

ASSESSMENT OF THE RELEVANCE OF RECORD KEEPING IN SECONDARY SCHOOLS IN OWAN WEST LOCAL GOVERNMENT AREA OF EDO STATE.

REVD JESUOROBO WELLINGTON OMOSEFE (PhD)

Students Guidance and Counselling Centre,

University of Benin

revwoj@gmail.com

+2348036692353

&

ANYIAM CHINWE MURIEL (MRS)

Students Guidance and Counselling Centre,

University of Benin

Benin City, Edo state

Abstract

Record keeping and its utilization have become topical issues especially in the domain of educational practices. This study therefore, examined Assessment of relevance of record keeping in secondary schools in Owan West Local Government Area of Edo state. The study adopted a descriptive survey design. Three research questions were raised. The population consisted of two hundred (200) teachers. The study adopted a simple random sampling technique in which five schools were selected from the public schools and five schools from the private schools making a total of ten schools. From each of these schools, ten teachers were randomly selected, making a total sample size of one hundred (100) respondents. The researchers developed instrument titled Record Keeping Practices Questionnaire (RKPQ) comprising of twenty items. The data collected were analyzed using percentage to answer the research questions. The result of the study revealed that records keeping have significant impact on information dissemination in secondary schools. The study also indicated that various records are kept in the schools and the findings showed different strategies by which records should be kept in the secondary schools. On the basis of these findings, recommendations were made that schools should keep all necessary records that could foster teaching and learning by students, provide seminars, workshop, in service training for teachers on the skills and strategies of record keeping for proper school management in order to achieve its set goals and objectives. It was also recommended that there should be appropriate fund for record keeping and computer devices should be used for school records keeping in our schools in order to meet up with global standards.

Keywords: Record keeping, Assessment, Relevance, Information Dissemination, Edo State.

Introduction

Record is an item of information, data relating to a single individual, put into a temporary or permanent physical medium. It is any instance of physical medium on which information was put for the purpose of preserving and making it available for future reference (Davis, 2007). A record has to be stored in such a way that retrieving it for use does not pose

problems or waste time. For obvious reason, we should avoid the temptation to store record mentally. This may lead to distortion of information which will necessarily have adverse consequences to the stated objectives and goal of the programmes.

Record keeping is the documentation of information for future use. According to Anagbogu (2002), record keeping is the storing of information about anything or anybody such that the information would be made available when needed at any given time. The information may be abstracts from results of scores got from administered tests. Durosaro (2002) opined that school records are official documents, books and files containing essential and crucial information on action and events which are kept and presented in the school offices for utilization and retrieval of information when needed. These school records are kept by head teachers, principals, teachers, counsellors and school administrators. So, record keeping is the activity of organizing and storing all the documents, files, invoices, and so on, relating to organization's activities. Specifically, school record keeping is the documentation of data or information about students by head-teachers, teachers and counsellors. It is an integral part of teaching and learning process of students in the secondary schools.

With such a large number of students taking a wide variety of academic, technological, commercial and agricultural subjects, the issue of keeping records becomes vital to the success of the entire educational system. This issue becomes more important as a result of the fact that a large proportion of the evaluation of learning outcomes will be by the continuous assessment method. Such records become indispensable when making important decisions on the students' future choice of subjects and careers. Since record keeping helps to give an insight into a child's future life, it is pertinent to make records as objective as possible for them to be authentic and serve the purpose for which they are meant (Ekeruo, 2005). Besides the students, school records give a lot of information about the school that will foster decision taking and assessment of the progress of the school. Record keeping is very important in school administration because it affects all other aspects of the school administration such as planning, budgeting, staffing, facilities among others. Record keeping is essential for making effective decisions and formulation of relevant policies by school management.

School records are grouped into two; statutory records and non-statutory records. Statutory records are those prescribed by educational law and so must be kept by every school and should be produced on demand by constituted authorities and stakeholders. Examples of such records include admission register, attendance register, scheme of work, time table, school diary, log book, finance record books, continuous assessment dossier, anecdotal record and others. While non-statutory records are of private use to schools necessary for day to day running of the school. These records include cash book, punishment book, staff minute's book, school magazine, requirement books, inventory book, school calendar and so forth. All school records are very useful and they must be made available when the needs arise.

Weggant (2005) opined that records are important for effective planning and administration of a school and therefore they should be well kept. School records occupy strategic position in effective and efficient organization and administration of the school. It helps for effective planning and implementation of appropriate course of action, thereby introducing proper monitoring of school activities. Egwunyenga (2009) observed that school records served as major information tools that sustain the school and aid in achieving educational goals and objectives. Davis (2007) asserted that proper record keeping would enable institutions to design and plan their programs well. Kolo, Egbochuku, Ayo, Akanem, and Mburza (2018) asserted that everyone in the school system, including counsellors must keep records. It helps both the school and the home to compare the academic achievement of

the child with another. Record keeping helps both teacher and parents to discover academic flaws requiring remediation and social behaviour aspects needing guidance counselling for proper adjustment. According to Idoko (2005), proper record keeping helps to facilitate the movement of children from one school to the other. Such migration could be made as smooth as possible if adequate records are available on the migrants because a system of recording essential information, which can be transferred to a pupils new school helps pupils, teacher and school administrator. Records help the school to plan wisely for individual students with the school.

Sometimes, misappropriation of resources happened due to lack of records or data as at when they are needed by the school authority. School administrators do have crises with parents as a result of unavailability of important records concerning their children. Without records, it is difficult to ascertain students' academic performance, the total number of students in an institution or the total amount of fees collected in a particular term or session. The relevance of records keeping in our secondary schools cannot be undermined because the issue of records keeping is quite vital to the success of the entire educational enterprise. Since all schools are expected to keep records for effective and efficient achievement of educational goals and objectives, it becomes pertinent to assess the relevance of records keeping in secondary schools in Owan West Local Government Area of Edo State.

Statement of the Problem

Despite the fact that, records keeping are very vital in the achievement of educational objectives, these records do not seem to be adequately kept by some teachers, counsellors and principals in Owan West Local Government Area of Edo State. The researchers experiences as teachers in this locality have shown that, there have been series of complaints from parents, guardians, students even teachers and other educational stakeholders that, records keeping and retrieval in secondary schools are very porous, unsatisfactory, time consuming and at times, not available. The issue of improper records keeping as well as lackadaisical attitude of teachers towards records keeping in most of the schools is seriously affecting the management of schools in terms of proper planning of future academic programmes and inappropriate assessment of students. Based on the above facts, it becomes necessary to assess the relevance of records keeping in secondary schools in Owan West Local Government Area of Edo State.

Purpose of the Study

The purpose of this study is to carry out a study on the assessment of the relevance of record keeping in secondary schools in Owan Local Government Area of Edo State. Specifically, the researchers sought to find out:

1. The records presently kept in secondary schools
2. The problems associated with records keeping in schools.
3. The strategies for improvement of record keeping

Research Questions

The following research questions were answered in the study

1. To what extent do records keeping impact on information dissemination in secondary schools in Owan West Local Government Area of Edo State.
2. What are the school records presently kept in schools?
3. What are the strategies for the improvement of records keeping in schools?

Methodology

The Descriptive survey method was adopted for the study. Ibrahim, Laudu and Opadokun (2004) argued that descriptive survey method assists the researchers to cover a wide range of educational information through the use of questionnaires and observations. This is in line with Akindutire (2009) who noted that a descriptive survey method entails collection of data to test hypotheses or to answer research questions pertaining to the current status of the subject of the study. The population of the study consists of two hundred (200) staff from twenty-two (22) public and private secondary schools in Owan West Local Government Area of Edo State. The study adopted a simple random sampling technique in which five schools were selected from the public schools and five schools from the private schools making a total of ten schools. From each of these schools, ten teachers were randomly selected, making a total sample size of 100 respondents. A 20-item instrument for data collection was a questionnaire developed by the researcher titled Record Keeping Practices Questionnaires (RKPQ); it was targeted at collecting information about the relevance of records keeping by teachers in secondary schools. The instrument was face validated by some experts in Guidance and Counselling and after two weeks interval, the instrument reliability was tested, using ten staff that were not part of the sample population. The data collected were analyzed using Cronbach Alfa Statistics to establish a reliability which yielded 0.86. Data collected were analyzed using simple percentages for all the research questions.

Results

Research Question 1

To what extent does record keeping impact on information dissemination in secondary schools.

Table 1: Impact of Record keeping on Information dissemination in the schools

S/N	Items	SA	A	D	SD
1	The log book serves as a true reflection of happening in the schools	77 (77%)	20 (20%)	2 (2%)	1 (1%)
2	The minutes book provides useful information for coordination and planning in schools	94 (94%)	3 (3%)	1 (1%)	2 (2%)
3	The admission register provide useful information about students	97 (97%)	1 (1%)	1 (1%)	1 (1%)
4	Announcement book create good flow of communication in the school	98 (98%)	2 (2%)	1 (1%)	1 (1%)
5	Handling over/taking over reports informs the incoming staff about the present situation of the school.	95 (95%)	3 (3%)	1 (1%)	1 (1%)

The results in table 1 shown that 77% of the respondents strongly agreed that the log book served as a food reference point for whoever intends to know the happenings in the school, 94% of the respondents strongly agreed that the minute's book provides useful

information for coordination and naming of the school. The admission registered provides useful information for coordination and naming of the school. The admission register provide useful information about the students, as 97% of the respondents affirmed that handing over/taking over report informs the incoming staff about the present situation of the school.

Research Question Two

What are the school records presently kept in School?

Table 2: School records in schools

S/N	Items	SA	A	D	SD
6	Admission and withdrawal register	03	5	1	1
7	Log book	89 (80%)	7 (7%)	2 (2%)	2 (2%)
8	Attendance register	92 (92%)	6 (6%)	1 (1%)	1 (1%)
9	School time book	96 (96%)	2 (2%)	1 (1%)	1 (1%)
10	Diary of work	95 (95%)	3 (3%)	1 (1%)	1 (1%)
11	Visitor note	90 (90%)	6 (6%)	2 (2%)	2 (2%)
12	Examination records book	93 (95%)	6 (6%)	1 (1%)	0 (0%)

Table 2 revealed that majority of the respondents strongly agreed that the records presently kept in schools include: Administration and withdrawal register, log book, attendance register, school time book, diary of work, visitors note, examination record book, movement book, national policy on education and lesson plan/note.

Research Question Three

What are the strategies for the improvement of records keeping in schools?

Table 3: Strategies for Improving Records Keeping in School

S/N	Items	SA	A	D	SD
13	Supply of necessary school records to school should be given priority it deserve	85 (85%)	13 (13%)	1 (1%)	1 (1%)
14	Every school head should have a data base containing summary of date of staff, students and activities in school	80 (80%)	17 (17%)	2 (2%)	1 (1%)
15	Managers of school records should be given opportunity for professional courses through in-service training	93 (93%)	4 (4%)	2 (2%)	1 (1%)
16	Records management should not be influence by political consideration	90 (90%)	7 (7%)	2 (2%)	1 (1%)
17	School heads should ensures that records are supplied on time even if it means using internally generated fund for their procurement	83 (83%)	15 (15%)	1 (1%)	2 (2%)

Data in table 3 show that a reasonable number of respondents strongly agreed on the strategies for the improvement of school records keeping in secondary schools.

Discussion of Findings

The study assessed the relevance of record keeping in secondary schools. The discussion of the findings was done according to the research questions. Research question 1 sought to find out the extent record keeping impact on information dissemination in secondary schools in Owan West Local Government area of Edo state. The presented result indicates that records item, majority of the respondents strongly agreed that they provide useful information for coordination and management of the school system in order to achieve its set goals. This study agreed with the view of Alutu (2017) who opined that information dissemination helps students in the careers, educational and personal social that could stimulate their thoughts and discussion, and they gain more insight about life. The study equally collaborated the study of Ekemo (2005), Egwunyenga (2009), and Weggant (2005) who asserted that record keeping are important for effective planning and implementation of appropriate course of action, as well as served as major information tools that sustain the school and aid in achieving educational goals and objectives.

Research question 2 sought to find out school record currently kept in the schools. The findings revealed that admission register and withdrawal register, log book, attendance register, school time table, diary, visitors book, examination records, movement book, a copy of national policy on education and lesson note/plan are kept in secondary schools. This finding collaborate the opinion of Kolo, Egbochuku, Ayo, Akanem and Mburza (2018) who said that schools should keep necessary records to help both the school and the home to improve the academic achievement of the child with another. However, it is the opinion of

Ekpikon-Ekenem (2019) and Ekemo (1993) that such records like anecdotal record, cumulative record folder and so on, should be kept by the teachers, especially where there are no counsellors who should keep such records.

Research question 3 sought to find out the strategies for improving on record keeping in secondary schools. The finding shows that database for school record should be maintained, staff should be trained in the art of recording keeping as well as electronic means of keeping records should be encouraged for easy storage and retrieving of school records. This finding is in agreement with the ideas of Ekemo (1993) and Symons (2018) who opined that much fund should be committed to school record as well as keeping of school records should be computerized for easy management and in line global practice.

Conclusion

The study assessed the relevance of record keeping in Secondary School in Owan West Local Government Area of Edo state. Based on the findings of this study, the following conclusions are made:

1. Record keeping has significant impact in information dissemination in Secondary School.
2. Record keeping is mandatory and obligatory because it aids in the effective planning and administration of the school.
3. Most public and private secondary school currently maintain a significant number of school records.
4. Respondents strongly agreed on the strategies for the improvement of school record keeping in Secondary School.

Recommendations

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

School administrators should imbibe the culture and practices of keeping regular records of students and the activity or event that go on in the school for or reference purposes and retrieved when the need arises.

In order to solve the problem associated with records keeping in schools, the following strategies should be employed. Supply necessary school records to school should be given the priority it deserves, funds ear-marked for school records management should be kept for its use.

Professional courses through in-service training and seminar on school records management should be organized for administrators, teachers and others assigned duty of managing records.

Funds ear-marked for school records management should be kept for its use.

Every school administrator should have a “data-base” containing summary of data on staff, students and school activities.

References

- Alutu, A. N. G. (2017). *Theory and practice of Guidance and Counselling*. Benin: Mindex Publishing Co.
- Anagbogu, M. A. (2002). *Foundation of Guidance and Counselling for colleges and university*. Enugu: Academic Printing press.
- Davis, P. (2007). *School record system and Educational Administration in colleges*. New York: Pan Books.
- Durosaro, D. O. (2002). Management of school records. In F. Durosaro & S. Ogunsaju (eds.) *The craft of educational Management*. Ilorin: Indemae.
- Egwunyenga, B. O. (2009). *The influence of record keeping on Administrators*. Ebonyi Publishers.
- Ekeruo, A.I.C (1993). Record keeping for guidance and counselling services in G. C Igborgbor (eds.) *Guidance and Counselling. A realistic approach*. International Universities Press.
- Ekpiken-Ekenum, R. (2019). Counselling and record keeping in Nigeria. In E. O. Egbochuku & I. K. S. Ifellenne (eds.) *Counselling and Human Development in Nigeria*. Ambik press.
- Idoko, A. A. (2005). *Understanding school management*. Markurdi: Uyo printing press.
- Kolo, I. A., Egbochuku, E. O., Ayo, H., Ekanem, R. & Mburka, A. (2018). *Qualitative interactive portfolio for Counsellors professional capacities and competences development: a professional skills development manual for practicing Nigerian counselors*. Abuja: Counselling Association of Nigerian (CASSON) Publishers.
- Symons L. (2004). Record keeping; Ideas for counselors in Dr. Glenn Shepherd, CCC, Notebook on ethics, Legal issues, and Standards for Counsellors. Retrieved from <http://www.ccpa-accp.ca/wp-content/uploads/2015/NOE.Record-Keeping-ideas-for-Counsellors-pdf>.
- Weggant J. (2005). Effective record keeping in educational management. *Educational Journal* 7(1) 42-50.