COVER PAGE

ASSESSMENT OF RECORDS CREATION AND MAINTENANCE FOR PROPER ADMINISTRATION IN ISLAMIC SCHOOLS IN ZARIA CITY KADUNA STATE

BY

HAUWA'U MUHAMMAD ZAYYANA
P16EDLS8275

JUNE, 2018

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF REQUIREMENT FOR THE AWARD OF MASTER DEGREE IN ARCHIVES AND RECORDS MANAGEMENT (MARM)

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

JUNE, 2018

DECLARATION

I declare that this dissertation titled "Assessment of Records Creation and Maintenance for proper administration in Islamic Schools in Zaria City" has been written by me in the Department of Library and Information Science Ahmadu Bello University, Zaria. And it is the Record of my research work submitted to the Department of Library and Information Science under the supervision of Dr. Baba S. Aduku and Dr. Babangida Umar Dangani. Information derived from available literatures has been duly acknowledged and a list of references provided. No part of the dissertation was previously presented for the award of another degree at this or any institution.

---------- ----------

ZAYYANA Hauwa'u Muhammad **Date**

CERTIFICATION

This dissertation titled **"Assessment of Records Creation and Maintenance for proper administration in Islamic Schools in Zaria City, Kaduna State"** by Zayyana Hauwa'u Muhammad has met the requirements for the award of Master Degree in Records and Archives Management (MARM) of Ahmadu Bello University, Zaria Nigeria.

Dr. Baba S. Aduku Chairman, Supervisory Committee	---------- Signature	---------- Date
Dr. Babangida Umar Dangani Member, Supervisory Committee	---------- Signature	---------- Date
Dr. Habibu Mohammed Head of Department	---------- Signature	---------- Date
Prof. S. Z. Abubakar Dean School of postgraduate studies Ahmadu Bello University, Zaria.	---------- Signature	---------- Date

DEDICATION

This research work is dedicated to my parents Alhaji Muhammad Zayyana Sani and Hajiya Aishatu Abba Zayyana for their unending prayers on this work.

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The product of this research work has not been my effort alone, but rather the contribution of so many people who made it possible and as such I would like to show my gratitude to Allah (SWT) for giving me the wisdom and strength to embark on this study and most importantly for keeping me alive throughout my academic years. Peace and blessings of Allah be on Prophet Muhammad (SAW), his household, his companions and those who follow his part until the last Day of Judgment.

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ABSTRACT

This study focused on Assessment of Records Creation and Maintenance in for proper administration in Islamic Schools in Zaria City. Five (5) research questions were raised to find out the types of records that are created in Islamic Schools in Zaria City, the medium used in records creation, how are records maintained in Islamic Schools among others. The research design adopted was cross-sectional survey; the population of this study consisted of all the teachers and headmasters in the Islamic Schools in Zaria City located in wards of Zaria City. Giving the total number of (391) in the (30) Islamic schools studied. Questionnaire was used to collect data. The data obtained from the copies of questionnaire was analyzed using simple percentages, and frequency. The findings of the study among others revealed that records created in Islamic Schools in Zaria City are financial records, contract records, promotion records, demotion records, PTA records, examination records, students certificates, staff records, attendance register, staff duty book, newly admitted students records, attendance register, are the records which are mainly generated. The medium through which records are mostly maintained in the Islamic Schools in Zaria City are Papers, Computer, Video Camera, and Handset. The study concluded that Islamic Schools in Zaria City creates and receive records through some of the events happening in the schools but the way they maintain such records leads to inability to provide them when needed. It was recommended among others that, school administrators should come up with a written and clearly spelt out records keeping and disposition policy which every teacher should be familiar with. Adequate computers, printers, scanners, flash dives, and other ICT facilities should be provided in the whole schools for creation and maintenance of records.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Records creation is a continuous process taking place in organizations. Examples of such records include Annual Parent Teachers' Association meeting records, admission letters to new intakes, forms for new intakes, school fees receipts are created on term basis. These records are the ones created after every three (3) months. They include terminal examination results, terminal continuous assessment records, students' terminal school fee receipts, staff terminal minutes of the meeting, general school terminal reports etc.

However, in school system there are records that are created whenever the need arises. For example, emergency meeting leads to the creation of minutes of that meeting. Also, other records of unscheduled visitation by some people in the community such as parents, group of elders in the community etc. Mukhtar et al (2014) had a view that in schools generally, records such as punishment book, records cards, examination time-table, school revenue and expenditure book, duty roster (staff duty roster) students duty visitors book, staff attendance book and the rest of school records are created. These records are created and kept in schools for many purpose.

Records are created on daily basis in all organizations including Islamic schools. Records in Islamic schools are documents that contain information about students, staff; parent teachers' association. Mukhtar et al (2014) asserted that the essence of record creation and storage in Islamic schools is for reference purpose. Also, Pino (2000) maintained that proper record keeping in Islamic schools provides information needed on ex-students by higher and other related institutions and employers of labor for admission or placement. Islamic schools

records are used as reference materials by the teachers. Many Islamic schools create and store records which are retrieved for future use. These records are created and kept in Islamic schools for many purposes.

Administrative value is one of the purposes of creation and keeping of these records in Islamic schools. Administrative value has to do with utilization of records to make planning's such as the next number of students to be admitted, the number of chairs or tables to be acquired for the next set of students and the rest (Adikwu, 2007). Other purposes of records creation in Islamic schools include financial, research, legal, informational and evidential purposes. Evidential purpose is very critical among these purposes. Pino, (2000); Opara and Nnadozie, (2006); Aduku and Sanusi, (2012) opined that evidence is an important value of records created by individuals or organizations. This is because records have the capacity of given account of the event that took place.

Maintenance of the records is done in the organizations in order to preserve the intellectual contents of such records. For example, in schools as organizations records are preserved and conserved in order to protect such records against damage. The records created in such schools are filed, arranged, using devices such as file, drawer, and box. In order to preserve such records through activities such as filing, storage, shelving, dusting among others in order to elongate the life span of such records Adcock,(2006); Osayuwa and Eneh, (2011); Mincika, (2012). These activities are carried out in schools on Students' payment receipts, Parent Teachers' Association records, minutes of the meeting, students' examination results, and attendance register. These records are preserved for future use by students and teachers of particular schools. Furthermore, Balloffet and Hille, (2004); National Archives of St. Kitts, (2014) showed that preservation of records involves steps taken to prevent records from losing

their physical as well as intellectual set up. Physical set up of the records includes the color of the records, the texture of the pages, and the strength of the cover etc. while intellectual set up of the records includes the appearance of the text in normal way, and the arrangement of words sentences in relation to the schools activities.

Furthermore, apart from the preservation of both physical and intellectual content of the records, maintenance of records includes proper organization, labeling, filing, storage and retrieval of such records owned by an individual or organization. Borglund and Oberg (2008) opined that records maintenance involves keeping of such records in a proper condition from the time the records are created, distributed, used and disposed. These comprise the stages of the life cycle of the records where maintenance is included. Records maintenance is a continuous process, this is because, filed, stored, arranged, dust, shelved and retrieved basis when a business transactions are being carried out in both profit and non-profit organizations. Records maintenance determines the success or failure of the individual or organizational operations. This is because effective records maintenance enables the individual or organization to preserve its corporate memory that is needed for future decision making. While poor records maintenance leads to the experiencing of litigation risk by individual or organization. All these are applicable to the records created in the schools.

With regards to organizations, every organization creates records that guide its daily operations. No organization can function without records which are either internally generated or externally received. Records created in the organization can be in print or electronic formats. These records help organizations in different ways. For example Khan and Silverberg, (2000); Unger, (2007); Nelson and Simex, (2009); Swartz, (2009,) believed that records created in the organizations protect them from the risk of litigation. Also, Joseph, Debowski and

Goldschmidt (2014) agreed that records help organizations in planning for their day to day activities. Organizations like universities, schools in which Islamic schools are inclusive create and maintained records the purpose of record keeping and management is to ensure that accurate and proper records of students' achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept, among others. According to Durosaro (2002), records are important tools for effective planning and administration of a school. School records occupy strategic position in the effective and efficient organization and administration of the school. It helps for effective planning and implementation of appropriate course of actions, thereby introducing proper monitoring of school activities tasks.

Records are defined by different authors in different ways. For example, Smith, Ginn and Kallaus (2002) defined records as stored information, regardless of media or characteristics made or received by an organization that is evidence of its operations and that has value requiring its retention for a specific period of time. Also, these authors viewed records as data base element containing related files having related information concerning individuals or organizational operations. Records serve as documents that contain memory of the individuals' or organization daily activities. Activities in the organizations such as staff movement, students' academic records, meetings, seminars, workshops, and conferences, are recorded and kept for future use. The documents are carriers of information.

Records have also been seen by International Standards Organization (2001) as information created or coming externally from one organization to another organization, maintained as evidence supporting individual or organization during legal justification or in the general business processes. This definition shows that records serve as tools that depends the

occurrence of a particular issue of an individual or organization at large. Issues such as meeting, request for leave, request for the use of vehicle, classroom, among others are backed up with the documents that are used during the event in case of meetings and they also serve as backups showing the request and the approval of the use of a particular facility in a particular environment (Aduku, 2014).

Islamic schools are religious institutions created and managed by Muslim communities. These schools are owned and controlled by individual or group of individuals in the Muslim communities. Abd-el-khalik et al (2006) established that Islamic schools also known as are institutions combines the Islamic religious and western educational set up. These schools are found in different parts of Africa and the Nigeria in particular. For example, in Nigeria, these schools are mostly found in northern part of the country.

In the northern part of Nigeria, north-east and north-west are the regions where these schools are predominant. In north-eastern part of Nigeria, Borno State has the highest number of these schools compared to other states in the region. In north-western part of Nigeria, Kano has the highest number of these schools compared to other states in the region. The coming of these schools allows their students to have educational as well as career opportunities without ignoring their religious belief. As a result of the coming of these schools, many of their students graduate with certificates that enable them be employed in public and private organizations such as schools and ministries.

Islamic schools nowadays have structures like western education schools. Alex (2012) revealed that many Islamic schools operate under a designed curriculum, having time-table, and qualified teachers and issues certificates. Even though many of these schools still operate in combination of religious and western education, they have educational system that improves

the lives of the students who pass through the system. The schools are now able to produce people who work in the society and improving the lives of other people.

Islamic schools are sometimes called *Madarissul Islamiyya*. Mohammed (2011) reported that Islamic schools are now linked with government. For example, national board for Arabic and Islamic studies is a body that regulates the activities of Islamic establishments including these schools. Management of these schools is done using the guidelines from this NBAIS. The board is responsible for monitoring and approval of the curriculum as well as the period when these schools are closed and opened with regards to public holidays.

1.2 Statement of the Problem

Records creation and maintenance in Islamic schools are everyday activities. These records emanates from examination records, Parent Teachers' Association records, records created during registration of newly admitted student at a regular interval. Others include attendance register for students, staff duty reports, lesson plan, students' duty records (prefects) are created and maintained on a daily basis. The purpose of maintaining records created by institutions which Islamic schools are inclusive using techniques such as presentation, conservation to mention but few is to elongate the life span of such records for future use Osayuwa and Eneh, (2011); Mincika, (2012); Adcock (2014).

However, observation by the researcher revealed that most teachers who attended Islamic schools suffer when there is verification exercise in Kaduna State. Many have gone over eight (8) months to one (1) year without salary as a result of not been able to present their original certificates for verification. Furthermore, many of them were not able to find their original certificates in these Islamic schools they attended. Could this be as a result of improper

records management in these Islamic schools they attended? As a result of these challenges, there is need for remedy.

Therefore, several studies on records creation and maintenance have been carried out by different people in different institutions including Pino (2000), Opara and Nnadozie, (2006); Odeyemi et al; (2011); Aduku and Sanusi, (2012); as well as Aduku and Abdul, (2012) to mention but few. These studies provided proper understanding of the nature, procedures and challenges faced by the institutions they studied with regards to the ways these institutions create and maintain their records. With regards to records creation and maintenance in Islamic Schools in Zaria, no previous study to the best of knowledge of the researcher existed in relation to the ways Islamic Schools maintain their records.

Hence, this study assesses records management in Islamic schools in Zaria City using the construct of creation and organization of record continuum model as a guide.

1.3 Research Questions

The following research questions guided this study:

1. What types of records are created in Islamic Schools in Zaria City?
2. What media are used for records creation in Islamic Schools in Zaria City?
3. How are records maintained in Islamic Schools in Zaria City?
4. How are records organized in Islamic schools in Zaria City?
5. What are the challenges faced in the maintenance of records in Islamic Schools in Zaria City?

1.4 Null Hypothesis

The following null hypotheses were tested for this study:

1. There is no significant difference in the types of records created among Islamic Schools in Zaria City.
2. There is no significant difference in the procedures through which records are maintained among Islamic Schools in Zaria City.

1.5 Objectives of the Study

The objectives of this study are:

1. To find out the types of records created in Islamic Schools in Zaria City.
2. To identify the medium through which records are created in Islamic Schools in Zaria City.
3. To determine the procedures through which records are maintained in Islamic Schools in Zaria City.
4. To ascertain the ways through which records are organized in Islamic Schools in Zaria City.
5. To determine the challenges faced in the maintenance of records in Islamic Schools in Zaria City.

1.6 Significance of the Study

The significance of the study is borne on the fact that it is the first empirical study on creation and maintenance of records for proper administration in Islamic schools in Zaria City and aims at adding to the body of knowledge on how records should be created and maintained in these schools. The study when completed will be of significance to teachers in Islamic Schools; this is because they are expected to get new ideas from contemporary scholars on

records management. The study when completed will help provide the government with quick and accurate data for effective policy formulation and regulation.

Also, the study would be of significance to management of Islamic schools which will be presented with the views of teachers on the school management necessary for progressive records keeping in the school system. In the strength of the above, the national board for Arabic and Islamic studies will know the specific management theory and area of records keeping to be focused during staff seminars and workshop on school management and records keeping. In all, when teachers adopt better management on records keeping, to be ascertained in this work, falsification of data will be minimized, issue of ghost workers and sometimes half-hazard retrieval of information among principals and staff will be drastically reduced and teachers will be more committed to their work thus, yielding improved and productive personnel to the society.

1.7 Scope of the Study

This study has focus only on Islamic Schools in Zaria City where records such as school fees receipt, examination results, attendance registers, parent teachers' association (PTA) records among others are created and kept. Only Headmasters and teachers whose offices serve as records storage centers, having direct access to such records were used as respondents to this study. Therefore, the study has focused only on these heads of schools and teachers. Also only two of the models used in this research were found relevant to the study and were used in research questions these models are "creation" and "organization". Furthermore, the whole of the study area is categorized into six wards namely: as Kwarbai"A" ward, Kwarbai"B" ward, Anguwan Fatika ward, Anguwan Juma ward, Kaura ward and Limancin kona ward

1.8 Operational Definition of Terms

The following terms are defined operationally to ease their understanding and usage in this research:

Islamic used to signify knowledge that is peculiar and taught to muslims in Kaduna state.

Islamic Schools These are Islamic formal establishment where youths and children are taught Islamic and western education in Kaduna state.

Records These are documents such as school fees receipt, examination results, attendance registers, and parent teachers' association (PTA) records among others found in Islamic Schools in Zaria City.

Records Creation This is a process of generation of records in Islamic Schools in Zaria City

Records Maintenance This has to do with filing, arrangement, storage, preservation and retrieval of records in Islamic Schools in Zaria City.

Assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented review of literature that is related to the study. The chapter is organized under the following sub-headings:

2.2 Records Creation in the Organizations

2.3 Types of Records Created in the Organizations

2.4 Records Maintenance in the Organizations

2.5 Records Continuum Model

2.5.1 Principles of Record Continuum Model

2.5.2 Principle of Create Dimension

2.5.3 Principle of Capture Dimension

2.5.4 Principle of Organized Dimension

2.6 Previous studies that adopted records continuum model

2.7 Application of Record Continuum Model to the Creation and Maintenance of the Records in the Organizations

2.8 Summary of the Review

2.2 Records Creation in the Organizations

Records are usually created in the organizations regularly. In organizations such as schools, some records are created yearly. Examples of such records include annual parent teachers' association meeting records, admission letters to new intakes, forms for new intakes,

school fees receipts are created on term basis. The records that are created at the end of every term include terminal examination results, terminal continuous assessment records, students' terminal school fee receipts, and staff terminal minutes of the meeting, general school terminal reports among others.

Apart from terminal records created in schools there are records that are created when the need arises. For example registration of new students, recruitment of teachers, timetabling, and organization of school programs, among others. All these are school activities which need to be recorded and stored for retrieval when they are needed Osunu (2002). These records are created and kept in schools for utilization when needed.

Adequate record keeping is one of the important roles of the school administrator. In every government owned school or any voluntary agency school, education law demands that essentials school records must be kept. Robinson (1980) pointed out that many people forget things easily and find it difficult to remember evens in their lives; therefore, the keeping of records helps to solve some of the problems that could arise from forgetting things. When records are properly kept, they help to reconstruct the history of the school.

The keeping of school records is a professional obligation of teachers, school managers and principals. Records provide information for the school head and the teachers, which enables them to plan and prepare their work effectively. For example, through schools records, an incoming principal can acquire enough information and knowledge about the history of the school, its tradition and problems, as well as its administrative set up and its relationship with its environment. Also school records can help a teacher taking up a subject or class from another know where the other one stopped, and also from the assessment recorded by his

predecessor, he could have an idea of the average ability of the class and the behavior of the students.

2.3 Types of Records Created in the Organizations

Schools are organizations operating in the human society that carry out activities through which records are created. These activities include students' registration (intake of new students), parent teachers' association meeting, students' examination, test, attendance registration, and graduation ceremony to mention but a few. During these activities, records are being created. These records are used for reference purpose. Below are some of the types of records created in the schools:

1. **Financial Records:** These records are created as a result of students' registration (intake of new students), payment for term school fees, and purchase of teaching and learning materials such as chalk, textbooks, and exercise books. Receipts are important records that serve as evidence of payment. Thomanssen, (2001); Smith et al., (2002); Reed, (2005) maintained that evidence of transactions done in a particular organization is obtainable through records such as payment receipts.
2. **Examination Records:** In schools, students are given examination at regular intervals. For example, some schools operate based on terms such as first, second and third terms. Some operate based on bi-annual examination procedure. All of them administer examination to their students at the end of their organized examination period. After the examination, results of such examination in farm of records are produced.
3. **Parent Teachers' Association Records:** Mukhtar et al (2014) indicated that a parent teacher association (PTA) records are documents that carry the information about PTA

of the students in the schools. These documents can be PTA meetings documents, PTA donation records, PTA visit records.

4. **Certificates:** These are records found in schools that contain information about the students who finished the schools. They are documents that tell when the students finished from the school, name of students, the grades obtained among other information. Aduku (2014) highlighted that certificate is a document that shows the evidence of attendance of school by an individual. Hence preserving it is very important for future use.

5. **Staff Records:** These are among the records created and maintained in schools. They are records that are found in staff fillies. These records include appointment letter, staff certificate, birth certificate, indigene letter and the rest.

6. **Attendance Register:** This type of record has to do with students' attendance to the schools. At the end of every study period (term or year), this record reveals the students who attended the school more, the students who attend the school less, and the number of students who are sick that did not attend the school.

2.4 Records Maintenance in the Organizations

Records maintenance has to do with technical activities carried out in order to preserve and conserve the records. Records are being preserved and conserved to protect them against damage. Records maintenance occupies a strategic position in the efficient and effective maintenance of public institutions. In fact, the practice is central in the administration of the institutions because it documents the planning and implementation of appropriate courses of services allowing proper monitoring of work Egwunyenga, (2009). As stated by Robeck, Brown, and Stephens (2002), the reasons why organizations practice records maintenance are

to control the creation and growth of records, reduce operating costs, improve efficiency and productivity, assimilate new records management technologies, ensure regulatory compliance, minimize litigation risk, safeguard vital information, support better management decision making, preserve the corporate memory, and foster professionalism in running the business. The need for records preservation is, therefore, paramount to the cultural heritage of the past and for future generations obtainable in any organization Abdulkareem, Isah, and Issa, (2013).

Thus efficient and effective maintenance of records helps the critical stakeholders of an organization or institution as well as its administrators who require records to facilitate accurate, timely decisions Nwankwo, (2001). Records maintenance ensures that information can be accessed easily and destroyed routinely when no longer needed, and enables schools not only to function on a day to day basis, but also to fulfill legal and financial requirements. The preservation of the records of schools, for example, ensures it can be held accountable for its actions, and allows access to an important resource for future decision making, National Archives of Scotland, (2013).

All organizations create records to support and provide evidence of their transactions. Consequently, records, regardless of their formats, are important sources of information and knowledge. They ensure effective transparency and accountability in decision-making and contribute to national development, International Records Management Trust, (2003); Kemoni, (2007). Therefore, sound management of records, whether electronic or paper, has become a topical issue not only in Nigeria but globally. The World Bank (2006) and the International Records Management Trust (2003) concur that records are essential for the effective and productive functioning of private and public organizations. They assert that records register the decisions and activities of governments and other organizations, and serve as benchmarks

against which they can measure their future activities and decisions. Without records, there can be no rule of law and accountability (World Bank, 2006). Consequently, without good records, organizations make adhoc decisions without the benefit of institutional memories.

Kalusopa (2011) observes that, for schools to participate meaningfully in the national development process, they must develop the capacity to maintain records and information. The reason is that the challenges of conceiving, initiating, implementing, monitoring, and evaluating activities will always require reliable, pertinent, and timely records as well as information. Therefore, every organization has the role to monitor and measure progress with inclusive participatory national economic processes and good corporate ethics that the principles of openness, integrity, and accountability underpin with regards to its records management, Kanyenze, Kondo, & Martens, (2006).

2.5 Records Continuum Model

Records Continuum Model is a framework proposed as an alternative to records life cycle. As defined in the Australia Standard 4390, record continuum is a consistent and coherent regime of records management processes from the time of creation of records (and before creation in the design of record keeping system) through preservation and use of records as archives. Continuum Model is a unified model which reflects the pattern of the continuum. Four actions continue to recur through the life of record and cuts across the traditional boundary between records management and archives administration. The actions are the creation or acquisition of records, classification or description, its appraisal for continuing value and its maintenance.

The aim of the model is to support archivist in their concern with the relationship between record keeping and accountability, (Upward, 2005). The record continuum model's ideal integration can be viewed as a best framework for managing records in a broader context of archival science to connect the past and the present to the future. The continuum is not about records, it is about regime for record keeping, the continuum model of management that relates to the record keeping regime, which is continuous, dynamic and ongoing without any distinct breaks or phases.

2.5.1 Principles of Record Continuum Model

Principles of records continuum model serve as guides in explaining records creation, organization, storage, disposition among others. Upward (2005) maintained that there are no end products in an archival institution so there is a need for continuing addition of process metadata meanwhile the record changes during space-time. The model is four dimensional: create dimension, capture dimension, organize dimension, pluralize dimension.

2.5.2 Principle of Create Dimension

Create dimension of the record continuum model represents the locus of all action. It is in this area that the business of action (all action) happens, including representations of actions in documents. Create equates with a point where individuals as creative sources engage in particular activities. Creation is an intersecting dimension. .

2.5.3 Principle of Organize Dimension

Organize dimension represents aggregation above individual instances of sequences of action with characteristics from the second dimension, records now attest to evidence of

action and are able to be distributed, accessed and understood by others involved in undertaking business activities. This is a process which could be described as the organization of memory.

2.6 Previous Studies that Adopted Record Continuum Model

A study conducted by Xolilie (2012) titled "The Status of records management at the University of Zululand" adopted record continuum model. The study showed that like all higher education institutions in South Africa, the University of Zululand is semi-autonomous. The research questions asked where what types of records are kept in the records management system. Does the University of Zululand have a formal records management system besides the Integrated Tertiary Software (ITS) which is not a records management program? The methodology adopted was survey research method. The findings revealed that the University of Zululand still has a long way to go with respect to day to day records management. The study recommends that development and adoption of an official records management policy, the appointment of a records manager and the establishment of a records management training program.

A study conducted by Ngoepe (2008) titled: "An Exploration of records management trends in the South Africa Public Sector: A case study of the department of provincial and local government". The study's introduction stated that an effective records management programmes is a major element of the governance of any organization. Research questions used were what is the current state of records management practices in the Department of Provincial Local Government? Are there records management policies procedures and filing system in place in the Department of Provincial Local Government? The methodology adopted

was qualitative research method. Findings revealed that an enormous benefit for the implementation of a records management programme is the commitment and support of top management. The study recommends that records management should be included in the performance contacts of all employees in the Department of Provincial Local Government.

A study conducted by Annabel (2013) titled "Capture, create, manage: The experiences of New Zealand Government departments in meeting the requirements of electronic record keeping metadata standard". The study's introduction stated that the key challenge for electronic record keeping is the creation, capture and ongoing management of metadata. The research questions raised where; how are the system (EDRMS and non-EDRMS which are used by government departments, meeting the requirements of the electronic record keeping metadata standard (ERMS)? From a system perspective, what are the factors that influence a department's ability to comply with the EMRS? The methodology adopted was qualitative research method. Findings revealed that departments are harnessing the capability of their systems to create, maintain and manage metadata with the resources available. The study recommends that research should be conducted into compliance with requirement of the standard.

A study conducted by Abuki (2014) titled "records management in public service delivery in county governments in Kenya: a case study of Kisii country government headquarters". The study showed that good records management will promote efficient and effective public services in ways such as ensuring regulatory compliance, curb graft, minimize litigation risks, and support informed decisions by providing timely and sufficient information, promoting accountability among others. The research questions raised; what records management program, policies and standards have been put in place to ensure proper records

management at the country? How are records adopted from previous local government type of administration managed? The methodology adopted was a case study method. Findings revealed that Kisii country headquarters has not implemented a records management program or policy in place. Lack of adequately trained records management staffs, lack of records centers and archives for semi-current and noncurrent records. The study recommends the need to implement records management policy, standards, guidelines and procedure.

2.7 Application of Records Continuum Model to the Creation and Maintenance of Records

In applying the construct in records creation and maintenance in schools, the researcher used two of the construct which are creation, and organization dimensions. Record continuum model can be applied in creation and storing of records in schools as follows: In every Islamic school, records are being created or received as well as stored at regular intervals; these records consist of admission registers, gazettes of students' performance, school leaving certificates teachers' record of work, scheme of work. Some of these records need to be kept permanently while others for reference purposes. For these records to be kept permanently, they should first be created, which means they should be collected or received through the daily transactions of the agency that detail the functions, policies, decisions, procedures of the agency. Create dimension can be applied to identify the creators of the work in an organization; the document which records the act, the acts themselves and the trace, and the representation of the acts. Similarly, Reed (2014) believed that records may not have formally crossed the threshold between records continuum model dimension, but their context is able to be recreated and thus there is an implicit existence. Organize dimension can be thought of as the control, regulation,

standardization and auditing dimensions, where records keeping professionals operate with steering roles. In an organized dimension, the concern is with 'insider' issues forming managing and providing access to the corporate memory**.**

2.8 Summary of the Review

This chapter reviewed literature related to this study. Literature on the concept of records, types of records created in Islamic schools such as school payment receipts, examination records, parent teachers' association records among others were reviewed. The chapter also reviewed literature on records maintenance in Islamic schools showing that preservation, conservation, storage, filing and retrieval are the techniques through which records are maintained in such schools. Challenges faced in the maintenance of records in Islamic schools such as poor records storage equipment, lack of skilled personnel, poor records keeping policy among others were highlighted in the chapter. Among all the literature reviewed in the chapter, none of them dwell on records creation and maintenance in Islamic schools, hence the reason for this research.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research methodology adopted in carrying out this study. The chapter is organized under the following sub-headings:

3.2 Research Design adopted for the Study

3.3 Population of the Study

3.4 Sample and the Sampling Technique

3.5 Instrument for Data Collection

3.6 Procedure for Data Collection

3.7 Procedure for Data Analysis

3.2 Research Design adopted for the Study

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

Sulaiman (2007) stated that survey research method deals with methods of gather data from usually large number of respondents who themselves constitute a sample. He further stated that, the purpose of survey is not only the collection of data but the discovery of meaning in the data collected, so that facts and events can be better understood, interpreted and explained. Aina (2003) asserted that survey research is a systematic and comprehensive collection of information that reflects the opinions, attitudes, feelings, beliefs and behaviors of

people on an issue. This involves the collection of data about a target population using a selected sample and putting together the results of the findings obtained from analysis of the sample as representative of the whole population and later generalizes the results obtained from the whole population. Sambo (2005) defined survey research as a method of research used to collect participant responses on facts, opinions, and attitude.

3.3 Population of the Study

Population is the designated part of the universe from which a sample is drawn. It is a group of individuals, persons, objects or items from which samples are taken for measurement in a research. The population of this study consisted of all the teachers and headmasters in the Islamic schools in Zaria City located in six (6) Wards of Zaria City namely Anguwan Fatika Ward, Anguwan Juma Ward, Kaura Ward, Kwarbai "A" Ward, Kwarbai "B" Ward, and Limancin Kona ward. There are three hundred and ninety one (391) teachers and headmasters in the thirty (30) Islamic Schools. Table 3.1 presented the population of the study.

Table 3.1 Distribution of Population of the Study

S/N	Name of Wards	Name of Islamic Schools	Number of teachers	Number of headmasters
1	Anguwan Fatika Ward	1. Jama'atu girls' Islamic school Anguwan Zaria City.	25	1
		2. Madrasatul Darul FarhiAnguwan Zaria, Zaria City.	11	1
		3. Madrasatul Nurul Islam Islamic School Anguwan Fatika Zaria City.	13	1
		4. Madrasatul Aliyu bin Abdulmutalif Ang Zaria, Zaria City.	12	1
		5. Ubayyu bin Kaab(UBK) Islamic School Panwanki Zaria City.	11	1
			Total: 72	Total: 5
2	Anguwan Juma Ward	1. Ansarus Sunnah Islamic School Angwan Juma Zaria City	11	1
		2. Muassasah Islamic school Anguwan Juma Zaria City.	9	1
		3. Madrasatul Ansaruddin lslami Kurna Zaria City.	12	1
		4. Darul Tahfizul Quran Islamic School Ang Juma Zaria City.	14	1
		5. Nurul Bilad Islamic School Zaria City	12	1
		6. Madrasatul Nahdatul Islamic Unguwan Juma Zaria City.	13	1
			Total:72	Total: 6
3	Kaura Ward	1. Ma'ahad Ulumuddeen Islamic Kaura Zaria City.	8	1
		2. Mus'ab Ibn Umair Bakin Padama Zaria City.	8	1

		3. Atika Abdallah Islamic School Zaria City	11	1
		4. Hayatuddeen Islam Islamic School Kaura	12	1
			Total: 39	Total: 4
4	Kwarbai "A" Ward	1. Jama'atu Boys' Islamic School Kofan Kona Zaria City.	19	1
		2. Mijinyawa Memorial Islamic School Anguwan Amaru Zaria City	6	1
		3. Khalid Ibn Walid Islamic School Zaria City	15	1
		4. Anwarul Islamic School Kwarbai Zaria City	14	1
		5. Nurul Islam Islamic school	13	1
			Total: 68	Total: 5
5	Kwarbai "B" Ward	1. Al Hanafeeyyah Islamic School, Zaria City.	9	1
		2. Al-Ansar foundation Madaka, Zaria City	11	1
		3. Sakafatul Islam Lemu Zaria City.	12	1
		4. Tarbiyatul Adfal Babban Dodo Zaria City	10	1
		5. Minhajul Islamic School Dandada Zaria City.	16	1
		6. Baba Ahmad Islamic School Kwarbai Zaria City.	15	1
			Total:74	Total: 5
6	Limancin Kona Ward	1. Sheikh Yahuza Faidatu Islamic school Zaria City.	7	1
		2. Madrasatul Raulatul Naim Anguwan Nupawa.	9	1
		3. Mus'ab bin Umair Salmanduna Zaria City.	10	1

	4. Markazul Suena Salmanduna Zaria City.	13	1
	Grand Total: 391	Total:39	Total: 4

Source: Field Survey (2015)

3.4 Sample and Sampling Technique

Simple random sampling technique was employed in the selection of the sample size. It is appropriate if a population from which a sample is to be drawn constitutes a homogeneous group. Under simple random sampling the population is divided into sub-populations that are individually more homogeneous than the total population (Kothari, 2012). The simple random sampling was adopted because the population of the study was homogeneous and vast area was required to be covered. According to Glenn (2013) for a population of 400 or close, a sample size of 135 can be drawn at ±7% of 95% confidence level. However, Kothari (2012) emphasized the use of simple random sampling from homogeneous population. Thus, the breakdown of sample for this study is as follows using the sample size of 135 as earlier stated:

$P_{i\ represents}$ the proportion of population included in *i*, and *n* represents the total sample size. Mathematically, $n = 135$ to be drawn from a population size of N= 391 which are divided into six groups. Table 3.2 presented the sample size of the study.

Table 3.2: Distribution of Sample of the Study

Anguwan Fatika	**Anguwan Juma**	**Kaura**	**Kwarbai"A"**	**Kwarbai "B"**	**Limancin Kona**
N_1= 77	N_2=77	N_3= 43	N_4=72	N_5=79	N_6=43

1. For N_1= 77, P_i = 135/ 391

   Hence n_I = n. P_i = 77(135/ 391) = **26.6**

2. Similarly for N_2 = 77, P_2 = 135/391

   n_2 = n. P_2 = 77(135/ 391) = **26.6**

3. For N_3 = 43, P_3 = 135/391

   n_3 = n. P_3 = 43(135/391) = **14.8**

4. For N_4 = 72, P_4 = 135/391

   n_4 = n. P_4 =72 (135/391) =**24.9**

5. Similarly for N_5= 79, P_5= 135/391

   n_5= n. P_5 = 79(135/ 391) = **27.3**

6. For N_6= 43, P_6= 135/391

   n_6 = n. P_6= 43(135/391) = **14.8**

Therefore the actual sample size of the study as affirmed is **135**

3.5 Instrument for Data Collection

Copies of questionnaire were used to collect data from the respondents. Questionnaire allows for collection of data from the population who are able to read and write. Habu (2008) defined a questionnaire as one of the survey research techniques aimed at eliciting information on a particular subject of research by using a from which contains a predetermined sets of question for individual responses. Sambo (2005) and Osuala, (2005) stressed that questionnaire is more economical for reasons of time or funds and are directly associated with survey research method. Kothari (2004) maintained that questionnaire is the heart of a survey study. The choice of this instrument however, was based on the reasons stated by the above scholars and also, the respondents are

literate and capable of completing the questionnaire without any assistance from anybody.

The questionnaire used was self- developed by the researcher. This is because it is difficult to get an instrument that will exactly match this study. The questionnaire contained six (6) sections as A, B, C, D, E and F to represent demographic information as well as the research questions 1, 2, 3, 4 and 5 respectively. Section 'A' consisted of demographic information of the respondents, Section 'B' consisted of types of records created in Islamic Schools in Zaria City , Section 'C' consisted of media through which records are created in Islamic Schools in Zaria City , Section 'D' consisted of Procedures through which records are maintained in Islamic Schools in Zaria City , Section 'E' consisted of procedures through which records are organized in Islamic Schools in Zaria City and Section 'F' consisted of challenges faced during maintenance of records in Islamic schools in Zaria City .

3.6 Validity of the Instrument

In order for the developed questionnaire to provide the required data for the study, the questionnaire was validated by the supervisors, and research experts to ascertain its validity. Face and content validity were used because the supervisors made some corrections in the questionnaire. This is necessary to ensure that the contents of the questionnaire are in line with the ability and experience of the respondents. According to Kerlinger (1973) Adamu and Johnson (1997), validation of research instrument by experts in the field is an effective way of validating research instrument. Similarly, Mohammed (2005) noted that the instrument for data collection is said to be valid when it is able to produce correct responses from the subject of the sample of the study.

3.7 Reliability of the Instrument

Reliability of an instrument deals with the measurement of internal consistency of an instrument. Ebel (2002) Awotunde and Ogodulunwa (2004) remarked that reliability is necessary in order to strengthen the validity of such instrument. In line with the above, a pilot study was conducted in Ummatu Islamic School in Sabon-Gari Local Government area Kaduna State where eight (8) copies of the questionnaire were used. This is in line with Mbachu (2010), Umar (2010), and Adigun (2011)who noted that pilot testing is usually done on a much smaller scale than the main study but under the same or similar conditions outside of the main study area. Split-half method of reliability estimate was used by splitting the administered questionnaire into two sets after numbering them in order of odd and even numbers. The result was subjected to spearman brown formula where a reliability co-efficient of 0.77 was obtained and was found to be good enough for the instrument in accordance with the view of Asika (2004).

3.8 Procedure for Data Collection

The researcher with the help of three research assistants administered and collected back the completed questionnaire from the respondents. The research assistants used were instructed on how to carry out the exercise. Two weeks was used to share and collect the instruments back because all the respondents were met within three days. The respondents were given the questionnaire to fill without the use of another person who would help in translating the instrument.

3.9 Procedure for Data Analysis

The data collected for the study was organized, analyzed and presented using frequency tables, simple percentages and mean. Because of the existence of homogeneity of variance assumption, the hypotheses used were analyzed using one-way Anova. The benchmarks for acceptance of mean value for discussion was 3.0 and above as higher or highest, while any value less than the benchmark was considered as the low or lowest as the case may be.

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CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented the data collected for the study. The chapter was presented under the following sub-headings:

4.2 Response Rate

4.3 Demographic Analysis

4.4 Descriptive Statistical Analysis

4.5 Inferential Statistical Analysis

4.2 Response Rate

In this research, a total of one thirty five (135) copies of questionnaire were distributed to the teachers and headmasters in the selected Islamic Schools in Zaria City .One hundred and seven (107) copies of the questionnaire were duly completed, returned, examined and found useful for analysis. This represents 79.3% response rate. Table 4.1 presented the distribution of the response rate.

Table 4.1: Response Rate

S/N	Islamic Schools According to their Wards	No. of Questionnaire Distributed	No. of questionnaire Returned	% of questionnaire Retuned
1	Angwan Fatika	28	23	17.0
2	Angwan Juma	22	19	14.1
3	Kaura	11	7	5.2
4	Kwarbai "A"	23	17	12.6
5	Kwarbai "B"	40	35	25.9
6	Limancin Kona	11	6	4.4
Total		**135**	**107**	**79.3%**

From Table 4.1, a response rate of 107 (79.3%) was obtained. This response rate was achieved due to the fact that the researcher with the help of three research assistants administered and collected the questionnaires back. In addition, good relationship was established between the researcher, research assistants and the respondents which led to on-the-spot completion of the questionnaire by many of the respondents.

4.3 Demographic Analysis

This section presented the demographic information of the respondents used in this study. This included their gender and the educational qualification.

4.3.1 Gender of the Respondents

The respondents in this study comprised both male and female teachers and headmasters in the Islamic Schools in Zaria City. The researcher included gender as a

variable in order to make the study free from gender bias. The distribution of the gender of the respondents was presented in Table 4.2.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	86	80.4
Female	21	19.6
Total	**107**	**100**

Table 4.2 showed that the Islamic Schools male teachers and headmasters tripled the female teachers and headmasters with 86(80.4%) while the female teachers and headmasters had 21 (19.6%). This wide gap is attributed to shortage and less number of female teachers while no female headmistress was seen who are willing to teach in Islamic Schools in Zaria City. This implies that male teachers are the dominant staff in the schools studied.

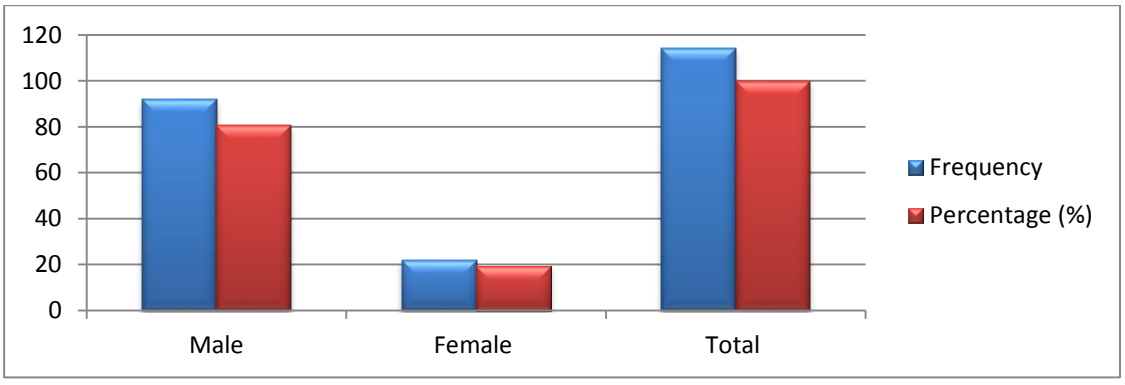


Figure 1: Graphical Representation of the Gender of Teachers and Headmasters in Islamic Schools in Zaria City

Table 4.2 and figure 1 showed that the Islamic Schools male teachers and headmasters tripled the female teachers and headmasters with 86(80.4%) while the female teachers and headmasters had 21 (19.6%). This wide gap is attributed to shortage and less number of female

teachers, while no female headmistress was seen who are willing to teach in Islamic Schools in Zaria City. This implies that male teachers are the dominant staff in the schools studied.

4.3.2 Educational Qualification of the Respondents

The respondents' educational qualification in this study comprised Primary School Certificate, Secondary School Certificate, N. C. E., Diploma and Others. The researcher included educational qualification of the respondents as a variable in order to know the level of both teaches and headmasters so as to make judgment concerning the finding of this study. The distribution of the educational qualification of the respondents was presented in Table 4.3.

Table 4.3: Educational Qualification of the Respondents

Qualification	Frequency	Percentage (%)
Primary Certificate	4	3.7
Secondary Certificate	5	4.7
N. C. E.	30	28.0
Diploma	20	18.7
Others (B.Ed., BSc. H. N. D.)	48	44.9
Total	**107**	**100**

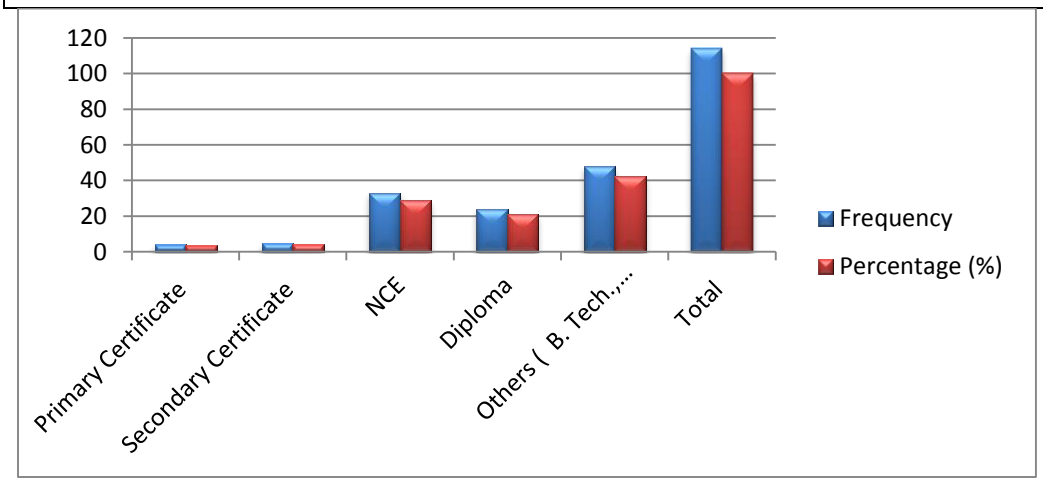


Figure 2: Educational Qualifications of Teachers and Headmasters in the Islamic Schools in Zaria City

Table 4.3 and Figure 2 showed that the Islamic School teachers and headmasters with, B. Ed., B. Sc. And H. N. D. had the highest frequency and percentage as 48 (44.9%) followed by N.C.E. with frequency and percentage of 30 (28.0%), while teachers and headmasters with primary and secondary certificates had the least frequencies and percentages of 4 (3.7%) and 5 (4.7%) respectively. This implies that most of the teachers and headmasters in the schools studied had higher qualifications that are expected to be acquired by teachers in such schools.

4.4 Descriptive Statistical Analysis

This section presented the descriptive statistical analysis of the data collected using the research questions. The section presented the results of these questions in order as they were stated in chapter one.

4.4.1 Types of Records Created in Islamic Schools in Zaria City

This section focused on the types of records created in Islamic Schools in Zaria City. This represents the first research question asked in this study. Table 4.4 presents the data collected and analysed concerning this research question.

Table 4.4: Types of Records Created in Islamic Schools in Zaria City

Types of Records Created in Islamic Schools in Zaria City	Frequency	Percentage (%)
Financial Records	42	8.3
Continuous Assessment	47	9.3
Contract Records	8	1.6
Promotion Records	39	7.8
Demotion Records	27	5.4
Examination Records	68	13.5
PTA Records	15	2.9
Students' Certificates	49	9.7
Staff Records	45	8.9
Attendance Register	70	13.9
Staff Duty Book	33	6.5
Newly Admitted Students Records	61	12.2
Total	710	100

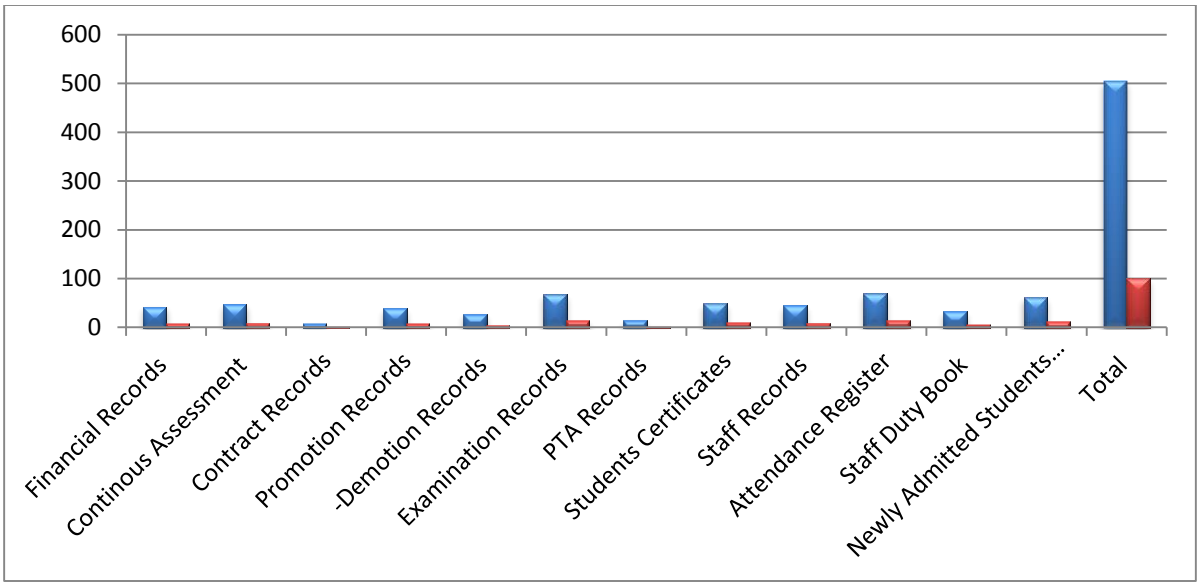


Figure 3: Types of Records Created in Islamic Schools in Zaria City

Table 4.4 and figure 3 present the types of records created in Islamic Schools in Zaria City. From the Table, it is discovered that the highest type of records created is attendance register with 70 (13.9%) followed by examination records with 68 (13.5%) newly admitted students records with 61(12.2%) and students certificates with 49 (9.7%), continuous assessment with 47 (9.3%), staff records with 45(8.9%), financial records with 42 (8.3%), promotion records with 39 (7.8%), staff duty book with 33(6.5%), demotion records with 27 (5.4%), P.T.A records with 15 (2.9%) respectively the least created is contract records with 8(1.6%). This finding is in line with that of Mukhtar, Aliyu and Ahmad (2014) who established that attendance register, admission records and students' certificates were the main records created in secondary schools. This implies that the important records created in Islamic schools in Zaria City are attendance register and newly admitted students' records. However, contract records, PTA records and demotion records are the least types of records created. There is need to put emphasis on creation of students certificates which is much needed.

4.2 Media Used in Records Creation in Islamic Schools in Zaria City

This section focused on the media used in records creation in Islamic Schools in Zaria City. This represented the second research question asked in this study. Table 4.5 presented the data collected and analysed concerning this research question.

Table 4.5: Media Used in Records Creation in Islamic Schools in Zaria City

Media Used in Records Creation in Islamic Schools in Zaria City	Frequency	Percentage (%)
Paper	109	78.4
Computer	26	18.7
Still Camera	0	0
Video Camera	3	2.2
Handset	1	0.7
Total	139	100

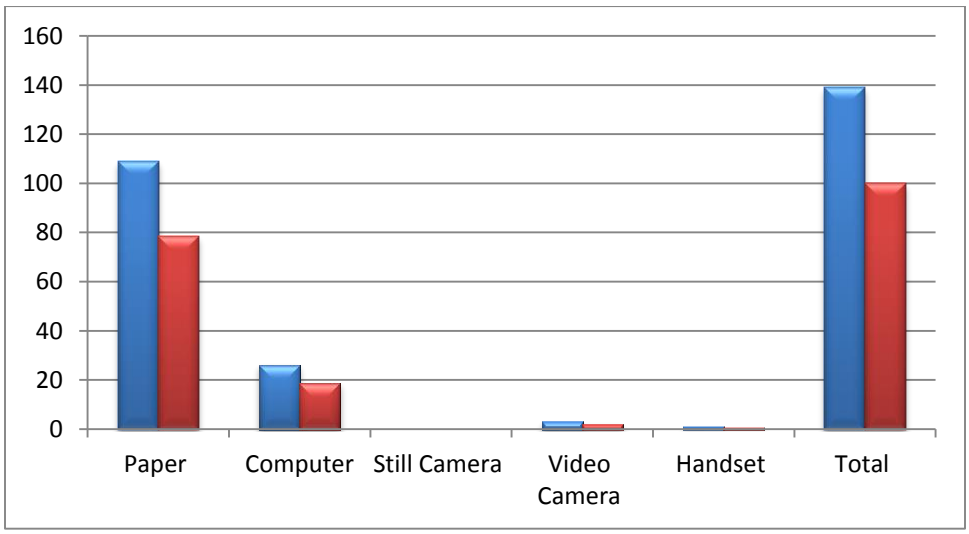


Figure 4: Media Used in Records Creation in Islamic Schools studied

Table 4.5 figure 4 present thess media used in records creation in Islamic Schools in Zaria City. From the Table, it is discovered that paper and computer with frequency of 109(78.4%) and 26(18.7%) respectively are the highest media used in records creation in Islamic Schools in Zaria City followed by video camera with frequency 3(2.2%) the least created is handset with 1(0.7%) . This implies that paper and computer were the common media used in records creation. This might be as a result of their availability, ease of use and affordability among others. This finding agreed with that of Aduku and Sanusi (2012) who established that paper and computer were the main media used in records creation in schools. However, none of the Islamic Schools used still camera as a medium of creating records. Also, handset and video camera are the least media used in records creation. The implication on heavily relying on paper and computer is first, for the paper, there is need to learn preservation techniques to ensure originality and longevity of records, secondly, for the computer there is need to learn various computer and digital data security and backup.

4.4.3 Procedures through which Records are maintained in Islamic Schools in Zaria City

This section focused on the procedures through which records are maintained in Islamic Schools. This represented the third research question asked in this study. Table 4.6 presented the data collected and analysed concerning this research question.

Table 4.6: Procedures through which Records are maintained

Procedures through which Records are Maintained	Frequency	Percentage (%)
Through Filing	39	38.6
Through Storage	50	49.5
Through preservation	5	5.0
Through Conservation	1	1.0
Through Security	6	5.9
Total	101	100

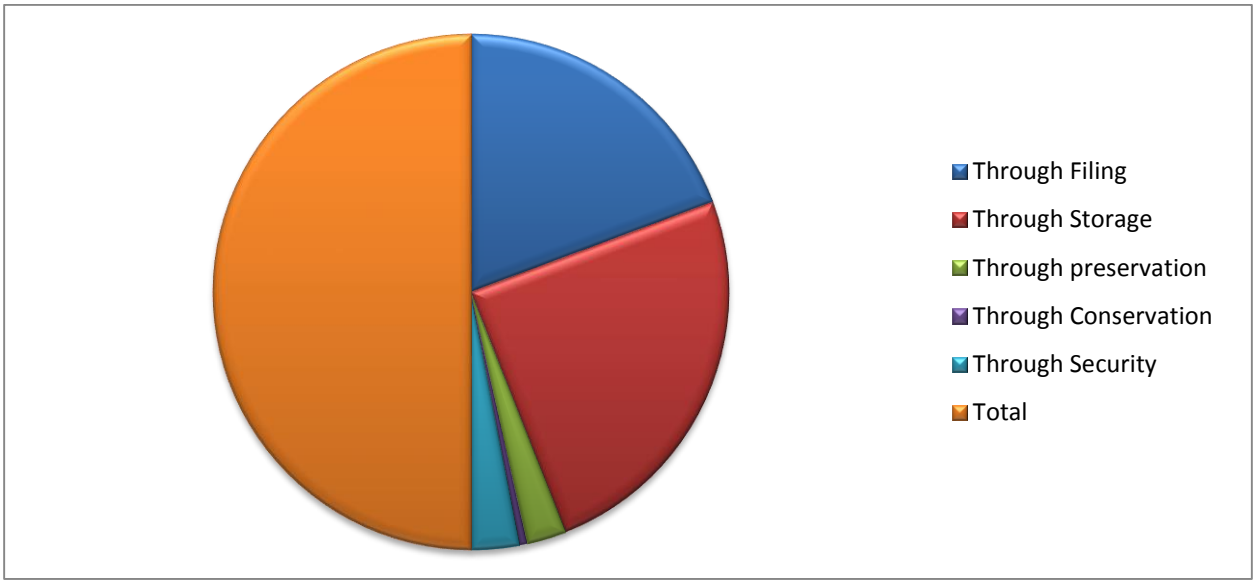


Figure 5: Pie Chart Displaying the Procedures through which Records are Stored in Islamic Schools in Zaria City

Table 4.6 and figure 5 present the procedures through which records are maintained in Islamic Schools in Zaria City. From the table 4.6 it is revealed that records are maintained mainly with the highest frequency 50 (49.5%) followed by through filing with

39 (38.6%) followed by security with 6(5.9%) followed by preservation with 5(5.0%) and the least is through conservation with 1(1.0%). This implies that these procedures help in keeping the records in a safe condition. This might be as a result of their availability, ease of use and affordability among others. This finding corresponded with that of Opara and Nadozie (2006) who established that many organizations including learning institutions maintained their records through storage and filing. However, though conservation and preservation represent the least procedures through which records are maintained in Islamic Schools in Zaria City, there is need for schools to include conservation and preservation tools to protect and prolong the life span of their records.

4.4.4 Methods through which Records are organised in Islamic Schools in Zaria City

This section presents the methods through which records are organised in Islamic Schools in Zaria City. The section represented the fourth research question asked in this study. Table 4.7 presented the data collected and analysed concerning this research question.

Table 4.7: Methods through which Records are organised in Islamic Schools

Methods through which Records are organised in Islamic Schools	Frequency	Percentage (%)
Alphabetical Method	49	38
Numerical Method	22	17.1
Alphanumerical Method	14	10.8
Subject Method	44	34.1
Total	129	100

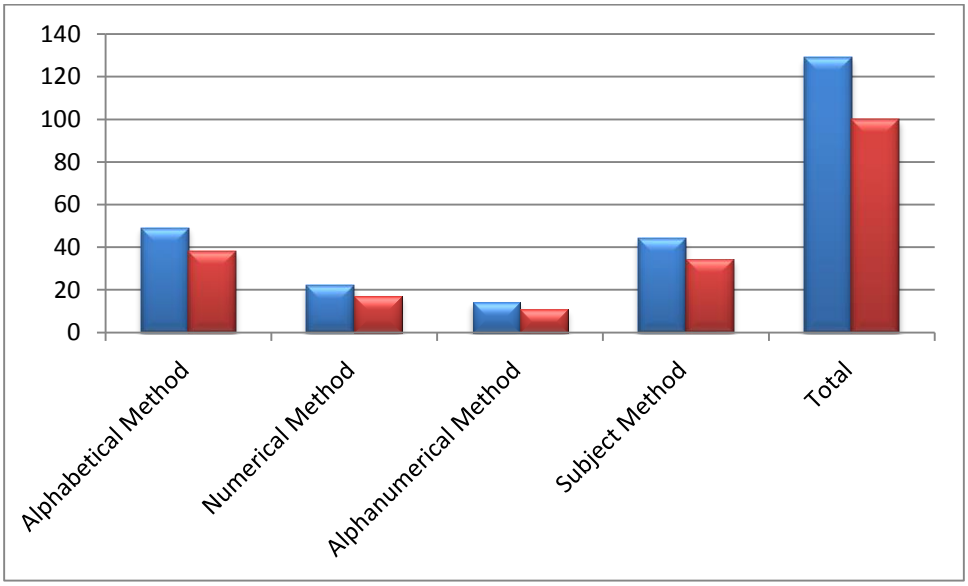


Figure 6: Methods through which Records are organized in Islamic Schools in Zaria City

Table 4.7 and figure 6 present the methods through which records are organised in Islamic Schools in Zaria City. From the table, it is indicated that alphabetical method is highly used with frequency of 49(38%), followed by subject method with frequency 44 (34.1%), then numerical method with 22(17.1%) the least is alphanumerical method with 14(10.8%) respectively. This finding aligned with that of Osayuwa and Eneh (2011) who

established that alphabetical method and subject method were the major methods through which records are organized. This implies that these methods help in making sure that the records kept are retrieved in an easy way. This might be as a result of their availability, ease of use and affordability among others. However, there is need to emphasize consistency in the types of methods used to organize these records because inconsistency leads to loss of records.

4.4.5 Challenges Faced during Maintenance of Records in Islamic Schools in Zaria City

This section presented the challenges faced during maintenance of records in Islamic Schools in Zaria City. The section represented the five research question asked in this study. Table 4.8 presented the data collected and analysed concerning this research question.

Table 4.8: Challenges Faced during Maintenance of Records in Islamic Schools in Zaria City

Challenges Faced during Maintenance of Records in Islamic Schools in Zaria City	Frequency	Percentage (%)
Poor records storage equipment	49	27.7
Lack of skilled personnel	18	10.2
Poor records keeping policy	25	14.1
Lack of electronic records storage devices	51	28.8
Environmental conditions such as moisture, excessive heat, etc.	34	19.2
Total	177	100

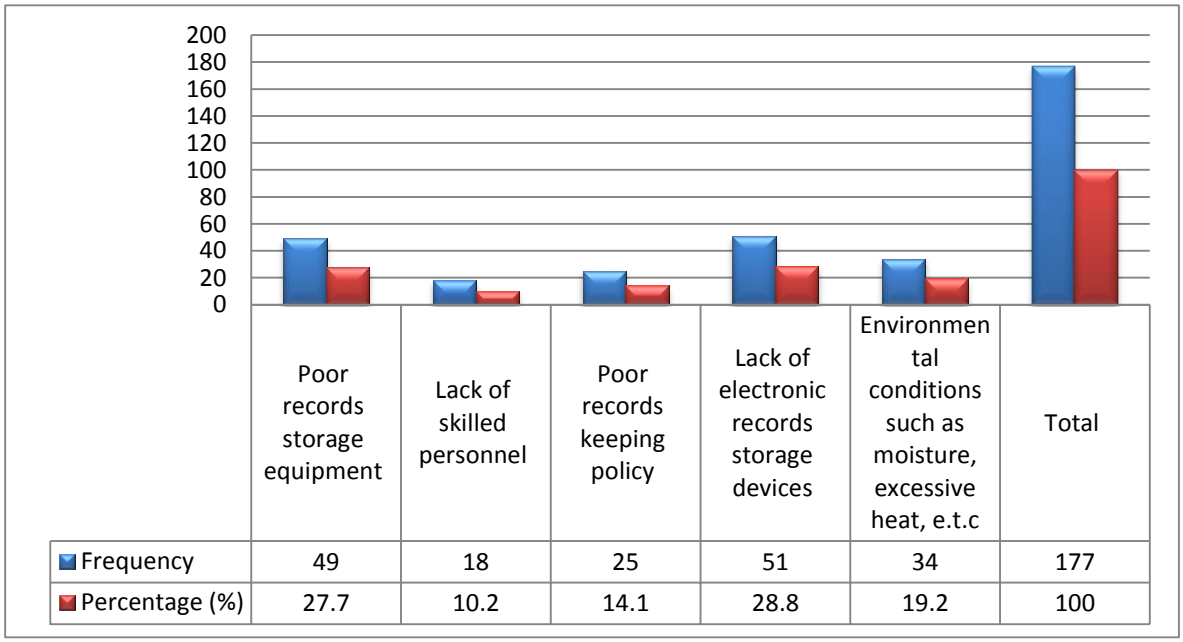


Figure 7: Challenges Faced during Maintenance of Records in Islamic Schools in Zaria City

Table 4.8 and figure 7 presents the challenges faced in maintenance of records in Islamic Schools in Zaria City. From the table, it is revealed that lack of electronic records storage devices has the highest frequency of 51(28.8%), followed by poor records storage equipment with 49(27.7%), then environmental conditions with 34(19.2%), followed by poor records keeping policy with 25(14.1%) the least is lack of skilled personnel with 18(10.2%) respectively.This finding agreed with that of Odeyemi, Olanrewaju and Saka (2011) who discovered that lack of electronic records storage devices and poor records storage equipment were the major challenges faced during maintenance of records in Islamic Schools in Zaria City. This implies that these challenges are the major barriers to the effective records maintenance in Islamic Schools. However, lack of skilled personnel and poor records keeping policy represents the least challenges faced during records maintenance in Islamic Schools in Zaria City.

4.5 Inferential Statistical Analysis

This section presents the inferential statistical analysis of the data collected in order to confirm the hypotheses formulated. Two null hypotheses were formulated. Table 4.9 presented the summary of the one-way Anova used in order to confirm hypothesis one.

Null Hypothesis One

HO_1: *There is no significant difference in the types of records created among Islamic Schools in Zaria City*.

Table 4.9 (a): Difference among Islamic Schools in Zaria City on the Types of Records Created

ANOVA

Responses	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	48.403	5	9.681	2.883	.020
Within Groups	221.583	66	3.357		
Total	**269.986**	**71**			

Level of significance >0.05

Table 4.9 (a) revealed that the P value was represented by 0.020 Since α (0.05) was used for this hypothesis, the null hypothesis one is rejected because the P value (0.020) is less than α (0.05). It is concluded that most of the responses of the teachers and headmasters showed that there is significant difference among the Islamic Schools in Zaria City in the types of records created. Hence the null hypothesis one which stated that there is no significant difference in the types of records created among Islamic Schools in Zaria City is rejected. In order to determine the significant difference among the Islamic Schools in Zaria City on the types of records created, the data was subjected to Bonferroni's Test of multiple comparisons. The comparison is presented in Table 4.9

Table 4.9 (b): Bonferroni's Test of Multiple Comparison on the Types of Records Created in Islamic Schools in Zaria City

Dependent Variable	Islamic Schools according to Wards		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Types of Records Created	1	2	.33333	.74803	1.000	-1.9450	2.6117
		3	1.33333	.74803	1.000	-.9450	3.6117
		4	.50000	.74803	1.000	-1.7784	2.7784
		5	-1.00000	.74803	1.000	-3.2784	1.2784
		6	1.41667	.74803	.939	-.8617	3.6950
	2	1	-.33333	.74803	1.000	-2.6117	1.9450
		3	1.00000	.74803	1.000	-1.2784	3.2784
		4	.16667	.74803	1.000	-2.1117	2.4450
		5	-1.33333	.74803	1.000	-3.6117	.9450
		6	1.08333	.74803	1.000	-1.1950	3.3617
	3	1	-1.33333	.74803	1.000	-3.6117	.9450
		2	-1.00000	.74803	1.000	-3.2784	1.2784
		4	-.83333	.74803	1.000	-3.1117	1.4450
		5	-2.33333*	.74803	.040	-4.6117	-.0550
		6	.08333	.74803	1.000	-2.1950	2.3617
	4	1	-.50000	.74803	1.000	-2.7784	1.7784

		2	-.16667	.74803	1.000	-2.4450	2.1117
		3	.83333	.74803	1.000	-1.4450	3.1117
		5	-1.50000	.74803	.736	-3.7784	.7784
		6	.91667	.74803	1.000	-1.3617	3.1950
	5	1	1.00000	.74803	1.000	-1.2784	3.2784
		2	1.33333	.74803	1.000	-.9450	3.6117
		3	2.33333*	.74803	.040	.0550	4.6117
		4	1.50000	.74803	.736	-.7784	3.7784
		6	2.41667*	.74803	.029	.1383	4.6950
	6	1	-1.41667	.74803	.939	-3.6950	.8617
		2	-1.08333	.74803	1.000	-3.3617	1.1950
		3	-.08333	.74803	1.000	-2.3617	2.1950
		4	-.91667	.74803	1.000	-3.1950	1.3617
		5	-2.41667*	.74803	.029	-4.6950	-.1383

Note: 1, 2, 3, 4, 5, and 6 represented Islamic Schools in Zaria City according to their wards as Anguwan Fatika Ward, Anguwan Juma Ward, Kaura Ward, Kwarbai ‘‘A’’ Ward, Kwarbai ‘‘B’’ Ward and Limancin Kona Ward respectively.

Table 4.9 (b) indicated that after comparing the responses of the schools, it was revealed that from the six Islamic Schools in the wards, Islamic Schools in Kaura, Kwarbai ‘‘B’’ and Limancin Kona Wards differ with the other three schools in the types of records they created. This implies that some of the records created in some Islamic Schools were not seen in others.

HO_2: *There is no significant difference in the methods through which records are maintained among Islamic Schools in Zaria City.*

Table 4.10 (a): Difference among Islamic Schools in Zaria City in the Methods through which Records are maintained

ANOVA

Responses	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	48.403	5	9.681	2.991	.017
Within Groups	213.583	66	3.236		
Total	261.986	71			

Level of significance > 0.05

Table 4.10 (a) revealed that the P value was represented by 0.017 Since α (0.05) is used for this hypothesis, the null hypothesis two is rejected because the P value (0.017) is less than α (0.05). It is concluded that most of the responses of the teachers and headmasters showed that there is significant difference among the Islamic Schools in Zaria City in the methods through which records are created. Hence the null hypothesis two which stated that there is no significant difference in the methods through which records are maintained among Islamic Schools in Zaria City was rejected. In order to determine the significant difference among the Islamic Schools in Zaria City in the methods through which records are maintained, the data was subjected to Bonferroni's Test of multiple comparison. The comparison is presented in table 4.10 (b).

Table 4.10 (b): Bonferroni's Test of Multiple Comparison on the Types of Records Created in Islamic Schools in Zaria City

Dependent Variable	Islamic Schools according to Wards		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	1	2	.33333	.73441	1.000	-1.9035	2.5702
		3	1.33333	.73441	1.000	-.9035	3.5702
		4	.50000	.73441	1.000	-1.7368	2.7368
		5	-1.00000	.73441	1.000	-3.2368	1.2368
		6	1.41667	.73441	.870	-.8202	3.6535
	2	1	-.33333	.73441	1.000	-2.5702	1.9035
		3	1.00000	.73441	1.000	-1.2368	3.2368
		4	.16667	.73441	1.000	-2.0702	2.4035
		5	-1.33333	.73441	1.000	-3.5702	.9035

		6	1.08333	.73441	1.000	-1.1535	3.3202
Methods through which Records are Created	3	1	-1.33333	.73441	1.000	-3.5702	.9035
		2	-1.00000	.73441	1.000	-3.2368	1.2368
		4	-.83333	.73441	1.000	-3.0702	1.4035
		5	-2.33333*	.73441	.034	-4.5702	-.0965
		6	.08333	.73441	1.000	-2.1535	2.3202
	4	1	-.50000	.73441	1.000	-2.7368	1.7368
		2	-.16667	.73441	1.000	-2.4035	2.0702
		3	.83333	.73441	1.000	-1.4035	3.0702
		5	-1.50000	.73441	.677	-3.7368	.7368
		6	.91667	.73441	1.000	-1.3202	3.1535
	5	1	1.00000	.73441	1.000	-1.2368	3.2368
		2	1.33333	.73441	1.000	-.9035	3.5702
		3	2.33333*	.73441	.034	.0965	4.5702
		4	1.50000	.73441	.677	-.7368	3.7368
		6	2.41667*	.73441	.024	.1798	4.6535
	6	1	-1.41667	.73441	.870	-3.6535	.8202
		2	-1.08333	.73441	1.000	-3.3202	1.1535
		3	-.08333	.73441	1.000	-2.3202	2.1535
		4	-.91667	.73441	1.000	-3.1535	1.3202
		5	-2.41667*	.73441	.024	-4.6535	-.1798

Note: 1, 2, 3, 4, 5, and 6 represented Islamic Schools in Zaria City according to their wards as Anguwan Fatika Ward, Anguwan Juma Ward, Kaura Ward, Kwarbai ‘‘A’’ Ward, Kwarbai ‘‘B’’ Ward and Limancin Kona Ward respectively.

Table 4.10 (b) indicated that after comparing the responses of the schools, it was revealed that from the six Islamic Schools in the wards, Islamic Schools in Kaura, Kwarbai ‘‘B’’ and Limancin Kona Wards differ with the other three schools in the methods through which records are created. This implies that the Islamic Schools studied have different ways of maintaining their records.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the Study

This study investigates records creation and maintenance in Islamic Schools in Zaria City Kaduna State. In this study, five (5) research questions were formulated. Some of these research questions are: what types of records are created in Islamic Schools in Zaria City? What media are used for records creation in Islamic Schools in Zaria City? The research design used was cross-sectional survey. The population of the study comprised of all Islamic and Islamic Schools in Zaria City. There were six (6) Wards in Zaria City which comprises of about thirty (30) Islamic Schools, Three hundred and ninety one (391) Teachers and Headmasters in the schools. Twenty (20) Islamic schools and one hundred and thirty five (135) teachers and headmasters were selected as the sample for the study. The questionnaire was divided into six (6) Sections. Section 'A' contained items about the respondents 'Bio data'. Section 'B' inquired about the types of records created in Islamic Schools, Section 'C' contained medium through which records are created, Section 'D' inquired methods through which records are maintained in Islamic Schools, Section 'E' contained methods through which records are organized in Islamic Schools while Section 'F' inquired the challenges faced during records maintenance in Islamic Schools in Zaria City. The data collected was presented using frequency distribution, tables, and percentages.

5.3 Summary of the Major Findings

Based on the analysis of data presented in chapter four, the following were the major findings.

1. The study revealed that the types of records created in Islamic Schools in Zaria City are financial records, contract records, promotion records, demotion records, PTA records, examination records, students' certificates, staff records, attendance register, staff duty book, newly admitted students' records, and attendance register. This shows that they lay emphasis on attendance register instead of students' certificates.
2. The media through which records were mostly maintained in Islamic Schools in Zaria City are by using paper, computer, video camera, and handset. Using computers will allow proper creation and maintenance of records which can be kept for reference purposes.
3. The study revealed that records are maintained in Islamic Schools in Zaria City through filing, storage, preservation, conservation, and security and these Schools use storage as the most common way of maintaining records.
4. The methods through which records were organized in Islamic Schools in Zaria City were alphabetical method, numerical method, alphanumerical method, and subject methods.
5. The challenges faced in the maintenance of records in Islamic Schools in Zaria City were poor records storage facilities, lack of skilled personnel, poor records keeping policy, lack of electronic records storage devices, environmental conditions such as moisture excessive heat etc.

6. There is significant difference in the types of records created among Islamic schools in Zaria City.
7. There is significant difference in the procedures through which records are created among Islamic schools.

7.4 Contributions to Knowledge

The study proposes a model on records creation and maintenance for these schools in Zaria City. See appendix III.

5.5 Conclusion

In conclusion, the study has revealed that in Islamic schools in Zaria there is records creation as well as various methods of maintaining the records. It is therefore expected that necessary efforts should be made by the authorities concerned in other to improve the existing record creation and maintenance in these institutions for effective administration services.

5.6 Recommendations

Based on the findings and conclusion of this study, the following recommendations are provided.

1. The school administrators should lay emphasis on creation and maintenance of records for production of certificates.
2. Adequate computers, printers, scanners, flash drives hard drives and other ICT facilities should be provided in the whole by the school administrators for creation and maintenance of records.

3. The school administrators should provide a modern way of preserving all its papers based records so as to prevent them from dust, moisture and be fumigating them once in a while to prevent termites and rodents.
4. School administrators in such schools can begin to plan towards converting their paper records to electronic form which would serve as backup and facilitate retrieval of needed information.
5. School management should ensure that only qualified staff is employed to handle the task of records management, also school administrators should sponsor or organize in house training for staff to keep abreast with new development in their fields so as to enhance service delivery.
6. There is need for provision of records management facilities that will address the variation in types of records used in establishing evidence of attendance, certification and graduation.
7. There is need for the authorities of the Islamic schools in Zaria city to keep learning and upgrade the ways records are maintained because; they all have different procedure to records maintenance.

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Appendix I

Questionnaire

Department of Library and
Information Science,
Ahmadu Bello University,
Zaria.
Date…….

Dear Respondent,

I am a postgraduate student of the above mentioned Department carrying out a research on Assessment of Records Creation and Maintenance for proper administration in Islamic Schools in Zaria. I need information from you. The information given will be treated with utmost confidentiality and used only for the purpose of this study.

Thank you.

Yours sincerely,

Zayyana Hauwau Muhammad

Instruction: Please tick as appropriate

SECTION A: Demographic Information

1. Gender: a. Male [ ] b. [ ]

2. Educational Qualification a. Primary School Certificate [ ] b. Secondary School Certificate c. N. C. E. [ ] d. Diploma [ ] e. Others Specify [ ]

3. Name of your Islamic school……

SECTION B: Types of Records Created in Islamic Schools in Zaria City

4. What types of records are created in Islamic Schools in Zaria City?

a. Financial records

b. Continuous assessment

c. Contract records

d. Promotion records

e. Demotion records

f. Examination records

g. Parent Teachers' Association records

h. Students certificates

i. Staff records

j. Attendance register

k. Staff duty book

l. Records of newly admitted students

SECTION C: Media through which Records are created in Islamic Schools in Zaria City

5. What media are used for records creation in Islamic Schools in Zaria City?

a. paper

b. computer

c. still camera

d. video camera

e. handset

SECTION D: Methods through which Records are maintained in Islamic Schools in Zaria City

6. How are records maintained in Islamic Schools in Zaria City?

a. Through filing

b. Through storage

c. Through preservation

d. Through conservation

e. Through security

SECTION E: methods through which records are organized in Islamic Schools in Zaria City

7. How are records organized in Islamic Schools in Zaria City?

a. Alphabetical method

b. Numerical method

c. Alphanumerical method

d. Subject method

8. How are records preserved in Islamic Schools in Zaria City?

a. Through regular dusting of the records

b. Through the use of insecticides

c. Through keeping of the records far away from the solar radiation

d. Through the use of air condition to regulate excessive heat and cold in the records storage room

e. Through avoidance of water touch to the records

f. Trough handling of the records with oil and water free hand

9. How are records conserved in Islamic Schools in Zaria City?

a. Through gumming of the records

b. Through stitching of the records

c. Through binding of the records

d. Through lamination of the records

e. Through encapsulation of the records

SECTION F: Challenges Faced during Maintenance of Records in Islamic Schools in Zaria City

10. What are the challenges faced during maintenance of records in Islamic Schools in Zaria City?

a. Poor records storage equipment

b. Lack of skilled personnel

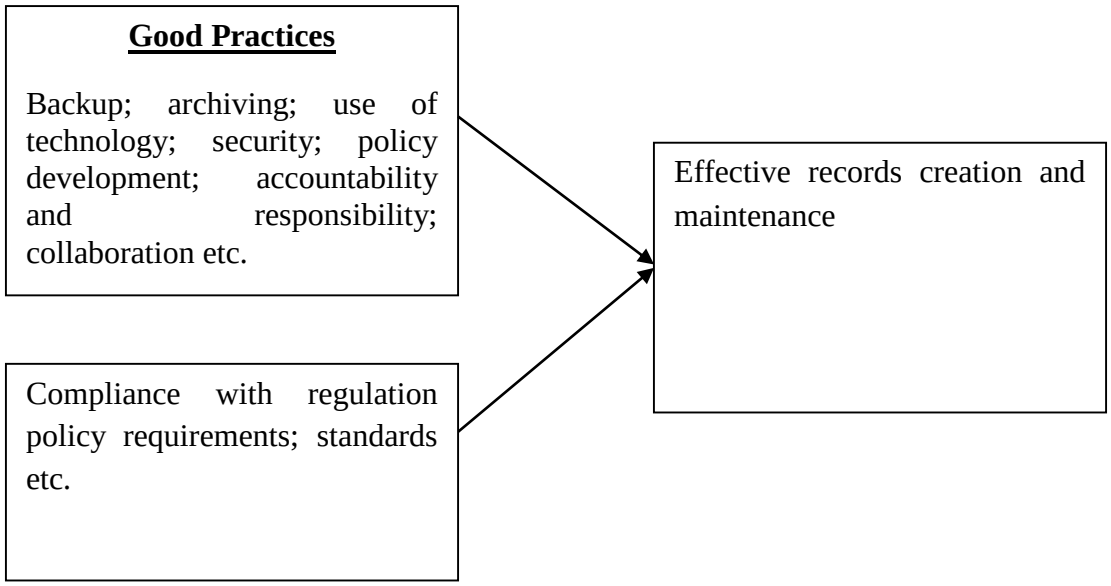
c. Poor records keeping policy

d. Lack of electronic records storage devices.

e. Environmental conditions such as moisture, excessive heat.

Appendix II

Proposed model of effective records creation and maintenance



Appendix III

Reliability Statistics

Correlation between forms		**.523**
Spearman- brown	**Equal length**	**.771**
Coefficient	**unequal length**	**.771**
Guttmann split-half coefficient		**.585**