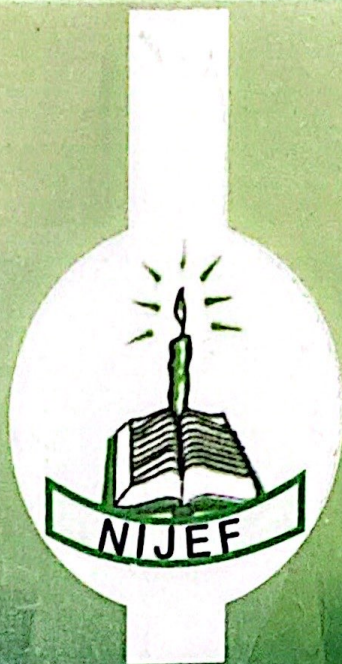




# NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

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# **NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS**

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## **EDITORIAL**

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programmes were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

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# ENSURING SAFETY OF STATUTORY AND NON STATUTORY SCHOOL RECORDS FOR QUALITY SERVICE DELIVERY IN ILORIN EAST – KWARA STATE

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## Abstract

*This paper centered on ensuring safety of statutory and non-statutory school records for quality service delivery in Ilorin East Local Government Area of Kwara State, Nigeria. Three research questions were asked to guide the study to a logical conclusion. Descriptive survey design was used for this study and the sample populations for this study are the teachers and the head teachers within the study area. With the aid of questionnaire tagged “Statutory and Non - Statutory School Records Practices Questionnaire” (SNSSRPQ). Two hundred (200) respondents were randomly selected for the purpose of this study. Frequency counts and percentage distribution, and mean were used to analyze the data information. The results show that, the proprietors should delegate the keeping of day-to-day school records to teachers, record events as they occur in the appropriate record booklet, keep accurate custody of record materials and books in their offices, monitor teachers' adherence to instructions on the keeping of records and check every item of information in the records before appending their signatures. It concludes among others that administrative practices in terms of day-to-day school records to teachers inform of organizing seminars, workshops, symposium would go a long way in breeding best practices leading to quality service delivery*

## Introduction

The school administrator has the responsibility of seeing to the smooth running of a school. The extent to which he succeeds in carrying out this responsibility depends on a number of factors and one of them has to do with the records that he is expected to keep. These records give a lot of information about the school that will enable him to take decisions and also assess the progress of the school. National policy on education requires that



some of the records should be kept appropriately (Durosaro, 2002). FRN (2013) different people such as the headmaster, the class teacher, and the local government education authority keep different records about the school.

School records are official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for utilization and retrieval of information when needed (Durosaro, 2002). Such records are kept by principals, teachers, counselors and administrative staff. Some of the major school records include; students' personal files, staff record book, the log book, visitors book and inventories book, among others. 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.

Records are important because they serve as major information tool that sustain the school and aid in achieving educational goals and objectives. Records engender teaching competence and maintain the trend in the history of teaching and learning processes. Egwunyenga (2009) observed that not all information can be considered as records until they satisfy such characteristics as genuinely and authenticity, that is, the information that records give must be true, correct and original; records must be comprehensive, accessible and secured. School records are grouped into statutory and non-statutory. Statutory records are those prescribed by education law and so must be owned by every school and should be produced on demand by constituted authorities. Examples of statutory records include: admission/withdrawal register, attendance register, scheme of work, time-table, school diary, log book, finance record books, continuous assessments records, etc. Non-statutory records are of private use to schools that find them useful. These include: cash book, stock book, punishment book, school calendar, inventory book, staff minutes book, school magazine, inspection/supervision report file, confidential report forms and requisition book. All the above records are commonly kept in schools presently. Records management is the application of systematic and scientific control of recorded information that is required for the operation of the school (Bosah, 1997). Such control is exercised over the distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition of all types of records within the school. The aim of records management is to achieve the best storage, retrieval and exploitation of school records in the school system and also to improve the efficiency of record making and keeping processes.

Iwhiwhu (2005) stresses the poor quality and quantity of manpower in



records management in the school system. He emphasized that manpower is employed without prejudice to qualitative records management. Iyede (2001) viewed human resources management as the harnessing of the totality of the peoples skills, energies, talents, latent capacities, social characteristics like beliefs to achieve educational objectives and simultaneously making people to be part and parcel of the school. This shows that manpower energies, skills and latent capabilities are harnessed to meet organizational goals. Also an enabling and conducive environment and enough motivation are needed for the workers in the school to put in their best.

The implications of statutory and non- statutory school Records for quality service delivery have been enunciated by Modebelu & Loyce (2014) as; To keep the government and the society informed as to the need or otherwise of the further investment to education and the direction as well as the dimension of such investment, To enhance effective guidance and counselling services to be provided for students' social/academic activities, To provide useful information for higher institutions of learning and employers of labour for placement, To provide effective monitoring for parents and guardians about their children's education, To provide useful and reliable statistics for educational planning and provide solutions to various educational problems, They enable inspectors/supervisors to assess teachers' performance Achievement of these enumerated purposes which avails the organization and its members beautiful and qualitative opportunities of benefiting from the documents as well as keeping up with trends, Provision of necessary information for decision- making at school systems and co-employers of labour, Aiding administrative decision-making and efficiency at the school level, Saving the school from unnecessary embarrassment and legal tussle, Providing direction to the overall development of the school, Providing standard means of measuring progress of an individual child in various learning skills, Providing strong source of assistance to the child and, record keeping aids teaching and learning, new teacher familiarization with the previous activities in the school, performance appraisal research and for supervisors' assessment.

Despite the importance of school records in the attainment of educational objectives, statutory and non- statutory records do not seem to be adequately managed by school teachers, administrators and proprietors of schools. The paucity of inefficient school records management practice in Nigeria has a number of problems which include among others insufficient skilled and experienced record management personnel and possibly low priority attention to records management in the school system. This low



priority attention to records management often manifest on the area of missing files and records, falsification of records (change of declaration of age), missing school plan and destruction of records to cover up something. Many a times auditors and quality assurance department finds useful school records missing and lots dastardly kept. It is on this verge that the researchers seek to find out what is kept and what is missing in the school in order to ensure smooth delivery of essential services in the school more especially in Ilorin East Local Government. The major purpose of this study is to:

1. To find out school records presently kept in primary schools in Ilorin East Local Government
2. Examine the administrative practice that characterize record keeping in primary schools.
3. Find out the problems associated with keeping of school records.

### **Research Questions**

The following research questions guided the study:

1. What are the school records presently kept in primary schools in Ilorin East Local Government?
2. What are the administrative practices that characterize record keeping in primary schools?
3. What problems are associated with keeping the school records?

### **Methodology**

The research design for this study is descriptive research design. Nworgu (2006) states that descriptive survey design is one of the best designs for describing situation without manipulation. The sample population for this study centered on ten (10) primary schools within Ilorin East Local Government. Ten (10) teachers each via 10 head masters was purposively and randomly selected from the selected schools to make a representation of 200 respondents. The justification for this was based on deliberate desires of the researchers in line with the population. This calls for deliberate selection and manipulation of respondents. A researcher-developed questionnaire was earmarked for this study. The questionnaire was tagged "Statutory and Non - Statutory School Records Practices Questionnaire" (SNSSRPQ). The questionnaire has two sections. Section one dealt with the personal data of the respondents such as name of respondent and status and name of school. While section two consisted of 27 items, grouped under four (4) clusters. Cluster A contains 10 items which elicited information on the school records currently



kept in primary schools, cluster B contains 5 items which elicited information on the administrative practices that characterize the keeping of school records, cluster C contains 6 items which elicited information on the problems associated with the keeping of school records. The instrument was weighted on a four (4) point rating scale for the respondents to make their responses as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). In analyzing the data, mean scores and standard deviation (SD) were used to answer the research questions.

## Results

**Research Question One:** *What are the school records presently kept in primary schools in Ilorin East Local Government?*

In order to answer this research question, mean of responses of the respondents to each items on the school records presently kept in primary schools were calculated and 0.5 was used as cut off because of the response format of 1 (currently available) and 0 (not currently available). The output of the analysis reveals thus:

**Table 1:** Showing the school records kept in primary schools in Ilorin East local Government

| S/N | The school records available in sampled primary schools in Ilorin East Local Government | $\bar{X}$ | SD   | Decision       |
|-----|-----------------------------------------------------------------------------------------|-----------|------|----------------|
| 1.  | Admission and withdrawal register                                                       | .97       | .184 | Currently kept |
| 2.  | Log book for recording school events                                                    | .98       | .157 | Currently kept |
| 3.  | Attendance registers                                                                    | .95       | .229 | Currently kept |
| 4.  | School timetable                                                                        | .97       | .171 | Currently kept |
| 5.  | Diary of work                                                                           | .98       | .140 | Currently kept |
| 6.  | Visitors' book                                                                          | .99       | .100 | Currently kept |
| 7.  | Examination record                                                                      | .98       | .122 | Currently kept |
| 8.  | Time movement book                                                                      | .98       | .122 | Currently kept |
| 9.  | A copy of National Policy                                                               | .98       | .157 | Currently kept |
| 10. | Lesson plan/note                                                                        | .89       | .314 | Currently kept |

Table 1 show that all the listed school records above are currently kept by the schools in Ilorin East Local Government. This assertion is justified with means of all items greater than 0.5 as shown from the Mean scores in the table.



**Research Question Two:** *What are the administrative practices that characterize the keeping of records in schools?*

In order to answer this research question, mean of responses of the respondents to each items on the questionnaire that addressed the administrative practices that characterize the keeping of records in schools were calculated and 2.5 was used as cut off because of the four (4) likert response format of SA (4), A (3), D (2), SD (1). The output of the analysis reveals thus:

**Table 2:** Showing the administrative practices characterizing the keeping of records in schools

| S/N | Administrative practices characterizing the keeping of records in schools        | $\bar{X}$ | SD    | Decision |
|-----|----------------------------------------------------------------------------------|-----------|-------|----------|
| 1.  | Proprietors delegate the keeping of day-to-day school records to teachers        | 2.59      | 1.153 | Agree    |
| 2.  | Record events as they occur in the appropriate record booklet                    | 2.69      | 1.132 | Agree    |
| 3.  | Keep accurate custody of record materials and books in their offices             | 2.65      | 1.146 | Agree    |
| 4.  | Monitor teachers' adherence to instructions on the keeping of records            | 3.61      | .547  | Agree    |
| 5.  | Check every item of information in the records before appending their signatures | 2.52      | 1.075 | Agree    |

Table 2 shows that, in characterizing the administrative practice of keeping school record, principals delegate the keeping of day-to-day school records to teachers ( $2.59 > 2.5$ ), Record events as they occur in the appropriate record booklet ( $2.69 > 2.5$ ), keep accurate custody of record materials and books in their offices ( $2.65 > 2.5$ ), monitor teachers' adherence to instructions on the keeping of records. ( $3.61 > 2.5$ ) and check every item of information in the records before appending their signatures ( $2.52 > 2.5$ ).

**Research Question Three:** *What problems are associated with keeping the school records?*

In order to answer this research question, mean of responses of the respondents to each items on the questionnaire that addressed the problems are associated with keeping the school records were calculated and 2.5 was used as cut off because of the four (4) likert response format of SA (4), A(3), D (2), SD (1). The output of the analysis reveals thus:



**Table 3: Showing the problems associated with keeping of school records**

| S/N | Problems that associated with keeping the school records                      | $\bar{X}$ | SD    | Decision |
|-----|-------------------------------------------------------------------------------|-----------|-------|----------|
| 1.  | Untimely supply of records to schools                                         | 3.38      | .944  | Agree    |
| 2.  | Lack of thorough supervision by principals                                    | 2.77      | 1.011 | Agree    |
| 3.  | Lack of funds to procure books and other equipment's                          | 2.60      | 1.116 | Agree    |
| 4.  | Inadequate knowledge of record keepers on the use of information form records | 2.79      | 1.045 | Agree    |
| 5.  | Corruption of data by human beings due to deliberate alteration or erasure    | 2.71      | 1.101 | Agree    |
| 6   | Lack of zeal and interest on the part of teachers to keep records             | 2.66      | 1.105 | Agree    |

Table 3 shows the problems associated with keeping the school record in the school, which are: untimely supply of records to schools ( $3.38 > 2.5$ ), lack of thorough supervision by principals ( $2.77 > 2.5$ ), lack of funds to procure books and other equipment's ( $2.60 > 2.5$ ), inadequate knowledge of record keepers on the use of information form records ( $2.79 > 2.5$ ), corruption of data by human beings due to deliberate alteration or erasure ( $2.71 > 2.5$ ) and the lack of zeal and interest on the part of teachers to keep records ( $2.66 > 2.5$ ).

### Discussion of Findings

It is clear from the findings that Admission and withdrawal register, log book for recording school events, attendance registers, school timetable, diary of work, visitors book, examination records, time movement book, a copy of national policy and lesson note/plan are the documents currently keep by schools in Ilorin East Local Government. The findings is in line with the submission of Godwin (2014) that school record kept by school include: admission/withdrawal register, log book, attendance register, school time table, diary of work, visitors book, examination record book, time movement book, a copy of national policy on education, national curricula on different subjects, assignment books for teachers, query book, history of the school, transfer certificate books, pupils individual files, sports and games record file, school clubs/societies, annual leave roster, teachers' annual evaluation reports, education inspectors reports, organizational charts, minutes books, disciplinary committee file, school land papers, lesson plan/note for teachers among others.

Findings also reveals that in characterizing the administrative practice of keeping school record, proprietor should delegate the keeping of



day-to-day school records to teachers ( $2.59 > 2.50$ ), Record events as they occur in the appropriate record booklet ( $2.69 > 2.50$ ), keep accurate custody of record materials and books in their offices ( $2.64 > 2.50$ ), monitor teachers' adherence to instructions on the keeping of records. ( $3.61 > 2.50$ ) and check every item of information in the records before appending their signatures ( $2.52 > 2.50$ ). This finding corroborates the submission of Ogbonnaya (1994), that, the administrative responsibility of both proprietors and teachers is to embrace ideal administrative practices that ensures effective and efficient school records keeping in school system. Some of the administrative practices include delegation of work to staff, recording fact as accrued, keeping of accurate custody of record, monitoring of teachers adherence to instructions regarding record keeping management, among others.

The finding further revealed the problems associated with keeping the school record in the school, which are: untimely supply of records to schools ( $3.38 > 2.50$ ), lack of thorough supervision by principals ( $2.77 > 2.50$ ), lack of funds to procure books and other equipment's ( $2.60 > 2.50$ ), inadequate knowledge of record keepers on the use of information from records ( $2.79 > 2.50$ ), corruption of data by human beings due to deliberate alteration or erasure ( $2.71 > 2.50$ ) and the lack of zeal and interest on the part of teachers to keep records ( $2.66 > 2.50$ ). This finding is in line with the submission of Uwazurike (1991) that, inability to keep available records, poor attitude of school personnel towards data collection, lack of thorough supervision by the head teacher and inadequate knowledge of record keepers for the use of information from records are factors affecting proper record keeping in the school.

Also, finding shows that, the strategies for the improvement of school records safety in the schools are: supply of necessary school records to schools should be given the priority it deserves. ( $2.66 > 2.50$ ), funds made for schools records management should be kept for its use. ( $2.82 > 2.50$ ), managers of school records should be given opportunity for professional course through in-service training ( $2.65 > 2.50$ ), school heads should ensure that records are supplied on time even if it means using internally generated funds for their timely purchase ( $2.66 > 2.50$ ), record management should not be influenced by political consideration ( $2.91 > 2.50$ ) and every school head should have a "Data Board" containing summary of data on staff, students and activities in the school ( $2.71 > 2.50$ ).

Lastly, finding shows that there is no significant difference between the mean ratings of primary school proprietors and teachers with regards to school records that are kept in secondary schools in Ilorin East Local



Government ( $P\text{-value} = 0.128 > 0.05$ ), there is significant difference between the mean ratings of secondary school principals and teachers with regard to the problems associated with record keeping in schools in Ilorin East Local Government ( $P\text{-value} = 0.036 > 0.05$ ) and there is significant difference between the mean ratings of proprietors and teachers with regard to the strategies for improving school records keeping in primary schools in Ilorin East Local Government ( $P\text{-value} = 0.009 < 0.05$ ).

## **Conclusion**

From the findings in this study and observation of the researcher, the following conclusions are drawn:

1. A school record is the hub and life wire of the school that serves as the flesh that covers the entire system. Making it available is a veritable tools at ensuring quality service delivery in the school as a whole
2. Accurate records' keeping in the schools is very important and as such have great influence on the management and administrative performance of the proprietors and teachers.
3. The head teachers who adhere to acceptable and ideal administrative practices in keeping of school records stand chances of improved standard of school records management in the school system.
4. Effective school records management is very vital in general school management. In other words, proprietors and teachers, must of necessity, ensure accurate school records in the pursuit and accomplishment of school goals and objectives.
5. Where proprietors fail to employ thorough supervision, achievement of good school records management will always be at crossroads. Also lack of zeal and interest on the part of teachers to keep records in school system dwindle and prevent smooth running of school event.
6. Many of the misunderstanding between schools and school boards/ministries or school heads and teachers are not unconnected with the non-adherence of genuine and accurate school records keeping management.



## **Recommendations**

Based on the findings, observations and conclusions of this study, the researchers arrived at the following recommendations:

1. Teachers should be exposed to the following school records which were found to be currently kept in primary schools; admission and withdrawal register, log book, attendance register, school time table, diary of work, visitors book, exam record book, time movement book, a copy of National Policy on Education and lesson note/plan. This should be done through conference, workshops, symposium, mentoring, and supervision, among others.
2. head teachers should specifically enforce the following administrative practices that characterized the keeping of school records; principals delegate the keeping of day-to-day school records to teachers, record events as they occur in the appropriate record booklet, keep accurate custody of record materials and books in tier offices, monitor teachers adherence to instructions on the keeping of records, check every item of information in the records before appending signatures by proprietors.
3. In order to solve problems associated with the keeping of school records, the following ideal strategies for improving on school records management should be employed. Supply of necessary school records to schools should be given the priority it deserves, funds ear-marked for school records management should be kept for its use, managers of school records should be given chance for professional course through in-service training, school heads should ensure that records are supplied on time, record management should not be influenced by political consideration and every school head should have a "Data Board" containing summary of data on both staff, students and school activities.
4. Lastly, modern technique of safeguarding school records should be readily made available so as to strengthen the life span of school records. This could be in form of storing in the computer, CD Rom, internet mail services, flash etc



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