

SCHOOL RECORD MANAGEMENT AND ITS IMPACT ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA

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Abstract

The study investigated the impact of school records management on teaching and learning in secondary schools in Akwa Ibom State. The study was guided by three research questions and three hypotheses. The research design adopted for this study was descriptive survey research design. The total population of the study consisted of 7240 (262 principals and 6978 teachers) obtained from all the 262 public senior secondary schools in Akwa Ibom State. The sample size of this study consisted of 802 respondents drawn from secondary schools in the state using a simple random sampling technique. A self-developed questionnaire titled 'Impact of School Records Management on Teaching and Learning Questionnaire' (ISRMTLQ) and observation technique was used for data collection. The instruments were duly validated and 0.78 was obtained as the logical validity index. The questionnaire was pilot-tested on 20 teachers and the coefficient of internal consistency of 0.75 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions, while t-test was used to test the four null hypotheses at 0.05 level of significance. The findings of the study revealed that, many teachers used manual method of school records management and few teachers used computerized method. It was recommended that the teachers in Akwa Ibom State should be ready to migrate from manual school records management to computer-based system, while Ministry of Education as well as the principals should provide necessary materials for usage of computerized system and teachers should use adequate school records in the school setting in order to achieve its impact on teaching and learning.

Keywords: Management, School records, School record management, Akwa Ibom State.

Introduction

Teaching and learning form the core objective of the educational institution. Attaining this core objective is anchored on the adequate provision and management of the basic school records. No system, be it school or otherwise can be effectively and efficiently run without proper management of its records. Therefore, the school system provides an atmosphere for conducive teaching and learning and the school record is only one of the means through which this can be achieved. This implies that the school is a home for both teachers and learners. Therefore, to accomplish this set goal of the school system, the teachers and the learners must interact effectively. One of the most effective means of interactions between teachers and learners is through the school records. This implies that for the school to attain one of its core values or aims, teaching and learning must take place. UNESCO (2020) emphasized that the essence of school record keeping and management is that of ensuring student achievement and growth record, information on school activities as well as matters that promote efficiency and effectiveness of the school system among others.

Teaching and learning can only be effective with the provision of the basic school records. The provision of these school records and their effective utilisations are the sole responsibility of the principals. At the post primary school level, they are known as principals. The principal is responsible for the provision and management of the school records and he cannot do this in isolation. The teachers must be active in the maintenance of these school records provided by the school administrator. Similarly, in order for the teachers to fully utilise the school records provided, the students must also be actively involved in the process, as where this is absent, learning may never take place.

In line with this, Hanior, Gire and Achor (2017) opined that “good record keeping is very essential to the overall success of the school system”. This is because poor provision, management and/or sustenance of these school records could mar the success of the whole system.

Both the school and the Ministry of Education generate and keep periodic school records and information which is used daily for the

running of the schools for the purpose of planning and decision making. Therefore, for information to be reliable, it must be accurate and effective. In essence, these necessitate the importance of efficient information management and accurate record planning.

Basically, school record is stored or managed in two methods namely: manual and computer-based methods which are the focus of this study. Manual storage system entails storing of hard copy records in files, shelves or in the cabinets, while computer-based method involves storing of materials or school data on computer-based devices such as the use of computer, flash drives, card readers and disks. Ojo and Obimuyiwa (2019) maintained that “electronic record keeping deals with the keeping of records in electronic facilities such as computers, hard disks, compact disk and flash drives”. Also, manual record system is the act of keeping files or records in printed form (hard copy), this manual method of school record management is mostly done using the filing system. Records are to be organised and stored orderly for easy retrieval. This can only be achieved by filing. The filing system involves the putting together of records on the same subject matter within a file. A file is usually made up of a group of similar documents. The file is used to locate where related amount of record is kept for easy retrieval. In the school system or educational setting, information must be sorted according to group of students, group of staff and others.

Furthermore, the use of filing which is the process of sorting and arranging records and documents into groups according to subjects, allows school records to be placed in logical order. This is vital because, it enables each file to be easily retrieved whenever it is needed. Also, once the file has been classified, they are labelled with certain codes for easy sorting and identification. This identification codes follow a previous format already developed by the system. However, any coding system used, must be consistent and clearly labelled and the files appropriately organized and managed in order to maintain orderliness. Indexing is used also in recording the files, as they are documented and subsequently, as they are filed. This makes the file easily accessible whenever it is needed.

To manage a school, as well as maintain accurate records is quite challenging, however, it is inevitable. For instance, in an act of maintaining student fees record manually, school attendance and other

administrative activities appear so strenuous and tend to be error-filled. Therefore, to bring efficiency into the school system, it is essential to shift from the manual to computer-based system, due to the changing world that we are in now. The school record management system is formulated to assist and manage the everyday activities of the school by recording and managing it by automation. It is also known as school Records System (SRS) or Student Information System (SIS). With this electronic system, there are fantastic programmes like attendance tracking, library management, parental portals, etc. therefore, it aids time management, cost effective and prevent wastages.

A poorly managed information system according to Ujah (2016), "could ultimately result in the organisational disharmony and conflict". It is pertinent to embrace the information management system as he further asserted that, education depends on good counselling effectiveness, sufficient and timely information dissemination. Nowadays, school administration requires that more accurate information are kept and preserved in the school to facilitate the teaching and learning process. Such records are kept by principals, head of schools/teachers especially form teachers.

School record management is essential for learning and teaching students in secondary schools on day-to-day activities of the school. "This information collected both electronically and manually is preserved in books, files, diskettes and other electronic materials" (Ojo and Obimuyiwa, 2019). The post primary schools are expected to keep basic records that will enhance effective teaching and learning process. Such records are grouped into two categories; which are: statutory and non - statutory records. Alabi, (2017), posits that:

"Statutory records are records required by law to be kept as a matter of routine to help in the management of the school. The non - statutory records are those records that a school manager may consider vital for the day to day management of the school, but are not required by law to be kept by the school". Statutory record according to Adebayo (2014) include: (i). Admission/withdrawal register (ii). Attendance register (iii). Scheme of work (iv). Time table (v). Log book, (vi). Visitors book (vii). Movement book (viii). School diary (ix). Lesson plan, among others. The non – statutory records include the following: (i). Cash book (ii). Stock book (iii). Punishment book (iv). Calendar

(v). Inventory book (vi). Staff meeting minute book, among others...

Statement of the Problem

Teaching and learning have been a tropical issue in all Nigerian schools for many years now especially in secondary schools in Akwa Ibom State due to poor provision and poor handling of school records. Once these records are not handled with care or not provided for at all, it would be very difficult to achieve the goals of teaching and learning in schools.

For the broad goals of the secondary school education to be achieved, it is crucial for proper record maintenance and effective management of school records. The development of modern record keeping system and the alarming increase in the use of manual method of record keeping in secondary schools in Akwa Ibom State have posed serious challenges affecting the entire school management authorities, hence, the need for this study. The challenge of adequately providing the school records, effective management of the school records and the use of manual records often affect the smooth teaching and learning between teachers and students. The basic and compulsory school records like attendance register, continuous assessment, timetable, lesson note, school curriculum, scheme of work amongst others are not properly kept or handled by the teaching staff. A situation where these basic school records cannot be adequately accounted for when needed by the school authorities shows there is a problem. In fact, as the problem of teaching and learning in Nigerian schools continue to cause sleepless nights for many well-meaning Nigerians, the government, Nigerian Association for Educational Administration and Planning (NAEAP), parents, etc.,. This study is an attempt to provide solution to the problems that constrain the realization of effective teaching and learning in Nigerian Secondary Schools by the use of good school management records.

Research Questions

The following research questions guided the study:

- (1) To what extent are school records managed using manual method in secondary schools in Akwa Ibom State?
- (2) To what extent are school records managed using modern method in secondary schools in Akwa Ibom State?

- (3) What is the impact of school record management on teaching and learning in secondary schools in Akwa Ibom State?

Research Hypotheses

The following research hypotheses tested at 0.05 level of significance guided the study:

- H₀₁** There is no significant difference between the mean rating of principals and teachers on school records management using manual method in secondary schools in Akwa Ibom State.
- H₀₂** There is no significant difference between the mean rating of principals and teachers on the management of school using modern or computer-based method.
- H₀₃** School records management has no significant impact on teaching and learning in secondary schools in Akwa Ibom State.

Methodology

A descriptive survey research design was adopted for the study. According to Nwagwu (2006), descriptive survey design is one of the best designs for describing situation without manipulation. The population of the study comprised all the government secondary school principals and teachers derived from the three Senatorial districts of Akwa Ibom State. The principals were 262, while the teachers were 6978 which gave a total population of 7240. The sample size of the study was 802. This number was made up of 104 principals and 698 teachers. Akwa Ibom State is made up of 31 Local Government Areas with three (3) Senatorial Districts. Simple random sampling technique was used to drawn up 40% secondary schools and 40% principals which was 104 principals and 10% teachers which was 698 teachers from the three Senatorial Districts. This gave the total sample size of 802. The instruments for data collection were questionnaire and observation checklist. The questionnaire was titled 'Impact of School Records Management on Teaching and Learning Question' (ISRMTLQ). The questionnaire comprised of sections A and B. Section A dealt with the personal data of the respondents, while section B dealt with the respondents item on the research questions, 19 items, grouped under 3 clusters. Cluster A contained 5 items which elicited information on the extent the school records are managed using the manual method of record keeping in secondary schools in Akwa Ibom State. Cluster B

contained 5 items eliciting information on the extent school records are managed using modern method in secondary schools in Akwa Ibom State. Finally, Cluster C contained 5 items eliciting information on how school records management impact on teaching and learning in secondary schools in Akwa Ibom State. The questionnaire was weighed on four points rating scale for the respondents to make their responses as follows – strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The observation checklist contained 17 items that elicited information on the provision of school records in secondary schools in Akwa Ibom State. The checklist was filled by Principals, while questionnaire was filled by Teachers. The questionnaire and observation checklist were validated by two experts in Educational Management and Measurement and Evaluation from the Faculty of Education, Veritas University, Abuja by checking for comprehensiveness, appropriateness and relevance of the items.

Descriptive statistics of frequency counts, percentages, mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. A mean criterion of 2.50 and above was retained while a mean below 2.50 criterion was rejected. For the test of hypotheses, the null hypothesis was rejected if the t-calculated value was equal to or greater than the t-tabulated value. Whereas the null hypothesis was retained if the t-calculated value was less than the t-tabulated value. Hypothesis is significant if $P < 0.05$ but not significant if $P > 0.05$.

Findings and Discussion

Research Question 1: To what extent are school records managed using manual method in secondary schools in Akwa Ibom State?

Table 1: Mean and standard deviation analysis showing extent to which school records are managed using manual method in secondary schools in Akwa Ibom State

S/N	Statement	Teachers' Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
1	Manual method of school records is one of the ways school records are managed in secondary schools	312	210	132	26	3.19	0.75	Agreed
2	Using manual method of school record keeping is more effective than the use of computerized system	34	161	287	198	2.05	0.85	Disagreed
3	The use of manual method of record keeping is more common in secondary schools in Akwa Ibom State	278	292	90	20	3.22	0.78	Agreed
4	It is easier to manage school records manually than electronically	94	156	216	214	2.19	1.10	Disagreed
5	I am more at ease with manual method	215	185	143	137	2.70	1.12	Agreed
Cluster Mean						2.67	0.92	Agreed

Scale Mean 2.50

Table 1 showed the mean and standard deviation rating of extent in which school records are managed using manual method in secondary schools in Akwa Ibom State. The table revealed that item 1 had the mean value of 3.19 and standard deviation of 0.75, item 2 had the mean value of 2.05 and standard deviation of 0.85, item 3 had the mean value of 3.22 and standard deviation of 0.78, item 4 had the mean value of 2.19 and standard deviation of 1.10 while item 5 had the mean value of 2.70 and standard deviation of 01.12. Since the cluster mean value of 2.67 was greater than the scale mean value of 2.50, therefore, this means that there was high usage of manual school records in secondary schools in Akwa Ibom state.

Research Question 2: To what extent are school records managed using computer-based method in secondary schools in Akwa Ibom State?

Table 2: Mean and standard deviation analysis showing extent to which school records are managed using computer-based method in secondary schools in Akwa Ibom State

S/N	Statement	Teachers' Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
6	Computerized method is one of the methods used in keeping school records in secondary schools in Akwa Ibom State	217	198	165	100	2.78	1.05	Agreed
7	I am more at ease with computerized method	98	121	256	205	2.16	1.01	Disagreed
8	The use of computerized method of school records management is more common in secondary schools in Akwa Ibom State	86	102	314	178	2.14	0.89	Disagreed
9	The use of computerized method of school records management is more effective in secondary schools in Akwa Ibom State	197	283	89	111	2.83	1.10	Agreed
10	It is easier to manage school records electronically than manually	82	96	217	285	1.96	1.02	Disagreed
Cluster Mean						2.37	1.01	Disagreed

Scale Mean 2.50

Table 2 showed the mean and standard deviation rating of extent in which school records are managed using computer-based method in secondary schools in Akwa Ibom State. The table revealed that item 6 had the mean value of 2.78 and standard deviation of 1.05, item 7 had the mean value of 2.16 and standard deviation of 1.01, item 8 had the mean value of 2.14 and standard deviation of 0.89, item 9 had the

mean value of 2.83 and standard deviation of 1.10 while item 10 had the mean value of 1.02 and standard deviation of 0.77. Since the cluster mean value of 2.37 was less than the scale mean value of 2.50, therefore, this means that there was low usage of computerized school records in secondary schools in Akwa Ibom state.

Research Question 3: How does school records management impact on teaching and learning in secondary schools in Akwa Ibom State?

Table 3: Mean and standard deviation analysis showing impact of school records management on teaching and learning in secondary schools Akwa Ibom State

S/N	Statement	Teachers' Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
11	Management of makes proper use of both statutory and non-statutory school records in school	216	310	98	56	3.01	0.89	Agreed
12	Teachers are familiar with the basic school records that are needed on a daily basis to enhance effective teaching and learning	213	178	189	100	2.74	1.06	Agreed
13	Teachers are aware that effective and efficient use of these school records enhances teaching and learning	273	251	81	75	3.06	0.98	Agreed
14	Management is aware that effective and efficient management of school records enhances teaching and learning	187	245	118	130	2.72	1.16	Agreed
15	Students are familiar with the basic school records that are needed on a daily basis to enhance effective teaching and learning	204	197	123	156	2.66	1.13	Agreed
Cluster Mean						2.66	1.04	Agreed

Scale Mean 2.50

Table 3 showed the mean and standard deviation rating of impact of school records management on teaching and learning in secondary schools Akwa Ibom State. The table revealed that item 11 had the mean value of 3.01 and standard deviation of 0.89, item 12 had the mean value of 2.74 and standard deviation of 1.06, item 13 had the mean value of 3.06 and standard deviation of 0.98, item 14 had the mean value of 2.72 and standard deviation of 1.16 while item 15 had the mean value of 2.66 and standard deviation of 1.13. Since the cluster mean value of 2.84 was greater than the scale mean value of 2.50, therefore, this means that there was high impact school records management on teaching and learning in secondary schools in Akwa Ibom state.

Testing of Hypotheses

The three null hypotheses earlier formulated in the study were tested at 0.05 level of significance.

Ho1: There is no significant difference between mean rating of principals and teachers on school records management using manual method in secondary schools in Akwa Ibom State

Table 4: t-test analysis showing difference between mean rating of principals and teachers on school records management using manual method in secondary schools in Akwa Ibom State

Group	N	Mean	Std. deviation	Df	t _{-cal}	t _{-tab}	Sig (P _{-cal})	Remarks
Principals	100	12.44	2.683					
				778	2.200	1.647	0.028	Reject Ho ₁
Teachers	680	11.97	1.885					

Significant at df=778; $P \leq 0.05$, t-calculated > t-tabulated

Table 4 showed t-test analysis of difference between mean rating of principals and teachers on school records management using manual method in secondary schools in Akwa Ibom State. The t_{-cal} value of 2.200 was found to be greater than the t_{-tab} value of 1.647 given 778 degrees of freedom at 0.05 level of significance. The t_{-cal} value was significant since it was greater than t_{-tab} value, the null hypothesis was

rejected. Also, P_{-cal} was less than the P_{-set} . It implied that there was high usage of manual school records in secondary schools in Akwa Ibom State.

Ho2: There is no significant difference between mean rating of principals and teachers on school records management using computer-based method in secondary schools in Akwa Ibom State

Table 5: t-test analysis showing difference between mean rating of principals and teachers on school records management using computer-based method in secondary schools in Akwa Ibom State

Group	N	Mean	Std. deviation	Df	t_{-cal}	t_{-tab}	Sig (P_{-cal})	Remarks
Principals	100	12.06	2.666					
				778	0.489	1.647	0.625	Retain
Teachers	680	11.95	1.902					Ho2

Not Significant at $df=778$; $P>0.05$, $t_{-calculated} \leq t_{-tabulated}$

Table 5 showed t-test analysis of difference between mean rating of principals and teachers on school records management using computer-based method in secondary schools in Akwa Ibom State. The t_{-cal} value of 0.489 was found to be less than the t_{-tab} value of 1.648 given 778 degrees of freedom at 0.05 level of significance. The t_{-cal} value was not significant since it was less than t_{-tab} value, the null hypothesis was retained. Also, P_{-cal} was greater than the P_{-set} . It implied that there was low usage of computerized school records in secondary schools in Akwa Ibom State.

Ho3: School records management has no significant impact on teaching and learning in secondary schools in Akwa Ibom State

Table 6: t-test analysis showing impact of school records management on teaching and learning in secondary schools in Akwa Ibom State

Group	N	Mean	Std. deviation	Df	t _{-cal}	t _{-tab}	Sig (P _{-cal})	Remarks
Principals	390	12.38	2.770					
				778	1.954	1.647	0.022	Reject
Teachers	390	11.95	1.902					Ho3

Significant at df=778; P≤0.05, t-calculated > t-tabulated

Table 6 showed t-test analysis of impact of school records management on teaching and learning in secondary schools in Akwa Ibom State. The t_{-cal} value of 1.954 was found to be greater than the t_{-tab} value of 1.648 given 778 degrees of freedom at 0.05 level of significance. The t_{-cal} value was significant since it was greater than t_{-tab} value, the null hypothesis was rejected. Also, P_{-cal} was less than the P_{-set}. It implied that school records management had impact on teaching and learning in secondary schools in Akwa Ibom State.

Discussion of the Findings

The study found out that there is a high usage of manual school records by principals and teachers in secondary schools in Akwa Ibom state. The finding corresponds with Odeniyi and Adeyanju (2020) who asserted that manual school records were still in used in most of the secondary schools in the Federal Capital City. In addition, the findings revealed that majority of the teachers used manual method of records management. The method is gradually becoming obsolete. This result was also in line with Omoha (2013) who reported that records in schools were not properly kept. Both principals and teachers were used to this conventional method of records management.

The study also found out that the use of computer based school records management method by principals and teachers in secondary schools in Akwa Ibom State is still low. This in line with Khali (2014) who observed that school records are kept in cabinets, stores and some government schools do not have qualified staff to manage computer based records and results. Therefore, for the challenge of the manual record management to be reduced in secondary schools there is the recommendation that schools must be encouraged to introducing

computer-based management system of basic school records in all the secondary schools in Akwa Ibom State. Also, Odeniyi and Adeyanju (2020), also supports this work with the assertion that principals are not very familiar with the computer-based system of record management which was what was obtainable in the secondary schools in Akwa Ibom State.

Conclusion

The result of this study showed that many teachers used the manual method of school records management, by using pens to write on their lesson notes. Computer-based method of records management was alien to the principals as well as the teachers. Thus, the study concluded that there was inadequate school records management system in secondary schools in Akwa Ibom state.

Recommendations

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

1. Teachers should be ready to migrate from manual school records management to computer-based system. This would enable continuity in records management. When a teacher leaves a school, it would not become worrisome for the school management because school records were documented electronically.
2. Ministry of Education as well as principals should provide necessary materials for usage of computerized system. They should procure computers and computer-related devices. This would make computer-based method of records management practicable.
3. Teachers should use adequate school records in the school setting in order to achieve its impact on teaching and learning in secondary schools in Akwa Ibom State.

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