

UNIVERSITY OF EDUCATION, WINNEBA

RECORD KEEPING PRACTICES OF PRIMARY SCHOOL TEACHERS IN
SAGNARIGU DISTRICT OF NORTHERN REGION OF GHANA



**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, ATTU SAMIATU, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

SIGNATURE

DATE.....

ACKNOWLEDGEMENTS

I wish to express my utmost gratitude to the Almighty Allah for bestowing his favour on me throughout my research. I am greatly indebted to my supervisor Prof. Francis Owusu Mensah for his immeasurable support throughout this research. I also wish to thank Mr. Habib Zakaria who supported the family greatly during this research.



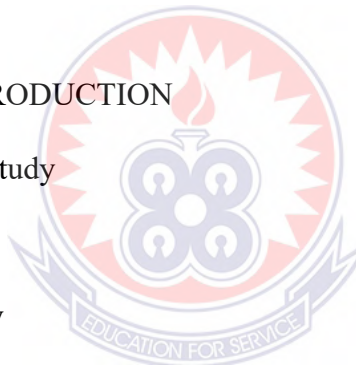
DEDICATION

To my mother Hajia Damata Sayibu, my late dad, Mr. Attu Billa, my husband Mr. Zakaria Habib and my children, Abubakari M. Nurul-Huda, Habib Zakiya Wunnam, Habib Salman Kataali and Habib M. Sheriff Anamzooya



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ABSTRACT

This study was designed to investigate the record keeping practices of primary school teachers in selected local government schools in the Sagnarigu district in the Northern region of Ghana. Descriptive survey design was used which employed a questionnaire to collect field data . A total of 200 primary school teachers selected through the random sample technique were used for the study. The data were analysed using descriptive statistics. The findings showed that although the teachers were familiar with some principles of record keeping they were not proficient in most of the operational procedures and did not demonstrate the knowledge of using record keeping to further the development of teaching and learning activities. Equipment that could be used for safe keeping of records were not available. Recognizing the importance of record keeping towards the successful implementation of the educational programmes, the researcher recommends that teachers should be given regular in-service training in record keeping and retrieval. Development of record keeping skills should also be included in teacher preparation programmes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education law demands that every educational institution should keep certain school records. These records are administrative records and teachers professional records. There are other records not required by law, but which are kept because they provide a useful source of information not only for members of the school community but also for people outside it, these include employers for example may be interested in having particular information about students 'scholastic achievements, parents may be interested in knowing how their children behave and perform in the school. Some ex-students may write for information about their career while in school, auditors may be interested in checking on details of financial transactions, inspectors may need to go through the record of work of a particular teacher who is facing disciplinary action, you too may need to collate some information about a student or member of staff to back up a case you are putting to the school Board.

Record keeping is central in the administration of institutions of learning because it documents the planning and implementation of appropriate course of services that promotes proper monitoring of work. School records include books, documents, diskettes and files that contain information on what goes on in school as well as other relevant information pertaining to the growth and development of the school.

Records are documented information generated, collected or received in the initiation, conduct or completion of an activity and that comprises sufficient content,

context and structure to provide proof or evidence of the activity. Chifwepa (2001) indicated that a record is a documented proof of transaction and that information is what a record contains, stores and transmits.

Osunde (2003) indicated that, records do not only enable school administrators to have a clear picture of what is available and what is required, they provide justification for certain needs and seem to extend the memory by which persons and/or organizations can pass on their culture and achievement to the future generation. In fact, the content and quality of school record (such as lesson plans, report cards, etc.) can serve as a direct reflection of the amount of work that has been expended on the school enterprise. Also, records help school administrators and parents to keep a concise and accurate timeline of events in the life of the pupils. Individuals may think they will be able to recollect past events, but it is easier to use a written record.

There is a need to keep record of all school activities as part of effective school administration. Okpetu and Peretomode (1995) observed that record keeping and the management of records is a vital responsibility of the school administrator because of the indispensable role of records and information in the day-to-day activities of the school system. School managers rely on the short and long-term data captured in records to make effective decisions about immediate issues and more comprehensive school policies.

Ibara (2010) asserts that without records there can be no accountability. He further indicates that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records. Without access to records, it is virtually impossible to

determine responsibility for actions and to hold individuals accountable for their actions. According to Osakwe (2011), school records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval as needed. Such records are kept by principals, teachers, counselors and administrative staff.

The purpose of record keeping for effective school management is to ensure that accurate and proper records are kept of student achievement and growth, school activities and matters that will promote school efficiency and effectiveness (Akanbi, 1999). Record keeping otherwise known as storage of information is important function of both the administration and teaching staff of a school. Additionally, school records include those pertaining to personal details of pupils, along with those of their academic performance; assessments and examination results; school policies; minutes of school-based meetings; including information received from Ministries of education and other education bodies, solicitors, press organizations and public bodies (Department of Education). According to Ololube (2013), school records can thus be said to comprise all existing and accessible records, books, files and other documents containing useful information that relates to what goes on in the school system. These records may also be in the form of reports, letters, memos, pictures, films, journals, diaries, and so on.

1.2 Problem Statement

As enrollment in schools increases globally on a daily bases, the available resources may become over-stretcd. The situation becomes even more frightening when universal education program in Ghana is being implemented. Therefore, adequate record

keeping of the human and material resources is needed to address the issue of ever-increasing enrollment as well as the need to provide schools with human and material resources that can help them achieve sustainable educational objectives.

However, over the years record managers rely on their personal views and experiences to handle the records. Record keeping in schools and offices in Ghana education services is in a pathetic state. Files are usually misplaced, mutilated or stolen. Records are not usually produced at the right time when required in the various offices for decision making and daily work routine. These problems result in delays in workflow and needless redundancy.

1.3 Purpose of the Study

Many people have attributed the failure of educational programs to the death of complete and accurate recorded data on enrollment, number of available and needed teachers, availability of infrastructure and amenities in our schools. This study is designed to evaluate the teachers' views on the importance of record keeping to primary education, examine the record keeping practices they adopt particularly in the light of adoption of modern record keeping approaches.

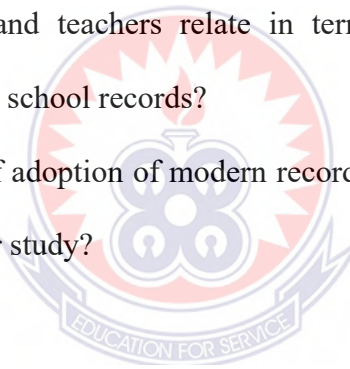
1.4 Research Objectives

1. Specifically the study seeks to determine the teachers' views on the importance of record keeping to primary education.
2. Assess the record keeping practices adopted by schools in the Sagnarigu district.

3. Find out how parents and teachers relate in terms of adequately generating and managing pupils and schools records.
4. To determine the level of adoption of modern record keeping approach by the teachers in the schools under study.-

1.5 Research Questions

1. What are the teachers' views on the importance of record keeping to primary education?
2. What are the record keeping practices adopted by the schools under study?
3. How do parents and teachers relate in terms of adequately generating and managing pupil and school records?
4. What is the level of adoption of modern record keeping approach by the teachers in the schools under study?



1.6 Significance of the Study

Contemporary challenges in the field of educational management require extraordinarily developed problem solving, decisive thinking and interpersonal skills if these complex and multi-dimensional challenges are to be productively surmounted. Approaching record keeping in school systems from a theoretical perspective provides an opportunity for educational managers, supervisors, planner, students and practitioners to explore education issues in an environment that is conducive for their respective professional development and reflections. The research is also important as there is limited information about the contribution of record management in the administration of

basic schools in the study area. The study will also assist stakeholders as well as policy makers to identify the possible strength and opportunities for the improvement of record management in our basic institutions. The findings of the study will also add to knowledge on how record management could be conducted to impact on the performance of teachers, head teachers and other stakeholders on how to improve teaching and learning in basic schools.

1.7 Delimitations of the Study

The research work, confined itself to only primary school teachers in Sagnarigu district who are directly involved in record handling in the schools. For a more complete assessment, the views of other stakeholder were sought

1.8 Limitations of the Study

The researcher was not able to visit all the schools in the district. Indeed, the researcher's work should have been structured to cover all primary schools in the Sagnarigu District but due to the relatively short time within which the research was to be conducted and the problems of limited time and financial constraints, this research work was narrowed down in scope to cover some section of the teachers in the district. Therefore, the results of the study cannot be generalized in all circumstances.

1.9 Organisation of the Study

The study is divided into five (5) chapters. Chapter one is the introduction. The chapter provides information about the research problem, purpose of study; research

objectives research questions, significance of the study, delimitations, limitations and organisation of the study. Chapter Two deals with literature review. Here, various views about the subject matter are reviewed and discussed. Chapter Three contains the study methodology. Chapter Four deals with data analysis and discussions whereas the last Chapter presents conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on theoretical framework and literature relevant to the research objectives. The purpose of the theoretical framework is to focus the discussion of the study whereas the literature review is to share the results of other studies that are closely related to this study.

2.1 Theoretical Framework

In this section, the theoretical background of record, the record life-cycle model, the record continuum model, and key differences between the record life-cycle and the records continuum model are discussed.

The original meaning and underlying sense of the word "theory" is a view of, or perspective on, something. In its origins, the word "theory" is related to the word "theater" (*Oxford English Dictionary* 1989, v. 7, p. 902). More generally theory is someone's view or *description of the nature of something*.

2.1.1 The Record Life-Cycle Model

A life cycle, in its origins in natural science, can be defined as the entire series of processes constituting the life history of an organism. Individual examples share the same life history as the species or genus to which they belong, within a repetitive pattern which is observable over generations. A frog goes from embryo to tadpole to young frog to mature frog to dead frog, if it goes through a full life cycle.

In the social sciences this model was picked up to explain the rituals in the human life cycle involved in going, for example, from birth to initiation into adult society to marriage and to death. Usually the stages identified have a strong association with rituals establishing rights and responsibilities within a community. Like the natural science versions, the versions in sociology provide a life to death generational pattern.

In recordkeeping a life cycle implies that there are recurring features over the generations of records that can be described in specified stages. Its premise is that the stages are observable over long periods of time for individual records throughout that period of time. The pattern has to be repetitive and applicable to individual records. The life cycle is based on the idea that records become less important as time passes. 90 percent of the use of a record takes place during the first 90 days after it is created. This short period of high use is followed by a longer period of low use. The records only need to be looked up occasionally during this second phase. Eventually, even this limited use will end and the records will have no further value to their creator. This process is known as the life cycle of a record. In other words, records have a life similar to that of a biological organism:

1. It is born (creation phase)
2. It lives (maintenance and use phase)
3. It dies (disposition phase)

There are four phases to the life cycle of records.

Creation: Records begin the life cycle when they are created or received.

Active Records: Active records are needed frequently. They are retrieved at least once per month, so they are stored in readily accessible office spaces.

Semi-Active/Inactive Records: Semi-active records are not needed for day-to-day business. Organizations need to keep them for reference, for legal reasons, or for financial reasons. They are not used often enough to justify their being stored in prime office space and equipment. Semi-active records are often stored at a lower cost in a records centre. Semi-active records are sometimes called “inactive records.”

Final Disposition: Final disposition is the action that takes place when records have no more value to an organization. In the GNWT, final disposition can involve:

- ❖ Physical destruction of the records.
- ❖ Transfer of the records to the custody of organization’s archives.

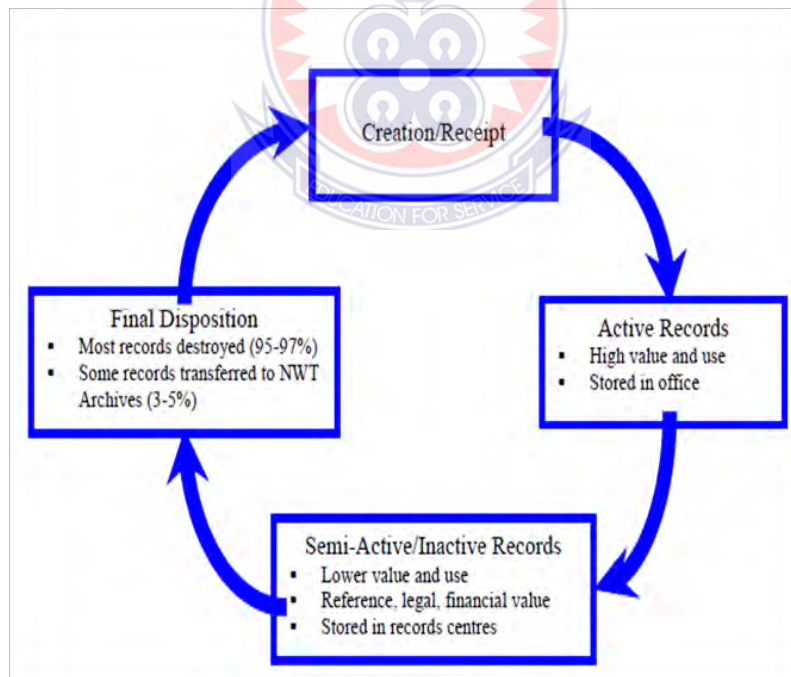


Figure 1: The life-cycle model (GNTW, 2002)

2.1.2 The Records Continuum Model

The continuum model is developed by Frank Upward and his colleagues at Monash University in Australia. The aim of the model is to support archivists in their concern with the relationship between recordkeeping and accountability (Upward, 2005). Upward (2005) claims that a model for record keeping ought to consider both an object oriented approach and a system based approach. A characteristic of the model is the view of records as unstable. Upward claims that there are no end products in an archival institution so there is a need for continuing addition of process metadata meanwhile the record changes during space-time. The model is four-dimensional, see figure 2. The traditional archival methods are creating one-dimensional documents and two-dimensional records, or three-dimensional archives, but technologies enable a four dimensional approach.

McKemmish (2001, p.336) is of the opinion that use of the model will lead to “accessibility of meaningful records for as long as they are of value to people, organizations, and societies.”

The record continuum model (RCM) is an abstract conceptual model that helps to understand and explore record keeping activities (as interaction) in relation to multiple contexts over space and time. Record keeping activities take place from before the records are created by identifying record keeping requirements in policies, systems, organizations, processes, laws, social mandates that impact on what is created and how it is managed over space-time. In a continuum, recordkeeping processes, such as adding metadata, fix documents so that they can be managed as evidence. Those records deemed as having continuing value are retained and managed as an archive. The implication of an

RCM approach to records and archives is that systems and processes can be designed and put in place before records are even created. A continuum approach therefore highlights that records are both current and archival at the point of creation.

The RCM is represented as a series of concentric rings (dimensions of *Create*, *Capture*, *Organize* and *Pluralize*) and crossed axes (transactionality, evidentiality, recordkeeping and identity) with each axis labelled with a description of the activity or interaction that occurs at that intersection. *Create*, *Capture*, *Organize* and *Pluralize* represent recordkeeping activities that occur within space-time.

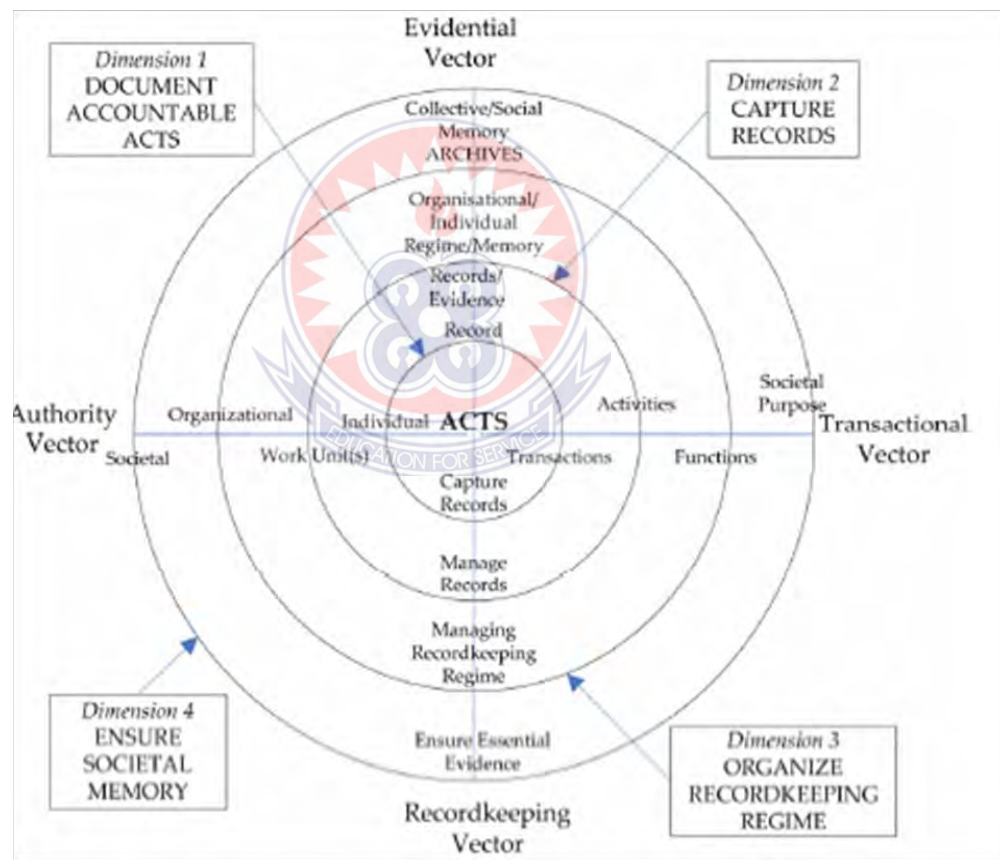


Figure 2: The Record Continuum Model (Upward, 2005 p. 203)

2.1.3 Differences between Record Life-cycle Model and Records Continuum Model

Providing coherent and consistent service that meets user's needs has long been a challenge for records managers and archivists worldwide. It is even more challenging in a digital world. Timely access to accurate, reliable, authentic, complete, and readable records over time is always difficult for both users and custodians. McKemmish *et al* (2005) highlighted and explained the two key principles that govern the care of records and archives. The two principles are the records lifecycle concept and the continuum concept.

According to McKemmish *et al* (2005) the key difference between the lifecycle model and the records continuum model is that each stage of the life cycle is conceptualized as a one dimensional space in the former. Recordkeeping or archiving processes take only that stage perspective in consideration. Irrespective of which dimension that is in focus (creation, capture, organization or pluralization) when working with the records continuum model all the other dimensions are present.

The lifecycle concept has been useful in promoting a sense of order, a systematic approach, to the overall management of recorded information. However, juxtaposition of the records continuum and the lifecycle model shows that the records continuum model's advantages outweigh the advantages of the lifecycle concept. Peter Marshall states that the records continuum's primary focus is the multiple purposes of records. It aims for the development of record keeping systems that capture, manage, and maintain records with sound evidential characteristics for as long as the records are of value to the organization. It promotes the integration of record keeping into the organization's business systems and processes.

Amongst the two concepts, the continuum concept is the best practice for managing both electronic and paper records when the aim is to improve responsiveness, increase efficiency, and satisfy user's requirements. The records continuum model's ideal integration can be viewed as a best framework for managing records in a broader context of archival science to connect the past to the present and the present to the future.

Miller (1999) says the continuum model is a unified model which reflects the pattern of the continuum. She says four actions continue to recur through the life of a record and cuts across the traditional boundary between records management and archives administration. The actions are the creation or acquisition of records, classification or description, its appraisal for continuing value and its maintenance and use.

As defined by Upward (2005), a record continuum is '...a consistent and coherent regime of management processes from the time of the creation of records [and before creation, in the design of recordkeeping systems] through to the preservation and use of records as archives.' The International Council on Archives defines the continuum concept as 'A consistent and coherent process of records management throughout the life of records, from the development of recordkeeping systems through the creation and preservation of records, to their retention and use as archives.' The above definitions suggest an ideal integration for documents, records and archives management.

According to McKemmish (2001), all stages of records are interrelated forming a continuum in which both records managers and archivists are involved, to varying degrees, in the ongoing management of recorded information. She explained how the

lifecycle stages that records supposedly underwent were in fact a series of recurring and reverberating activities within both archives and records management. The underlying unifying or linking factor in the continuum was the service function to the creators and all users.

Ogunlade (2008) says the records continuum as a model was formulated in the 1990s by Australian archival theorist Frank Upward based on four principles. The first is a concept of 'record' inclusive of records of continuing value stresses their use for transactional, evidentiary, and memory purposes, and unifies approaches to archiving/recordkeeping, whether records are kept for a split second or millennium. The second is, there is a focus on records as logical rather than physical entities, regardless of whether they are in paper or electronic form. The third is the institutionalization of recordkeeping profession's role requires a particular emphasis on the need to integrate recordkeeping into business and societal processes and purposes. The fourth point is that archival science is the foundation for **organized** knowledge.

McKlemmish (2001) also indicated that, 'the model[continuum concept] provides a graphical tool for framing issues about the relationship between records managers and archivists, past, present and future, and for thinking strategically about working collaboratively and building partnerships with stakeholders'

Upward (2005) indicated that, a major concern of the continuum concept as a whole must be administration efficiency. Records are not created to serve the interests of some future archivists or historian, or even to document for posterity some significant decision or operation. They are created and managed to serve immediate operational needs.

The continuum approach means the end of the traditional demarcation between the functions of the records manager and the archivist. The division of activities into records management and archival phases, with the consequent division of responsibility between the records manager and the archivists is seen by some as artificial and restrictive.

The records continuum model is significant because it broadens the interpretation of records and recordkeeping systems offered by the lifecycle. Such broadening is helpful, given the variety of context in which archivists and records managers operate and in which archives and records are used.

The continuum model reminds us that records [including archives] are created and maintained for use as a result of business and administration functions and processes, rather than as ends in themselves.

The continuum model emphasizes cooperation beyond the walls of repositories, especially between closely related, and if occasionally estranged, professions of archives administration and records management—a cooperation that is more important than ever in the contemporary climate of outsourcing and cross-sectoral working.

Miller (1999) says the effective management of records throughout their lifecycle is a key issue in civil service reform. Without the lifecycle concept, vast quantities of inactive records clog up expensive office space, and it is virtually impossible to retrieve important administrative, financial and legal information. Such a situation undermines the accountability of the state and endangers the rights of the citizen.

Without a management program that controls records through the earlier phases of their lifecycle, those of archival value cannot be identified and safeguarded so that

they can take their place in due course as part of the nation's historical and cultural heritage.

The records lifecycle goes on as follows: the document is created and enters what is called the current stage. Current records are records regularly used for the conduct of the current businesses of an organization or individual. They are also known as active records. Current records are normally kept near the place of origin or the registry or records office. From the current stage the record goes on to the semi-current stage. Semi-current records are records required only infrequently in the conduct of the current business. Semi-current records will normally be maintained in a records centre pending their ultimate disposal. From semi-current phase, some records are selected as archives. Archives are records, usually but not necessarily non-current records, of enduring value selected for permanent preservation. Archives will normally be preserved in an archival institution.

According to McKemmish *et al* (2005), records managers and archivists are brought together under an integrated recordkeeping framework with the same goal: to guarantee the reliability, authenticity, and completeness of records. The framework provides common understanding, consistent standards, unified best practice criteria, and interdisciplinary approaches in recordkeeping and archiving processes for both paper and digital worlds. It provides sustainable recordkeeping to connect the past to the present and the present to the future. It can coherently exist in a broader dynamic, changeable context that can be influenced by legal, political, administrative, social, commercial, technological, cultural and historical variables across time and space.

The continuum purpose-oriented, systems approach to records management fundamentally changes the role of recordkeeping. Instead of being reactive, managing records after they have been created, recordkeeping becomes proactive.

On the other hand the lifecycle is a concept that draws an analogy between the life of a biological organism, which is born, lives and dies, and that of a record, which is created, is used for so long as it has continuing value and is then disposed of by destruction or by transfer to an archival institution.

Amongst the two concepts, the continuum concept is the best practice for managing both electronic and paper records when the aim is to improve responsiveness, increase efficiency, and satisfy user's requirements. The records continuum model's ideal integration can be viewed as a best framework for managing records in a broader context of archival science to connect the past to the present and the present to the future.

2.2 Importance of Record Keeping

This section reviews literature on the importance of record keeping. Record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the school business administration (UNESCO, 2005). Therefore, it is essential that records are kept in school for effective administration, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in school systems globally (Durosaro, 2002). According to Ololube (2013, p. 103), "the importance of good

record keeping transcends into short and long term benefits and affects the overall achievement of educational objectives". Records constitute a store house of useful information to students, parents, teachers, school heads and employers on the background activities and progress of staff and students. Since record keeping is so important, secondary school principals should adopt efficient administrative procedures in the keeping of school records. These procedures as enunciated by Ehiamentor and Aderounmu (1985) include prompt procurement of records from the appropriate authorities, proper delegation of duties to teachers on the keeping of records and efficient monitoring of teachers delegated to keep records. Olorube (2013, pp. 103-104) identified some additional and important reasons for records keeping in schools:

Accountability: Record keeping is vital to an education system's information cycle as a whole, because of its fundamental role in the process of efficient information production and collection. School records are an important means of accountability because they provide proof. Records such as cash books and stock books help to ensure accountability as they show income, expenditures and stock levels in a school. These cash and the stock books can then be made available to auditors on demand for the auditing of school funds and facilities.

Decision Making: School records help school administrators to make decisions. Records provide raw data that enable coherent, balanced and objective decisions on issues such as promotion, student and staff discipline, and teaching and learning performances.

Employment: Properly kept records on the human resources serve useful employment and planning related purposes. The number of staff, their areas of specialization, qualifications, age, gender, and so on will help the principle to determine the human

resource needs and assets of his or her school. Consistent information kept about employees can also be used in employee performance appraisals.

Guidance Counselors: School records are of great importance to school guidance counselors as these records can provide counselors with a holistic picture of the students they counsel (academic grades and achievements, disciplinary measures taken and/or extracurricular activities) and can help counselors to track student progress.

Information Bank: Records kept in schools serve as an information bank from which school administrators can recall information as needed.

Information for Parents: Parents often want to know how their children or wards perform academically. Records of school report cards and/or end of term results should be kept by schools should parents wish to review or discuss past student performance.

Planning: Accurate data assists educational planners to identify areas of need that should be addressed or accorded priority attention.

Student Academic Achievement and Behavior: Certificates and testimonials are issued to graduating students to show how they performed during their studies. Properly kept records can help considerably in the accurate production of thorough certificates/testimonials.

Subject Time Table: School time tables help in the coordination of staff and student activities and work. Keeping track of time tables from year to year can help a school and school administrators determine which combination of classes and teaching assignments work best to optimize teaching and learning.

Supervisors/Inspectors: The availability of records enables supervisors or inspectors to objectively assess student and staff performance and offer advice or proposals for improvement.

However, Olagboye (2004) listed some general reasons or importance of keeping school records which includes the fact that school records tells the history of the school and are useful historical sources.

- i. tells the history of the school and are useful historical sources.
- ii. facilitate continuity in the administration of a school
- iii. facilitate and enhance the provision of effective guidance and counseling services for pupils in the social, academic career domains.
- iv. provide information needed on ex-students by higher and other related institutions and employers of labour for admission or placement.
- v. facilitate the supply of information to parents and guardians for the effective monitoring of the progress of their children/wards in schooling or performance
- vi. provide data needed for planning and decision making by schoolheads, ministries of education and related educational authorities
- vii. provide a basis for the objective assessment of the state of teaching and learning in a school, including staff and student performance by supervisors and inspectors.
- viii. provide information for the school community, the general public employers as well as educational and social science researchers for the advancement of knowledge
- ix. enable school heads to collate information on pupils and staff for decision making by higher authorities, the law courts security agencies and other related government agencies when occasion demands

x. provide a mechanism such as the school timetable for the productive management of time and coordination of school work and activities.

xi. serve as data bank on which both the school head and staff and even students can draw on.

Yahaya (2007), Olagboye (2004), Durosaro, (2002) & Akubue, (1991), also listed some specific importance which are peculiar to each school records as;

1. Admission and withdrawal Register:

This is a permanent record book into which is entered information regarding the entry and exit, including the details of the education and progress of each pupils that ever passes through the school; The importance includes

- i. Serves as a historical document or reference with detailed records of every child who was admitted into the school
- ii. The admission register is a reference for tracing the entry progress and exit of any student admitted into the school
- iii. It is useful in supplying information on the personal and family background of student.
- iv. It becomes a vital document for the settlement of legal controversies and claims.
- v. Yielding reliable data which may be needed for the planning and administration of the educational system.
- vi. Showing student(s) who withdraw from the school
- vii. Promoting accountability as well as enhance planning.

2. Attendance Register

An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. This

record is kept on individual class basis. The class teacher is the custodian of this record. Its importance includes:

- i. Providing necessary data that may be requested from time to time either by researchers, planners or ministry officials
- ii. Information from it could assist considerably in determining the amount of grant to be given to a particular school.
- iii. It could be used to identify a child's interest and problems and to take administrative decisions.
- iv. It is also helpful in identifying sick students, truants, absentees and students who attend school regularly.

3. The log Book

The log book is a historical record of events that have significant effects on the school's activities. Its importance is as follows;

- i. It records detailed happenings, during the visit of dignitaries whose signatures appear in the school visitors' book
- ii. It gives background information to a new manager.
- iii. It amplifies the local history of a village or town, especially the role of the school in such development.
- iv. It reveals important events or occurrences in the life of the school. e.g. new building, rainstorm, collapsed building, motor vehicles, accidents in school, expulsion or fire disaster.

4. The Visitors book

The book is meant for recording the visit of important personalities, including officials from the ministries of education or other related government agencies or any other school related visitors. Importance includes:

- i. It provides a record of the interest shown by the community in the school
- ii. It could serve as a means of getting the contact addresses of every important person who has shown interest in the school.

5. Staff and Students' personal files

It is necessary that the school should have as much information on every one of teachers and students as possible without violating their privacy. Importance includes;

- i. it provides current and first hand information on the staffing as well as studentary situation.
- ii. It helps in checking ghost workers and other financial abuse in schools.
- iii. It makes it easy to locate a teacher's or student's relatives during emergency.

6. Corporal punishment book

The book contains the names of pupils who create disciplinary problems in school and the nature of punishment awarded mostly canning, flogging, whipping and hard knocks. Its importance is:

- i. To ensure that proper procedure is followed in punishing offenders
- ii. It reduces cases of misuse of punishment
- iii. Recording and noting student name in the book naturally reduces indiscipline in schools.

7. Cumulative Record folder

Students' cumulative record folder is a storehouse of information on student cognitive, affective and psychomotor development. Importance are:

- i. It reflects continuous assessment on students' educational or academic progress.
- ii. It also reflect students performance in extracurricular activities
- iii. It could be useful by researchers on both child development study and school management.

8. Students report sheet/card

- i. it keeps data on students academic performance in termly basis
- ii. It assists in monitoring students' academic progress
- iii. It is a compliment to cumulative record folders.

9. Lesson note/plan

- i. It gives information on what a teacher plans to teach the students at a period of time.
- ii. It clearly shows the teachers level of preparedness and his level of competence.
- iii. It psyches and challenges teachers for the task ahead

10. Scheme and record of work book

it reflects estimate of academic work which a teacher expects to accomplish in each subject based on number of lessons he will have during each term.

- i. it assists head teachers or educational administrators to know what is being taught in school.
- ii. It assists in enforcing accountability and continuity in the work of school.
- iii. It clearly shows teacher adherence to the syllabus and how and when the work is done.
- iv. it is a means of evaluating teachers competency and efficiency.

11. Record of work book or weekly diary carefully kept record of work is a strong stimulus to dutiful and progressive work. Pertinently it shows the ability of the teacher to organize the year's work his resourcefulness and enthusiasm regarding the progress of the pupils.

12. School time-table

- i. It provides information on when classes begin, when school opens and closes
- ii. It shows activities to be performed by the teacher and student
- iii. It assists in regulating the activities of students and staff of a particular school.
- iv. It facilitates and enhances student interest and attention and prevents mental and physical strain.

13. Staff time book and movement book

- i. They provide information on when staff report and close at work.
- ii. They promote regular attendance and punctuality
- iii. They help checking truancy and gross indiscipline in staff.

14. The school cash Register

- i. It is a record of financial transactions in schools
- ii. It gives information about income and expenditures
- iii. It promotes accountability and prevents corrupt and sharp practices.

15. Transfer and leaving certificate Transfer and leaving certificate is issued to the formal exist of the pupils after completion of study or leaving during the course of study in a school. Other vital school records which are very paramount to the effective management of the school system are, mark book, health record, report files, board of governors minutes book and others, principal/headmaster announcement book and staff

information book, handing over/taking overfile, national policy on education, subject curricula, anecdota/record,report on guidance and counselling programme etc

2.3 Types of School Records

This sub section reviews literature on the types of school records. Educational management involves planning, controlling, implementing and monitoring of policies, as well as teachers and students activities. It embraces daily management as well as the formulation of short, medium and long-term objectives, policies and strategies in support of the educational goals (Bock, 2011). Good record keeping is critical to the success of any school system, no matter the size and whether or not it is in the public or private (UNESCO, 2005). In the public sector, the rendering of accounts for public scrutiny is key to accountability in governance (Ololube, 2009). As such, records keeping play a significant role in effective school management, and if records are not well managed, the school management function suffers (Gama, 2010).

To this end, school records can be classified into two types: statutory and non-statutory records. Statutory records are records prescribed by education edicts and laws of a state which must be maintained by school administrators. Non-statutory records, are not prescribed by law, but are equally as important to the smooth functioning of a school. Ololube (2013, pp. 104-107) has identified a number of examples of the records found in schools and school systems:

1. **Admission and withdrawals register:** The admission and withdrawals register shows the names of students that are enrolled each year in various classes in a school and the names of those who withdrew from various classes in the school.

2. **Attendance register:** Attendance register shows the daily record of student attendance in each class in the school. At the end of every term, the class teacher closes the register and submits it to the school head to crosscheck and sign.
3. **Class timetable:** Class timetables are a record of how, when and where classes are held. These keep students organized and informed about upcoming classes and help students to manage their time and schedule.
4. **Education edicts and laws:** Education edicts are announcements of a law governing an educational system. They are decrees or proclamations issued by an authority that have the force of law.
5. **Health records:** Are records of the names of students who were ill and sent to local health centers, school sick bays or the hospital for treatment. These records indicate the nature of the sickness and the treatment administered.
6. **Individual cumulative record card:** This is a continuous record or a combination of records that contain comprehensive information about a student. It provides a summary of a student's academic progress in school and also includes the student's name; age, date of birth, date of admission, family background, social or extracurricular activities, etc.
7. **Lesson plan:** Lesson plans are records kept to guide teachers during their teaching activities. These are written on a weekly basis to determine what and how the teacher will teach. A lesson plan is developed based on the school's scheme of work, unit plan or curriculum. It is presented to the head teacher for assessment, signature, date and name before it can be used for teaching.

8. **Log book:** A log book is an important official record kept to track significant happenings that take place in the school such as the death of students and staff, dates of resumption and closing of the school term, staff and student misbehavior, etc. The head teacher keeps this book safely secured and must be presented to the Ministry of Education or School Board upon request.
9. **National Policy on Education:** The National Policy on Education (NPE) is a policy formulated by a government to promote education across the country. The policy covers early childhood, primary (elementary), secondary, and higher education. It also includes adult and non-formal education, technical and vocational education, distance education, educational services, planning, administration and supervision, and financing education.

2.4 Characteristics of Good Record Management

Managing school records according to Fasasi and Osakwe (2011) is meant to enhance the performance of school administrators. An adequate records management programs co-ordinates and protects an institutions records, sharpens the effectiveness of records as management memory, and helps to simplify intra-organizational and communication problems. The management of records in schools, like in any other organization, is a cyclic process involving principals, teachers, students, messengers and cleaners. Most records are handled by school heads and are kept manually, hence the processing, retrieval and utilization of records is not always easy. According to Ibara (2010) the following are characteristics or attributes of good record management (although modifications can be made):

Completeness: Complete and comprehensive records should be kept to give users all the information needed to plan and make effective decisions.

Cost: Records should not be too expensive to keep. This means that the financial cost of collecting, analyzing, synthesizing, storing and retrieving records should be low.

Flexibility: Data is flexible if it can be used by more than one user at different times for different purposes.

Quality: The quality of any information contained in any record must be accurate and reliable. The greater the accuracy and reliability, the higher the quality of information, and the more likely the information system is to work well.

Relevance: A relevant record is one that is useful to the needs of the system. A good deal of irrelevant information is kept, particularly in schools. Data that is no longer relevant and not required by law should be securely disposed of.

Retention and Disposition of Records: The disposition of records does not entirely mean destruction. Disposition can also include transfer of records to a historical archive, to a museum, etc. In the case of schools, however, most records are disposed of when no longer needed. The public officials concerned may destroy these records upon expiration of the retention period.

Timeliness: Information contained in a record should be retrievable as it is needed rather than after important decisions have been made.

Variability: This refers to the degree of consensus arrived at among various users examining the record. The greater the consensus among users, the more accepted the record.

Maintenance: The maintenance of records involves all activities that ensure that they are in good condition, and kept in an orderly state. This is a central function of records management.

According to Thomassen (2001) a record has several criteria, which makes the record unique in relation to other types of information.

- ❖ Records are evidence of actions and transactions;
- ❖ Records should support accountability, which is tightly connected to evidence but which allows accountability to be traced;
- ❖ Records are related to processes, i.e. “information that is generated by and linked to work processes.
- ❖ Records must be preserved, some for very short time and some permanently.

These four characteristics of records make them different from other types of information. In an organization records are part of the organizational memory and are used to support organizational management. Cox [2001] has stated that the evidential value of a record can only exist if the content, structure and context are preserved. The context is the link between different records that belong together, and also to the process where the record was created.

2.5 Information Technology and Record Keeping in Schools

Information and Communication Technology (ICT) involves the use of hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services (World Bank, 2007). It is a broad term that has to do with the harnessing of process, the methods

and the product of electronic communication related technologies and other related resources in today's knowledge driven society, forenhancing the productivity, the spread and efficiency of set programme activities geared towards the achievement of clearly defined goals (Obanya, 2002). ICT is an eclectic application of computing, communication, telecommunication and satellite technology (Yusuf, 2005). Therefore, ICT can be defined as an electronic device for managing and processing information with the use of soft and hard wares to convert, store, manipulate, protect, transmit, manage, control and retrieve information for the enhancement and productivity of personal and organizational activities.

Yusuf (2005) also defined a computer as a device that manipulates data according to a list of instructions. Earlier electronic computers were large, consuming as much power as several hundred modern PCs. Modern computers are based on tiny integrated circuits and are millions to billions times more capable, while occupying a fraction of the space.

Simple computers are now made so small to fit into a wristwatch and be powered from its battery. Personal computers, in various forms are what most people think of as "a computer". However, the most common form of computer in use today is the so called embedded computer. These are small, simple devices that are used to control other devices – for example, in machines ranging from fighter aircraft to industrial robots, digital cameras, and children's toys.

Obanya (2002) further explained that; the term information technology has ballooned to encompass aspects of computing and technology, and the term is more recognizable than ever before. The information technology umbrella can be quite large,

covering many fields. IT professionals perform a variety of duties that range from installing applications to designing complex computer networks and information databases. A few of the duties that IT professionals perform may include data management, networking, engineering computer hardware, database and software design, as well as the management and administration of the entire systems. When computer and communications technologies are combined, the result is information technology, or “InfoTech”. Information

Technology (IT) is a general term that describes any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. Presumably, when speaking of Information Technology (IT) as a whole, it is noted that the use of computers and information are associated but not limited to it.

Another useful working definition more simplified, defines IT as hardware, software and telecommunications used interchangeably. These technologies provide the means to transmit, store and retrieve data, voice and video to any place in the world in real time.

Information Systems is the collection of hardware, software data, people and procedures that are designed to generate information that supports the day-to-day operations (World Bank, 2007).

Information systems are generally classified into the following categories:

1. Office Information Systems (OIS)
2. Transaction Processing Systems (TPS)
3. Management Information System (MIS)
4. Decision Support Systems (DSS)

5. Executive Information Systems (ESS)
6. Expert System (ES)

2.5.1 Office Information Systems (OIS)

OIS is an information system that uses computer based systems to enhance and supportwork flow and facilitate day-to-day operations among employees. Example: Theregistration process of a school. It is now possible for students to register their coursesonline. This may start from the application to processing e.g. UTME

2.5.2 Transaction Processing Systems (TPS)

TPS is an information system that captures and processes data generated during day-todaytransactions of an organization. Example: Deposits, payments, orders or reservations. This is popularly and extensively being used by banks and other commercial concerns. Other instances include alerts and merely transfers.

2.5.3 Decision Support Systems (DSS)

DSS is an information system designed to help the user reach a decision when a decisionmaking situation arises. DSS uses data from internal/external sources. Internal sourcesinclude but not limited to sales, manufacturing, inventory, or financial records for anorganizations database. External sources are made up of – interest rates, populationtrends, cost of new housing construction/raw material pricing. This application is beingutilized by academic, governments, companies and non-governmental organizations tohelp them make decisions.

2.5.4 Management Information Systems (MIS)

Is an information system that generates accurate, timely and organized information so that managers can make decisions, solve problems, supervise activities and track progress. However, employees are into the systems and technology is pushed downwards and becomes widely accessible.

2.5.5 Executive Information Systems (EIS)

EIS is designed to support the information needs of executive managers. Information in an EIS are presented in charts and tables that show trends, ratios and other managerial statistics and is stored in data warehouses.

2.5.6 Expert Systems (ES)

ES is an information system that captures and stores the knowledge of human experts and then imitates human reasoning and decision making processes for those who have less expertise. Example: Artificial Intelligence (AI) the application of human intelligence to computers. MYCIN - a classical example of early ES.

2.6 Challenges Associated With Record Keeping In Our Schools

This section reviews literature on the challenges associated with record keeping in our schools. Achenta and Omoregie (2005) have categorised challenges associated with record keeping in schools and colleges that impede effective school administration into three, namely:

1. Poor statistical data and records

2. Quality of teaching personnel
3. Challenges posed by ICT

2.6.1. Poor Statistical Data and Records

Ozigi (1982) has rightly observed that educational services have problems with development plans without proper facts and figures. The fact is that states, Local Councils and schools have not been willing to provide accurate data that would allow for meaningful planning. However, reliable data would lead to a reliable and realistic policy. As we know, it is such policies and plans that could be implemented with little or no unintended outcomes; these include under-estimation of needs for classes, teachers, etc.

Ozigi (1982) also noted that school level response to request for data on staff and students has been a reflection of the nature of request and the person or organization soliciting for such information. For example, a request on teachers may provide different figures for the same request coming from the Zonal Office and Universal Basic Education Commission, respectively.

Ahmed (2013) argues that, the reasons for such variation are associated with politics, allocation of grants meant for staff training or request for funds to pay teachers salaries. The same cases may apply to request for information on student population, number of classrooms, laboratories, teaching equipment and materials.

Other serious challenges are to do with the students records. The vital documents about admission, examination, medical reports and disciplinary records are hardly ever accurately kept. For example, attendance registers which are basic documents do not give, in most cases, accurate picture of attendance of pupils, i.e. they are rarely

marked on time, recorded and checked as promptly as they should be. In some cases, the teachers come to school later than the students. The above examples imply wrong, inaccurate and false records in some schools, which ought not to be the case, anyway.

2.6.2. Quality of Teaching Staff

Another challenge according to Ozigi (1982) has to do with the quality of the teaching personnel. Teachers are in most cases unqualified, uninterested and unwilling. Ahmed (2013) stressed that because a substantial number of these teachers are not qualified, the educational system is experiencing poor service delivery which manifests in the forms of poor teaching, poor examination and poor recording of the vital documents that are to ensure smooth administration of schools.

As a result of the above situation, there exists an ill-informed, frustrated and inexperienced teacher whose attention is focused on searching for better employment opportunities elsewhere. This is because, they are conscious of the fact that, teaching is not their calling; in such situation, it may seem such teachers tend to put in the least they could, they do not take the pains of availing themselves with the training opportunities that could qualify them as teachers (Ahmed: 1998). To illustrate the extent of the effect of poor quality of teachers and how it is affecting the effective school administration, we may give example on the use of Continuous Assessment Booklet. It is a fact that aspects of cognitive, affective and psychomotor domains as important aspects of assessment are being subjectively recorded.

2.6.3. Challenges Posed By ICT

Ahmed (2013) also indicated that challenges in the use of ICT lie in the fact that some teachers are not willing to sit-up and learn to use them due to the following reasons:

1. Conservatism: The feeling that change and use of ICT is not necessary and therefore, they may prefer the old ways of doing things.
2. Availability: Access to the computers made available to schools is restricted to a few staff for fear of misuse, theft or vandalism. For this reason, teachers keep away.
3. Training facilities, services and employment of qualified people to man these centres are not available due to dearth of people with necessary skills.
4. Electricity, fuelling and maintenance of the equipment have continued to deny schools and colleges the opportunity to utilize these resources. As at now, a number of these computer centres are no longer functioning.
5. The cost aspect has led to a situation that most of the schools located in rural and semi-urban areas are yet to be provided with ICT centres.

Ogunlade (2008) classified the problems facing I C T as follows:

❖ Lack of Basic and Adequate Infrastructures/Resources:

The non-existence of basic and adequate physical facilities such as accommodation space for computers with internet connectivity, electric generators and adequate furniture pose great problems in the usage of ICT for record keeping.

❖ Lack of ICT Technicians and Personnel:

There is shortage of expertise that can handle the installation, operation and maintenance of ICT facilities. These areas are essential to the application of ICT to record keeping and management.

❖ Inadequate Funding/Financial Crisis:

Information and Communication Technology (ICT) facilities are not within the reach of the average Nigerian due to the high cost of acquiring them. This is posing a barrier to easy restricted individuals' access of these facilities for record keeping purposes. Financial resources form a key to the successful implementation and integration of ICT in record keeping and management. The current level of funding of tertiary institutions by their owners and the decrease in budgetary allocation to the education sector is a major area of constraint to the provision of ICT facilities for record keeping and management.

❖ Lack of Basic Education and ICT Skills:

This may pose a problem to record keeping since many academic and non-academic staff that thought to be using ICT facilities are not computer literate and, therefore, fail to maximally enjoy the benefits offered by ICT in record keeping and management. Also many of the academic and non-academic staff have conservative attitudes and still maintain their old ways of doing things and resist change.

❖ Interruption of ICT facilities by electricity and computers network failure during record keeping.

2.7 Qualities of Good Records

School records are kept for a purpose as earlier explained. Achenta and Omoregie (2005) have stressed that good records should have qualities/characteristics, some of which are itemized as follows:

- ❖ Records must be regularly kept and should be complete
- ❖ Records must be honestly kept and reliable
- ❖ Records must be easily recalled/accessible to enable them serve the purpose for which they are being requested
- ❖ Records must be original and should be backed with supporting documents such as receipts, medical reports and affidavits as the case may be
- ❖ Good records should be free from distortions, alterations and cancellations.

The use of computer in storing and generation of records would help schools to store, transmit and retrieve information about all aspects of the school within a very short time. Also, as the usage improves, this application will not only store but send whatever information to a desired stakeholder(s) on time, and with a high degree of accuracy, but will generally transactions.

Summary

In summary, from the related literature so far reviewed, it is evidenced that record keeping practices school teachers at the basic school head teachers have a lot of challenges in their day to day administration. These challenges also affect the students' academic performance. Therefore, basic school heads should find some kind of coping strategies to minimize, if not to avert the challenges that they were confronted with.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the general methodology including research design, population of the study, sampling procedure and sample size, and data collection techniques of the study. It also provides insights into the data analysis processes and difficulties encountered in collecting the data.

3.1 Research design

This research relied on survey research design to generate cross-sectional data from different schools in the study area. Data relevant to meet the objectives of the research were collected from the research site.

A research design is a blueprint that enables the researcher to come up with solutions to problems and guides him or her in the various stages of the research (Frankfort-Nachmias & Nachmias, 1996). It is the overall plan for collecting data in order to answer the research questions and includes specific data analysis technique or methods that the researcher intends to use.

Brannen (1992) identifies three kinds of methodological approaches to research as: qualitative, quantitative and mixed or multiple approaches. A quantitative, descriptive approach was adopted in this study to investigate the record keeping practices of primary school teachers in the Sagnarigu district of the northern region. The word 'quantitative' comes from the word 'quantity' and quantity implies numbers. Thus, quantitative research must have something to do with numbers. So quantitative data are information that are

numeric and usually involve computerisation of statistical measures and tests of significance (Bailey 1987:495)

3.2 Population of the Study

Babbie (2005) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Thus, a study population refers to an aggregation of elements from which a sample is actually selected.

Lawson (2007) identified two types of populations as a target population and accessible population. Lawson (2007) defined a target population as the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics and it is also known as the theoretical population. The accessible population is the population in research to which the researchers can apply their conclusions. This population is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples.

In this study, the population was all head teachers and teachers who teach in primary schools in the Sagnarigu district. Data were collected from teachers who teach in primary schools in various circuits within the district.

3.3 Sampling Technique and Sample Size

A sampling technique basically involves the way a researcher selects the size, type and representativeness of the sample (Douglas, 2011). A multistage sampling technique was used to identify teachers in the primary schools and their record keeping

practices. According to Babbie (2007), a multistage sampling (called clustering) is ideal when it is impossible or impractical to compile a list of the elements composing the population. It involves the researcher first identifying clusters (groups or organizations), obtain names of individuals within those clusters, and then sample within them.

A random sampling technique was used to select the schools in the district. Also a total of two hundred teachers (200) were selected from the schools for this study using a simple random sampling technique. Head masters were purposively sampled for the study.

3.4 Methods of Data collection

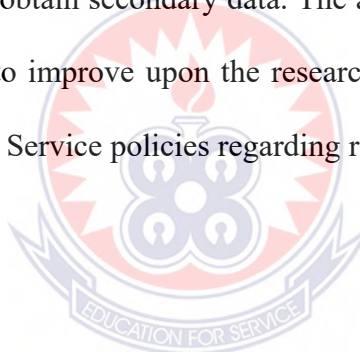
Both primary and secondary data were collected for the purpose of this research. Primary data was gathered primarily using semi-structured interview guidelines or questionnaires (i.e., field-based data collection). In addition to these, document analysis, and participant observations were employed to generate relevant data. The kinds of data that were collected from teachers include: their views on the importance of record keeping to primary education, the record keeping practices adopted by the schools under study and the level of adoption of modern record keeping approach by the teachers.

Narayan (1996) observed and defined two broad approaches to social research, namely, conventional research and participatory research. According to Narayan conventional research is characterized by “experts” (those external to a situation) gathering data about people, a community, a firm, an agency or a situation, without the research subjects being involved in the process whereas the latter embodies an approach to data collection that is two-directional (both from the researcher to the subject, and from subject to the researcher). Due to the complexity of the information required on various aspects of

record keeping, two techniques of data collection were combined in order to reap the advantage of each. The process of collecting data was participatory in nature. It involved the use of interviews and observation. The questionnaires were designed to help answer the research question. The questions are a breakdown of the research questionnaire.

3.4.1 Formal and Informal Discussions with Ghana Education Service Staff

Both formal and informal discussions were held with key staff of Ghana Education Service. The aim of the meeting was first to announce the objective of the study, and secondly to gather more information regarding record keeping practices in GES. Another aim was to obtain secondary data. The advantage of the discussions is that it enabled the researcher to improve upon the research methodology as well as to learn about the Ghana Education Service policies regarding record keeping in Ghana



3.4.2 Pre-field visits

In order to win the confidence and cooperation of the respondent's pre-field visits or familiarization tours were carried out in some selected schools within the Sagnarigu district before the actual data collection exercise. The visits were carried out in October, 2015. The pre-field visits were useful for the identification of schools in the District. But for these pre-field visits respondents' cooperation will have been very low. The advantage of the pre-field visits is that it enabled the process of categorizing the schools under the circuits easier.

3.4.3 Pre-testing of questionnaires

The questionnaires were pre-tested in some selected schools within the district. This was used to improve upon the quality of the questionnaires and to minimize errors that arose out of the difficulty administering the questionnaire. The schools were chosen because of its proximity. Nine (9) schools were randomly selected for the pre-testing exercise. The pre-test results were analyzed and finalized. Factors that were considered in analyzing each question were: clarity, logic and suitability. The pretesting was useful because some questions on the original questionnaires were either dropped or modified whereas new questions were added leading to improvement of the data collection instruments.

3.4.4 Questionnaire Administration

The direct interview method or face-to-face interview approach was employed. The technique involved the administration of structured and semi-structured questionnaires to respondents. Details of the questionnaires are in Appendix A. The advantage of this technique is that it provided an opportunity to explain the purpose of the study to respondents, thereby enhancing their cooperation and interest.

3.5 Data Editing and Coding

Data editing involved three things: Firstly, the total numbers of questionnaires allocated to each circuit were checked. Secondly, the accuracy and consistency of information on each questionnaire or case in relation to the research objectives were thoroughly examined. Lastly, the data were edited in order to ensure that all interview

schedules or sections were completed as required. Data entry followed data editing. A coding manual (data entry manual) was prepared after having known the nature of responses through editing. All questions in the questionnaire were pre-coded. Open-ended responses were also coded and entered into the computer.

3.6 Method of Data analysis

Various data analysis techniques were employed depending on the type of data. Descriptive statistics of count, frequencies, and charts were used to analyse the data. Statistical Package for Social Sciences (SPSS) was the dominant statistical software used to analyze the collected data.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents empirical findings of the study with detail discussions. First, analyses on four independent variables were employed in the research: the variables include sex of the respondents; duty post; years of teaching experience; and educational background. Further analysis is done on the examination of the views of teachers on the importance of record keeping to primary education, the record keeping practices adopted by the teachers under study, how parents and teachers relate in terms of adequately generating and managing pupil and school records, and level of adoption of modern record keeping approach by the teachers in the schools under study.

4.1 Distribution of respondents across the independent variables

Data were taken from respondents to determine the distribution of the respondents across the independent variable. Four independent variables were employed in this research: sex of the respondents; duty post; years of teaching experience; and, educational background. The biographic data are presented in Table 4.1. The table shows that 100 of the teachers representing 50% of the sample were males while 100 representing 50% of the sample were also females.

The results also indicate that 25 of the respondents representing 12.5% were head teachers, 25 (12.5%) assistant head teachers, 136 (68%) class teachers, 1 (1.4%) and 14 (7.0%) others who did not indicate their duty posts.

In terms of teaching experience, 130 teachers representing 65% of the sample have been teaching for less than ten years, nine(4.5%) have served for 10- 20 years, while 45 (22.5%) have served for more than 20 years to 30 years, and sixteen teachers (8.0%) have served for more than 30 years.

For educational qualification, only nine teachers representing 4.5% of the sample had a master's certificate, 22 (11%) possess SSSCE/ "O"level certificate, while 64 (32%) possess a Bachelor's/HND degree. Majority of the respondents (52.5%) however had teacher's certificate "A" . Table 4.1 shows the distribution of the respondents across the independent variables.

Table 4.1: Distribution of respondents across the independent variables

Variable		Frequency	%
Sex	Male	100	50
	Female	100	50
	Total	200	100
Duty Post	Head teacher	25	12.5
	Asst head teacher	25	12.5
	Class Teacher	136	68
	Other	14	7.0
	Total	200	100
Teaching Experience	Less than 10 yrs.	130	65
	10-20 yrs.	9	4.5
	21-30yrs	45	22.5
	More than 30 yrs.	16	8.0
	Total	200	100
Highest Educational Qualification	SHS/GCE 'O' level	22	11
	Teacher's cert. A	105	52.5
	Bachelors/HND	64	32
	Masters	9	4.5
Total		200	100

Source: field survey, 2016

4.2 Teachers' views on the importance of record keeping to primary education

Data were collected from respondents to determine their views on the importance of record keeping to primary education. Table 4.2 shows that most of the respondents (82%) considered record keeping being very important to primary education. Only thirty six teachers representing 18% of the sample indicated that record keeping is not important. For instance, most of the teachers considered record keeping to be very important to primary education but in terms of noting past events or for future reference. The result of the findings also agrees with (Durosaro, 2002) who asserted that records are kept in schools for effective administration, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in school systems globally. Gama (2010) also indicated that record keeping plays a significant role in effective school management, and that if records are not well managed, the school's management function suffers. The importance of record keeping in terms of utilizing its interface with continuous assessment, for monitoring pupils' achievement, as well as, other teaching and learning purposes like assessing teaching methods, educational programs, instructional materials, etc., which are some of the cardinal duties of the school were not found to be popular among the respondents. This may be due to the fact that many of the primary schools in the study area did not have the requisite logistics for proper record keeping. It is even expected that at least head teachers should be able to emphasize the importance of records as proof of transaction in the school. Table 4.2 is the statistics of the teachers' responses on the importance of record keeping.

Table 4.2: Teachers' views on the importance of record keeping

Record issue	Level of response	Frequency	%
Importance of record keeping to primary education	Not important	164	82
	Very important	36	18
Total		200	100

Source: field survey, 2016

4.2.1 Teachers' views on the reasons why record keeping is important

Data were taken from teachers to solicit their views on why they consider record keeping important. Table 4.3 shows that majority of the respondents (49%) considered record keeping to be very important to primary education particularly for noting past events in the school, 21% posited that record can be useful for monitoring pupils' achievement and for other teaching and learning purposes while 8.0% believes it helps in assessing educational programmes and 15% says it can serve as proof of transactions in the school. The results corroborates that of Ololube (2013) who identified reasons for keeping record in schools as for accountability reasons, for decision making, for employment, for guidance and counseling, for planning purposes, and as a source of information for parents. The results do not also deviate from Yahaya's (2007) observation who indicated that record is relevant regarding the entry and exit, including the details of the education and progress of each pupil that ever passes through the school.

Table 4.3: Teachers' views on reasons why record keeping is important

Record issue	Level of response	Frequency	%
	Monitoring pupils' learning progress	42	21
Reason why record is important	Noting past school events	98	49
	For assessing educational programmes	16	8.0
	As Proof of transactions	30	15
	For day-to-day school management	14	7.0
Total		200	100

Source: field survey, 2016

4.3 What are the record keeping practices adopted by the schools under study?

Data were taken from teachers to determine the record keeping practices adopted by the teachers in the study area. From table 4.4, many of the teachers (57.5%) claimed that pupils' records in their respective schools are kept using one ledger for each class, 27.5 % said in their own respective schools, one ledger is used for all students regardless of their classes or gender while 13.5% claimed that two ledgers are used for each class one for male and the other for females. Only 1.5% claimed that pupils' records are kept separately for each pupil. All the head teacher and assistant head teacher respondents claimed they use either one ledger for all students or at best, one ledger for each class. It was also found that teachers do not keep separate records for each pupil: in fact, in many of the schools, records of all their pupils are kept in one single ledger, although this can be attributed to the economic state of the schools. The results of the findings corroborates that of Adebowale and Osuji (2008) who conducted a similar research in Ondo State in

Nigeria and observed that pupils' records in the various schools were kept using one ledger for each class. Table 4.4 is the statistics of teachers' responses on how students' records are kept.

Table 4.4: Teachers Responses on how students' records are kept

Record issue	Level of response	Frequency	%
	One ledger for all students	55	27.5
How respondents keep pupil records	One ledger for each class	115	57.5
	Two ledgers per class - Male/Female	27	13.5
	Separately for each pupil	3	1.5
Total		200	100

Source; field survey, 2016

4.3.1 Teachers responses on what happens to the record when pupil leaves school

Data were taken from the teachers to solicit for their views on what happens to the record when the pupils leave the primary school. The responses are presented in table 4.5. Most of the teachers (73%) claimed that pupils' records are kept in the school archive after the pupils have left the school. One-fifth (20%) of the respondents stated that the records are taken to the district education office. 5.5% of the sample recalled that the records are taken away by the child and only 1.5% claimed that the records are burnt as soon as the child leaves the school. The results corroborates that of McKemish (2001), who is of the opinion that record are maintained as long as they are of value to people,

organization and societies. Table 4.5 shows the statistics of teachers' responses on what happens to the records when pupils leave the school.

Table 4.5: Teachers' Responses on what Happens to the Record when pupil Leave the School

Record issue	Level of response	Frequency	%
	Burnt	3	1.5
What happens to the record	Taken away by the pupil	11	5.5
when the pupil leaves the	Sent to the district office	40	20
school	Kept in the school archives	146	73
Total		200	100

Source: field survey, 2016

4.3.2: How do parents and teachers relate in terms of adequately generating and managing pupils and school records?

Data were taken from teachers to solicit their views on the type of information collected from parents during the new enrolment of their pupil. Different types of records are usually sought from parents when they come to enroll their children and wards in the school. From table 4.6, most of the teachers (91%) claimed they take all the information (i.e. health information, record of previous performance, and bio data) from parents during new enrolment of their children, eight respondents representing 4.0% of the teachers indicated that they collect only record of previous performance of the students and 2.5% indicated that they take only the pupils health information. Gama

(2010) indicated that this information is necessary for effective management of the school and that if records of this information are not taken from parents the school management function suffers. Table 4.6 shows the statistics of the information taken from parents during new enrollment of their children.

Table 4.6: Information collected from parents during new enrolment

Record issue	Level of response	Frequency	%
Information collected from parents during new enrollment	Health information	5	2.5
	Record of previous performance	8	4.0
	Bio data	5	2.5
	All of them	182	91
Total		200	100

Source: field survey, 2016

4.3.3 Teachers' responses on where school records are kept

Different approaches are adopted by teachers in keeping records in their respective schools. A few (0.5%) of the respondents claimed that pupils' records are kept in a room designated as record center 4.5% said they are kept in the archive while 17% claimed that the records are kept in their respective classes and mostly (78%) of the records are kept in the head teachers' office. This is also the trend of response to where other records are kept in the school. The result of the findings indicated that the maintenance of records in the selected schools were very poor. Fasasi and Osakwe (2011)

indicated that the maintenance of records involves all activities that ensure that they are in good condition, and kept in orderly state. MaKemmish et al. (2005) asserted that records must be kept in a locked file, withdrawn only by those staff privileged to the information therein, and returned to the locked file at the end of each working day.

Table 4.7: Teachers' responses on where pupils' records are kept in school

Record issue	level of response	Frequency	%
Where pupils' records are kept in school	In the headmaster's office	156	78
	In each class	34	17
	A room designated as record centre	1	0.5
	Archives	9	4.5
Total		200	100

Source: Field survey, 2016

4.3.4 Teachers' responses on who is responsible for maintaining school records

In terms of who is given the responsibility of maintaining and retrieving of the school records, most of the respondents claimed that those duties rest with the head teacher (79% and 80% respectively), although some placed these duties with the class teachers (20% and 19% respectively). Only a few (1.0%) said the duties are carried out by school clerk or store keeper. Teachers in most of the schools adopted a centralized record keeping centre, usually located in the head teachers' offices. They are also responsible for maintaining and retrieving items of records when needed, which adds to his duty in terms of the day-to-day running of the school and supervision of

instruction. Table 4.8a and 4.8b present the detail information on who is responsible for maintaining and retrieving school records. The results also indicated that all the primary schools in study area did not have an official for maintenance and retrieval of records. Chifwepa (2001) described record maintenance and retrieval as a serious task and recommended that an official (store keeper or clerk) should be solely designated to carry out these duties. Table 4.8a is the statistics of teachers' responses on who is responsible for maintaining school records.

Table 4.8a: Teachers' responses on who is responsible for maintaining school records

Record issue	Level of response	Frequency	%
Who is assigned the responsibility of maintaining school rerecords	The head teacher	158	79
	Class Teacher	40	20
	The school clerk/store keeper	2	1.0
Total		200	100

Source: Field survey, 2016

Table 4.8b: Teachers' responses on who is responsible for retrieving school records

Record issue	Level of response	Frequency	%
Who is assigned the responsibility of retrieving item of school records	The head teacher	160	80
	Class Teacher	38	19
	The school clerk/store keeper	2	1.0
Total		400	100

Source: Field survey, 2016

4.3.5: Teachers' responses on how long records remain active in their schools

Data were taken from the respondents to solicit their views on how long school records remain active in their schools before they are committed to archive or destroyed. From table 4.9, a great proportion (95.5%) of the respondents said they keep the records forever while 3.5% claimed that the records are only disposed of within 10 years after the child must have left the school. 1.0% claimed 2 years for the records life cycle. As indicated by Ibara (2010), the disposition of record does not entirely mean destruction but can also include transfer of record to a historical archive or to a museum. The results also corroborates with Upward (2005) who claimed that there is no end products in an archival institution so there is a need for continuing addition of process metadata. Table 4.9 is the statistics of teachers' responses on how long records remain active in their schools.

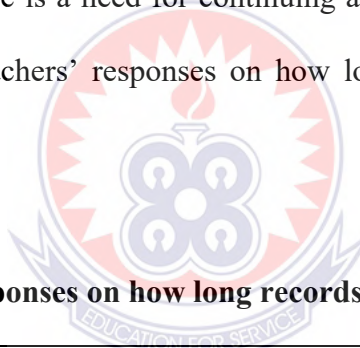


Table 4.9: Teachers' responses on how long records remain active in their schools

Record issue	Level of response	Frequency	%
How long records remain in the school before committed to archive or destroyed	Two years after the child leaves the school.	2	1.0
	Ten years after the child leaves the school.	7	3.5
	Forever	191	95.5
Total		200	100

Source: Field survey, 2016

4.4: Parents and teachers relationship concerning educational records

Data were taken from respondents to solicit their views on the relationship between parents and teachers concerning educational records. From Table 4.10, most of the respondents (91.5%) indicated that parents can challenge any unacceptable information in their wards' record while 8.5% said it would not be. Ololube (2013) indicated that parents often want to know how their children or wards perform academically. Records of school reports cards and/or end of term results should be kept by schools for parents who wish to review or discuss past students performance. Table 4.10 is the statistics of teachers' responses on whether parents can challenge their wards records in schools.

Table 4.10: Teachers responses on whether parents can challenge their wards records

Record issue	Level of response	Frequency	%
Can parents challenge any information in their wards record?	Yes	183	91.5
	No	17	8.5
Total		200	100

Source: Field survey, 2016

4.4.1 Teachers' responses on school records that should be made accessible to parents

Data were taken from the respondents to determine their views on the type of school records that should be made accessible to parents. Consistent with Ololube (2013)

observation, many teachers (60.5%) posited that all academic record of the pupil should be accessible to parents and guardians while some (22.5%) said only the report of disciplinary measures records were the ones that should be shown to them. Only 9.5% and 7.5% of the sample wanted the parents to see only the pupil's attendance records and cumulative records respectively. Table 4.11 presents the information of the teachers' responses on records that should be made accessible to parents.

Table 4.11: Teachers' responses on records that should be made accessible to parents

Record issue	Level of response	Frequency	%
School records that should be made accessible to parents.	Report of disciplinary measures	45	22.5
	Pupils' attendance records	19	9.5
	Pupils' cumulative record	15	7.5
	All academic records	121	60.5
Total		200	100

Source: Field survey, 2016

4.5 What is the level of adoption of modern record keeping approach by the teachers in the schools under study?

Data were taken from the respondents to determine their level of adoption of modern record keeping approach. From Table 4.12, a great percentage of the respondents (85.5%) decline having any appreciable knowledge of operation or use of the computer for originating, maintaining and keeping of accurate records. This may be due to the fact

that all the primary schools visited did not have a computer laboratory center for teachers to learn and use. Ahmed (2013) indicated that the problem is due to conservatism on the part of the teachers, non availability of computers, insufficient training facilities, and the fact that most basic schools do not have electricity to power the computers for an effective learning to take place.

Table 4.12: Teachers' responses on the adoption of modern record keeping approach

Record issue	Level of response	Frequency	%
Ability to use computer for record keeping.	No	173	85.5
	Yes	27	10.5
Total		200	100

Source: Field survey, 2016

4.5.1 Teachers' ability to identify some forms of keeping records using a computer

This section presents results on the respondents' ability to identify some forms through which record keeping can be carried out using a computer. The researcher investigated to know if the respondents are aware theoretically of forms, programs or devices on the computer which could be useful for keeping records. Consistent with Adebowale and Nsuji (2008) observation, most of the respondents (56.5%) still confirmed their complete ignorance. Only 11% of the respondents were able to mention three or more forms. Table 4.13 gives detail information on the respondents' ability to identify some programs through which record keeping can be carried out using a computer.

Table 4.13: Teachers' ability to identify some forms of keeping records using a computer

Record issue	Level of response	Frequency	%
	Cannot list any form/ not literate	113	56.5
Ability to identify some forms through which record keeping can be carried out using the computer	Able to mention only one	30	15
	Able to mention two forms	45	22.5
	Able to mention three or more forms	22	11
Total		200	100

Source: Field survey, 2016

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the major findings and also states the conclusions and recommendations based on the principal findings. However suggestions are made for further research direction.

5.1 Summary of the Study

The overall objective of the study was to investigate the record keeping practices of primary school teachers in Sagnarigu district of the northern region. Specifically the study set out to achieve four (4) objectives. Firstly, the study determined the views of the teachers on the importance of record keeping to primary education. Secondly, the study identified and analyzed the record keeping practices adopted by teachers. In addition, the study investigated the relationship between parents and teachers concerning educational record. Finally, the teachers' adoption of modern record keeping approaches was examined.

This research relied on survey research design to generate cross-sectional data from different schools in the study area. Data relevant to meet the objectives of the research were collected from the research site. The process of collecting data was participatory in nature. It involved the use of techniques like interviews and observation. The population

the study was all head teachers and teachers who teach in primary schools in the Sagnarigu district.

Key findings

1. With regards to the importance of record keeping, most of the respondents (82%) considered record keeping being very important to primary education. Only thirty six teachers representing 18% of the sample indicated that record keeping is not important. For instance, most of the teachers considered record keeping to be very important to primary education. The importance of record keeping in terms of utilizing its interface with continuous assessment, for monitoring pupils' achievement, as well as, other teaching and learning purposes like assessing teaching methods, educational programs, instructional materials, etc., which are some of the cardinal duties of the school were not found to be popular among the respondents.
2. The study further revealed that majority of the respondents (49%) considered record keeping to be very important to primary education particularly for noting past events in the school, 21% posited that record can be useful for monitoring pupils' achievement and for other teaching and learning purposes while 8.0% believes it helps in assessing educational programs and 15% says it can serve as proof of transactions in the school.
3. With regards to the relationship between parents and teachers concerning record keeping, most of the respondents (91.5%) indicated that parents can challenge any unacceptable information in their wards' record while 8.5% said it would not be

allowed. With regards to teachers' views on the adoption of modern record keeping practices, a great percentage of the respondents (85.5%) decline having any appreciable knowledge of operation or use of the computer for originating, maintaining and keeping of accurate records.

5.2 Conclusion

The findings showed that although the teachers were familiar with some principles of record keeping they were not proficient in most of the operational procedures and did not demonstrate the knowledge of using record keeping to further the development of teaching and learning activities. Equipments that could be used for safe keeping of records were not available.

It was also found that teachers do not keep separate records for each pupil: in fact, in many of the schools, records of all their pupils were kept in one single ledger, although this can be attributed to the economic state of the schools. Consequently, when parents are allowed to have access to pupil records, it is the whole ledger that would be given to them, from which they are perhaps given the opportunity to challenge any unacceptable information, as most of the respondents claimed.

Teachers in most of the schools adopted a centralized record keeping centre, usually located in the head teachers' offices. They are also responsible for maintaining and retrieving items of records when needed, which adds to his or her duty in terms of the day-to-day running of the school and supervision of instruction. In fact, knowledge of record keeping by the use of a computer was found to be very scanty. It is the view of the researcher that centralised record centre's like the ones the respondents claim to be

operating in basic education schools can only be effective where such centres are properly and periodically maintained and as such, are free from dangers of fire, extremes of weather conditions, insect infestation, etc.

5.3 Recommendations

Based on the findings of the research the following recommendations are made:

- 1) Record maintenance and retrieval is a serious task in education. The researcher therefore recommends that an official (store keeper or clerk) should be solely designated to carry out these duties in all schools.
- 2) A great percentage of the respondents decline having any appreciable knowledge of operation or use of the computer for originating, maintaining and keeping of accurate records. The researchers also seek to know if the respondents are aware theoretically of forms, programs or devices on the computer which could be useful for keeping records. Most of respondents still confirmed their complete ignorance. The researcher therefore recommended that, teachers' are given regular training on the use of the computer for originating, maintaining and keeping of accurate records.

5.4 Future research direction

This study is not exhaustive as it was limited to only 200 teachers' opinion in the Sagnarigu district in northern region due to time factor and financial resources. Therefore a more comprehensive understanding of record keeping practices of teachers would be

exhaustive if diverse views from basic and second cycle schools teachers are sought.

Further research areas could be on:

1. Record keeping practices of teachers in basic and second cycle schools in the Tamale metropolis of the northern region.



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APPENDIX

APPENDIX A

DEPARTMENT OF EDUCATIONAL LEADERSHIP

UNIVERSITY OF EDUCATION- KUMASI CAMPUS

QUESTIONNAIRE ON RECORD KEEPING PRACTICES OF PRIMARY SCHOOL
TEACHERS IN SAGNARIGU DISTRICT-NORTHERN REGION

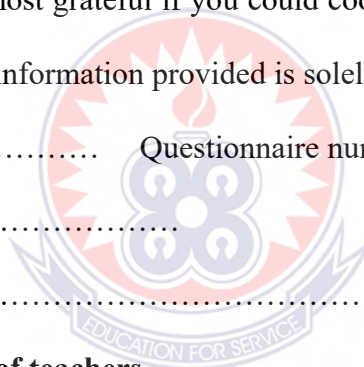
QUESTIONNAIRE/ INTERVIEW GUIDE FOR BASIC SCHOOL TEACHERS

This questionnaire is seeking your opinion to solicit information to write a thesis on the above subject. I shall be most grateful if you could cooperate by answering the questions in this questionnaire. The information provided is solely for academic use.

Name of School..... Questionnaire number.....

Date of interview

District



Personal characteristics of teachers

1. Sex: Male..... [1] Female.....[2]
2. Duty post:Head teacher...[1] Asst. Head teacher...[2] Class teacher...[3]
Other....[4]
3. Teaching experience: Less than 10yrs.....[1] 10- 20 yrs[2] 21-30yrs [3] More
than 30 yrs [4]
4. Highest educational qualification:
SHS/GCE 'O' level..... [1] Teacher's cert. A... [2] Bachelors/HND [3]
Masters [4]

Teachers' views on the importance of record keeping to primary education

5. What is your view on the importance of record keeping to primary education?

Not important.....[1] very important.....[2]

6. Why do you consider record keeping important?

For monitoring pupil's learning progress...[1] For noting past school events...[2] For assessing educational programmes....[3] As proof of transactions...[4] For day-to-day school management....[5].

Record Keeping Practices Adopted by Teachers

Que.No	Record issues	Level of response	Code	Tick
7	How do you keep pupil records in school?	One ledger for all students	1	
		One ledger for each class	2	
		Two ledgers per class- Male/Female	3	
		Separately for each pupil	4	
8	What happens to the record when the pupil leaves the primary school?	Burnt	1	
		Taken away by pupils	2	
		Sent to district office	3	
		Kept in the school archives	4	
9	What information do you collect from parents during new enrollments?	Health information	1	
		Record of previous performance	2	
		Biodata	3	
		All of them	4	

10	Where in your school do you keep pupils' records?	In the headmaster's office	1	
		In each class	2	
		A room designated as record centre	3	
		Archives	4	
11	Where do you keep other school records?	In the headmaster's office	1	
		In each class	2	
		A room designated as record centre	3	
		Archives	4	
12	Who is assigned the responsibility for maintaining school records in your school?	The headmaster/head teacher	1	
		Class teacher	2	
		The school clerk or store keeper	3	
13	Who is assigned the responsibility of retrieving item of school records in your school?	The headmaster/head teacher	1	
		Class teacher	2	
		The school clerk or store keeper	3	
14	How long do school records remain active in your school before committed to archive or destroyed?	Two years after the child leaves the school	1	
		10 years after the child leaves the school	2	
		Forever	3	

Parents/Teachers Relationship Concerning Educational Records

Que.No	Record issues	Level of response	Code	Tick
15	Can parents challenge any unacceptable information in their ward's record?	Yes	1	
		No	2	
16	Which of the school records should be made accessible to parents of your pupils?	Report of disciplinary measures	1	
		Pupils' attendance records	2	
		Pupils' cumulative records	3	
		All the records	4	

Teachers' Adoption of Modern Record Keeping Approach

Que.No	Record issues	Level of response	Code	Tick
17	Can you use a computer for keeping records?	Yes	1	
		No	2	

18. State any form or programs of keeping records using a computer. State as many as you know.

- i
- ii
- iii