30 years [ ]
(b) 31-45 years [ ]
(c) 46-57 years [ ]
(d) 58years and above [ ]

3. **Qualifications**

(a) Primary School Leaving Certificate [ ]
(b) Secondary School Leaving Certificate [ ]
(c) N.C.E./ Diploma [ ]
(d) BA/ BSC/BLS [ ]
(e) MA/MSC/MLS [ ]
(f)PhD [ ]
(g) Others specify ----------

4. **Working Experience with the College**

(a) 0-10 years [ ]
(b) 11-20 years [ ]
(c) 21-30 years [ ]
(d) 31 years and above [ ]

5. Departments of the Respondent (Tick as appropriate)

(a) Office of the Provost [ ]

(b) Registry [ ]

(c) Bursary [ ]

(d) Academic Secretary [ ]

(e) Students' Affairs [ ]

(f) Library [ ]

(g) Others Specify ----------

SECTION B: Records Management Policy

6. Is there any written records management policy in the College?

Item	Yes	No
Is there any written records management policy?		
If any, is it fully implemented?		

RECORDS CREATION

(i) Internally Created Records

7. What types of records are created in your Department? (Tick as many as are obtainable in your Department)

(1) Staff Recruitment [ ]

(2) Staff Promotion [ ]

(3) Staff Disciplinary Actions [ ]

(4) Staff Retirement [ ]

(5)Students' Records [ ]

(6) Admission [ ]

(7) Personnel Records [ ]

(8) Examination Results [ ]

(9)Annual Budgets [ ]

(10) Loans and Advances [ ]

(11) Financial Aids and Grants [ ]

(12) Personnel Emoluments [ ]

(13)Audited Accounts [ ]

(14) Advances Retirements [ ]

(15) Students Admission List [ ]

(16) Students Registrations [ ]

(17) Academic Activities Schedules [ ]

(18) Students Academic Achievements [ ]

(19) Students' Matriculation List [ ]

(20) Certificates/ Testimonials [ ]

(21) Examination Results [ ]

(22) Transfers [ ]

(23) Hostel Accommodation [ ]

(24) Scholarship Awards [ ]

(25) Students' Unions and Unionism [ ]

(26) General Students' Welfare [ ]

(27) Sports/Games [ ]

(28) Students' Discipline [ ]

(29) Staff/ Student' Medical Records [ ]

(30) Students Library Registration Records [ ]

(31) Library Circulation Records [ ]

(32) Book Reservation Records [ ]

(33) List of Selected Information Resources [ ]

(34) List of Acquired Information Resources [ ]

(35) List of accessioned Information Resources [ ]

(36) Catalogue Cards [ ]

(37) Users' Borrowing Cards [ ]

(38) Library User Statistics [ ]

(39) Interlibrary Loans [ ]

(40) Overdue Records [ ]

(41) List of Staff Ongoing Research Topics [ ]

(42) Curriculum/Teaching Programs [ ]

(43) Students' Academic Records [ ]

(44) Staff Research Activities [ ]

(ii) Externally Received Records

8. From which external sources do you receive records (Tick as many as possible)

(a) Federal Ministry of Education [ ]

(b) Federal Ministry of Health [ ]

(c) Federal Ministry of Justice [ ]

(d) Federal Ministry of Finance [ ]

(e) National Board for Colleges of Education [ ]

(f) Universities [ ]

(g) Office of the Accountant-General of the Federation [ ]

(h) Office of the Auditor-General [ ]

(i) Labor Organizations [ ]

(j) National Sports Commission [ ]

(k) Donor Agencies [ ]

(l) Law Courts [ ]

(m) Others Specify----------

9. **What equipment do you use in creating your records? (Tick as many as possible)**

(a) Pen and Paper [ ]

(b) Manual Typewriter [ ]

© Electric Typewriter [ ]

(d) Computer [ ]

(e) Printer [ ]

(f) Tape Recorder [ ]

(g) Others Specify ----------

SECTION C: RECORDS DISTRIBUTION

10. How do you distribute created or received records to those that are supposed to use them in the department? (Tick as many as possible)

(i) Internal Users

(a) Send Original Copy to User [ ]

(b) Send Duplicate Copy to User [ ]

(c) Notices sent to Users [ ]

(d) Bulletins [ ]

(e) Information placed on Notice Boards [ ]

(f) Local Area Network [ ]

(g) Wide Area Network [ ]

(h) Intranet [ ]

(i) Internet [ ]

(j) Phone Call [ ]

(k) Others Specify ----------

(ii) External Users

(a) Send Original Copy [ ]

(b) Send Duplicate Copy [ ]

(c) e-mail [ ]

(d) Postage [ ]

(e) Phone Call [ ]

(f)Others Specify ----------

SECTION D: RECORDS STORAGE

11. How do you store records in your department? (Tick as many as possible)

(i) Manual Records

(a) In Files [ ]

(b) In Folders [ ]

(c) On Wooden Shelves [ ]

(d) On Metal Shelves [ ]

(e) In Wooden Cupboards [ ]

(f) In Metal Cabinet Drawers [ ]

(g) In Metal Safe [ ]

(h) Others specify ----------

(ii) Electronic Records

(a) On Floppy Disk [ ]
(b) Flash Drive [ ]
(c) Hard Drive [ ]
(d) CD-ROM [ ]
(e) CD-R [ ]
(f) Tape [ ]
(g) Others specify ----------

SECTION E: RECORDS RETRIEVAL

12. How do you organize your records for easy retrieval? (Tick as many as possible)

(a) Filing Records Alphabetically [ ]

(b)Filing Records Numerically [ ]

(c) Filing Alphanumerically [ ]

(d) Using Subject Index [ ]

(e) Using Number Index [ ]

(f) Others specify ----------

Records Access

13. Who are the main users of your departmental records (Tick as appropriate)

(a) Staff [ ]

(b) Students [ ]

© Administration [ ]

(d) Researchers [ ]

(e) Others Specify----------

14. How are records accessed in the college? (Tick as appropriate)

(a) I can pick any record item and use anyhow. [ ]

(b) I ask the secretary of the department if I want to use any record. [ ]

© I ask my secretary to give me any record I need. [ ]

(d) I fill in a form to request for any record. [ ]

(e) I have a password so I can access any record. [ ]

(f) I have a password that allows me limited access to some records. [ ]

(g) I browse the shelves and the library catalog to get information resources [ ]

(h) Others specify ----------

15. For how long are you allowed to keep a record item with you? (Tick as appropriate)

(a) I can keep it for as long as I want [ ]

(b) I can only use it and return immediately. [ ]

(c) I can keep the record item for one day. [ ]

(d) Records can be kept for only one week. [ ]

(e) I can keep a record for maximum of one month. [ ]

(f) Others specify ----------

SECTION F: RECORDS PROTECTION

16. College records are kept safe and secured from?

(a) Fire [ ]
(b) Flood [ ]
(c) Moisture [ ]
(d) Physical Hazards [ ]
(e) Theft [ ]
(f) Infringement of the privacy of the contents [ ]
(g) Others Specify ----------

SECTION G: POSSIBLE SOLUTIONS TO RECORDS MANAGEMENT PROBLEMS IN THE COLLEGE

(Tick the appropriate box (SA= strongly agreed, A= Agreed, D= Disagreed or SD= strongly disagreed)

17. What problems do you encounter in managing records in the college?

S/N	ITEM	SA	A	D	SD
1	Lack of records retention and disposition schedule/ policy				
2	Record management policy not well implemented				
3	Improper security for records				
4	Use of paper for official purposes				
5	Lack of professionally trained record managers				
6	Inadequate computer terminals/Lack of Internet Connectivity.				
7	Lack of Filing Manual/Finding Aids and Involvement of manual operations				
8	Inadequate resources				
9	Ineffective means of retrieving records				
10	Negative attitude in the system e.g. laziness, absenteeism, mediocrity etc.				
11	Lack of back up facilities for ICT based records				
12	Acute space problem				
13	Transfer and retirements of officers				
14	Erratic and irregular Power Supply				

18. What should be done to solve some of the problems of records management in the College?

(Tick the appropriate box (SA= strongly agreed, A= Agreed, D= Disagreed or SD= strongly disagreed).

S/N	ITEM	SA	A	D	SD
1	Periodical check to ensure proper management				
2	Need for professional training of staff and maintenance of confidentiality				
3	Adequate storage facilities for paper based records				
4	Need for simple filing manual and finding aids for paper based records				
5	Computerization and internet connectivity for all college records with back up facilities				
6	Induction/orientation for new staff				
7	Record retention and disposition policy/record manual are encouraged				
8	Full implementation of internet services				
9	Adequate provision of funds and equipment				
10	Compliance with International Standards				
11	Ensure regular and uninterrupted power supply				