

IMPACT OF SCHOOL RECORDS KEEPING ON THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN KOGI CENTRAL SENATORIAL DISTRICT

¹Okino, Momoh Hajara, *PhD*

okinohajara@gmail.com 08060045808

²Dr. Godwin Ochai

okibson@yahoo.com 08038685431

³Dr. Mrs. P. N. Mando

patriciamando@gmail.com 07086227196

Abstract

This study examined the impact of school record-keeping practices on the administration of public secondary schools within the Kogi Central Senatorial District of Kogi State. Guided by two research questions and two corresponding hypotheses, the study employed a survey research design. The population was 1,399 individuals, including 47 clerical staff, 45 principals, and 1,307 teachers across all public secondary schools in the district. Using Taro Yamane's formula, a sample size of 311 respondents was determined. Data were collected through a 14-item, self-designed questionnaire titled *School Records Keeping and Administration of Secondary Schools Questionnaire (SRKASSQ)*. The instrument was validated by three subject-matter experts, and its reliability was assessed using the Cronbach Alpha method. The reliability coefficients for the two clusters were 0.84 and 0.83,

respectively, with an overall average of 0.82, indicating strong internal consistency. Descriptive statistics—specifically Mean and Standard deviation—were used to address the research questions, while inferential statistics, notably the chi-square goodness-of-fit test, was applied to test the null hypotheses at a 0.05 level of significance. Findings from the study revealed that specific records, such as personnel service records and financial documentation, positively impact the effective administration of public secondary schools in the Kogi Central Senatorial District.

Keywords: School Record, Administration and Record Keeping

Introduction

The instillation of national consciousness and unity, the instillation of values and attitudes necessary for both individual and Nigerian society's survival, the training of the mind in understanding the world around, and the development of appropriate skills and mental, physical, and social abilities and competencies as tools for the individual to live in and contribute to the development of society are among the objectives of Nigerian education, as stated in the National Policy on Education (FRN 2013). The Federal Government of Nigeria (FGN, 2013) defines secondary school education as the type of instruction that children receive following primary school but before to university education.

The goal of secondary education is to get students ready for both higher education and productive lives in society. One of the most significant institutions in human society is the school. Only through efficient administration will the school be able to fulfill its founding mission. Therefore, effective management is that which contributes to the best possible outcome for any organization or entity, including the school in this instance.

It is impossible to overstate the importance of record keeping in an institution such as a

school. This is because the availability of helpful records of previous efforts is necessary for its continuation.

The goal of secondary education is to get students ready for both higher education and productive lives in society. One of the most significant institutions in human society is the school. Only through efficient administration will the school be able to fulfill its founding mission. Therefore, effective management is that which contributes to the best possible outcome for any organization or entity, including the school in this instance. It is impossible to overstate the importance of record keeping in an institution such as a school. This is because the availability of helpful records of previous efforts is necessary for its continuation.

According to Onweh, Etim, and Eniang (2018), consistent maintenance of school records is essential for accountability to be valuable in educational institutions. According to Usman in Alabi (2017), secondary school records are significant since they include data that is essential to the operation of the school. They have historical, professional development, administrative, and supervisory functions. Usman went on to list four more reasons why schools should keep records: to help track the progress of

their members; to help with administration by helping the school plan its activities and research; to serve as a guide for school supervision and inspection; and to serve as a historical foundation for future administrations.

Personnel records are also another important school record that can impact the administration of secondary schools. Personnel records are records pertaining to the staff of a school. These records are accumulated, factual, and comprehensive information. All information with effect to human resources in the school is kept in a systematic order. Such records are helpful to school administrators in various decision-making areas (Pasedain Erima & Wamukoya, 2017). The author further states that those personnel records are maintained for formulating and reviewing personnel policies and procedures. Complete details about all employees are maintained in personnel records, such as name, date of birth, marital status, academic qualifications, professional qualifications, previous employment details, among others.

According to Nwagwu (2018), data on students and personnel services is routinely maintained appropriately for reference purposes. Proper record keeping is necessary to allow the school administrator to identify

pupils who attend classes on a regular basis. A teacher or school administrator may also be able to detect a truant pupil by keeping accurate personnel records. Financial records are one of the main school documents that have an impact on secondary school administration. The management of school finances is related to financial records. The documents demonstrate the overall amount owned by the institution as well as the amount spent on its expansion. The head of the school maintains accurate records of all fees collected.

Financial records give parents and guardians information for checks and balances and help prevent them from losing faith in the school (Agbe, 2015). In order to preserve administrative efficacy, academic quality, and progress, it has been emphasized that maintaining financial records is crucial for both school administration and organizations. In order to ensure correct financial computations, it is imperative that contemporary records keeping technology be used in financial records keeping. For efficient management, the school would be able to produce more precise and superior reports thanks to computers. Therefore, it is crucial that an administrator designate a financial specialist or an accountant with experience in maintaining financial records.

It is common to discover that records are either not kept at all or are kept in the most haphazard way possible in many educational institutions, especially secondary schools in Kogi State. This is due to the fact that those tasked with maintaining records in Kogi State's secondary schools frequently seem to disregard their duty because they underestimate how important these documents are. They may occasionally believe that certain of these records could have an impact on them or act as a barrier to achieving their self-serving goals. In light of this, the researcher plans to look at how the management of public secondary schools in Kogi Central Senatorial District is affected by the maintenance of school records.

Statement of the Problem

It is impossible to overstate the importance of records management as one of the fundamental duties of school administrators. Any school organization's ability to continue depends on the availability and accessibility of valuable records of previous operations. Records are a valuable repository of information about the background activities and progress of staff and pupils that may be accessed by employers, teachers, parents, school administrators, and students. Maintaining records gives parents, teachers, and principals information about their

children's accomplishments, issues, and activities.

Unfortunately, the researcher found that although school records are crucial for achieving learning goals, school administrators do not appear to be managing their distribution, use, and upkeep well. It is clear from observation that Kogi State's public secondary schools have produced accurate, trustworthy, and dependable records that meet the requirements of evidence, but they are not being adequately maintained. Therefore, it must be underlined that improperly maintained school records may make it more difficult to monitor instructors' activities effectively and efficiently, which may have an impact on how well pupils perform academically in school as well as how schools are run.

Based on this, it can be concluded that there are issues with the management of school records, such as a lack of qualified and experienced personnel and perhaps a lack of emphasis on records management overall, which may have an impact on how well schools are run. The aforementioned make it evident that issues with maintaining school records exist, which inevitably impact the efficient operation of secondary schools in Kogi State. In light of this, the purpose of this study is to examine how Kogi State's public

secondary school administration is affected by the maintenance of school records.

Objectives of the Study

- i. Determine the impact of personnel services records keeping on the administration of public secondary schools in Kogi State.
- ii. Ascertain the impact of financial record-keeping on the administration of public secondary schools in Kogi State.

Research Questions

The following research questions were raised to guide the study:

- i. What is the impact of personnel services records keeping on the administration of public secondary schools in Kogi State?
- ii. What is the impact of financial records keeping on the administration of public secondary schools in Kogi State?

Statement of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- i. Personnel Services records keeping does not significantly impact the administration of public secondary schools in Kogi State.
- ii. Financial records keeping does not

significantly impact administration of public secondary schools in Kogi State.

Conceptual Review

A study by Vincent, Veronica, and Okon (2015) examined the connection between administrative efficacy and record keeping in secondary schools in Akwa-Ibom State. This study sought to determine the connection between administrative efficacy and record keeping in Akwa-Ibom State secondary schools. The study included two null hypotheses and two research questions. The study's main conclusions were that administrative effectiveness and academic record keeping are related, as is the relationship between administrative effectiveness and maintaining appropriate financial records. The study also discovered a connection between administrative efficacy and academic record-keeping. However, the following factors differentiate the study from the current study; The research questions were answered using Pearson Product Moment Correlation (PPMC) and the hypotheses were tested by transforming the scores into t-test at 5% probability level, while mean and standard deviation (SD) will be used to answer the research questions and null hypotheses will be tested using Chi-square statistical tool at 0.05 level of significance for the current study. Also, the

sample size for the study was 219 respondents, while the sample size for the current study is 311. The present study, therefore, seeks to fill these gaps.

Austin and Mark (2015) looked into how record-keeping affected secondary school administration in Benue State's Otukpo Local Government Area. The study looked at how record-keeping affected secondary school administration in Benue State's Otukpo Local Government Area. The study was led by two hypotheses and two research questions. According to the study's findings, the administration of secondary schools in Benue State's Otukpo Local Government Area is greatly impacted by the maintenance of assessment and decision-making records. Additionally, the results showed that the management of secondary schools is greatly impacted by the maintenance of evaluation and decision-making records. The study is related to the present study because it deals with record-keeping. However, a number of differences exist that create a gap to be filled. Some of these gaps include the following; the study was carried out in Benue State and was limited to a single local government of Benue State; also, the study elicited information from teachers of the schools alone, leaving out the school principals who are the managers and administrators of the schools,

the current study intends to fill the gaps by using Kogi Central Senatorial District to enlarge the scope of the study

Research on the administration of school records in secondary schools in Benue State's Otukpo Education Zone was carried out by Omoha (2013). The study's goal was to evaluate how secondary schools in Benue State's Otukpo Education Zone handled their student data. Three (3) hypotheses were developed and tested at the 0.05 level of significance, and the study was driven by four (4) research questions. The study's conclusions showed that there are numerous issues with the administration of records in Otukpo's secondary school system and that records keeping in the school system can be improved holistically by implementing a number of optimal administrative techniques and tactics. The findings showed that administrative records keeping practices, such as principals assigning teachers the responsibility of maintaining daily school records and documenting events in the relevant record booklet, accurately storing records and books in the principal's offices, keeping an eye on teachers' compliance with record-keeping instructions, and verifying all information in the records before principals sign them, improve the management of school records. The gap here is that the

previous study was centered on the management of school records in secondary schools while the present study focuses on how records keeping impact administration of public secondary schools. Also, the study was limited to one local government area in Benue State while the present study is planned to cover a whole Senatorial District in Kogi State involving more population and sample size.

Theoretical Underpinning

The paper is anchored on the Systems Theory by Ludwig Von Bertalanffy (1950). A general systems model is used as a management technique that would allow manager store late various specialties and parts of the company (organization) to one another as well as to external environmental factors, according to the System Theory, which was propounded by biologist Ludwig Von Bertalanffy in 1950. According to the theory, a system is made up of several separate components that cooperate in a connected way to achieve a whole. According to the system theory, organizations, like living things, are composed of many different parts that must cooperate for the system as a whole to function. As a matter of fact, systems are goal-oriented, feedback-driven, and each component of the system depends on the

others to work toward the organization's objective. It asserts that interconnection, relationships, and synergy among many subsystems are essential to the success of an organization. The focus on the organization, which is composed of many different parts that need to cooperate for the bigger system (whole) to function, is the connection between the system theory and the topic of this work. To comprehend how records keeping affect secondary school administration, a comprehensive approach is required. To put it succinctly, a system is a collection of elements that interact within a setting to create a bigger pattern that is distinct from any of its constituent elements.

Method

Survey research design was adopted for the study. The study was carried out in Kogi State. The population of the study comprised 1,399 respondents, out of which 47 are clerical staff, 45 are principals, and 1,307 are teachers in all public secondary schools in the Kogi Central Senatorial District of Kogi State. The sample size for the study is 311 respondents. The sample size was determined using the Taro Yamen formula. The sample comprised 10 clerical staff, 10 school principals, and 291 teachers. A multi-stage sampling procedure was used to select the sample size. The instrument for data

collection is a self-structured questionnaire tagged “School Records Keeping and Administration of Secondary Schools Questionnaire (SRKASSQ).” The instrument was subjected to face and content validation by three experts.

To ensure the reliability of the instrument, 30 copies of the instrument were trial tested on 6 school principals, 6 clerical officer and 18 teachers in Kabba L.G.A of Kogi State which is not part of the sampled local government area to test the internal consistency of the instrument. The result showed reliability coefficient of, 0.75 and 0.84 respectively for the two clusters and overall average of 0.82 was obtained. The data collected were analyzed using mean and standard deviation (SD) to

answer the research questions. Very High Impact (VHI), 2.50-3.49 High Impact (HI), 1.50-2.49 Low Impact (LI), while 0.50-1.49 was considered as No Impact (NI). The null hypotheses were tested using Chi-square statistical tool at 0.05 level of significance. The decision rule for the rejection or non-rejection of each hypothesis was based on the set value of 0.05, where the P-value was equal to or greater than the set value of 0.05($P>0.05$) the hypothesis was not rejected where the P-value was less than the set value of 0.05($P<0.05$).

Results and Discussion

Research question one: What is the impact of personnel services records keeping on the administration of public secondary schools?

Table 1: Mean and Standard Deviation of the respondents on the impact of personnel services records keeping on the administration of public secondary schools in Kogi State

S/No	Item	VHI	HI	LI	NI	Mean	SD	Decision
1	Staff record book impact	175	103	21	11	3.42	.77	High
	School administration	(56.3%)	(33.1%)	(6.8%)	(3.5%)			impact
2	Staff movement book impact school	86	189	30	5	3.14	.64	High
		(27.7%)	(60.8%)	(9.7%)	(1.6%)			impact
	administration on staff supervision							
3	Staff personnel file impact	86	169	50	6	3.09	.73	High
		(27.7%)	(54.3%)	(16.1%)	(1.9%)			impact
	staff information on emergency							
4	The student personnel file impacts the ease of access to student information the student's background	73	167	61	6	3.07	.71	High
		(23.8%)	(54.4%)	(19.9%)	(2.0%)			Impact
	school administration							
5	Staff nominal roll impact	100	152	54	5	3.00	.71	High
		(32.2%)	(48.9%)	(17.4%)	(1.6%)			Impact
	school administration							
6	Staff development records impact an effective school	90	165	50	6	3.11	.74	High
		(29.9%)	(53.1%)	(16.1%)	(1.9%)			Impact
7	administration Staff appraisal record Impact effective school administration	91	163	51	6	3.09	.72	High
		(28.5%)	(53.2%)	(16.3%)	(2.0%)			Impact
	Cluster Mean					3.13	0.71	High impact

Data presented on table 1 indicates that items 1-7 had a mean rating of 3.42, 3.14, 3.11, 3.09, 3.07 and 3.00 with corresponding standard deviation of 0.77, 0.64, 0.74, 0.72 and 0.71 respectively and a cluster mean of 3.13 and SD of 0.71, the result shows that personnel service records keeping has high impact on the administration of public secondary schools. On the basis of the decision for accepting or rejecting the mean

value based on the criteria, the table shows that the respondents accepted all the items in the table as personnel services activities, that as personnel services administration of public secondary schools in Kogi State.

Research question two: What is the impact of financial record-keeping on the administration of public secondary schools?

Table 2: Mean and Standard Deviation of the respondents on the impact of financial records keeping on the administration of public secondary schools in Kogi State

S/No	Item	VHI	HI	LI	NI	Mean	SD	Decision
1	Cash book records are useful	106 (34.1%)	160 (51.4%)	36 (11.6%)	9 (2.9%)	3.16	.73	High impact
2	Financial records impact school administration	89 (29.0%)	162 (52.8%)	53 (17.3%)	3 (1.0%)	3.09	.70	High impact
3	The school budget impacts school heads to identify sources	94 (30.2%)	152 (48.9%)	56 (18.0%)	9 (2.9%)	3.06	.77	High impact
	Revenue for effective Administration							
4	The school fee register impacts proper accountability on the part of the school head	98 (31.5%)	135 (43.4%)	62 (19.9%)	16 (5.1%)	3.01	.84	High impact
5	The Impress account impacts the ease of preparation of the school budget	116 (37.4%)	150 (48.4%)	42 (13.5%)	2 (.6%)	3.22	.69	High impact
6	Financial records impact information concerning expenditure of the school Administration	105 (33.8%)	160 (51.4%)	37 (11.9%)	9 (2.9%)	3.16	.74	High impact
7	The school cashbook impact is needed information in budget	111 (35.7%)	144 (46.3%)	44 (14.01%)	12 (3.9%)	3.13	.79	High impact
	Cluster Mean					3.11	0.75	High

impact
<p>Table 2 revealed the responses of respondents on the impact of financial record keeping on the administration of public secondary schools in Kogi State. The data presented on table 2 shows the mean values of 3.22, 3.16, 3.13, 3.09, 3.06 and 3.01 with a corresponding standard deviation of 0.69, 0.74, 0.79, 0.70, 0.77, and 0.84, respectively and cluster mean of 3.11 and SD of 0.75 the result shows that the financial record keeping has high impact on the administration of public secondary schools. On the basis of the criteria set for decision making, any item with a mean score of 2.50 implies that the</p> <p>respondents responded positively that financial records impact the administration of public secondary school. The summary of the analysis on table 4 revealed that all the items are financial related records that impacts the administration of public secondary schools in Kogi State</p>

Hypotheses Testing

The hypotheses of the study are tested using chi-square at 0.05 level of significance.

Hypothesis 1: *Personnel Services records keeping do not significantly impact the administration of public secondary schools.*

Table 3: *Chi-square test of significance of personnel services records keeping on administration of public secondary schools*

	Df	χ^2	P	Sig level	Decision
Chi-square	15				
		336.6	0.00	0.05	Rejected
No valid Cases	311				

P<0.05

Table 3 shows that the P- value of 0.00 is less than the alpha-value of 0.05 ($P<0.05$) at $df = 15$. Therefore, the null hypothesis states that Personnel Services records keeping do not significantly impact the administration of public secondary schools. is therefore rejected. This implies that Personnel records

keeping have significant impact on the administration of public secondary schools in the Kogi Central Senatorial district of Kogi State.

Hypothesis 2: Financial records keeping do not significantly impact the administration of public secondary school

Table 4: Chi-square test of significance of financial records keeping on the administration of public secondary schools

	Df	χ^2	P	Siglevel	Decision
Chi-square	15				
		230.02	0.00	0.05	Rejected
No valid Cases	311				

$P<0.05$

Table 4 shows that the P- value of 0.00 is less than alpha-value of 0.05 ($P<0.05$) at $df = 15$. Therefore, the null hypothesis which states that financial records keeping do not significantly impact the administration of public secondary schools is therefore rejected. This implies that financial records keeping have significant impact on administration of public secondary school in Kogi Central Senatorial district of Kogi State.

Discussion of Findings

The findings in Table 1 were supported by Hypothesis 3, which states that the Kogi Central Senatorial District's public secondary school administration is impacted by the maintenance of personnel services records.

This result concurred with that of Austin and Mark (2015), who discovered that personnel records aid school administrators in a number of decision- making domains. Additionally, the results support Omaha's (2013) assertion that effective personnel records are utilized to develop and evaluate personnel policies and processes in school administration.

The second key finding showed that the Kogi Central Senatorial District's public secondary school administration is impacted by the maintenance of financial records. The results are consistent with the research of Vincent, Veronica, and Okon (2015), who discovered that the data in the school fees register, facilitates the accountability process and

helps the school administrator prevent sending a student home in error after they have paid their fees. Staff record books, staff movement books, and staff development records are the main results on the impact of personnel service records on the management of public secondary schools in Kogi State. These findings are in line with the finding of Ogbonnaya (2012) who revealed that every personnel employed in a school have a personnel file. This file contains details information about the individual. This implies that the personnel service records impact the administration of public secondary schools in Kogi State.

Impress accounts, cash book records, and financial records are among the papers that have an impact on the management of public secondary schools in Kogi State, according to the main results on the subject. This result supports Agbe and Odeh's (2015) assertion that maintaining financial records is crucial for both business and educational management. Effective monitoring of financial transactions occurring within the school system is maintained through the use of financial records. The school administration might make better financial decisions with the help of the financial record.

Conclusion and Recommendations

The study's findings led to the conclusion that the management of public secondary schools in the Kogi Central Senatorial District is significantly impacted by records such as ongoing assessment records, administrative records, personnel services records, and financial records keeping. The following suggestions were offered in light of the study's findings: The management of the school should adopt the culture and practice of keeping student assessment records. This will make it easier to quickly retrieve information for later use. The principal of the school should specifically assign non-teaching staff members the duty of maintaining staff records books. Financial records are sensitive data, and non-academic staff members should get ongoing training on school record keeping procedures. Therefore, the school principal should ensure that documents relating to financial transaction are kept appropriately. Safety of financial records guarantee accountability and transparency

References

Agbe, J.I., Kwaghbo, M.T.& Yawe, A.A. (2013). *Economics of Education in Nigeria*.1st Edition, Makurdi: SAP Publishing House.

Agbe, J.I & Odeh, R.C (2015). Introduction to Educational Administration and Planning. Impart communications, Makurdi.

Alabi, A. O. (2017). Records Keeping For Effective Administration of Secondary Schools. *Journal of Public Administration and Governance*.7: (2). Pp 66-69.

Austin, B. C. & Mark, K. M. (2015). Effects of Records Keeping on the Management of Secondary Education in Otukpo Local Government Area of Benue State. Available at www.primejournal.org/PRE.

Edoh, C. (2018). *The impact of management information system on the administration of secondary schools in Benue State*. An M.Ed thesis Submitted to the Department of Educational Foundations and General Studies, Federal University of Agriculture, Makurdi.

Federal Government of Nigeria, (2013). *National Policy on Education, Revised Edition* Lagos: NERDC Press. 55-56.

Federal Republic of Nigeria (2013). *National policy on education*. Abuja: NERDC.

Josephine, A. G. (2014). Record keeping practices of secondary school principals in Nsukka Education Zone, Enugu State.

Nwagwu, N.A. (2018). Funding and Financial Management in Nigeria tertiary institutions. In Okeke E.A.C. Improving Effectiveness and Efficiency in the Management of Today's Tertiary Institutions. Nsukka: Institute of Education.

Ogbonnaya, N.I. (2012). *Foundations of education finance*. Nsukka: Hallman Publishers; (3rd Edition).

Ololube, N. P. (2013). Educational Management, Planning and Supervision: Model for Effective Implementation. Owerri: Spring Field Publishers.

Omoha, H. L. (2013). Management of school records in secondary schools in Otukpo Education Zone of Benue State. Thesis Submitted to the Department of Educational Foundations, University of Nigeria, Nsukka.

Onweh, V. O., Etim, V. E. P. & Eniang, O. U. (2018). Record Keeping and Administrative Effectiveness in

Secondary Schools in Akwa Ibom State. *An International Journal of Academic Discourse*. 6(1): 12-17.

Onwuka, C. D. (2011). Records Keeping Practices of Secondary School Principals in Enugu Education Zone, Enugu State. *The Journal of Electronic Library*. 23(3): 33-35.

Owo, E. S. (2014). Records Keeping Practices of Secondary School Principals in Enugu Education Zone, Enugu State. *International Journal of Education and Research*. 2: (10).

Vincent, A. A., Veronica, O. T. & Okon (2015). Relationship between record keeping and administrative effectiveness in Secondary Schools in Akwa Ibom State.

Yakubu, O. & Sowumi, J. A. (2017). The Impact of Record Keeping on the Performance of Selected Small and Medium Enterprises in Lagos Metropolis. *Journal of Small Business and Entrepreneurship Development*. 7: (1). pp. 28-4