

**Management of Students' Academic Records in Institutions of
Higher Learning in Bauchi State, Nigeria**

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DECLARATION

I declare that this dissertation titled: Management of Students' Academic Records in Institution of Higher Learning in Bauchi State, Nigeria is the product of my research work. It was undertaken under the supervision of Dr. Sani Muhammad Gwarzo, Head of Department Library and Information Science. It has not been presented at anywhere else and the sources of information have been duly acknowledged.

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CERTIFICATION

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DEDICATION

I hereby dedicate this research work to the almighty Allah, my parents and my research supervisor, without their support I will not have completed this work.

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LIST OF ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
RMP	Record Management Policy
NSW	New South Wales
DRM	Digital Record Management
UKNA	United Kingdom National Achieves
AMMCR	Australia's Mossman's Municipal Council Record
DIRKS	Designed and Implementing of Record Keeping System
RMPM	Record Management Policy Manual
IMLS	Institution of Museum and Library Services
FERPA	Family Educational Right and Privacy Act
JISC	Joint Information System Committee
NUC	National University Commission
ACRS	Archives and Corporate Record Services

ABSTRACT

This study examines the Management of Students' Academic Records in Institutions of Higher Learning in Bauchi State, Nigeria. The study adopted qualitative research method and semi-structured interview was used as instruments for data collection. The study is aimed at identifying policy guiding the management of students' academic records, type of students' academic records generated/received, procedure for managing students' academic records in terms of: appraisal and accessioning, organisation and arrangement, storage and preservation, retention and disposal as well as challenging associated with management of students' academic records in Institution of higher Learning in Bauchi State, Nigeria. The population of the study comprised twelve (12) record managers dealing with students' academic records and five participants were selected as sample size because they are operating the same procedure in managing their students' academic records. The findings of the study reveal that there was a problem regarding the management of students' academic records in institution of higher learning in Bauchi State, Nigeria which include: Lack of comprehensive record management policies guideline and standard procedures, inadequate regulatory frame work that will spell out the types of students' academic record to be generated/received as well as their formats, inadequate training and retraining of staff; Insufficient funding, inadequate energy or power supply and low qualitative devices, used in storage of student' academic records. The study concluded with recommendations that Institutions of higher Learning in Bauchi State, Nigeria should perfectly provide the comprehensive record management policies, guideline and standard procedures, provision of regulatory framework that will spell out the types of students' academic records to be generated/received, train and retrain of staff, provision of enough funding, provision of standard power or energy supply as well as qualitative devices used in storage of students' academic records.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Records can be defined as information created, received and maintained as evidence and information by an organization or person in pursuance of legal obligation, or in the transactions of business. Many organizational activities lead naturally to the creation of records, but few organizations seek to record everything that they do. Written communication generate records, but not spoken communication leaves no records unless a written note is made, so also manual and physical task can also pass unrecorded. Records are general accounts of facts, events and issues created and stored in any physical form as an authentic evidence for reference. The International Standard Organisation (2012) posited that a record has to be related to an activity carried out by an organization or an individual, and “this activity and the function is supports determine the provenance of the record, that is, the record is evidence of that activity”.

Yeo (2006) traced the origin of the word ‘record’ by concluding that “originally, record was a legal term: records were writings preserved in court of law and accepted by them as authentic testimony of a completed action.” A record is not defined by its physical format or storage medium, its age, or the fact that it has been set aside for preservation, nor is it simply a form of recorded information. The essential characteristics of a record are that it provides evidence of some specific activities. Traditionally, organizational staff created records manually, using pen, ink or a typewriter and keeping them by using file cabinet while some organisation are keeping records by modern technology. Ololube, (2013) stated that the importance of good records keeping transcends into short and long term benefits and affects the overall achievement of educational objectives. He added some additional and important reasons for records keeping which include the followings:

1. Accountability
2. Students’ academic performance
3. Employment
4. Guidance counselor

5. Information Bank.

Academic records are vital documents that contain valuable information related to students' program in the school. The type of students' academic record found in these higher institutions of learning includes: Examination results, mark sheets, exam scripts, continuous assessment records, end of academic semester report, course registration details, students' academic transcripts etc. Student's academic record in this contexts appear in various formats and sizes such as of paper, original, photocopy, videos tapes, books; map etc. records of different types are created in the Bauchi State institutions of higher learning. Part of such records created includes students' academic records which also includes students' admission files, admission letters, payment records, medical records, continuous assessment records, examination scripts, examination results, accommodation records, end of semester academic progress report, etc (Shehu 2017).

The institutions of higher learning in Bauchi State, Nigeria comprised: Abubakar Tafawa Balewa University Bauchi, Bauchi State University Gadau, Abubakar Tatar Ali Polytechnic Bauchi, Garu Health Technology Bauchi, School of Agriculture Bauchi, School of Nursing and Midwifery Bauchi, College of Education Kangire, College of Education Azare, Maliki Health Technology Bauchi, College for Legal and Islamic Studies Misau, School of Health Technology Ningi and Social Development Institute Ningi. In Bauchi state higher learning institutions, the type of records kept includes students' academic records and staff records. The significance of academic records in higher institutions of learning has necessitated the need for its effective management through implementation of records management policy.

Record management is the application of systematic and scientific control to recorded information which is required in the operation of organization's business, such control is exercised over the creation, utilization, distribution, retention, retrieval, protection and preservation. According to Harold (2014), records management is the decisions and procedures regarding the appraisal, accessioning, arrangement, description, preservation and making accessible to users, public records held by the Bauchi State high learning institutions. The keepings of records are often organized around a life cycle that all records should follow viz: creation, storage, retrieval (for use as needed), retention and disposition which include protecting

all vital documents, (records). School records comprise all the books and files or other documents containing information relating to what goes on in that school, who is in the school, as well as what type of property the school owns.

A records management process takes into consideration as the steps for management of students' academic records by accessioning and appraising. These are important aspects in the records management process as it is expected to determine the primary and secondary value of records, its relevance and the probable need for its continuous existence in the organization and arrangement of records. Storage and preservation are the process that completes by ensuring adequate access to the records as well as provision for archiving or destruction. The primary purpose of a records management program is to monitor records, regardless of type or format, to ensure that they pass efficiently, and at a minimum cost, through the creation, use, inactive storage and disposal or permanent retention phases. In corroborating the above statement, scholars such Mnjama (2004), Shepherd, (2016) stated that good record keeping is critical for the efficient operation of an organization. Knowing what records to create, and the information that they must contain, ensuring that they are created consistently and to a high standard, capturing records in record-keeping systems, maintaining records appropriately, and ensuring the accessibility and utilization of records offer benefits to staff and students in department, exams and records officers not to spend most of their time looking for records.

This study examines the management of students' academic records in Bauchi State Institution of Higher learning. The study deals with concept and significance of records management, policy on records management, type of students' academic records generated, procedures for managing students' academic records in terms of: appraisal and accessioning, organisation and arrangement, storage and preservation, retention and disposal, accessibility and utilization and challenges associated with management of students' academic records.

1.2 Statement of the Problem

Records provides the history of any organization, therefore their proper management becomes inevitable if the objectives of that organization must be achieved. Institutions of higher learning are not an exception to this rule, as they generate and keep lots of records in different formats that defines their activities and those of their students. The benefits of records

management to institutions of higher learning cannot be over emphasized as they are meant to provide evidence of the students' activities in future time to come. These records are also of great importance in tracing each and every student's records as well as for the smooth running of the institutions. The management of students' academic records should be taken into consideration because of their significance. They play a vital role in the day to day activities of the institutions of higher learning understudy and also serve as a source material for tracing the historical development.

Despite the immense benefits of records keeping in institutions of higher learning, there are a lot of lapses in so many institutions of learning in Nigeria especially those in Bauchi state. Maidabino, (2003) revealed that students' academic records were poorly manage in Federal Universities in North-Western Nigeria. Therefore, Harold, (2014) is in the view that management of students' academic records as it takes place with appraisal and accessioning, organisation and arrangement, storage and preservation, as well as retention and disposal. Maberu, (2010) revealed that students' academic records were poorly managed in federal universities in North-Western Nigeria.

In the management of student academic records it is important to operate upon a harmonized standard for the management of records within an organization, however, it has been realized that most institutions in Nigeria and Bauchi state in particular lack a common standard or procedure for the management of their student academic records. According to Tale and Alefaio (2005), the absence of policies and procedures to provide guidance to creators and users of records poses risks that also cannot be ignored. This guidance is necessary to inform the records managers of the procedures or steps to follow in the entire process of the management of students' academic records.

Management of students' academic records in institutions of higher learning in Bauchi State, Nigeria is bedeviled with a lot of setbacks such as the lack of outlined competencies and skills needed for the management of records, arising out of this is the problem of adequately trained staff who are incompetent to be in charge of the management of students' academic records, the use of manual system rather than computerized methods for retrieval of vital information, inadequate regulatory framework, absence of records management policies, guidelines and standard procedures, the negative attitude of staff towards management of

students' academic records, improper security of records, lack of implementation management policy, inadequate resources, as well as lack of records retention and deposition. Maidabino, (2003) revealed that students' academic records were poorly manage in Federal Universities in North-Western Nigeria.

Undoubtedly, having accurate management of students' academic records is paramount to avoid disconnection and ensuring continuity in the affairs of any organization with the inclusion of Bauchi State higher learning institutions and other institutions of higher learning in Nigeria at large.

1.3 Research Questions

The following research questions are expected to be answered:

1. Are there policies guiding the management of students' academic records in Institution of higher learning understudy?
2. What types of students' academic records are generated or received in institutions of higher learning under study?
3. What are the procedures for managing students' academic records in institutions of higher learning under study in terms of:
 - i. Appraisal and Accessioning
 - ii. Organisation and Arrangement
 - iii. Storage and Preservation
 - iv. Retention and Disposal.
4. What are challenges associated with the management of students' academic records of higher institutions of learning under study.

1.4 Research Objectives

Below present the overall/general objectives of the study:

1. To find out the policies guide the management of students' academic records in Institution of Higher Learning in Bauchi State, Nigeria
2. To find out the type of students' academic records generated/received in institutions of higher learning under study.

3. To examine the procedure for managing students' academic records institutions of higher learning understudy in terms of:
 - i. Appraisal and Accessioning
 - ii. Organisation and Arrangement
 - iii. Storage and Preservation
 - iv. Retention and Disposal.
4. To identify the Challenges associated with the Management of Students' Academic Records in Institutions of higher learning under study.

1.5 Significance of the Study

Significantly, higher institutions of learning have a direct bearing on human activities such as direct bearing on the economic, social and political activities of the people. Eventually, records emanating from them must be properly managed for accountability and future usage. The importance of this study is to identify the management of students' academic records in institutions of higher learning in Bauchi State, Nigeria. This study will be of paramount importance to students, as it helped them to have a comprehensive data and easy access to their academic records at any given point in time. This study will help those who are in charge of the management of students' academic records to retrieves the vital information successfully when needed as well as enable the stake holders dealing with students' academic records to understand the problems associated with management of students' academic records in institutions of higher learning understudy.

Therefore, the study will also help the stakeholders dealing with students' academic records of the higher learning institutions to be aware of the extent to which management of students' academic records are used in the institutions of higher learning understudy. The study also equally contributes to the body of literature already existing by expanding the knowledge of management of students' academic records, enhance productivity and smooth running of higher learning institutions in Bauchi State and the Nigeria at large. The study would also be the great importance to policy makers as it will serve as a guiding principle in the formulation, implementation and evaluation of management of students' academic records.

1.6 Scope and Limitation of the Study

The study covered the institution of higher learning in Bauchi State Nigeria; including private and federal institutions of higher learning located in the state. The study comprised of the institutions of higher learning that include: Abubakar Tafawa Balewa University Bauchi, Bauchi State University Gadau, Garu Health Tech. Bauchi, Abubakar Tatari Ali Polytechnic Bauchi, School of Agriculture Bauchi, Maliki Health Tech, Bauchi, School of Nursing and Midwifery Bauchi, College of Education Kangire, College of Education Azare, College for Legal and Islamic Studies Misau, School of Health Technology Ningi and Social Development Institute Ningi. The study was limitation on students' academic records only excluded the other type of school records.

1.7 Definitions of Terms

Record: Is an account or report of what has happen in the past. It's a documented proof of the business transaction in any organisation

Students' Academic Records: Records or documents that contain valuable information related to students' programs of study, such as statement of result, transcripts, final certificates etc.

Management: Is an act of planning, organizing, staffing, directing, coordinating, controlling and budgeting.

Record Management: is the application of systematic and scientific control of recorded information which is required in the operation of organizations' business. Such control is exercised over the creation, distribution, utilization, retention, retrieval, protection and preservation.

Appraisal: Is the process by which an organisation identifies its requirement for maintaining records.

Accessioning: To take legal and physical custody of a group of records or other materials and to formally document their receipt.

Organisation: Is the procedure used in arranging the students' academic records for easy access and used.

Arrangement: Is an organisation of information resources in chronological alphabetical, numerical or systematic order for easy identification.

Storage: Is the process through which items or data is saved within data storage or by the means of computing technology.

Preservation: Can be seen as production for adequate facilities for care as well as maintenance of the students' academic records for future usage.

Retention: Is the policy that defined how long students' academic records must be kept and provides disposal guidelines for how these records should be discarded.

Disposal: Is a process by which organizations' records are either destroyed or retained in archives

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviewed relevant and related literature to the study which the aim of investigating the Management of Students' Academic Records in Institutions of Higher Learning in Bauchi State, Nigeria. The review was done under the following sub-headings:

2.2 Concept and Significance of Records Management

2.3 Policy guiding the Records Management

2.4 Types of Students' Academic Records Generated/Received

2.5 Procedure for Managing Students' Academic Records In terms of:-

- a. Appraisal and Accessioning
- b. Organisation and Arrangement
- c. Storage and Preservation
- d. Retention and Disposal

2.6 Challenges Facing the Management of Students' Academic Records

2.7 Theoretical Framework for the Study

2.8 Conceptual Framework for the Study

2.9 Summary of Review and Uniqueness of the Study.

2.2 Concept and Significance of Records Management

Record management can be described as a documented and well laid down procedure for the management of records within an organization which includes but not limited to the identification, disposal, storage, and custody issues, access and security, of records within an organization. Onifade (2014), stated that records are information or data on a particular subject collected organized and preserved. This definition implies that any processed or unprocessed data that is collected and kept for future use constitutes a record. In other words, record is defined as documented proof of a transaction. School records therefore are books, documents, diskettes and files which embodied information on what goes on in the school, examples are academic and non-academic activities, important events etc.

The keeping of records predated the existence of man. For instance, in Bible, Genesis 1 and 2, God kept chronological records of all his creations of the world from day one when he created the heaven and the earth to the seven days. Shehu (2007), asserted that the early man used the ideology of stone in it's manage of events and essentialities. The need of man started to increase, for example quest for education came up, these in records must be known, the total number of students in schools, year of admission and all other vital information, also in hospitals, business out fits and other organization records must be kept, so that these could be easily accessed due to the demand in the word thus relating it down to a problem. Such problems are putting down the information and the document management and imaging. The students' records management systems would give the higher learning institutions streamlines operations that will reduces paper based transactions to the bar minimum.

Record keeping occupied a strategic position in the efficient and effective management of students' academic records. In fact, it is central to the administration of institutions of learning because it documents the planning and the implementation of appropriate courses of services allowing monitoring of works. In the conventional paper based organization such as universities, paper continues to be viewed as the materials for records in administrative documentation, (Igwoke 2008). The approach created in the course of day to day business of the universities and other higher learning institutions to be stored and kept in hard copies as evidence of an action, decision or process.

However, the process of record keeping provides a framework for keeping maintaining and providing for the disposition of records and what is contained in them. This framework is provided for by guidelines designed to educate people on decisions regarding professional records keeping. For instance, the American Psychological Association APA, (2007) opined that, contain the "ethical principles of psychologist of code of conduct" generally required for the maintenance of appropriate records of psychological services. In Nigeria, just as in America, the nature and extent of records will vary, depending upon the purpose, setting and context of the services. Therefore, whatever the records may be, it is important that the staff get familiar with the legal and ethical requirements for keeping records in their specific professionals context and

jurisdiction. Hence, records keeping must be guided by some level of confidentiality, proper maintenance security, preservation of the content and context etc.

Unfortunately, the Nigerian situation regarding records keeping and organization especially in the university and other institutions of higher learning has not been too successful because of lack of management components. Writing in support of the above findings, Ibiam (2004) noted that many years of neglect had done great damage to the education sector and records keeping are not an exemption. In this view, Teresa (2011) believed that personnel (secretaries and filing clerks) who maintain the registry, manual system of file cabinets containing the paper evidence of university business are inadequate and in fact ignorant of their responsibilities. This called to question the reliability and authenticity of records kept in such a system. The Nigerian National Archive Decree No. 32 of 1992 cited by Maidabino (2003) viewed records as all papers, registers, printed matters, books, maps, plans, photographs, microfilms, cinematographic films, sound recording or other documentary materials regardless of physical form or characteristics made or received by public or state offices or by business concerns or companies, private bodies or individuals in pursuance of their legal obligations or in connection with transaction of their proper business.

Thus, records have a purpose and the purpose of record is to provide information and evidence to be used in decision making, taking actions, demonstrating accountability for future usage. Records are very essential because it is through records that the continuity and integrity of public and private institutions, government and their operations are predicted. Whiwu (2007), viewed records as information media that are created in the course of business and kept because they are of use in that business. Afolabi (2009) stated that organization and preservation of records practice in Nigeria has a number of problems which may include insufficient skilled and experienced record management, personnel and possibly, low priority in organization and preservation of records in the scheme of things. Owe (2000) viewed the problems of records keeping from the perspective of these bodies-government, university management, the staff and the students. He accused these bodies of being responsible for inaccurate or incomplete and dishonest records. Records are very essential for good governance as well as for sustaining human development.

The purpose of record keeping for effective school management is to ensure that accurate and proper records are kept on students' achievement and growth, school activities and matters that will promote school efficiency and effectiveness. Record keeping is an important function of both the administration and teaching staff of school. Additionally, school records includes those pertaining to personnel details of students, along with those of their academic performance, assessments and examination tests, school policies, minutes of school based meetings, including information received from ministries of education and other education bodies, solicitors, press organizations and public bodies (Osakwe 2011). 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.

Aghenta (2011), sees records as documentary evidence used by government and individuals as fundamental basis for conducting their own business, serving the public, measuring scale of progress and effectiveness of their own right. Management of students' academic records in the higher learning institutions is very essential due to fact that, they promote and protect the rights of the students. Shehu (2007), asserted that government records, historically created and preserved to protect and promote the right and interest of the sovereign, serve in our day to day activities to protect and promote the right and interest of the sovereign, who are the people. He further stated that in democratic societies, records are absolutely essential to the maintenance of responsive and responsible government. At the same time, they constitute the most reliable and comprehensive source of information on the origins, structures, functions and activities of the most important single institutions in the society. It thus follow that changes in the way or form in which records are created and controlled are matters of fundamental importance.

To enhance the understanding of the idea and significance of records management, it is considered pertinent to first comprehend reasonably the concept of the term 'record', which, interestingly, had attracted a share of definitional divergence. Aghenta (2011) opined that the definition of what constitutes a record management has changed with the passage of time and as the records management profession has become involved with even more complex issues. The

definition of records proposed by those involved in traditional paper records management systems is therefore different from the one formulated in the information technology age. Records Management is defined in this study as the any activity geared towards the preservation and conservation of records for easy identification, access and use.

The International Council of Archives (2009) stated that “record is that which is created and kept as evidence of agency or individual functions, activities and transactions. To be considered evidence, a record must possess content, structure and context and be part of a record keeping system.” The Nigeria’s National Archives Decree (1992) defined record more elaborately by stating that: Records means all papers, registers, printed matters, books, maps, plans, photographs, microfilms, cinematographic films, sounding recordings, or other documentary materials regardless of physical formats or characteristics made or received by public or state offices or by business houses or companies, private bodies or individuals in pursuance of their legal obligations or in connection with the transaction of their proper business, but does not include library or museum material made or acquired solely for reference or exhibition purposes, extra copies of records kept only for convenience of reference or stocks of publications.

Record management is the application of systematic and scientific control to recorded information which is required in the operation of an organization’s business. Such control is exercised over the creation, distribution, utilization, retention, retrieval, protection and preservation. In other words, records management is a system which sets standards for control of records in creation, use, maintenance, retrieval and disposition. Comvay (2017), stated that records management is also known as records and information management; is an organizational function devoted to the management of information in an organization through its life cycle, from the time of creation or inscription to its eventual disposition. This includes identifying, classifying, storing, securing, retrieving, tracking and destroying or permanently. ISO, (2017) defined records management as the field of management responsible for efficient and systematic control of creation, receipt, maintenance, use and disposition of records including the processes for capturing and maintaining evidence of and information about organizational activities and transactions. On the other hand, the National Archives of South Africa Act (2013) defined record

in a more simplistic manner as “anything on which sounds or images or both are fixed or from which sounds or images or both are capable of being reproduced, regardless of form.” Emerson’s (2012) definition of records seems to strike a balance between the two preceding definitions by positing that “records are those documents in whatever medium, received or created by an organization as evidence of its activities or because of the information contained (sic). Records are products of the activities of which they form a part.”

One of the attempts to explain the complex concept of records management was made by Mnjama (2009) who defined it as “that area of general administration that is concerned with achieving economy in the creation, use, maintenance and disposal of records.” An interesting dimension in attempts to provide an insight into the proper definition of the concept of records management was highlighted by Chukwuma (2006) who espoused the idea of applying a system approach to the conceptualization of records management, which he termed as ‘Records Management System.’ The author maintained that the records management system can be defined operationally as a group of inter-related components acting together to cause records to contribute to the accomplishment of the established goals and objectives of an organization, defined the goals of the (records management) system as the ability to provide the right information to the right person at the right time in the correct format and at the least possible cost and identified the components of the system as comprising input, process and output. Anne & Seely (2018), stressed that the objectives of records management differ from organization to organization. However, most important goal includes the following:

1. Records should serve the purpose for which they are created.
2. Control the creation of records so that only the needed ones are created.
3. Process and handle information as efficiency and effectively as possible.
4. Make proper disposition of all obsolete records and provide permanent storage over and facilities for those.

One of the most elaborate and recent attempts at explaining the concept of records management was made by the Louisiana State Archives in a publication titled: *Records Management Handbook* (2012) in which it defined the concept as: the systematic application of management techniques to the creation, utilization, maintenance, retention, preservation and

disposal of records for the purpose of reducing costs and improving of records keeping. Records management includes management of filing and microfilming equipment and supplies, filing and information retrieval systems files, correspondence, reports and forms management; historical documents, micrographics, retention programming, and vital records protection. Notwithstanding the wide degree of variance in terms of approaches to the definition of the records management concept among commentators, records management can best be understood in relation to the benefits and advantages it offers, that is, deliverables, as concurred by Yusof and Chell (2013).

For example, Responsibility for Records Management at Princeton University, all employees at Princeton University are responsible for managing and maintaining the records they create or receive in compliance with Princeton's records management policies and procedures. At the direction of the University Archivists, the University Records Manager is responsible for developing and implementing records management policies and procedures that are in alignment with the university overarching policies and obligations. Princeton University Records management provides policies, procedures and training materials on the records management website and conducts informational session and workshops for departments upon request. They also assist department in identifying their records through inventorying and they create records retention schedules to guide parchments in their efforts to destroy or transfer records according to university expectations.

University officers are responsible for ensuring that good records management is practiced by those employees and for those records within their functional areas. Seely (2018), opined out the Benefits of Records Management as follows:

1. Records management saves time, effort, space, money and other resources.
2. Well manage records are easy to locate, because they are well organized and named.
3. Accessible to those who need them but not accessible to anyone not authorized to access them.
4. When records management are managed according to a formal records retention policy, it is easier to respond to an audit or litigation, records owner know what they have and where it is and they know what they no longer have because it was destroyed according to a legally valid records retention policy.

5. Never underestimate the value of being able to locate needed information easily and quickly. Think about how much time they spend searching for documents recreating them when they can't find the original, comparing version to try to determine which one is the most recent the list goes on and on, and the waste of resources is enormous.
6. Good records management allows us to identify records that have permanent, historical value to the university. Those records continue to be used by the university administration so that they may continue to run the university in accordance with Princeton's value and mission, and they are also used by researchers.
7. Well managed records take up less space because there are fewer of them. With a good system, fewer records are created to begin with (no unnecessary duplicates) and more records are disposed of in a timely manner.

Seely (2017) further stated that, universities are responsible for maintaining the records and suggested further functions of the unit as follows:-

- ✓ Digitizing (scanning) paper records
- ✓ Electronic filing system
- ✓ E-mail and other Electronic records
- ✓ File Naming Conversions & Version Control
- ✓ Inactive Records Storage
- ✓ Legal Issues
- ✓ Records Destruction
- ✓ Sponsored Research Records
- ✓ Transfer Records Identification and Management
- ✓ How to Read and Implement a Records Retention Schedule.

Further dimension to the understanding of the concept of records management and its value was added by Chukwuma (2006), who listed the following as triggers of the need for records management systems in organizations: decision making, litigation support, legislative/regulatory requirements, reduction in cost and paperwork volume; reference to history and organizational efficiency. The report concluded that it is clear that the companies studied did not base their practices on any of the existing theories of records management.

Shehu (2008), reviewed the literature on problems affecting records management in organizations from a general and global to regional (African) and Nigerian public sector perspectives, and reported for instance that, Stark (2002) and Akotia (2010) had submitted that, despite the invaluable roles records play in organizations, officials often exhibit misconceptions and indifference to the management of records, which have been hindering public accountability. He also reported an observation by Akussah (2006) that “all African countries face problems in maintaining and developing their records,” Other problems mentioned by the literature on archives and records management challenges in Africa reported by Shehu (2007) include those associated with the activities of the appraisal, accessioning, description, arrangement, preservation and conservation of records.

To summarize this review on the concept and significance of records management, it can be admitted that most commentators tend to be both affirmative and at variance as to what constitutes the definition of the concept and its benefits to organizations (decision-making, economy, evidence, preservation, retention, disposal, control, efficiency, productivity, etc). However, fundamentally noteworthy is the absence of the recognition of its significance as a means of unhindered accessibility by all stakeholders, including the ordinary citizen, especially in regards to the management of public records, which is the focus of this study. The lack of emphasis in this regard by the existing literature may not be unconnected with the fact that wider access to ‘official’ records is relatively a new realization, which is gaining prominence only with the advent of the quest for Freedom of Information’ or ‘Right to Information.

2.3 Policy guiding the Records Management

Policy on management can be defined as process of creating, communicating and maintaining policies and procedures within an organisation. It can protect an organisation from litigation by staying up to date an accreditation standard and creating an audit trail in the case of legal action. Policy on management is the governance part of governance, risks and compliance. It involved specifying, updating, publishing, maintaining communicating and enforcing policies as well as measuring policy compliance. A Record Management Policy (RMP) can be described as documented and well laid down procedure for the management of records within an organization which include but not limited to the identification, classification, disposal, storage

and custody issues, access and security, of records within an organization. It has also been identified by the National Archive of Namibia (2007) as “Formal Corporate Policy for Academic Records”, it is an agreement across an organization on how academic records will be handled and the procedures to follow in order to achieve those intentions. RMP is central to the development and communication of a successful records management programme.

Linda, (2011) Policy on management is the governance part of government, risks and compliance. Policy on management involved specifying, updating, and publishing, maintaining, communicating and enforcing policies as well as measuring policy compliance. There are basically (3) categories of requirement covered in GRC 10.0 policy on management. Thus:-

1. Policy life cycle management
 2. Policy communication and acceptance
 3. Policy training and awareness
- ✓ Policy life cycle management includes the capability to store and published policy documents in such a repository where the functionalities such as check in or check out and version management are available. Along with that, the detail audit tries capability it means maintaining who made the change and when, who approved etc. It also integrated with automated monitoring. Only the users with all the required or proper authorization can create or audit a policy. Before a new policy is published it must go through approval process.
 - ✓ Policy communication and acceptance include the ability to consolidate the results of the policies and report on the acceptance of policy or percent of policy communication. Policy assessment is included in regular interval of time along with remainder and escalation capability. Policies and procedures are sent to only the target groups.
 - ✓ Policy training and awareness includes option like quizzes and tests, remainder and escalation, validation, reporting and analysis on policy compliance and quiz results. By this employs and vendors are validated on the understanding of the policies and procedures.

In line with the above, the New South Wales (NSW) Government (2011) defined an RMP as ‘planned, coordinated set of policies, procedures, people, system and activities that are required to manage records’ based on the above definitions, it can be summed up that the

purpose of RMP is to ensure that full and accurate records of all activities and decisions of an organization are created, management and retained or disposed off appropriately, and in accordance with relevant legislation. This will enable organizational records achieve information accessibility, business enhancement and improvement. It will also meet its obligations for accountability while ensuring that it protects the rights and interest of the organization, its staff, clients and the community.

Universities and other institutions of higher learning recognizes that efficient and effective management of its records is necessary to support the core functions and activities needed to comply with its legal and regulatory obligations and as well contribute to the overall management of the university, hence, the need for a policy guidelines on how it records should be managed. The University of Sheffield (2014) stated that “a records management policy is expected to describe the types as well nature of records to be generated, those to management the records, as well as the competencies expected to be acquired by those people.

A review of literatures on policies for the management of students’ academic records have revealed a host of emerging policies developed by some countries of the world such as United Kingdom, Australia, The United States of America, Canada, The Republic of South Africa, Namibia, Kenya etc for the management of academic records. This is to serve as a guiding principle to records managers as well as limit some of the emerging problems encountered in the management of their students’ academic records.

The importance of a policy document for the management of students’ academic records cannot be overemphasized, in view of this, the United Kingdom National Archives (UKNA) issued Digital Records Management (DRM) guidelines through the UK’s Lord Chancellor’s office on the best practice for the management of students’ academic records. While reviewing the policy, Koekopa (2007) stated that the first volume of the policy dealt with principles of academic records management; it gives guidelines on the development of a corporate DRM policy. The policy places importance on the development of formal corporate policies to establish the importance of digital records and the principles which should guide their management. Such a policy statement, endorsed by senior management, is a strong platform for the systematic development of consistent organization – wide procedures, and provides backing when seeking compliance in practice.

The National Archives of Australia have also developed guidelines for managing academic records as contained in the Australia's Mossman's Municipal Council Records (AMMCR), (2002). The policy addresses the creation and capture, managing and preserving of students' academic records. The guidelines cover areas such as how to create students' academic records, keeping them in Electronic and Manual Records Management systems.

In addition, the National Archives of Australia have also issued guidelines for implementing a recordkeeping system which is applicable to managing both proper and digital records. It sets out an eight-step process for agencies to use in improving their records and information management practices, including the Designing and Implementing of Records Keeping System (DIRKS) methodology. The stages of the DIRKS methodology as reviewed by Koekopa (2007) are:

1. Preliminary investigation of the organization's boundaries, mission, decision-making process, mandate and corporate culture.
2. Analysis of business activity including the identification of core functions and processes by means of which they are delivered.
3. Identification of evidential needs and recordkeeping requirements.
4. Assessment of the organizations existing systems.
5. Identification of strategies for recordkeeping.
6. Design of a recordkeeping system.
7. Implementation
8. Review and monitoring

As mentioned by Tough and Moss (2006), the Designed and Implementing of Records Keeping System (DIRKS)'s approach may be applicable to studies investigating the design and implementation of Records Management Systems in organizations. These guidelines could also be relevant to this research as they suggest in practical ways, how students' academic records must be actively managed. Bauchi State Institutions of Higher learning may consider using these policies on management in order to manage their students' academic records.

In addition to the policy documents in existence in Australia and also in line with established policies on management as a solution to managing students' academic records, the New South Wales Government in Australia issued a policy supporting the guidelines of digital records

preservation. This policy establishes principles which agencies should follow in developing practices and systems for recordkeeping in the digital environment. Keokopa (2007) observed that the State Records Authority of New South Wales is developing a range of more detailed guidelines, manuals, training and other support to help agencies implement this policy.

Other than the UK and Australia, some few African countries also have in place policy document for the management of students' academic record this is contained in a document titled "Records Management Policy Manual" (RMPPM) published by the National Archives and Records Service of South Africa in 2006. The National Archives and Records Service of South Africa Act, 1996 has empowered the National Archives and Records Service to ensure the proper management and care of all public records. To this end the National Archivist mandated the Records Management Division of the National Archives and Records Service to promote sound records management practices in government bodies.

2.4 Types of Students' Academic Records Generated/Received

A lot of types of students' academic records research had been conducted by different researchers more especially in the field of library and information science. Students' academic records are splendid and paramount important in any organizations especially in higher learning institutions which created, organize, preserve and retrieve the information. Students' academic records in higher learning institutions in Bauchi State comprised the office of the registrar, exams and records' office, Bursary office, library department, registry open and secret etc.

Students' academic records as outline by Dalton (2014), is a section that review the accuracy of students' data upon students matriculations and is responsible for maintaining all academic records. This maintenance includes ensuring that all changes to students' records, such as name changes and grade changes are done accurately and according to university policy. This area is also responsible for posting all final grades, including grades from study abroad, credit by exam and university extension. The archive includes all records from the first group of students in 1883 to current students.

The office of the registrar provides regular training session about the Family Educational Rights and Privacy Act "FERPA" to faculty, staff and students. The office supports is a public website as well as the institutions compliance module concerning this important topic, Dalton, (2014) Senior Administrative Associate ©University of Texas at Austin. Academic records can

be seen as an official statement, issued by authority of the registrar, of a students' subject result obtained at the university and showing any credit granted for prior study.

Therefore, University of Kentucky Students' Academic Records maintain records relating to students which fall into the following general categories:-

1. Academic records from school previously attended
2. Score of result on various standardized tests, and interest, attitude, inventories.
3. Degrees awarded
4. Current academic work completed
5. Grades and other faculty evaluations
6. Application for admission
7. Application and other data relating to financial aid
8. Application for employment
9. Class rolls
10. Letter for recommendation
11. Academic Adviser note
12. Biographical and identifying information. Including name, Number, Sex, marital status, Date of Birth, residency and citizenship status, ethnic background and military status.
13. Academic attendance
14. Medical data
15. Current Students' status
16. Account relating to fees
17. Academic offences
18. Disciplinary offences
19. Counseling records

The official academic records keeper of the university of Kentucky charge with maintaining information in or under the following sub-headings:

1. Registrar
2. Departmental Level
3. The dean students' office
4. Exam officer/exams and records office

In a related development Toronto Governing Council (2015), stated that, the official students' academic records refer to information relating to a students' admission to and academic performance at the university. They are also of the viewed that, the official students' academic records should include the followings:

1. Personal information which is required in the administration of official students academic records such as name, student's number, citizenship, social insurance number, and registration and enrolment information.
2. Narrative evaluation of a student's academic performance subsequent to his or her admission, used to charge his or her progress through an academic program. Basis for a student's admission such as the application for admission and supporting documents
3. Result of petitions and appeals filed by students. Letter of reference which may or may not provided on the understanding that they should be maintained in confidence.

University of Iowa's academic records (2017) stressed that, records are information about a students' academic career. Below are commonly requested documents with brief definitions. Thus:-

Transcripts:- These are official documents works done at the university of Iowa. It includes classes taken, hours earned, grade received and degrees conferred, if applicable.

Verification:- Are official documents used for variety of reasons-enrolment verifications for loan deferment, health insurance, international students IDs and employment, GPA verification for good students discount for auto insurance, degree verifications and grades and tuition verifications for employer reimbursement.

Other types of students' academic records in university of Iowa includes:-Grades reports, degree audits and diplomas which are not official documents or tools.

Grades Reports:- These contain the academic information from previous institutions, if appropriate, and university of Iowa academic career. Grades reports are not official documents and should not be used for degree progress evaluations as applicable hours towards degree are not reflected.

Degree Audits:- The degree audit is an academic planning tolls that allows students and advisors to review program of study (POS) and progress towards completion of university, college and POS requirements.

Diplomas:-A diplomas are awarded by the University of Iowa upon successful completion of program of study. This document is suitable for framing. It is not considered as an official document © University of LOWA 2017.

Joint Information System Committee JISC, (2007) stated that, students' academic records are categorized into three broad categories, each may be additionally divided. Thus:

1. Records documenting the contractual relationship between students and the institution, example records documenting admission and enrollment.
2. Records documenting student as a learner, example records documenting progress undertaken, academic progress and performance awards.
3. Records documenting the students as an individual and consumer of service provided by the institution, example records documenting use of accommodation services, counseling services, library and information technology (IT) support services.

Therefore, JISC (2007) further stated that, most records have specific retention periods triggered by the formal end of a student's direct relationship with university, although the information they contain may be aggregated and analyzed to support the university's planning and development activities. An institution will need to retain some of the records provide confirmatory information to potential employers, professional bodies and associations, and bodies which regulate entry to medical and other professionals and assess and maintain evidence of fitness.

Fordham University students' academic records (2017) outline that; the office of academic records also known as the university registrar, maintain and produce various documents pertaining to a students' academic progress with Fordham Grades, transcripts, diplomas and enrolment verifications are maintain by the office of academic records a division within the Fordham University Enrolment Group.

The following pertains to all students except those attending Fordham Law. Law students should visit the school of law registrar. Therefore, the Family Education Right and Privacy Act (FERPA) afford students certain right with respect to their education records © Fordham University 2017.

From the above discussion, most of the researchers emphasize on the need to well manage, organize and preserve students' academic records for easy retrieve when needed and

well as for future usage. As Nigerian higher learning institutions used manual system in managing their students' academic records rather than application of modern technology.

From the above discussion, there is clear justification that management of students' academic records are provided in most of Nigerian higher institutions of learning which Bauchi State was not excluded. However, there is a gap in Nigerian context as management of students' academic records are been used by manual system rather than application of modern technology as compared to developed countries. It is against this background that the researcher intends to find out the types of students' academic records generated or received.

2.5 Procedure for Managing Students' Academic Records In terms of:

- a. Appraisal and Accessioning
- b. Organisation and Arrangement
- c. Storage and Preservation
- d. Retention and Disposal

2.5.1 Appraisal and Accessioning

Appraisal in record management can be seen as the process by which an organization identifies its requirement for maintaining records. Records managers have developed appraisal techniques primarily to support decision making about retention: which records can be destroyed at an early stage, and which merit long or indefinite retention? Among the key aspects of records and archival management processes is the cardinal activity of appraisal, which has attracted attention of scholars and practitioners, as well as policy makers and executors. One of the early commentators on the appraisal process was Murray (1969), who acknowledged that it is an essential aspect of records management and described it as the systematic process of classifying and evaluating the characteristics of record in order to make well reasoned judgments of its value. Bradsher (1988), on the other hand, defined it as "the process of determining which records should be accessioned to an archival repository". The National Archives Appraisal Policy (2007) of the U.K., as adapted by the Staffordshire and Stoke on Trent Archive Service Appraisal Policy, described appraisal as a process of determining which records are of long-term historical value and are worthy of permanent preservation, irrespective of medium.

Records appraisal is a core Most writers on the subject of appraisal hinged their definitions of the concept on the value judgments of records to determine their retain ability or disposability. Brasher (1988) posited that: All records are created for a purpose and at least some have value for that purpose. This is known as primary value. Primary value may be administrative, legal, and fiscal or purposes other than those for which they are created. Secondary value relates to research use.”

In a similar vein, the American Library Association (1986) stated that: Records should be appraised based on a value of records for continuity in government and for scholarly and other research purpose... other records deserve preservation for secondary purpose that is, for the information of substantial value they contain. An apparent confusion regarding what constitute the secondary value of records relevant to the consideration of appraisers can be discerned from those two positions. Thus, while the first position refers to it as value for research use, the second relates it to informational value. The first position, advanced by Brasher, was further emphasised when he maintained that: Appraisers identify and analyse both primary and secondary values during the appraisal process. Most records with significant primary values generally are needed for the conduct of current business. Secondary value of records must be considered. These are values of records for continuity and research use and thus are principal concerns of appraisers.

Schellenberg (2012), considered a pioneer commentator on archival management, had earlier provided insight into the value of public records, which seems more apt. Thus: “while defining what I mean by public records, I indicated that such records have two kinds of values: primary values for the originating agency itself and secondary values for other agencies and private users.” Another paradigm to the process of appraisal, which suggests a shift beyond consideration of value of record, was echoed by Parer (2010), who coordinated a project, the report of which is titled: “Archival Legislation for Commonwealth Countries”, sponsored by the Association of Commonwealth Archivists and Records Managers. According to him also, Appraisal these days is considered as being more than just the process of identifying values and retention period to be applied to records... in newer appraisal models, the need for record is considered in relation to stakeholders’ interests and resources, including the need to make

records and maintain them in accessible conditions to meet business needs, the requirements of organisational accountability and community expectations. Appraisal is conducted within a framework of functional analysis and underpinned by business classification schemes.

This position seems to represent a wider dimension of concern for appraisal than the conventional considerations for ‘primary’ or ‘secondary’ values of records posited by commentators like Murray (1969), Brasher (1988) and Brooks (2017). This is even more apparent, considering the injection of ‘new’ criteria of appraisal, such as ‘stakeholders’ interests and resources’, ‘business needs’, ‘organisational accountability’, ‘community expectations’, ‘functional analysis’ and ‘business classification schemes.’ However, a close scrutiny of the ‘new’ paradigm reveals a close semblance it possesses with the pioneering position of Schellenberg who defined the primary value of records within the framework of the interest of the organisation or office, which generated it, and the secondary value relating to the interests of ‘others’, including the wider community. A landmark contribution of Parer’s report on appraisal, in relation to this review and the entire study, is the emphasis that appraisal is an important pillar of the records and archival management process and, as such, it should be properly integrated in contemporary and future archival legislations. Concurring with this position, a UNESCO published report of a Records and Archival Management Programme (RAMP) in 1985 suggested that records and archival laws “should oblige all producing public records not to destroy without account being taken of long-term research values, and the National Archives must have responsibility for ensuring that records of research value are preserved”.

The appraisal process determines the fate of records, hence the need for guidelines explaining the appraisal process and as when it needs to occur. The legislation should set limits by which time appraisal must have occurred. Brooks (2017) presents an interesting discussion on records appraisal in relation to the records life cycle concept, when he posited that the selection of records for disposal or preservation must be accompanied by a thorough understanding of their value, which is to be determined through the process of appraisal. He opined that, before a record is created, the professional background and level of knowledge of the creators are of significant consideration, concluding that: At the initial stage of the life cycle of a record, if it is adjudged to be of no future value, the record should be disposed of as soon as they (sic) have

served the initial purpose of their (sic) creation, thus only records of enduring value are allowed to undergo the complete life cycle process. Concurring with Brooks, Yusof and Chell (2012) stated that: The life-cycle of records begins when records are first organized, maintained and actively used by the creators. It continues as records are stored for an additional period of infrequent or dormant use in offsite record centre and ends when their operational use ends entirely or when the selected valuable archives are transferred to an archive or declared non-archival and destroyed.

Two important aspects of the records appraisal process that seem to attract only casual attention of commentators are, as reflected in the literature, the criteria and responsibility for appraisal. Criteria in this regard means yardsticks or principles which serve as a guide regarding decisions on which records are to be considered as having archival values and, therefore, deserving, of archival custody, and which records are devoid of those values and, therefore, deserving of disposition. However, earlier writers, such as Schellenberg (2012), had acknowledged the need for the value judgment of records by agency officials and went further to suggest the responsibilities of record officials and archivists in the process of appraisal, thus: Record officials should cooperate with archivists in judging the secondary value of records... a record officer can provide helpful information for the appraisal of records that should be preserved for the evidence they contain of how an agency was created, how it was organized, how it developed, how it carried out its activities and what were the consequences of its activities... a record officer can also provide helpful information for the appraisal of records containing information on social, economic and similar matters. He concluded his submission on the two stakeholders by stating that, “In general, record officers, and other agency officials, can contribute substantially in making appraisals of their records for their secondary values, and should have an interest in such appraisals.”

On the role of archivists in appraisal, Schellenberg (2012) submitted that: Archivists should have final responsibility for judging the secondary values of records whether these are preserved as evidence of an agency’s organisational or functional development or for their social, economic or other information. Similarly, the Public Records Office of the U.K. (1999) reported the International Council on Archives as having recommended that those involved in managing

and safeguarding records should, among others, manage the appraisal process and exercise intellectual control over records.

The appraisal policy of the Staffordshire and Stoke on Trent Archive Service (2007) stated that its appraisal decisions should be taken by archivists in accordance with the policy and with the assistance of the appraisal guidelines, where appropriate; and that the decisions should be recorded. Schellenberg appeared to have assigned the responsibility for formulating criteria for appraisal when he stated that archivists of various countries have formulated standards by which they judge the values of records. He went on to outline the various standards used by archival institutions in major countries of the world, especially Europe and America. Similarly, Bailey (2011) reported that in Canada archivists are generally shouldered with the major responsibility for archival appraisal, citing the example of the Archivist of the National Archives in-charge of health and social welfare portfolio being assigned the task of appraising all the archival records created by the Income Security Programmes Branch of the Canadian Department of National Health and Welfare. By appraising the records, Bailey stated that the archivist would identify those records of lasting archival value that document the programmes and functions of the branch and make the necessary preservation recommendations to the National Archivist Linda (2016).

The literature indicates the need for, and existence of, tools used in appraising records commonly found in archival and records management centre. They include records retention/disposal schedules, micro-appraisal model (Bailey) and a records inventory (U.K Public Record Office). A record inventory, for example, according to the U.K Public Record Office (1999), is a primary tool for records management, comprehensively listing the records which the organisation holds and providing a basis for both physical and intellectual management decisions, and should systematically list elements about each (record) collection, such as:

- i. The business functions that the record represents,
- ii. The groups who create, use and manage the records,
- iii. Retention, scheduling, disposal decisions
- iv. Classification/filing, access modes, protective markings; and

v. Physical software, hardware and media characteristics.

The development and use of legislations, regulations, policies, rules and procedures, as well as standards, considered vital to the accomplishment of a successful appraisal exercise, is widely recognized by commentators. In the preceding section of this review, analyses of records management legislations have been made. This segment will, therefore, focus, on the policies, principles and procedures of records management, particularly those associated with the appraisal process. The Public Record Office of the U.K. (2010) posited that the policies and principles of a records appraisal should aim at justifying why they are important issues in the process. Procedures, according to it, should focus on records management controls by which the principles can be made concrete and achievable. It further stated that in the context of appraisal: The Public Record Office places importance on the development of formal corporate policies which establish the importance of ... records and the principles which should guide their management. Such a policy statement... is a strong platform for the systematic development of consistent, organisation – wide procedures and provides backing when seeking compliance in practice.

The process of formulating procedures from a more general policy statement involves the identification of specific areas of business activity in which the broad principles can be packaged and expressed as working procedures that are easily related to day-to-day operational activities. These policy packages are a specialisation of general policy principles... within a particular well-defined area. They are put into a context of specific working practices and records management needs by the development of practical procedures, advice and guidance, which embody the principles.

The U.K. Staffordshire and Stoke on Trent Archive Service Appraisal Policy (2009), which represents a typical practical example, is adjudged worthy of reporting at this juncture. The policy document contains sections under captions thus: “Introduction”, “Service Aims”, “Context”, “Policy Statement”, “Policy Aims”, “Method of Appraisal”, “Implementation”, “Definitions and Categories”, “Review” and “Appraisal Record Sheet”. The document outlined the policy’s antecedents, the aims of the Staffordshire and Stoke on Trent Archive Service and its context and policy statement, which operationally defined appraisal as “a process of determining

which records are of long-term historical value and are worthy of permanent preservation of (sic) archives, irrespective of medium.” The aims of the policy were stated as follows:

- i. To ensure that appraisal practice is informed by current archival legislation and other legislation relating to the keeping of records,
- ii. To ensure that appraisal practice supports the aim of the Archive Service to reflect the broadest range of the life and work of the people of Staffordshire and Stoke on Trent, past and present, through its achieves
- iii. To assist archives in selecting records of the highest value in terms of their evidential, administrative or historical importance
- iv. To assist the archive service in managing its available storage capacity and financial resources
- v. To provide objective and structured decision-making about the appraisal

On the African scene, a study on the management of public records and archives in East and Southern Africa, conducted by Ngulube and Tafor (2012), posited in its report that: Since it is important to determine what records should be captured and how long they should be kept in a record – keeping system, one of the issues that were investigated in the study was appraisal practices and retention scheduling of records. Scheduling of records has been described as the most important element of any records management programme. Scheduling helps to determine how long records should be kept or how soon they should be disposed of. According to the findings of the study, out of the thirteen (13) public archival institutions studied, only two (2) responded that they carried out retention scheduling once every year, whereas ten (10) responded that they carried out the exercise only when ‘the need arose.’ The study also reiterated the role of the archivist in the appraisal process, which it considered an issue in archival management, thus:

The issue of selecting records that should be permanently preserved was driven by the fast rate of archival accumulation and technological changes. The rapid build-up of records placed the archivist in an enviable position of assessing the value of documents and determining which to destroy and which to preserve permanently in limited archival accommodation. Thus, the need to have a records appraisal system became an issue.

Interestingly, the report posited that despite the recognition of appraisal as an important aspect of records management, it has been contested in the field of archival science, citing some scholars as viewing it as a very obscure process mainly based on fuzzy value judgments rather than a clear methodology; concluding that, evident from the available literature is the fact that a number of models have been tried, but no agreement exists regarding what constitutes the best appraisal methodology. Other revelations of the study included the findings that only two (of the thirteen) countries covered had archival laws that specifically addressed the issue of appraisal, six claimed their archival appraisal practices were guided by standards (the standards applied only to paper-based records), ten used the value-based approach when appraising public records, whereas the remaining two institutions used the functional method or macro-appraisal; two appraised records at their current stage, one at the semi-current and the rest at the non-current (archival) stages.

The report cited similar studies which revealed that, as at 2005, archival appraisal was not being conducted regularly and systematically in the region. The National Archives of Swaziland only started to appraise its records in 2003, for the first time since its establishment in 1971; and that, in general, “archival appraisal in the ESARBICA region is not dealt with satisfactorily”. A paradigm that will dominate present and future theoretical and practical approaches to appraisal has been illuminated by Bailey (1999), who espoused on the concept of “macro appraisal”, which he described as follows: A strategic, conceptual approach to the appraisal process - It consists of two parts, both of which is supported throughout by carefully executed research and detailed analysis. The first part of macro-appraisal is an assessment of the structures and functions of record creators, their capacity to create records of value, and the assignment of priority rankings to determine the order in which the creators will be appraised. Once it has been applied to a body of record creators (such as a federal government) then the functional-structural analysis is applied internally to specific institutions within the larger organisation, such as agencies or departments. The second part of macro-appraisal model (which uses technology appropriate for government records) focuses on the interaction of the citizen with these records creators. The relationship between functions (programmes), structures (agencies) and individual citizens (clients) is assessed along with an examination of how these relationships are manifested

in records. In order to be completely effective, macro-appraisal must be accompanied by an examination of the records; this examination often encompasses many of the activities more traditionally associated with appraisal.

Loewen (2017) described the macro appraisal approach as a top-down approach, which entails that records of highest level hierarchy in institutions are evaluated first during the process of appraisal; decisions about which records to keep and which to destroy are best made upon first evaluation; postponing a decision by bringing records into the archives on ‘selective retention’ is discouraged; and that the methodology used to identify the records of archival value is ‘functional analysis’, which focuses first on functions and activities and not on the record per se. An example of a macro-appraisal policy-based praxis is that of the Staffordshire and Stoke on Trent Archive Service (2014). The policy stated that: The method adopted by the Archive Service is macro-appraisal based on functional analysis. Macro-appraisal entails the decision to retain, destroy or sample records at series level (or above) rather than assessing individual documents... functional analysis identifies the functions of organizations and it used to select series of records of high informational value for permanent preservation.

Accessioning in its traditional sense means to take legal and physical custody of a group of records or other materials and to formally document their receipt Saa (2014), but it includes additional steps to validate the transfer and make content suitable for long term preservation. Students’ academic records have to make arrangement for identifying the records they are interested in prior to physical transfer by way of accessioning. Distinct functional activity in records and archives management but related to and sometimes subsumed under, the appraisal process by commentators is records accessioning. As a distinct activity, the literature on records management has, interestingly, not paid attention to it as much as it has done for other principal activities, such as appraisal, arrangement, description and preservation. The literature is also replete with analyses of related issues, such as records retention and disposal under the general auspices of appraisal, but not elaborate on accessioning even in relation to appraisal. For instance, even Atherton’s (1985) listing of records management process based on the life-cycle concept, which seems robust and exhaustive, did not include accessioning at either the first or second phase of the process. Similarly, Parer’s (2010) listing which is equally robust did not

specifically mention accessioning, though it has made reference to records ‘transfer’ to an archival repository, the same observation can be made for the presentations of Ngulube (2009). In the same vein, Linda’s (2012) grouping of major functional activities of an archival agency did not make prominent analysis of accessioning, but only made mention of “accessioned records.” It is considered an unfair oversight on the part of analysts not to treat records accessioning on the same scale of value as related functional areas, such as appraisal and preservation. This submission is validated, given the legal and operational status of accessioning. Mention, however, should be made of the few commentators who made submissions, albeit scanty, on the operational activity of accessioning. Harold’s Glossary of Library and Information Science (1977) defined accessioning as the “act of taking documents into custody in an archival agency, records centre or manuscript repository and recording same, in some cases transfer of legal title may be involved.” Procedurally, the registration of new accessions begins with administrative control through processing and storage towards the final exploitation stage. It is essential that archives should be registered and that the register of accessions remains a permanent record since provenance and custodial history will remain important in interpreting archival sources Shehu, (2008). In an attempt to relate accessioning to other archives functional operations and justifying its recognition as a vital procedure, Shehu (2008) concurred with the submission that: All archival agencies have to make some arrangement for identifying the records they are interested in prior to physical transfer by way of accessioning. If archives establish control over its incoming material at the earliest possible points, the standard of description and arrangement of archival records will be effective, and their preservation and conservation may be established, also public access to the records will be made possible.

Inuwa (2011) further submitted that “the process of accessioning involves registration, initial physical treatment and notification of the character and the where about of new materials”. Brasher (1988), on the other hand, identified research demands, access limitation and the physical form of records as some of the factors to be considered when accessioning records. Cook (1986) provided insight into the rationale and procedure for archival accessioning when he stated that: Since provenance and custodial history remain important in interpreting archival sources, it is essential that consignments of archives should be registered on arrival, and that the

register of accessions remains as a permanent record...The accessions register may be used for two purposes other than the recording of archives arrival and origin. These are: To provide some sort of acknowledgment to the originator or former custodian of the archive; to control the various processes in the archives service''. He advocated that the accession register should be loose-leaf and in triplicate, warranting the creation and retention of copy each by the top administration of the agency, the transferred of the archive and the central workroom of the agency. According to him, the top copy should contain information on the record such as its origin, provenance, custodial history and date of transfer. The second copy might contain a printed letter of acknowledgement, with the address of the archival services; while the third copy might contain columns for completion after the processes of sorting, boxing, shelving, listing, indexing and repair.

2.5.2 Organization and Arrangement

Organization is the procedure used in arranging the students' academic records for easy access and used. Good organizations of records are the backbone of any organizational successful setup. This, in the sense that, records need to be well organized and kept in such way that efficient and timely retrieval of such vital records becomes easy Olorube, (2012). The researcher's focus is to investigate how higher learning institutions in Bauchi State organized their students' academic records and other resources materials for effective service.

Information in various formats are produced, store and disseminated appropriately by both individuals and corporate organizations. Such information can be regarded as record. The idea of description and arrangement in relation to their creating agencies is however, relatively of recent origin. In the medieval era, organizations of records were subjected to variety of arrangements most of which many were base on chronological order, subject matter and geographical consideration. As the time progressed therefore, such artificial arrangements were considered ineffective and inefficient. As such a systematic description and arrangement of records based on their nature and character as well as organization was developed.

Barde, (2015) Stated that, students' academic records are created from the point of entry into the university up to graduation and even beyond. Ahmadu Bello University, Zaria has over the years generated and cumulated huge amount of students academic records that are found all over the various departmental offices, dean's offices, the academic offices and registry archives,

and the records are arranged in major four ways, i.e alphabetical, chronological numerical and departmental. Valuable as these records are, access to them is time consuming and laborious resulting to lost opportunities for further studies, employments and undue delays in decision making on the parts of management.

Therefore, the study revealed that, access to students/ academic records in the study area was slow and time consuming due to poor records organization is below standard and so should be allocated good time in processing the students records to researchers and administrators experience fruitful search for specific records and timely. The research proposed centralized records system for students' academic records as well as ensuring that staff responsible for management of records either in manual or electronic formats to ease accessibility. National University Commission (NUC) should as a matter as agency design and implement a policy that will compel all universities in Nigeria to provides functional records centers that will make students' academic data available to the commission and other relevant organization at all times.

American Library Association (2010) stated that, the unfortunate consequences of artificial arrangement as well as the development of a fuller understanding of the nature and character of archives, led to the formulation of the two basic principles that today are universally recognized as sole appropriate basis for the arrangement of archives, the principles of provenance and the principle of respect for original order.

In a related development, in the United State of America USA, the Family Educational Rights and Privacy Act (FERPA) protect confidentiality of students records. This act commonly referred to as the Buckley Amendment which was enacted by the congress in 1974 to guarantee parents and students a certain degree of confidentiality and fundamental fairness with respect to the maintenance and used of students records. The law is designed to ensure that certain types of personally identifiable information regarding students will not be released without parents consent or, at the age of 18, the student's consent.

Teachers, counselors and administrators, who have a legitimate educational interest in viewing the records, may do so. All school personnel with a benefice need maintain personal notes on students for personal use. The school district is required to disclose the following information when requested:-

1. Educational records to comply with judicial orders for state and federal agencies.

2. Disciplinary proceedings conducted against perpetrators of a crime.
3. Directory information on a students

The United State Department of Education has a division set up to specifically support privacy issues with students' data. It is called the Privacy Technical Assistance Center. For example, parents and legal guardians in the United State have the right to inspect their child's records. A school official should be present to assist a parents or guardians in interpreting information contained in the files and to respond to questions that may be raised during the examination process.

Jeanne, (2013) stated that, University of Illinois at Chicago maintained individual records and information about students for the purpose of providing educational, vocational and personal services to it is student. It is university policy to comply with federal statutes and regulation regarding the confidentiality of students educational records. As required by the Family Educational Right Privacy Act 1974 as amended the following guidelines and procedures are intended to ensure the confidentiality of students educational records, to established the right of students to respect and review their educational records, to clarify the circumstances under which educational records may be released to third parties and to established the appropriate procedures to be followed by students for the correction of inaccurate or misleading data within their educational records.

Therefore, notice is given of rights and responsibilities of students under this policy in the registration agreement presented to students prior to online registration each semester. Copies will also be available in the office of the vice chancellor for the students' affairs and in the office of admission and records.

The University of Northern Iowa Students' Academic records Policy provides operational procedures for administering and maintaining education and other students records in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA).

Access to Records

A. Students' Right to inspect or Review Educational Records

Students have right to physically review their educational records in the presence of a designated university representative. Where necessarily and reasonable, an explanations and interpretation of the records will be provided by qualified university personnel. Students' access

may include electronic or manual means. To ensure that students may only have access to their own records, the University of Illinois at Chicago Enterprise ID is assigned and store in the University Students Information System.

B. Limitation on the Right to Inspect or Review

A student may not inspect or review the followings:

1. Financial records or information of his or her parents.
2. Confidential letter or materials placed in records prior to January 1, 1975, as long as they are used only for the purposes for which they were written
3. Confidential letter or materials in records after 1st January, 1975, if the students have voluntarily submitted a written waiver signed by the students. Such letter and statement must be related to the students' admission the university application for employment or receipt of an honor or honorary recognition.

2.5.2.1 Records Life Cycle

In records management, records life cycle refers to the following stages of records life span, from its creation to its preservation in an archives or disposal. Therefore, various models of records life cycle exist, they all feature creation or receipt, use and disposition.

FEA, (2015) stressed that; the records management phase of the records life cycle consists of the creation, classification, maintenance and disposition.

1. **Creation:-**The creation stage of the life cycle of record is very important because it sets the foundation for the life span of the records life cycle. Creation when information is received internally or externally in any form, including digital, print and video it becomes a record. Creation occurs during the receipt of information is classified in some logical system. As records are used, they required maintenance. Disposition encompasses, the destruction or transfer to an archive for future references.

This is then followed by second, archival phase consisting of the selection or acquisition of the records by an archivist, finding aids and they like and the preservation of the records or perhaps, the information in the records. Researchers and scholars may continue to reference and use of the information contained within the records.

2. **Distribution:-**This phase is concerned with managing the record; it includes both internal and external distribution.

3. **Maintenance:**-This focuses on how a record is managed after it has been created and distributed. It is critical that a plan be put into place defining how the information will be catalogued only then can data be accessed for request or retrieved by authorized members of the institutions. Critical to this step having a process in place that ensures the record is returned and available to others.
4. **Disposition:**-Most records are retained and must be available for approximately seven years they are destroyed. There is small percentage of records that never lose their value. Retention period are defined by organizations specific retention schedule.

Richard, (2005) of the University of Washington proposed single records management archives goals: responsible records use and administration leading to either authorized destruction or archival preservation and administration. The profession of records management and archives while distinct surely are working towards the same objectives, the effective management of recorded information through all stages of the continuum from creation to disposal. What Berner calls responsible records use and administration requires ongoing cooperative interaction between the records manager and the archivists in order to:-

- i. Organize the records and analyze their content and significance to facilitate their availability.
- ii. Make them available promptly to those administrators and researchers alike who have a right and requirement to see them.
- iii. Systematically dispose of records that are no longer as it may be needed if necessary forever.

Mohammed, (2011) asserted that, in Living Stone International University Uganda Campus, information of managements records are recorded every semester, and at the end of the year, the summary is done. The recording is done by the secretary, registrar of the students' records in living stone international university with the latest technology or advance technology and they are still used paper based methods during recording whereby it take long time to capture one's information from paper into system and yet they have daily activities to do Benetti, (2011). Therefore, the students sometimes are counted using the registered students or counting. This system is characterized by manual form filling to get bio-data of the students and later transfer of the information from manual data, capture forms to computerized datasheets; therefore, it has led

to an excessive number of mistakes to the final displacement of some students' forms hence leading to confusion at the time of comparing the results.

The main advantages of paper based system is that, papers are easily human editable and storage and can be stored properly without the virus affecting them according to Moh'd (2011). However, the advantages overweigh the disadvantages as, for instance, they need to print the records of the students when it is in paper system, it slows the system inflexible. Over the past semesters, there have been a number of students observes who have suggested management organization should introduced electronic capturing, storing of data for a long period of time.

Historically, perspective the Students Records Management System is the SRMS that would hold the business in its goal to a paperless office environment. From the agronomy itself, the SRMS is the management process that protects information and data to ensure that all the records and the files in the systems database of the business organization is protected and easily accessed by users in the framework. In a shortest definition of the automated records management system, it is simply that, processed that is employed by the organization in the maintenance of the records and file from the very movement that they arrive to the business or institutions or created by the enterprise up to the period when they will be deemed ready for eradication and deletion from the archived or active databases. The records handle by the students records management system may come intangible forms that will be translated to digital formats with use of the latest technologies in the higher learning institutions of Uganda.

The higher learning institutions in Uganda proper records management underpins policy formulation, decision making, protects interest of organization and protects rights of employers and students in addition to helping institutions conduct business and deliver services in a consisted and equitable manner. There are five areas for students records management system would affect in its inception to the business organization and higher learning institutions. Such as:-

- i. The system will work in the active records sections. This means that, it can give access and help manage the most current documents and data that the operations are handlings.
- ii. The second sector would be the data protection and jumping, which is the area that will ensure the determination of destruction of documents in a secured manner still be kept secret and confidentially.

iii. Other section would be the records management area

Conceptual perspective in 1997, the Joint Information System Committee JISC commissioned a study of the archival records of British Universities Elizabeth and Christine, (1997). The study found (p.15) that, the greatest volume of institutional records deposited in university archives, in equal quantities to governance records, was students' records. This report thus brought into focus the huge storage implications of all universities including King's College which traditionally has taken the paper "Students' Records" into its archives for permanent retention. According to King's College explain that, students' record was identified as particularly containing a vast array of materials with large variation between schools as to what was being held.

The Archives and Corporate Records Services (ACRS) undertook primarily costing associated with various options for retention and media conversion and it was evident that the current general practice of retaining all documentations was not sustainable. A working group was then established in early (2003) to determine whether it would be possible to control costs associated with archiving through an evaluation of what should be kept. The working group tentatively identified the core information which should be kept, but agreed that a thought survey was required to support its conclusions.

2.5.3 Storage and Preservation of Students' Academic Records

Over the years, many methods of records keeping have been applied in running organizations especially in higher learning institutions but one thing that has remained relatively constant is modern management has been the organization's needs for information. Steve, (2013) said preservation is the act of safe-keeping or conserving of information materials. Preservation of records is considered as an important or vital aspect of the school's functions. The school preserves and conserves records to ensure their effective existence and continuity thereby protecting the records against all agents of damages and destruction. Preservation refers to the set of activities that aim to prolong the life of a record and relevant metadata or enhance its value, or improve access to it through non-interceptive means. This includes action taken prior to selection and acquisition. Preserving information and records means ensuring the remains accessible and usable information and records will deteriorate over time, whether they are paper,

photographic, digital or audiovisual. While the rate of deterioration will differ, the life span of information and records will depend on how they are managed and the preservation action applied through their life cycle.

National Archives of Australia (2017) stressed that, there is a need to continued preserving records of cultural history in United State higher institutions of learning that contains special or local history collections which are vital to educating and engaging students and their lectures or teachers in schools. The preservation strategies apply should take into consideration, so as:-

1. The ongoing value of the information and records to business compared to the cost of the preservation.
2. How long the information and records need to kept and
3. How accessible the information needs to be

Preserving digital information and records in National Archives Australia (2017), generated as agency business will be created and managed digitally by 2020. One of the challenges faced by agencies is dealing with technological obsolescence and ensuring the ongoing accessibility of these assets. The archive has legislative responsibility to manage, preserve and make accessible the archival resources of the common wealth for current and future generations. These archive resources includes a large quantity of digital material and more is being transferred into custody all the time. As a sequence, the archives have undertaken extensive research and testing in the digital preservation to describe the software, infrastructure and processes it has developed. Each agency should develop its own digital preservation strategy to ensure that it can manage and access its digital records in the long terms. Other relevant publications and information includes:-

- i. Archiving Websites pdf 200k-specific advice on web content
- ii. Transferring records on the archives on transferring records including digital records to the national archives
- iii. Access to records held by the archives after their transferred.

Preserving Physical Records

Carefully, handling, transport and display procedure along with a controlled storage environment will help the preservation of physical records. The archives can provide

recommendation for the creation and storage of archival documents. The following links gives advice on choosing storage media, how to protect and handle records on these media.

Archival Paper and Products:-

- i. Choosing the right papers
- ii. Archive quality paper and board products
- iii. Rules for use of archival quality certification trade mark
- iv. Register of certified archival quality products
- v. About the photography activity test, format specific preservation advice
- vi. Preserving paper documents and artworks
- vii. Preserving paper file
- viii. Preserving photographs
- ix. Preserving map and plans
- x. Preserving Objects
- xi. Preserving archival volumes
- xii. Preserving motion picture films
- xiii. Preserving micro films
- xiv. Preserving CD and DVDs
- xv. Preserving magnetic media
- xvi. Preserving gramophone disc

Other advice on physical preservation

- i. Preserving electronic copies, photocopies and laser prints
- ii. Managing record on thermal papers
- iii. Disaster recovery of flood or fire damage records
- iv. Recovering flood damage records
- v. Recovering fire damage records
- vi. Integrated pest management
- vii. Creating a time capsule
- viii. Displaying archival records

(c) Copy right National Archives of Australia (2017)

In related development Steve, (2013) observed that, there is a need to continued preserving all forms of records of cultural history in the United State of America higher learning institutions contains special or local history collections which are vital to educating and engaging students and their lecturers or teachers in schools. It is true that, funding challenges means schools may have difficulties in preserving the artifacts in their care. Despite all the challenges, the needs for preservation remain. Without the cultural record of all books and artifacts, how would millions of Americans discover their ancestral heritage? Records help connects patrons to their ancestors and educate them about the times in which they lived.

Therefore, Berry says in his book “History matters” because of every day decision making around the world is constantly based on what came before us. History does matter and the recent events in Timbuktu, Mali illustrate this. Thankfully, despite conflicting reports, it seem many of the Ahmed Baba institute’s precious manuscripts were saved from destruction by militants local employees of the institute preserved 40,000 centuries old works of art through digital and other means. This is a testament to the important of actively saving one’s history. Time, money and natural disaster are also contributed in the problem of preserving of records.

University of Toronto (2017), School of Graduate Studies stated that, the creation and maintenance of students’ records are essential to documents as the students’ academic progress manage the relationship between the students and the university and provide support to students after leave the university. The University of Toronto School Graduate Studies (SGS) preserved and maintained its graduate students’ records in web page. As a resource to graduate administrators, view the power point presentation managing Graduate Students’ Records and the Best Practice for Managing Graduate Students Records web page, which includes:

- i. Why maintain graduate students’ records?
- ii. What laws and policies apply to graduate students’ records?
- iii. Where and how should graduate students’ records be stored?
- iv. How should graduate students’ records be filed?
- v. What do I do with the records of graduates’ students who graduate?
- vi. How long should graduate students’ records be kept?
- vii. How should graduate records be transferred to the university archives?
- viii. How should graduates records be destroyed?

Records schedules are vital components of any records management program. Graduate students' records schedules specify required retention periods and final disposition of records series. In collaboration with the School Graduate Studies and the University of Toronto Archives and Records Management Services, the University of Toronto Graduate Students' Records Schedules were approved to assist graduate units in maintaining students' records. The University Of Toronto School Of Graduate Studies preserved and maintained the following records of its students, such as: Admission, registration/enrolment personnel graduation documents, transcripts, progress reports. Other students' information, documents not parts of the students' file. Jeanne, (2013) is in the view that; Preservation is important due to rapid climate changes and note its best to be proactive and share preservation information with stake holders and patrons. Hopefully, administrators as well as other managers in the field should recognize preservation's value and work to provide records management policy in institutions with the means to save records and artifacts heritage.

Oni, (2017) revealed that, Preservation of students' academic records in University of Ibadan is taking place under the Academic Division of the Registry. Its functions are as follows:-

1. Creation/preservation of students' personal files (records)
2. Issuance of university's official academic transcripts to students and graduates.
3. Verification of information on students and alumni to local and international organizations, agencies and institutions.
4. University of Ibadan was preserving its students' academic records in registry since before this time M.T. Oni, (2017) Students' Records Officer.

Similarly study was carried out by Njeze (2012), on preservation and conservation of records in Selected Private Universities in South-West Nigeria. It was discovered that, the challenges facing all Universities studied were lack of comprehensive preservation policy, trained manpower and funding, which also affects the infrastructural development of the school and their preservation policy. From the above discussions, literatures revealed that lack of preservation and conservation policy , absence of modern technology for records and inadequate funds contribute a lot to the deterioration of records, this statement confirm to the situation in developing countries as clearly stated that, in spite of the awareness and technological

advancement in the field of preservation and conservation there seems to be more books and other records deteriorating (Olatokun 2008; Ovowoh and Iwhiwhu 2010; Shameenda 2011).

2.5.3.1 Importance of Organizing Students' Academic Records

Organization of records helps institutions classify, store, secure and destruct or preserve records. Bock, (2011) opined that, there are a lot of reasons for higher learning institutions to develop and implement a records management programs that included the following:-

- 1. Control over the Creation and Growth of Records:** An effective records management it limits on how many records and copies of records are created that are not essential to the business. And it serves as a system for destroying useless, or retiring inactive records.
- 2. Preserve Corporate Memory:** Business records contain an organization memory, an irreplaceable asset that is often overlooked. Records are created every day that become background data for future business decisions and planning. It is important that, through organization records they are prevent securely. By organizing records in an effective and efficient manner it can serve as proof to the organization. Managing and organizing records in an efficient and accountable way it serves as a proof of business actions and preserves historical accounts for posterity.
- 3. Improve Efficiency and Productivity:** well organized records make the higher learning institutions easier and quicker to access them when they are needed and file them correctly when they are not. This is not only improves efficiency and productivity but it also saves time and space. Organization of students' academic records will help towards easy accessible. As such institutions need to developed good records keeping and make access to relevant portion of such records to their staff. This will enhance better performance of duty and efficient decision making. Bock, (2011). Stated that, without access to good records, official are forced to take decisions on an adhoc basis without the benefits of institutional memory. Fraud cannot be proven, meaningful audit cannot be carried out and government actions neither are nor open to review.
- 4. Ensure Compliance:** The U.S is one of the most heavily regulated countries in the world. Their laws can create major compliance problems for business since they can be difficult to interpret and apply. One way an organization can be reasonably sure that it s in full compliance in by operating a good records management program.

5. **Protect Important Information:** Every organization needs to protect its records from disaster vulnerable to loss. A successful organization preserves the integrity and confidentiality of all important records. Organization of students' academic records therefore protects the interest of such organization. Organization of records can provide support and protection in litigation directed against the organization, and shows that the organization can follow the appropriate rules and act in a responsible manner. In order to meet today's standard for efficient records management in any organization's information, an organization needs an easy-to-use comprehensive solution that provides complete compliance and governance.
6. **Reduce Operating Cost-**Records keeping required administrative for filing equipment, space in office and staffing to maintain an organized filing system or to search for lost records when there is no organized system.
7. **Assimilate New Records Management Technologies:-** A good records management program provides an organization with the capability to assimilate new technologies and take advantage of their many benefits. Investment in a new computer system does not solve filing problems unless current manual records keeping systems are analyzed and occasionally, or handed before automation is applied.

2.5.3.2 Identification and Description of Students' Academic Records

Students' academic records are not maintained in one central location. Instead, various departments and units create and maintain files containing education records of students. Although, more than one department and unit may maintain a copy of a particular record. Students should direct a request for those records to the appropriate department or unit who maintain the file housing those records. All university officials should refer a request promptly to the appropriate departments. The following should guide the students in directing his or her request. In addition, a glossary of commonly requested records with a listing of the location and custodian of these records is attached as:

A. Academic Records

1. **The office for Admission and Records:-**This maintains the official academic records of students' cumulative history including the students' admission registration and academic performance.
2. **The college Unit/Department: -** The academic college unit or department in which the students are enrolled maintains that student' individual academic records such as course materials, grades issuance, change materials, advisers notes, communication etc.

B. Financial Records

1. University Students Financial Service and Cashiering Operation. This department maintains records of students' account transaction, including billing, refund and payments in formation record of collection effort and records related to finance.

C. Counseling and Testing Records:- Records of service rendered in the area of counseling and testing are maintain by students affairs.

D. Office of the Dean of Students:-This maintains the following records; students legal service file, students judicial files etc.

Robert, (2016), asserted that, the Students' Information Department of University of Illinois maintains the integrity of each student's academic records in order to assist them throughout their academic career. And it also helps when the students need an academic transcript, verification of enrollment, loan deferment paper work or veterans' benefits. The Students Information Department is here to help students' information or records with:-

1. What is FERPA?
2. How do I request a transcript?
3. When is the commencement of ceremony?
4. When will I received my degree?
5. How do I change my name and address?
6. How do I check my grades?
7. What are my options for loan deferment?
8. How can I verify my enrollment?
9. What if I have questions about veteran information?
10. What are the admission requirements for internal students?

Sweeney, (2008) stressed that, in an archival and theory practice, identification and description are closely related to the administrative structure of the organization from which the originated. Therefore, this may be very among the organizations and even countries. While there are not exact agreements of the origin or principle of provenance, many writers have preferred various possibilities. As American Archivist Maynard Brichford pointed out, keeping records according to the sources was a normal, well established practice in Europe; archivists have kept records according to their origin in chancelleries or treasuries for centuries.

Therefore, identification and description in archival management are including the three basic principles. These are:-

1. **Provenance:-** This can be regarded as person or any other individual that created or received a records for the purpose of business or any other activities.
2. **Original order:-** This means preserve or create order, the order of organization in which the document were created or store by the creator or office of the origin.
3. **The chain of responsible custody:-**This completing the trilogy of context and process oriented principle for records management.

The idea of identification and description in relation to their creating agencies is relatively of recent origin. In the medieval era, organization of records was subject to a variety of arrangements, most of which were based on chronological order, subject matter and geographical consideration.

From the discussion above, organization is the arrangement of recorded information in chronological, alphabetical, numerical, systematic or alpha numerical manner had been practiced in developed country, while in developing country like Nigeria, are organized their students' academic records in the way that cannot be easily retrieved.

2.5.4 Retention and Disposal

Retention of record or records retention schedule is a policy that defines how long data items must be kept and provides disposal guidelines for how data items should be discarded. Disposal is the process by which organisation records are either destroyed or retained as university archived. Yeo (2003), pointed out that “its main justification if protection of an organisation against legal action. Beside the retention and disposal of records needs for legal

defense, this includes the ability to show why any particular records were destroyed. In regularities in destruction procedures can bring suspicion, if an organisation is taking to court or if there is an access request under freedom of information laws, that records may have been destroyed with intent to suppress embarrassing evidence.

The existence of a structured retention system allows the organisation to prove that any destruction took place as part of normal business practices. Besides supporting accountability and defence against litigation, efficient retention and disposition system:-

- ✓ Make it easier to retrieve records which are needed by removing those which are redundant
- ✓ Help to avoid inadvertent destruction
- ✓ Eliminate the cost and time for sorting and maintaining unwanted records.

In line of the above, Boston University (2017), “Academic Students’ Records and Disposal”, School of Public Health Compliance with the state and federal professional practice standard in matters of records retention policies and procedures stated that, in keeping with regulations and standards, the retention schedule for the school of public health students records are as follows:-

(1) Items removed from students file upon graduation or withdrawal:-

- i. Add/drop forms
- ii. Scheduling forms
- iii. Letter of recommendation and admission materials not remove by admission
- iv. Transcripts from other colleges
- v. Transfer credit request that are rejected
- vi. Correspondence not related to academic progress or FERPA disclosure

(2) Items retained in students’ file for seven years after graduation or date of last attendance:-

- i. Acceptance letter
- ii. Application for admission or readmission
- iii. Entrance exams and tests score reports
- iv. Military documents

- v. Financial and documents
- vi. Name change authorization
- vii. Correspondence related to FERPA disclosures
- viii. Advance placement waivers
- ix. Transfer credit approval
- x. Placement tests or scores
- xi. Waiver for right to access to review letters of recommendation
- xii. Degree audits
- xiii. Request for withdrawal
- xiv. Academic action unrelated to academic honesty
- xv. International students' documents 1-94 statement authorization passports, statement of educational costs, financial responsibility. If the students wish they may return to him/her

(3) Items retained permanently in students' file

- i. Graduation application
- ii. Final transcript
- iii. Information pertaining to academic honesty or violation of academic honesty policy
- iv. Grade change forms if in students' records
- v. Correspondence related to FERPA disclosures of students consent for disclosure

(4) Information and report retained for one year in the aggregate:-

- i. Enrollment verification
- ii. Registration forms
- iii. Add/drop forms

(5) Information report and retained for three years in the aggregate

- i. Scholarship forms

(6) Information and reports retained permanently in the aggregate:-

- i. Graduation lists
- ii. Enrollment statistics
- iii. Degree statistics

- iv. Commencement program
- v. Schedules of classes
- vi. Requests for disclosures of FERPA information © (2017)

2.6 Challenges Associated with Management of Students' Academic Records

Records keeping are an essential to the realization of the objective of every organization especially educational institutions. Management of record is the making use, control and disposition of records. American Heritage Dictionary, (1980) and cited Business organization, government ministry, educational institutions and social institutions depend upon records for their existence. There are several problems that stand in the way of achieving an efficient and effective records management in institutions of higher learning. Records can be described as the related items of data treated as a unit while data are facts or figures from which conclusion can be referred. Folorunsho, (2013) asserted that, records can be described as the logical collection of data while data can be described as logical collection of items. Such items could statistics, alphanumeric quantities. According to Luyomba (2010), outlined some of the problems encountered by records manager in the management of students' academic records as follows:-

1. Inadequate legal and regulatory framework;
2. Inadequate records management skills;
3. High Resistance to change;
4. Information security and privacy;
5. Insufficient Records Management facilities;
6. Inconsistency of records management policies;
7. Inadequate procedures and guidelines;
8. Inadequate political commitment.

The forgoing show that, records are an important collections of data or facts which inferences can be drawn. Educational institutions are general center for data generation and by extension record keeping Aghenta, (2011). University programme has become extremely complex over the years. It has become current issues for records to be irretrievable when required especially in Nigerian tertiary institutions Fabunmi, (2004). The reasons for these cannot be well understood. The complexity of these problems are better appreciated by those who bear the brunt especially university lecturers, students, parents and administrators who

required students records to facilitate accurate timely decision. Similarly, the study on the management of public records in the ESARBICA region in Africa by Ngulube and Tafor (2006) revealed challenges in the following areas of records management:

- i. Legislations: “Reports have shown that some national archival institutions were not managing records throughout their life-cycle partly due to weak legislative mandates”, (i.e. weak institutional capacity).
- ii. The absence of comprehensive records management policies, guidelines and practical standards
- iii. Inadequate or the absence of preparation for an imminent shift from the use of paper-based to electronic records in the conduct of public businesses.
- iv. Breakdown of the registry system in many countries
- v. Funding records management programmed
- vi. Records management personnel and professional development
- vii. Inadequate knowledge and use of archival and records management standards
- viii. Records appraisal and scheduling practices
- ix. Records preservation
- x. Care of electronic records, audio-visual materials and photographic materials
- xi. The accessibility of records
- xii. Ethics (archival) – its awareness and use.

Egwuyenga, (2009) noted that, data which arise from the execution of legitimate functions of schools should be properly manage and secured. Unfortunately, these have not been the case in the most institutions. He further listed some of the challenges facing management of students’ academic records as follows:-

1. Records management in Nigeria is plagued by such problems as inadequate skilled and experienced management personnel, lack of sufficient funds and the placement of records management in a low priority pedestal in relation to other things. These problems have eaten deep into records management practice in Nigerian universities. In addition, archaic records keeping method and technology plus poor data against organization and preservation of records.

2. Universities may find themselves in an embarrassing position if requested records are not found as a result of poor records system where, litigation by aggrieved parties cannot be ruled out. Organizations that manage their records well reap immediate benefits in term of being able to utilize all available information resources for competitive advantages.
3. Effective records management systems provide information required for the proper functioning of organizations including universities. On the other hands, poor records system can be risky to organization.
4. An institution where paperwork is poorly managed, the flow of records through the life cycle is retarded, chaotic or non existence. Records and the information they contains are difficult to retrieved, and costly duplication of paperwork is a frequent occurrence.
5. The other effect of poor organization is a decrease in the efficiency of the institutions and in an inflation of its operating costs. Organization of records referred to arrangement of resources which are primarily concerned with the evidence of organization activities and is usually applied according to the value of records rather than their physical formats Afolabi, (2004) and Egwuyenga, (2009).

In a related development, Mesly, (2015) stated that, unskilled, inadequately grossly over burdened staff is a factors militating against the efficient management of students' academic records. Ngulube and Tafor (2006) revealed challenges in the following areas of records management:

1. Legislations: "Reports have shown that some national archival institutions were not managing records throughout their life-cycle partly due to weak legislative mandates", (i.e. weak institutional capacity).
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8. Records appraisal and scheduling practices
9. Records preservation
10. Care of electronic records, audio-visual materials and photographic materials
11. The accessibility of records
12. Ethics (archival) – its awareness and use.

Management of students' academic records in higher learning institutions in Nigeria faced a lot of challenges which according to Maidabino (2003), inadequate fund, poor training, lack of adequate infrastructure and modern technology; generally affect the organization and preservation of records. According to Todd, (1986) the absences of well defined records management policies or practices which these are a big problem to institution of higher learning because the policies are supposed to be adopted by institutions and sticky followed. The problems encountered in handling records or mails and inadequate storage space and equipment. The problems encountered in retrieval of disposal of records. Lack of storage space and equipment, when these records are not properly stored, it result to misplacement and loss of some essential documents. Moreover, most institutions have problems in records management because they do not find it necessary to train personnel in the area of records management.

Abioye & Habila, (2004) suggested that, to overcome these problems as well as enhance effective and efficient preservation of students' academic records, adequate provision of funds, staff training in archives and records management program and provision of storage and retrieval facilities therefore becomes inevitable for all Nigerian Institutions. It is true that, funding challenges means schools may have difficulties in preserving the artifacts in their care. Time, money and natural disaster are also contributed in the problem of preserving of records. Lucy (2012) viewed that; other problems are encountered in handling mails, delay in given of documents, problems of retrieved and disposal of records. In addition to Nigerian situation, while there are no policies and properly laid rules procedures, the lack of proper adherence or implementation to policy where they exist also constitutes the problems. Therefore, according to Fasasi (2014), school records means to enhance the performance of higher learning institutions'

administrators. Adequate records management co-coordinators and protect an institutions records as management memory which control the time equipments and space allocated to records help to simplify intra-organizational and communication problems. According to Olanrewaju, (2008) Centralization of records system for students' academic records as well as ensuring that staff responsible for management of records either in manual or electronic formats to ease accessibility. National University Commission (NUC) should as a matter as agency design and implement a policy that will compel all universities in Nigeria to provides functional records centers that will make students' academic data available to the commission and other relevant organization at all times.

In related development, Dibu Ojerinde and Tukur (2005) stressed that, Practice and assets in offering solution to the above problems which are keeping records retention policy in the institutions by the institutions. An efficient and effective records management department should be maintained so that records will be properly kept and handled. Also, inactive files or records should kept in an inactive area or archives as it cost less than keeping them among the active records. There should be periodic training and education for personal in the records management as well as preservation and conservation of records in the unit or institutions. The used of computerized methods for keeping records promote the management of students' academic records. Understanding the attitude of staff towards continues update of the methods of keeping records would also encourage the management of students' academic records.

Therefore, Barde, (2015) assert that, record management personnel should made to have abroad background in business and training information area to enable them cope with expanding keeping should not be complex and but done immediately actions are taken on them and financing. Adequate storage space and equipments where records should be kept are also provided. Improvement in the attitude of staff towards records keeping leads to development in the efficient management of students' academic records. Better method of collecting and storing data results in the availability of accurate and reliable data would also solve the problems of management of students' academic records. The entire department used followed the same method of keeping records and proper entry of students' result, correct proof reading and efficient grading system leads to efficient management of students' academic records.

Njeze (2012) expressed that, solution to the problems of management of students' academic records includes:

1. Ensuring any codes, abbreviations or jargon used in the text are clearly described.
2. The person area or topics to information or records patterns are clearly documented.
3. Find the information need when need it: this means make it easy to find and use critical information regardless of format.
4. Go digital: Save money and improve efficiency by migrating to electronic processes.
5. Reduce costs: Reduce staffing overhead and stop paying to store what do not need.
6. Manage risks and maintain compliance: Track all information risks and maintain compliance.
7. Navigate mergers, acquisitions and divestitures: This help facilitate the deal, manage risks
8. Optimize physical files storage and access: Make paper records easier to access, save on storage space.
9. Manage hybrid records environment: Seamlessly manage electronic and physical records together.
10. Digitized paper documents: Explore a computer documents imaging services, from planning to scan to training.

In view of the above, there are several ways out of the identified problems which includes educating the administrators and other staff of the higher learning institutions in the best way to handle the students' records as well as the condition in which particular records will decay the least. According to University of Texas School Information (2007) this challenge is exacerbated by the fact that preservation is peripheral elements of institutions and library science curricula indeed, there are few places where one can receive a specialized education in preservation and conservation.

The University of Texas at Austin closed its formal conservation and preservation certificate program in 2010, though students there can select preservation and conservation courses to create their own specialization. There is a number of other preservation administration programs in United State of America including the University Of Michigan School Of Information with specialized in digital preservation management. Recently, the Institute for

Museum and Library Services (IMLS) has founded a number of digital duration education programs around the United States including at the University of North Carolina at Chapel Hill. Digital duration includes the activities of digital preservation and conservation management.

The aim of management of students' academic record is to achieve the best retrieval and exploitations of school records in the school system especially higher learning institutions and also to improve the efficiency of records making and keeping process. Management of students' academic records helps to control the quality and quantity of information that are created in a manner that effectively serves the need of the institutions, Akube (1991) and Fasasi (2004). Therefore, School records means to enhance the performance of higher learning institutions' administrators. Adequate records management co-coordinators and protect an institutions records as management memory which control the time equipments and space allocated to records help to simplify intra-organizational and communication problems. According to Olanrewaju, (2008) Centralization of records system for students' academic records as well as ensuring that staff responsible for management of records either in manual or electronic formats to ease accessibility. National University Commission (NUC) should as a matter as agency design and implement a policy that will compel all universities in Nigeria to provides functional records centers that will make students' academic data available to the commission and other relevant organization at all times.

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complex but done immediately actions are taken on them and financing. Adequate storage space and equipments where records should be kept are also provided. Improvement in the attitude of staff towards records keeping leads to development in the efficient management of students' academic records. Better method of collecting and storing data results in the availability of accurate and reliable data would also solve the problems of management of students' academic records. The entire department used followed the same method of keeping records and proper entry of students' result, correct proof reading and efficient grading system leads to efficient management of students' academic records.

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2. The person area or topics to information or records patterns are clearly documented.
3. Find the information need when need it: this means make it easy to find and use critical information regardless of format.
4. Go digital: Save money and improve efficiency by migrating to electronic processes.
5. Reduce costs: Reduce staffing overhead and stop paying to store what do not need.
6. Ensuring any codes, abbreviations or jargon used in the text are clearly described.
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10. Reduce costs: Reduce staffing overhead and stop paying to store what do not need.

2.7 Theoretical Framework for the Study

Buckland, (1990). "Nature of Records Management Theory" has been used by many researchers in their work, involving appraisal and accessioning, organization and arrangement, preservation and storage of records. Buckland sees records management as management of access to the working records of an organisation which normally comprised three (3) important aspects. These aspects are:

1. Information policy: This consists of what and who determines, who should and who should not have access to records? This is also involved legal and ethical issues arising from freedom of information and privacy legislation, trade secret and more.
2. The records life-cycle: A more efficient and more cost effective performance of any kind of records management service is likely if the records manager becomes involved in the full life cycle of records. But involvement in the full life cycle entails involvement in a wide variety of issues. From design and management, human factors and workflow, retention schedules and appraisal for archival retention, information technology and vital records protection.
3. Information retrieval: This includes up to three functions:
 - a. Physically fetching a copy of a documents
 - b. Locating where some known documents is currently housed and
 - c. Identifying which documents, if any, fit some description. Well defined records serves but more is likely to be needed. One enters the large and complex area of indexing, classification, catalogue etc.

The model was adopted for this study because it is center towards management of students' academic records. The entire components of the model are vital to the current study. Therefore, from the reviewed of literature, the activities involved in the management of students academic records entails three major variables.

2.7.1 Conceptual Framework for the Study

Buckland, (1990) “Nature of Records Management Theory”

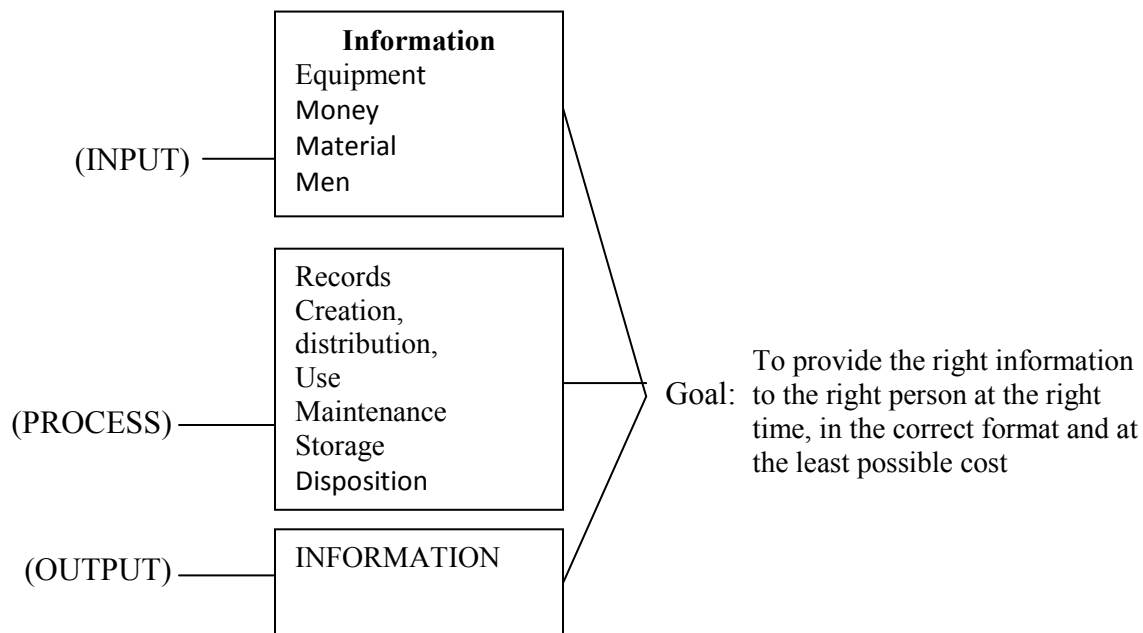


Figure 1: Records Management System

Source: Chukwuma (2006)

The above diagrammed can be seen as prove that the management of students’ academic records are essential for the development of higher learning institutions. The explanation of the conceptual framework emphasizes that:

(1) Policy on management for students’ academic records this is to serve as a guiding principle to records managers as well as limit some of the emerging problems encountered in the management of their students’ academic records.

(2) Appraisal and accessioning: An accessioning can be seen as the process that takes into account the records received or accepted into the organization and formally document their receipt. Appraisal is the process by which an organization identifies its requirements for maintaining records, as well as determines which records needs to be captured into a records management system and how long the records need to be kept.

(3) Organization and arrangement: these are arrangement of information resources in chronological, alphanumerical or systematic order for easy identification.

(4) Preservation and storage: these are the act of safe keeping or conserving of students' academic records. Preservation of record is considered an important or vital aspect of the administration functions. The administrators preserve and conserve records to ensure their effective existence and continuity thereby protecting the records against all agents of damages and destructions.

(5) Retention and Disposal: Disposal is the process by which organizations' records are either destroyed or retained as organisation archived. Retention of record is policy that defined how long data or items must be kept and provides disposal guidelines for how data items should be discarded. These approaches in the framework are the variable that related with Buckland (1990) Nature of Records Management Theory.

(6) Challenges: This approach in the framework covers the challenges associated with the management of students' academic records. Poor funding, poor capacity building, poor technological development.

Strengthen of the model

Buckland (1990) "Nature of Records Management Theory" was selected, among others, because of its potentials for covering the major variables: Policy on records management, accessioning and appraisal, organisation and arrangement, preservation and storage, retention and disposal of the present study on: Management of Students' Academic Records in Bauchi State Institutions of Higher learning.

Weakness of the model

One of the weaknesses of Buckland (1990), "Nature of Records Management Theory" is that, the model fails to provide the sub components of the management of students' academic records variables i.e type of students' academic records generated/received which is necessitates the modification to suit the present study.

2.8 Summary of Review and Uniqueness of the Study

This chapter has presented and discussed various literatures on the concept and significance of record management, however, records as defined by American Heritage Dictionary (1980) and by Onifade (2004), are information or data on a particular subject collected organized and preserved where found to be relevant to this studies. Igwoku (2008), also found to be relevant to this study.

From the report and discussions above on the state of concept and significance of records management, it is ascertain that there is a lot of room for improvement. Some institutions have taken some modest while other still in traditional steps.

The review of related literature on policy guiding the management of students' academic records were revealed by some many countries in the world such as United Kingdom, Australia, The United States of America, Canada, The Republic of South Africa, Namibia, Kenya etc for the management of students' academic records. This is to serve as a guiding principle to records managers as well as limit some of the emerging problems encountered in the management of their students' academic records. Significantly, different types of students' academic records like Dalton Hobbs (2014) Senior Administrative Associate © University of Texas at Austin. Academic records can be seen as an official statement, issued by authority of the registrar, of a students' subject result obtained at the university and showing any credit granted for prior study. JISC (2007) and Toronto Governing Council (1979) were found relevant to the study. It is observed that, most of the different types of students' academic records were not used in developing countries like Nigeria.

Procedure for managing student's academic record in terms of Appraisal and Accessioning were discussed by Ololube, (2012), Barde, (2015) Family Educational Rights and Privacy Act (FERPA) were also found relevant to this study. Most of the studies were focused on organization and arrangements of records have already done in developed while developing country like Nigeria is still in practicing. More progress is required if universities will be relevant within the global academic community. When UK respondents were asked in CIBER's international survey in 2009 to report on their changes to their budgets this year as compared with last in cash terms, 29% stated that their universities had provided a cash increase, 36% that

they had a standstill budget, while 36% reported cuts, in some cases of 10% or more to enable them increase organization and arrangement of students' academic records in their higher learning institutions.

Preservation and storage of students' academic records were also discussed in the research. Like according to National Archives of Australia (2017) stressed that, there is a need to continued preserving records of cultural history in United State higher institutions contains special or local history collections which are vital to educating and engaging students and their lectures or teachers in schools. Jeanne, (2013) and Njeze (2012), also discussed on management of students academic records. According to Egwuyenga, (2009) noted that, data which arise from the execution of legitimate functions of schools should be properly manage and secured. Unfortunately, these have not been the case in the most institutions.

Retention and disposal were quietly reviewed by Yeo (2003), he pointed out that "its main justification if protection of an organisation against legal action. Beside the retention and disposal of records needs for legal defense, this includes the ability to show why any particular records were destroyed. In regularities in destruction procedures can bring suspicion, if an organisation is taking to court or if there is an access request under freedom of information laws, that records may have been destroyed with intent to suppress embarrassing evidence.

Challenges facing the management of students academic records were also found in the research as stated by Maidabino (2003), inadequate fund, poor training, lack of adequate infrastructure and modern technology, generally affect the organization and preservation of records. Abioye & Habila, (2004) suggested that, to overcome these problems as well as enhance effective and efficient preservation of students' academic records, adequate provision of funds, staff training in archives and records management program and provision of storage and retrieval facilities therefore becomes inevitable for all Nigerian Institutions.

Mesly, (2015) who stated that, unskilled, inadequately grossly over burdened staff is a factors militating against the efficient management of students' academic records. According to Egwuyenga, (2009) noted that, data which arise from the execution of legitimate functions of schools should be properly manage and secured. Unfortunately, these have not been the case in the most institutions.

Proffer measures to the challenges facing the management of students' academic records were also found and discussed by Olanrewaju, (2008) which stated that, Centralization of records system for students' academic records as well as ensuring that staff responsible for management of records either in manual or electronic formats to ease accessibility. National University Commission (NUC) should as a matter as agency design and implement a policy that will compel all universities in Nigeria to provides functional records centers that will make students' academic data available to the commission and other relevant organization at all times. Dibu and Tukur, (2005) stressed that, Practice and assets in offering solution to the above problems which are keeping records retention policy in the institutions by the institutions. An efficient and effective records management department should be maintained so that records will be properly kept and handled.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the research, under the following sub-headings:

3.2 Research Method

3.3 Research Design

3.4 Population of the Research

3.5 Sample Size and Sample Techniques

3.6 Respondents groups and justification for their selection

3.7 Data collection Instruments

3.8 Administration of Research Instrument

3.9 Data Analysis

3.2 Research Method

According to Howell (2013), research methodology defines what the activity of a research is, how to proceed, how to measure progress and what constitutes success. Research methodology is the theoretical perspectives of the research process. Crotty (2008) described methodology as the way of choosing a process or design lying behind the choice and use of particular research methods and linking the choice and use of that method to the desired outcomes. According to Nachimias and Nachimias (2003), methodology is a system of explicit rules and procedures upon which research is based and against which claims for knowledge are evaluated. Research methodology has been grouped and divided along different views. Qualitative research methodology was employed for this research; this is because it will allow the researcher to gather different sets of qualitative information about the subject matter of the study. The qualitative research methodology is chosen for this study because it enables the

researcher (s) to solicit for huge information and data by means of allowing the target population group or groups to provide needed information freely through interview

3.3 Research Design

Research design is a procedure or method which the researcher followed in order to get answer to the research questions. The purpose of research design is to plan to generate the empirical evidence used to answer research questions. In order to achieve the stated research, there is a need to employ an appropriate research design. Narrative research design was employed for this research because it allowed the researcher to gather different sets of qualitative information about the subject matter of the study.

3.3.1 The Preliminary Study

The particular reason of preliminary study was to enable the researcher ascertain the availability of the management of students' academic records in Institution of higher learning in Bauchi State, Nigeria. The preliminary study in addition, was also to determine the number of officers responsible for keeping and maintaining students' file in the respective institutions.

3.3.2 Result of the Preliminary Study

The result of preliminary study indicated that, institutions of higher learning in Bauchi State, Nigeria are keeping records of their students and other staff records. Therefore, it was found that, there were twelve higher institutions of learning in Bauchi state, Nigeria.

Table: 3.1 Higher Institutions available in Bauchi state

S/N	Name of Institutions	Year of Establishment	Location
1	BSUG Gadau	2010	Gadau
2	School Of Agric	1971	Bauchi
3	C.O.E Kangire	2014	Kangire
4	ATAP Bauchi	1976	Bauchi
5	C.O.E Azare	1977	Azare
6	CLIS Misau	1978	Misau
7	Sch. Of Nursing and Midwifery	1978	Bauchi
8	Sch. Of Health Tech. Ningi	1999	Ningi

9	Social Dev. Institute Ningi	1999	Ningi
10	Garu Sch. Of Health Tech, Bauchi	2015	Bauchi
11	Maliki Sch. Of Health Tech, Bauchi	2015	Bauchi
12	ATBU Bauchi	1980	Bauchi
Total			

Source: Preliminary Study November, 2017

3.4 Population of the Study

In research, the term population is referred to a set of all elements, objects, or events that are of concern for a given study. According to Mugo (2010) population is a group of individuals, persons, objects or items from which samples are taken for measurement. Osuala (2002) reported that “population is any group of individuals that have one or more characteristics in common that is of interest to the researcher. The target population for the study comprised of 12 records managers dealing with students’ records in Bauchi State higher learning institutions. These institutions are:- Bauchi State University Gadau, Abubakar Tatari Ali Polytechnic Bauchi, School of Agriculture Bauchi, Bauchi, School of Nursing and Midwifery Bauchi, College of Education Kangire, College of Education Azare, College for Legal and Islamic Studies Misau, School of health technology Ningi, Social Development Institute Ningi Garu School of Health Technology Bauchi, Maliki School of Health Technology Bauchi and Abubakar Tafawa Balewa University Bauchi.

Table: 3.2 Research populations

S/N	Name of Institutions	Year of Establishment	Location	Record Managers
1	BSUG Gadau	2010	Gadau	1
2	School Of Agric	1971	Bauchi	1
3	C.O.E Kangire	2014	Kangire	1

4	ATAP Bauchi	1976	Bauchi	1
5	C.O.E Azare	1977	Azare	1
6	CLIS Misau	1978	Misau	1
7	Sch. Of Nursing and Midwifery	1978	Bauchi	1
8	Sch. Of Health Tech. Ningi	1999	Ningi	1
9	Social Dev. Institute Ningi	1999	Ningi	1
10	Garu Sch. Of Health Tech, Bauchi	2015	Bauchi	1
11	Maliki Sch. Of Health Tech, Bauchi	2015	Bauchi	1
12	ATBU Bauchi	1980	Bauchi	1
Total				12

Source: Preliminary Study November, 2017

3.5 Sample Size and Sampling Techniques

Mertens (2005) defined sampling as referred to the methods used to select a given number of people (or things) from a population. Sample has been part of research population observed for the purpose of making scientific or valid statement about the subject matter

(Bello, 2006). Best and Khan (2007) maintained that “sample is a small population of a population selected for observation and analysis. Looking at the study population of the current research which is twelve (12) record managers. The current study went in line with Boswell and Cannon (2014), who stated that depending on the design, goal of the study, phenomena of interest and other factors, a reasonable sample size in a study that intends to collect qualitative data might be as small as five (5) or six (6) participants. Therefore, the researcher selected one university, one college of Education, one private school of health technology, one polytechnic and one school of Agriculture.

Table 3.3: Sample Size

S/N	Name of Institutions	Year of Establishment	Location	Record Manager
1	BSUG Gadau	2010	Gadau	1
2	School Of Agric	1971	Bauchi	1
3	Sch. Of Health Tech. Garu	2014	Kangire	1
4	ATAP Bauchi	1976	Bauchi	1
5	C.O.E Azare	1977	Azare	1

The researcher's justification for selecting five higher institutions of learning out of twelve was because of operating the same procedures for their management of students' academic records.

3.6 Data Collection Instrument

Research instruments are tools for obtaining the required data for the population in order to realize the objectives of the research work. In order to achieve the stated research objectives in research, there is a need to employ an appropriate research instrument. Research instruments are tools for obtaining the required data for the population in order to realize the objectives of the research work. Data were collected through interview which means qualitative method would be use in conducting the research. Pernecky, (2016) pointed that, the method of qualitative research includes observation and immersion, interview, open-ended survey, focus group and content analysis of visual and textual material and oral history. Inquires enables the investigator to accurately record the answers of the interview. While Savin, (2013), on the other hand, sees qualitative research data collection methods are time consuming, therefore, data is usually collected from a smaller sample than would be the case for quantitative approaches. The advantage of qualitative method is that, the information is richer and has a deeper insight into the phenomenon understudy. The main methods for collecting qualitative data are: individual

interview, focus groups, observation and action research. Creswell, (2008) stated that, qualitative research is a method of inquiry employed in many different academic discipline include social science and natural science. Qualitative research is a broad methodological approach that encompasses many researches. It is a method that examine the why and how of decision making not what, when, where or who Bogdan & Taylor (1990).

The researcher was used structured type of Interview for the collection of relevant data for this research. Interview according to Best and Khan (2003) are used to gather information regarding an individual, experiences and knowledge; his/her opinions, beliefs and feelings and demographic data.

3.6.1 Method for Data Collection

The researcher obtained an Introduction letter from the Head of Department, Library and Information Science, Bayero University Kano, to enable him obtains permission to conduct the research by allowing him to collect data from the record managers dealing with students' academic records in all the Institutions of Higher learning in Bauchi State, Nigeria. The semi-structured interview was adopted by using comprehensive lists of interview questions for the collection of relevant data needed for this research. Abdul-malik (2006), defined interview as the act of asking a person or group of persons, questions in which they provide answers there and then. It helps target the specific phenomenon or experience that the researcher is investigating, as well as expedient interviewing and will gather the correct information that you need.

This form of interview was found to relevant for the study as it gives the researcher the ability to check for consistency in themes and also helps to identify the range of events or experiences about which the people will be asked to report. It enables the researcher to evaluate problems of investigation and consequently report the findings under common themes.

The researcher was able to conduct structured interview with records managers of the five sampled institutions and were coded as follows:

Table 3.4: Participant Interview

Participant	Location	Number of Participant	Date of Interview	Duration
P1	BSUG Gadau	1	4/2/2019	32 minutes
P2	School Of Agric	1	20/2/2019	27 minutes
P3	Sch. Of Health Tech. Garu	1	21/2/2019	28 minutes
P4	ATAP Bauchi	1	22/2/2019	35 minutes
P5	C.O.E Azare	1	1/3/2019	25 minutes
Total		5		

3.7 Administration of Research Instruments

The researcher visited all the higher institutions under study and administered the interview personally to the participants. A structured interview was conducted by the researcher across the five sampled institutions of higher learning in Bauchi State, Nigeria. A semi-structured interview was used by the researcher using comprehensive lists of interview questions setting across the five samples of institutions of higher learning in Bauchi State, Nigeria. Jennifer (2006), ascertain that, the ability of the researcher to personally conduct the interview will provide an opportunity to observe and well gather information in the form of comprehensive lists of interview questions.

The interviews were undertaken with the participants in the day time during their normal daily activities. This offered the researcher an opportunity to explain any confusing or grey areas not cleared to the participants. Moreover, after permission was sought from the participants to records their responses, the researcher briefly jotted down the issues raised and used. In the situation where the responses were not clear the researcher reframes the question and seeks for more clarification. The researcher allowed all the participants to express their views with regards to the questions asked. There's some variation on the duration as some of participants were

giving details explanation but some are not, the researcher manage to take the most important point needed, that is considered useful in the research. The researcher used self–developed semi structured interview with open–ended questions as a guide to the researcher, this approach as observed by Ibrahim (2013) facilitate faster interview and was easier to analyze and compare.

3.7.1 Trustworthiness and Transferability of the instrument

In qualitative research, Trustworthiness and Transferability is the process of establishing the authenticity of a research, the emphasis is to show detail and unambiguously state the procedures followed through the research in order to justify reliability. According to Creswell (2009) when trustworthiness is used in qualitative research, it performs the same function as validity and reliability of instrument in a quantitative research. This implies that, trustworthiness is a common term in qualitative research and is closely related to the term “validity” in quantitative research. Therefore, the trustworthiness of the study was established, through some criteria which include;

Credibility – These criteria refer to the process through which the researcher demonstrates the degree to which the results can be confirmed or corroborated by others. This plausibility or truth value of research findings is seen as the most vital criterion for the assessment of qualitative research (Scott, 2007). The researcher will take into accounts all the complexities in the study and address those that may not be easily explained.

Transferability –The criterion of transferability attempts to determine whether the researcher has provided sufficient information about the context and assumptions underlying the research to allow others assess the potential transferability of the finding to other similar settings. As opined by Ricks and Gow (2008) this relates to the qualitative criterion of external validity, which implies the degree to which research results can be generalized to other participants, situations, times and places. For this study, transferability of the research results will be ensured as records managers will be selected as participants based on the assumption that they are the major actors in the management of students’ records in their respective institutions.

In addition, Member Checking Strategy (M.C.S) was also used to determine the accuracy of the qualitative findings through taking the final reports or specific descriptions back to

participants and determining whether these participants felt that they were accurate. Maidabino (2003) reaffirmed that, this does not mean taking the raw transcript to check for accuracy. It involved a follow-up interview with participants in the study and it provided an opportunity for them to comment on the findings.

3.8 Method of Data Analysis

More importantly the analysis according to Gibson (2009), gives room for the researcher to fully examine the communality, the differences and the relationship that exist from the data obtained from the participants as related to a theme of investigation. In the context of this study, the research analyzed the data gathered from the participants using qualitative data analysis (QDA). Qualitative research method is the type of theoretical assumption that emerged from the philosophical assumptions of interpretivists and constructivists schools of thought. It is the type of method that allows the researcher to rely on the view of the respondents rather than using quantifiable data.

Thematic analysis was used to analyze the data collected through interview. Thematic analysis is one of the commonly used methods in qualitative analysis that involves searching through data to identify any recurrent patterns (Mohd, 2017). Thematic analysis focuses on examining themes within the data in an attempt to give meaning to what is being expressed by the narrator. Braun & Clarke (2012) stated that thematic analysis is a method of identifying, analysis and reporting patterns (themes) within data. The themes the researcher identifies should be coded and analysis would need to be an accurate reflection of the content of the entire data set.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter discusses the data collected through the use of semi structured interview for the study. In his effort to conduct a successful interview, the researcher followed the participants to their respective institutions where they usually carried their day to day records management activities. The interview took place in the day time during their normal daily activities. This offered the researcher opportunity to explain any confusing or grey areas not cleared to the participants. Moreover, the researcher briefly jotted down the issues raised and used after permission was sought from the participants to records their responses. In the situation where the responses were not clear the researcher reframes the question and seeks for more clarification. The researcher allowed all the participants to express themselves view with regards to the questions asked. There's some variation on the duration as some participants are giving details explanation but some are not, the researcher manage to take the most important point needed that is much useful in the research. The researcher used self –developed semi structured interview with open–ended questions as a guide to the researcher, this approach as observed by Ibrahim (2013) facilitate faster interview and was easier to analyze and compare.

However, thematic data analysis was employed to analyze the data collected through interview which took place between the researcher and the five records managers under study. Thematic analysis was used in analyzing and reporting the data received from the participants. The themes that emerged in reporting of the findings involve the following:

Variable 1: Policies guiding the management of students' academic records

Variable 2: Types of students' academic records are generated or received

Variable 3: Procedures for managing students' academic records in Institutions of higher learning understudy in terms of:-

- i. Appraisal and Accessioning
- ii. Organization and Arrangement
- iii. Storage and Preservation
- iv. Retention and Disposal

Variable 4: Challenges associated with the management of students’ academic records

Presentation and analysis of the data collected from the Records managers in higher institutions in Bauchi state Nigeria

Table 4.1 Personal Information of the participants

S/N	Code	Gender	Name of institutions	Educational Qualification	Working Experience	Rank	Date	Time
1	P1	Male	BSUG Gadau	Degree	2 years	Exam officer	4/2/2019	32 minutes
2	P2	Male	School Of Agric	Degree	3 years	Academic secretary	20/2/2019	27 minutes
3	P3	Male	Sch. Of Health Tech. Garu	Degree	3 years	Exam officer	21/2/2019	28 minutes
4	P4	Male	ATAP Bauchi	Degree	4 years	Exam officer	22/2/2019	35 minutes
5	P5	Male	C.O.E Azare	Degree	2 years	Exam officer	1/3/2019	25 minutes

The above table 4.1 shows the Personal Information obtained from the respondents. Regarding the experience of each respondent as record management officer, the findings indicate that during the data collection, two (2) of the participants were at their first tenure, while three (3) of the participants were at their second tenure. And all the participants claimed having university degree as their educational qualification. This shows that all the participants have adequate qualifications that qualify them to serve as records officers in their respective institutions.

The table further shows the code given to each of the participants as seen above and equally the table shows the date and time conducted the interview.

4.2 Availability of Policies guiding the management of students’ academic records

Question: The researcher asked the participants “Sir, does your Institution have any guideline or policy for the management of Students Academic Records?”.

Response:

P1 & P4: yes, but the policy is yet to be formalize

P2 & P5: in fact, there is no any policy or guidelines for the management of Students' Academic Records in our higher institutions

P3: I am not sure if there is any policy regarding this

Question: The researcher asked the participants *whether* the guideline or policy is written?

P1 & P4: actually the guidelines are not written

P2, P3 & P5: we do not have any policy guiding the management of Students' records in any format.

The analysis of the interview shows that none of the institutions has any comprehensive written policy guiding their management of students' records hence the issue of having access to it does not arise. Therefore, the study can summarized that on the issue of the existence of comprehensive policy for the management of Students' Academic Records in all the higher institutions, the entire participants P1-P5 confirmed that there was no comprehensive policy for the management of students' academic records in all the higher institutions. This finding contradicts the finding of Keokopa (2007) who observed that the State Records Authority of New South Wales is developing a range of more detailed guidelines, manuals, training and other support to help agencies implement this policy. It also corroborates the saying that other than UK and Australia, some few African countries also have in place policy document for the management of students' academic record this is contained in a document titled "Records Management Policy Manual" (RMPM) published by the National Archives and Records Service of South Africa in 2006.

Question: The researcher asked the participants the level at which they apply certain guidelines in the policy to the management of Students' Academic Records.

P1: rarely

P4: seldom

P2, P3 & P5: Never

This finding revealed that P1 and P4 claimed that they rarely/seldom apply certain guidelines in the management of students' records. Participants P2, P3 & P5 identified that they never apply certain guidelines in the policy to the management of Students' Academic Records. This finding therefore, justifies the need for available policy guidelines to be complied by these universities. As a buttress to this point, the University of Sheffield (2014) stated that "a records management policy is expected to describe the types as well nature of records to be generated, those to manage the records, as well as the competencies expected to be acquired by those people.

Question: The researcher asked the participants on the types of students' Academic Records they generated/ received in their institutions.

Response: The participants responded as follows:

P1: The types of records we generate include Applications for admission, Post UTME/DE screening database, Entrance exam and test scores, Acceptance letter, academic performance grade reports, transcripts etc.

P2: Today we are generating records that have to do with Letter of recommendation, Personal and enrollment information e.g sex, marital status, date of birth, ethnic background, registration no etc., Students' medical data, Academic offences, academic transcripts and grade reports

P3: These include grade reports, counseling records, transcripts, Disciplinary offences, Information pertaining to action related to academic honesty or violation of academic honesty policy

P4: Personal information e.g sex, marital status, date of birth, ethnic background, registration no etc., Students' medical data, Academic offences, Grade reports, Results of petitions and appeals filed by students, Transcript from other colleges

P5: Applications for admission, Final transcript, Graduation list, reports of students' grade, Personal information e.g sex, marital status, date of birth, ethnic background, registration no etc., Students' medical data, Academic offences.

On the issue of the types of students' Academic Records generated/ received in those institutions. There were different types of students' Academic Records they generated/ received in those institutions, the participants have identified different records generated in the institutions under study. From the data collected regarding the types of recorded generated or received the researcher noticed that all the institutions that participated in records management. Different students' academic records are maintained ranging from Applications for admission, Post UTME/DE screening database, Entrance exam and test scores, Acceptance letter , Letter of recommendation, Personal and enrollment information e.g sex, marital status, date of birth, ethnic background, registration no etc., Students' medical data, Academic offences, Counseling records, Disciplinary offences , Information pertaining to action related to academic honesty or violation of academic honesty policy, Grade reports, Results of petitions and appeals filed by students, Transcript from other colleges and Final transcript, Graduation list. This corroborates the submission of Dalton (2014) who stated that students' academic records is a section that review the accuracy of students' data upon students matriculations and is responsible for maintaining all academic records. This maintenance includes ensuring that all changes to students' records, such as name changes and grade changes are done accurately and according to university policy. This area is also responsible for posting all final grades, including grades from study abroad, credit by exam and university extension.

4.2 Managing Students' Academic Record

Before any attempt to manage students' academic records, the stakeholders must engage in appraisal processes, hence the participants were asked the following question whether they have guidelines or policy for record appraisal

Response: The participants responded as follows:

Question: Do you have guidelines or policy for record appraisal?

P1: I am not aware on the availability of policy for record appraisal in my institutions

P2: I am not sure about the existence of such policy in my institution

P3: though we maintained academic records of our students, but actually we lack a comprehensive policy for their appraisal.

P4: This institution does not have any policy on record appraisal

P5: we could say we have guidelines but because they are not formal they undergo changes almost every session due to directives we received from the management

Findings from the interview conducted indicated that P1, and P1 were not aware or sure on the existence of policy for record appraisal in their institution, P3 and P4 confirmed lack of the existence of policy for record appraisal in their institution. It was only P5 who claimed having non-formal guidelines for record appraisal in their institution. Therefore, responses of all the participants indicated that there is no a standard policy guiding their institutions on records appraisal. This justifies the findings of Maidabino, (2003) who revealed that students' academic records were poorly manage in Federal Universities in North-Western Nigeria.

4.3 Ways of Appraising Students' Academic Records

Response: The participants responded as follows:

Question: how do you appraise your students' academic records?

P1& P3: retention schedule

P4 & P5: standing order

P2: I am not sure

With regards to how the institutions appraise their students' academic records, P1& P3 claimed using retention schedule to appraise their students' academic records, P4 & P5 use standing order and P2 was not sure on the specific procedure used to appraise their students' academic records.

This finding corresponds to Boston University (2017), “Academic Students’ Records and Disposal”, School of Public Health Compliance with the state and federal professional practice standard in matters of records retention policies and procedures.

Question: How do you organize your students’ academic records?

P1& P3: Folders, Directories, flat files

P2: Databases, metadata, file cabinet

P4 & P5: Office plat files, Platforms like google drive called cloud computing

On the issue of how the institutions organize students’ academic records, the findings indicated that some institutions P1 and P3 use Folders, Directories, flat files to organize their students’ academic records, P2 uses Databases, metadata, file cabinet, P4 and P5 use Office plat files, Platforms like google drive called cloud computing. The results of the findings in terms of various tools use to organize students’ academic records indicated that folders, directories, flat files, databases, metadata, file cabinet and google drive. This finding coincide with saying of Igwoku (2008) that in the conventional paper based organization such as universities, paper continues to be viewed as the materials for records in administrative documentation, and the approach created in the course of day to day business of the universities and other higher learning institutions are to be stored and kept in hard copies as evidence of an action, decision or process.

4.4 Problems encountered in the Organization of Students’ Records

Question: What problems do you encounter in the organization of students’ academic records?

Response: the responses obtained by the researcher revealed that there are number of challenges associated with the organization of students’ academic records all revealed by all the five respondents. The responses were as follows:

P1: Lack of standard on naming metadata

P2: Poor distribution of files into respective folder/ directories and duplicating folder names

P3: Duplication of file folders, improper naming of files

P4 & P5: Poor file encoding

From the findings above on the problem encountered, duplication of file folders was revealed by P3 and P3, P1 and P3 identified lack of standard on naming metadata/ improper naming of files, P4 and P5 identified Poor file encoding and P2 lamented poor distribution of files into respective folder/ directories as a problem they encounter in the organization of students' academic records. This justifies the finding of Mabea, (2010) who revealed that students' academic records were poorly managed in federal universities in North-Western Nigeria. It also contradicts the status of United Kingdom National Archives (UKNA) who issued Digital Records Management (DRM) guidelines through the UK's Lord Chancellor's office on the best practice for the management of students' academic records.

Question: What types of storage devices do you use in the management of students' records?

Response: The participants responded as follows:

P1: Fire proof-cabinet, Temper-proof envelop, Computers (CPU) Digital Cameras

P2: Video/Audio recorders, Mobile phones, Scanners, CD/ DVD-ROMs

P3: Blu-Ray Disc, Flash Drives, External hard drives

P4: Optical Cards/Smart Cards e.g. Credit Cards, Blu-Ray Disc, Flash Drives, External hard drives

P5: official email and local directories

This finding revealed that all the five institutions had almost common pattern in the types of storage devices they use in the management of students' records with some little variations. P1 uses Fire proof-cabinet, Temper-proof envelop, Computers (CPU) Digital Cameras, P2 uses Video/Audio recorders, Mobile phones, Scanners, CD/ DVD-ROMs, P3 uses Blu-Ray Disc, Flash Drives, External hard drives, P4 uses Optical Cards/Smart Cards e.g. Credit Cards, Blu-Ray Disc, Flash Drives, External hard drives and P5 uses official email and local directories.

The disparity of different storage media of students academic records found in the current study, is in conformity with the Nigeria's National Archives Decree (1992) which viewed record more elaborately by stating that: Records means all papers, registers, printed matters, books, maps, plans, photographs, microfilms, cinematographic films, sounding recordings, or other documentary materials regardless of physical formats or characteristics made or received by public or state offices or by business houses or companies, private bodies or individuals in pursuance of their legal obligations or in connection with the transaction of their proper business.

4.5 Storage Device Most Used in the Preservation of Students' Academic Records in Your Institution

Response: The participants responded as follows:

P1: Diskettes, Radio cassettes, Video cassettes, CDs/DVDs

P2: Blue-rays, Computer drives, External Hard drives

P3: Flash drives and Memory cards

P4 & P5: Optical Disk Diskettes, Radio cassettes, Video cassettes, CDs/DVDs

Considerably, data collected through interview shows the most used storage device in the Preservation of Students' Academic Records in these institutions. P1, P4, and P4 identified diskettes, radio cassettes, video cassettes, CDs/DVDs as the most used, P2, identified Blue-rays, Computer drives, External Hard drives as the most used storage device in the Preservation of Students' Academic Records in their institution and P3 identified Flash drives and Memory cards as the most used storage device in the Preservation of Students' Academic Records in their institution. This preference of particular storage device mostly used in the Preservation of Students' Academic records has to do with its relevant in the organization. That is why Whiwu (2007), stated that records are information media that are created in the course of business and kept because they are of use in that business.

4.6 Factors Considered In Retaining Students' Academic Records

What factors / values do you consider in retaining your students' academic records?

P1, P3, P4: Informational value and legal value

P2 & P5: archival value, and informational value

In relation to the factors considered in retaining your students' academic records, all the five participants P1, P2, P3, P4 and P5 stated that they consider Informational value, while P1, P3, P4 also consider legal value in retaining their students' academic records. P2 & P5 on the other hand, also consider archival value in retaining their students' academic records. These findings corroborates the submission of Brasher (1988) who posited that, all records are created for a purpose and at least some have value for that purpose. It also coincide with Seely (2018) who stated that good records management allows us to identified records that have permanent, historical value to the university. It also goes in line with the Policy (2007) of the U.K., which described appraisal as a process of determining which records are of long-term historical value and are worthy of permanent preservation, irrespective of medium.

4.7 Nature Of Records Disposition

Question: What indicates the nature of your records disposition?

P1, P2 & P5: transfer to archive

P3 & P4: conversion to another medium

Based on the opinion of participants during interview, the nature of records disposition of P1, P2 & P5 is transfer to archive and that of P3 & P4 is conversion to another medium. This conforms to the practice of the National Archives of Australia who have issued guidelines for

implementing a recordkeeping system which is applicable to managing both proper and digital records.

4.8 Guides to Records Disposition in the Institutions

Question: Which of the following policy do you think guides the records disposition in your institution?

- a. Institutional retention schedules
- b. government approved policy
- c. National Archive and records services Act

P1& P3: institutional retention schedule

P4 & P5: government approved policy

P2: national archive and records services act

It can be observed that, P1 and P3 revealed that; institutional retention schedule guides the records disposition in their institution, P4 and P5 revealed that; government approved policy guides the records disposition in their institution and P2 claimed that national archive and records services act. These findings justify the opinion of Owe (2000) who viewed the problems of records keeping from the perspective of these bodies-government, university management, the staff and the students. He accused these bodies of being responsible for in accurate or incomplete and dishonest records. It also corroborates the saying of Linda, (2011) that policy on management is the governance part of government, risks and compliance.

4.9 Methods Used for the Disposal of Unwanted Records

Question: Which methods do you use for the disposal of unwanted records?

P1& P3: Burning and Pulping

P4 & P5: Deleting from the main storage device

P2: chemical destruction (maceration)

It can be observed that all the five (5) participants interviewed agreed their institutions engaged in the disposal of unwanted records of their students, even though they used various methods of disposals. Some institutions P1& P3 indicated using Burning and Pulping, P4 & P5 claimed deleting from the main storage device and only P2 claimed using chemical destruction (maceration) in the disposal of unwanted records. These findings justify the nature of Buckland (1990) “Nature of Records Management Theory” because of its potentials for covering the major variables policy on records management, accessioning and appraisal, organisation and arrangement, preservation and storage, retention and disposal functions.

4.10 Provision of Access to The Use Of Students’ Academic Records

Question: How easy has your organization been able to provide access to the use of students’ records?

P1: moderately easy

P4 & P3: extremely easy

P2: not easy

P5: fairly easy

Views of interviewed participants showed that, some institutions P4 & P3 claimed provision of access to the use of students’ records by their institution as extremely easy, P1 opined it moderately easy, P2 viewed it not easy and P5 opined provision of access to the use of students’ records by his institution as fairly easy. This finding portrays the need to embrace the advice given by Bock, (2011) who stated that, without access to good records, official are forced to take decisions on an adhoc basis without the benefits of institutional memory. In similar vein, Olanrewaju, (2008) proposed that, centralization of records system for students’ academic records as well as ensuring that staff responsible for management of records either in manual or

electronic formats, ease accessibility. Also coincide with Njeze (2012) who expressed that, solution to the problems of management of students' academic records includes making paper records easier to access, save on storage space

4.11 Challenges Associated With The Management Of Students' Academic Records In Higher Institutions Of Learning

Question: Can you share with me the challenges facing the management of Students' records in your institution?

P1: Inadequate regulatory framework, insufficient funding, inadequate records management skills

P4: Inadequate power or energy supply, Poor information security and privacy, Insufficient Records Management facilities

P3: Inconsistency in policies, inadequate procedures and guidelines, Poor management/administrative commitment

P2: Lack skilled manpower, Low quality devices used in the storage of students' records, Inadequacy of relevant training

P5: absence of comprehensive records management policies, guidelines and practical standards, Inadequate of preparation for an imminent shift from the use of paper-based to electronic records

The findings revealed that the problems associated with the management of Students' Academic Records in Higher Institutions of Learning include absence of comprehensive records management policies/regulatory framework as pointed out by four out of the five participants. Insufficient funding and inadequate records management skills was revealed by P1. Participant, P4 identified Inadequate power or energy supply, Poor information security and privacy, Insufficient Records Management facilities, while P3 identified inadequate procedures and guidelines, Poor management/administrative commitment, Lack skilled manpower, Low quality devices used in the storage of students' records, Inadequacy of relevant training also affect the

management of Students' Academic Records in Higher Institutions Of Learning as revealed by P2. In addition, P5 lamented lack of practical standards, Inadequate of preparation for an imminent shift from the use of paper-based to electronic records as the problems associated with the management of Students' Academic Records in Higher Institutions of Learning. This finding corroborate the submission of Maidabino (2003), inadequate fund, poor training, lack of adequate infrastructure and modern technology, generally affect the organization and preservation of records. It also confirms the findings of Mesly, (2015) who stated that, unskilled, inadequately grossly over burdened staff is a factors militating against the efficient management of students' academic records.

Question: What measures would you propose for the above mentioned challenges?

Response: Based on the interview conducted on the measure for the above challenges, the participants disclosed their views as follows:

P1: There should be presence of comprehensive records management policies, guidelines and practical standards, adequate regulatory framework, consistency in policies,

P4: adequate procedures and guidelines

P3: provision of information security and privacy, adequate power, adequate records management skills, effective management/administrative commitment,

P2: provision of skilled manpower, sufficient funding, adequacy of relevant training, adequate of preparation for an imminent shift from the use of paper-based to electronic records,

P5: high quality devices to be used in the storage of students' records.

Based on these responses, it can be concluded that there should be presence of comprehensive records management policies, guidelines and practical standards , adequate regulatory framework, consistency in policies, 'adequate procedures and guidelines, information security and privacy, adequate power, adequate records management skills, effective management/administrative commitment, skilled manpower, sufficient funding, adequacy of relevant training, adequate of preparation for an imminent shift from the use of paper-based to electronic records, high quality devices to be used in the storage of students' records. This

corresponds to the suggestion of who Abioye & Habila, (2004) suggested that, to overcome these problems as well as enhance effective and efficient preservation of students' academic records, adequate provision of funds, staff training in archives and records management program and provision of storage and retrieval facilities therefore becomes inevitable for all Nigerian Institutions.

Discussion of Findings

Considering the data collected, analyzed and presented the findings of the study revealed that:

1. In the issue of policy guiding the management of students' academic records in Bauchi State Institution of higher learning in Bauchi State, Nigeria it was revealed that among the five institutions libraries that participated in this research none of them has written policy with regards the management of their students' academic records.
2. With regards to the types of students' academic records generated or received in institutions of higher learning in Bauchi State, Nigeria the study revealed that Grade reports and Transcript from other colleges were the major types of students' academic records generated or received. These are followed by Entrance exam and test scores, Final transcript, Graduation lists, Personal and enrollment information e.g sex, marital status, date of birth, ethnic background, registration no etc., students' medical data, Information pertaining to action related to academic honesty or violation of academic honesty policy, Counseling records, Applications for admission, Disciplinary offences, Academic offences, Acceptance letter, Post UTME/DE screening database, Results of petitions and appeals filed by students, and Letter of recommendation being the least generated or received in that order.
3. In the issue of procedures for managing students' academic records in Institutions of higher learning understudy in terms of:-
 - a. Appraisal and Accessioning; the study established that Retention Schedule and standing order are the procedures used to appraise their students' academic records.

- b. Organisation and Arrangement; the study established that these institutions organize their students' academic records through directories, folders, File cabinet, Office plat files, Metadata, Databases and other platforms like cloud computing e.g google drive. The major problem they encounter in the organization of students' records is lack of standard on naming metadata, followed by Poor file encoding, Duplication of file folders, Poor distribution of files into respective folder/ directories and other problems being the least in that order.
 - c. Storage and preservation; The major storage devices used in the management of students' records in Bauchi state higher institutions of learning are External hard drives , temper-proof envelop, Digital Cameras, Fire proof-cabinet, Video/Audio recorders, Scanners, Blu-Ray Disc, CD/ DVD-ROMs, others devices, Flash Drives, Mobile phones, Computers (CPU), Optical Cards/Smart Cards e.g. Credit Cards being the least.
 - d. Retention and Disposal; Informational value was the major factor they consider in retaining their students' academic records, followed by Archival value, Legal value and other values like historical values. In relation to the nature of records disposition, many of the respondents transfer their students' records to archive. In relation to records disposition in these institutions, many of the respondents indicated Institutional Retention Schedules as what guides their institutions in records disposition. For the disposal of unwanted records and many of the respondents claimed deleting from the main storage device as the method they use.
4. With regards to the challenges associated with the management of students' academic records in institutions of learning in Bauchi State Nigeria, the study established that the major challenge facing the management of Students' academic records in those institutions include absence of comprehensive records management policies, guidelines and standards procedure that are inline with the best practices, Inadequate regulatory framework that will spell out the types of students' academic records to be generated as well as their formats, Inadequate train and retrain of staff, Inadequate power or energy

supply, Insufficient funding, Low qualitative devices used in the storage of students' records, and Other challenges not mentioned.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, the summary of chapters, background of the study, review of the related literature, methodology adopted, findings of the study, conclusion and recommendation.

5.2 Summary

Chapter one covers the background to the study and overview on the Management of Students' Academic Records in Institutions of Higher Learning. It further described the research problem, research questions, objectives of the study, and also provide significance, scope and limitation of the study as well as definitions of terms. Chapter two presents a review of related literature on the topics under investigation, areas reviewed includes; Concept and Significance of Records Management, Policy on Records Management, Types of Students' Academic Records Generated/Received, Procedure for Managing Students' Academic Records In terms of:- Appraisal and Accessioning, Organisation and Arrangement, storage and Preservation, Retention and Disposal. Other areas reviewed were, Accessibility and Utilization of Students' Academic Records, Challenges Facing the Management of Students' Academic Records, Theoretical and Conceptual Frameworks for the Study and Summary of Review and Uniqueness of the Study.

Chapter three explained the methodology used in the study which includes research design, Result of the Preliminary Study, population of the study, sampling technique and sample size, Administration of Research Instrument and method of data analysis. Chapter four presented the analysis and the interpretation of the data obtained from respondents through the interview. Chapter five deals with the summary of the study, summary of the major findings conclusion and recommendations on the addressing the issues that affect Management of Students' Academic Records in Institutions of Higher Learning Bauchi State, Nigeria.

5.3 Summary of the major findings

Considering the data collected, analyzed and presented the major findings of the study are the following:

1. In the issue of policy guiding the management of students' academic records in Bauchi State Institution of higher learning in Bauchi State, Nigeria it was revealed that among the five institutions libraries that participated in this research none of them has written policy with regards the management of their students' academic records.

2 With regards to the types of students' academic records generated or received in institutions of higher learning in Bauchi State, Nigeria the study revealed that Statement of result, Transcripts and Final Certificate was the major types of students' academic records generated or received.

3 In the issue of procedures for managing students' academic records in Institutions of higher learning understudy in terms of:-

- a. Appraisal and Accessioning; the study established that Retention Schedule and standing order are the procedures used to appraise their students' academic records.
- b. Organisation and Arrangement; the study established that these institutions organize their students' academic records Office plat file, folders and File cabinet. They arranged their students' academic records through Alphabetical, Numerical and Chronological.
- c. Storage and preservation; The major storage devices used in the management of students' records in institutions of higher learning in Bauchi state, Nigeria are External hard drives , temper-proof envelop, Fire proof-cabinet, Video/Audio recorders, Scanners, Blu-Ray Disc, CD/ DVD-ROMs, others devices, Flash Drives, Mobile phones, Computers (CPU).
- d. Retention and Disposal; Informational value was the major factor they consider in retaining their students' academic records, followed by Institutional retention schedule, Archival value and Legal value. In relation to the nature of records disposition, many of the respondents transfer their students' records to archive.

4 With regards to the challenges associated with the management of students' academic records in institutions of learning in Bauchi State Nigeria, the study established that the major challenge facing the management of Students' academic records in those institutions include absence of comprehensive records management policies, guidelines and standards procedure that are inline with the best practices, Inadequate regulatory framework that will spell out the types of students' academic records to be generated as well as their formats, Inadequate train and retrain of staff, Inadequate power or energy supply as well as Insufficient funding and Lack qualitative devices used in the storage of students' records' academic records.

5.4 Conclusion

The operational efficiency of the institutions themselves depends on how well these records are managed and preserved over time. However, the standard procedures for the efficient management of students' academic records run through a process of generation, appraisal and retention, preservation, access and use. However, the need to proffer viable and sustainable measures to the challenges facing the procedures applied in Management of Students' Academic Records particularly in Institutions of Higher Learning in Bauchi State has led to revelations that made the researcher to think over the fate of students' academic records that are generated or received on daily basis. It also was realized as obtained from the findings that the record managers dealing with students' academic records in the institutions studied employ different procedures as they deem fit in the management of the students' academic records. This can be attributed to lack of standard guideline in the form of policy framework that is expected to spell out in detail, the step-by-step procedure to be followed in the effective management of students' records. As a matter of urgency, it is therefore necessary for a comprehensive policy to be formulated and should be in consonance with a national education policy of the federal government in collaboration with archival agencies to serve as a regulatory framework for all institutions of higher learning.

5.5 Recommendation

1. There should be standard procedures that are in line with best practices for the management of students' academic records can be guaranteed in institutions of higher learning in Bauchi State, Nigeria

2. Policies and regulatory framework will spell out the types of students' records to be generated as well as their formats.
3. There is the need for consistent training and retraining of students' records staff for attaining their required competencies
4. Provision of sufficient funding, adequate power or energy supply,
5. Provision of qualitative devices used in the storage of students' academic records

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APPENDIX I

Department of Library and
Information Sciences,
Bayero University, Kano
10th January, 2019

Dear Sir, Madam,

PRELIMINARY STUDIES

I am a Masters student of Bayero University, Kano. I wish to solicit your assistance to provide information on the following question as preliminary study governing a research on the Management of Students' academic records in institutions of higher learning in Bauchi State, Nigeria which will qualify me to get a Masters degree in Library and Information Science.

Kindly respond to the questions as this will enable the researcher to successfully complete the study. The responses provided will be used purely for academic purposes and will be handled with utmost confidentiality.

Thanks you for your co-operation.

Idris Alhaji Dano

APPENDIX II QUESTIONNAIRE

Department of Library and

Information Sciences,

Bayero University, Kano

10th January, 2019

Dear Respondent,

QUESTIONNAIR FOR INTERVIEW

I am a postgraduate student of the above department, conducting a research on management of students' academic records being a requirement for the award of Master of Library and Information Science (MLIS) Degree.

I would appreciate if you could assist by allowed me come and do interview of your Record managers. All the information provided would be treated confidentially and used for academic purpose please.

Thanks,

Yours faithfully

Idris Alhaji Dano

SECTION A: Background Information of the Respondents

- 1. Name of Institutions
- 2. Year of Establishment
- 3. Location
- 4. Gender:
 - (a) Male{ }
 - (b) Female{ }
- 5. Age Range{ }
 - (a) Below 30 years { }
 - (b) 31-40 Years { }
 - (c) 41-50 Years { }
 - (d) 51 Years and above { }
- 6. Educational Qualifications
 - (a) PhD { }
 - (b) MASTERS { }
 - (c) DEGREE { }
- 7. Working Experiences

Other please specify.....

Section B: Policies guiding the Management of Students’ Academic Records

- 3. Does your Institution have any guideline or policy for the management of Students’ Academic Records?
- 4. If yes, is the guideline or policy written?
- 5. If the policy is written, is it accessible when needed
- 6. To what level do you apply the guidelines in the policy to the management of Students’ Academic Records?

SECTION C: Types of Students’ Academic Records Generated/Received By Higher Institutions

- 7. What types of students’ academic records are generated or received in your institution?

SECTION D: Procedure for Managing Students’ Academic Record in the higher Institutions

- 8. Do you have guidelines or policy for record appraisal?
- 9. How do you appraise your students’ academic records?
- 10. How do you organize students’ academic records?
- 11. What problems do you encounter in the organization of students’ records?
- 12. What types of storage devices do you use in the management of students’ records?
- 13. Which of the storage device is mostly used in the preservation of students’ academic records in your institution?
- 14. What factors / values do you consider in retaining your students’ academic records?
- 15. What indicates the nature of your records disposition?

- 16. Which of the following policy do you think guides the records disposition in your institution?
- 17. Which methods do you use for the disposal of unwanted records?
- 18. How easy has your organization been able to provide access to the use of students' records?
- 19. How do you enable access to your students' academic records?

SECTION F: Challenges Associated With the Management Of Students' Academic Records In Institutions Of Higher Learning

- 20. Can you share with me the challenges facing the management of Students' records in your institution?
- 21. What measures would you propose for the above mentioned challenges?

SECTION A: Background Information of the Respondents

8. Name of Institutions

9. Year of Establishment

10. Location

11. Gender:

(c) Male{ }

(d) Female{ }

12. Age Range{ }

(e) Below 30 years { }

(f) 31-40 Years { }

(g) 41-50 Years { }

(h) 51 Years and above { }

13. Educational Qualifications

(d) PhD { }

(e) MASTERS { }

(f) DEGREE { }

14. Working Experiences

Other please specify.....

Section B: Policies guiding the Management of Students’ Academic Records

- 3. Does your Institution have any guideline or policy for the management of Students’ Academic Records?
- 4. If yes, is the guideline or policy written?
- 5. If the policy is written, is it accessible when needed
- 6. To what level do you apply the guidelines in the policy to the management of Students’ Academic Records?

SECTION C: Types of Students’ Academic Records Generated/Received By Higher Institutions

- 7. What types of students’ academic records are generated or received in your institution?

SECTION D: Procedure for Managing Students’ Academic Record in the higher Institutions

- 8. Do you have guidelines or policy for record appraisal?
 - 22. How do you appraise your students’ academic records?
 - 23. How do you organize students’ academic records?
 - 24. What problems do you encounter in the organization of students’ records?
 - 25. What types of storage devices do you use in the management of students’ records?
 - 26. Which of the storage device is mostly used in the preservation of students’ academic records in your institution?
 - 27. What factors / values do you consider in retaining your students’ academic records?
 - 28. What indicates the nature of your records disposition?

- 29. Which of the following policy do you think guides the records disposition in your institution?
- 30. Which methods do you use for the disposal of unwanted records?
- 31. How easy has your organization been able to provide access to the use of students' records?
- 32. How do you enable access to your students' academic records?

SECTION F: Challenges Associated With the Management Of Students' Academic Records In Institutions Of Higher Learning

- 33. Can you share with me the challenges facing the management of Students' records in your institution?
- 34. What measures would you propose for the above mentioned challenges?

SECTION A: Background Information of the Respondents

15. Name of Institutions

16. Year of Establishment

17. Location

18. Gender:

(e) Male{ }

(f) Female{ }

19. Age Range{ }

(i) Below 30 years { }

(j) 31-40 Years { }

(k) 41-50 Years { }

(l) 51 Years and above { }

20. Educational Qualifications

(g) PhD { }

(h) MASTERS { }

(i) DEGREE { }

21. Working Experiences

Other please specify.....

Section B: Policies guiding the Management of Students' Academic Records

- 3. Does your Institution have any guideline or policy for the management of Students' Academic Records?
- 4. If yes, is the guideline or policy written?
- 5. If the policy is written, is it accessible when needed
- 6. To what level do you apply certain guidelines in the policy to the management of Students' Academic Records?

SECTION C: Types of Students' Academic Records Generated/Received By Higher Institutions

- 7. What types of students' academic records are generated or received in your institution?

SECTION D: Procedure for Managing Students' Academic Record in the higher Institutions

- 8. Do you have guidelines or policy for record appraisal?
 - 35. How do you appraise your students' academic records?
 - 36. How do you organize students' academic records?
 - 37. What problems do you encounter in the organization of students' records?
 - 38. What types of storage devices do you use in the management of students' records?
 - 39. Which of the storage device is mostly used in the preservation of students' academic records in your institution?
 - 40. What factors / values do you consider in retaining your students' academic records?
 - 41. What indicates the nature of your records disposition?

- 42. Which of the following policy do you think guides the records disposition in your institution?
- 43. Which methods do you use for the disposal of unwanted records?
- 44. How easy has your organization been able to provide access to the use of students' records?
- 45. How do you enable access to your students' academic records?

SECTION F: Challenges Associated With the Management Of Students' Academic Records In Institutions Of Higher Learning

- 46. Can you share with me the challenges facing the management of Students' records in your institution?
- 47. What measures would you propose for the above mentioned challenges?

SECTION A: Background Information of the Respondents

22. Name of Institutions

23. Year of Establishment

24. Location

25. Gender:

(g) Male{ }

(h) Female{ }

26. Age Range{ }

(m)Below 30 years { }

(n) 31-40 Years { }

(o) 41-50 Years { }

(p) 51 Years and above { }

27. Educational Qualifications

(j) PhD { }

(k) MASTERS { }

(l) DEGREE { }

28. Working Experiences

Other please specify.....

Section B: Policies guiding the Management of Students’ Academic Records

- 3. Does your Institution have any guideline or policy for the management of Students’ Academic Records?
- 4. If yes, is the guideline or policy written?
- 5. If the policy is written, is it accessible when needed
- 6. To what level do you apply the guidelines in the policy to the management of Students’ Academic Records?

SECTION C: Types of Students’ Academic Records Generated/Received By Higher Institutions

- 7. What types of students’ academic records are generated or received in your institution?

SECTION D: Procedure for Managing Students’ Academic Record in the higher Institutions

- 8. Do you have guidelines or policy for record appraisal?
 - 48. How do you appraise your students’ academic records?
 - 49. How do you organize students’ academic records?
 - 50. What problems do you encounter in the organization of students’ records?
 - 51. What types of storage devices do you use in the management of students’ records?
 - 52. Which of the storage device is mostly used in the preservation of students’ academic records in your institution?
 - 53. What factors / values do you consider in retaining your students’ academic records?
 - 54. What indicates the nature of your records disposition?

- 55. Which of the following policy do you think guides the records disposition in your institution?
- 56. Which methods do you use for the disposal of unwanted records?
- 57. How easy has your organization been able to provide access to the use of students' records?
- 58. How do you enable access to your students' academic records?

SECTION F: Challenges Associated With the Management Of Students' Academic Records In Institutions Of Higher Learning

- 59. Can you share with me the challenges facing the management of Students' records in your institution?
- 60. What measures would you propose for the above mentioned challenges?

SECTION A: Background Information of the Respondents

29. Name of Institutions

30. Year of Establishment

31. Location

32. Gender:

(i) Male{ }

(j) Female{ }

33. Age Range{ }

(q) Below 30 years { }

(r) 31-40 Years { }

(s) 41-50 Years { }

(t) 51 Years and above { }

34. Educational Qualifications

(m)PhD { }

(n) MASTERS { }

(o) DEGREE { }

35. Working Experiences

Other please specify.....

Section B: Policies guiding the Management of Students’ Academic Records

- 3. Does your Institution have any guideline or policy for the management of Students’ Academic Records?
- 4. If yes, is the guideline or policy written?
- 5. If the policy is written, is it accessible when needed
- 6. To what level do you apply the guidelines in the policy to the management of Students’ Academic Records?

SECTION C: Types of Students’ Academic Records Generated/Received By Higher Institutions

- 7. What types of students’ academic records are generated or received in your institution?

SECTION D: Procedure for Managing Students’ Academic Record in the higher Institutions

- 8. Do you have guidelines or policy for record appraisal?
 - 61. How do you appraise your students’ academic records?
 - 62. How do you organize students’ academic records?
 - 63. What problems do you encounter in the organization of students’ records?
 - 64. What types of storage devices do you use in the management of students’ records?
 - 65. Which of the storage device is mostly used in the preservation of students’ academic records in your institution?
 - 66. What factors / values do you consider in retaining your students’ academic records?
 - 67. What indicates the nature of your records disposition?

- 68. Which of the following policy do you think guides the records disposition in your institution?
- 69. Which methods do you use for the disposal of unwanted records?
- 70. How easy has your organization been able to provide access to the use of students' records?
- 71. How do you enable access to your students' academic records?

SECTION F: Challenges Associated With the Management Of Students' Academic Records In Institutions Of Higher Learning

- 72. Can you share with me the challenges facing the management of Students' records in your institution?
- 73. What measures would you propose for the above mentioned challenges?