

ASSESSMENT OF THE AVAILABILITY AND MANAGEMENT OF STATUTORY
RECORDS IN SENIOR SECONDARY SCHOOLS OF KANO MUNICIPAL ZONAL
EDUCATION DIRECTORATE, KANO STATE, NIGERIA

By

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DECLARATION

I hereby declare that this work is the product of my research effort undertaken under the supervision of Prof. Bello A. Bello and it has not been presented anywhere else for the award of a degree or certificate. All the sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research for this dissertation and subsequent write-up by Inuwa Auwal with the registration number *SPS/15/MED/00159* was carried out under my supervision.

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ABSTRACT

This study assessed the availability and management of statutory records in senior secondary schools of Kano Municipal Zonal Education Directorate, Kano state. The objectives of the study were to: (i) find out the statutory records that were available in senior secondary schools of Kano Municipal Zonal Education Directorate, Kano state., (ii) find out the problems associated with the management of statutory records in senior secondary schools of Kano Municipal Zonal Education Directorate, Kano state, (iii) determine the strategies employed by principals for improving the management of statutory records in senior secondary schools of Kano Municipal Zonal Education Directorate, Kano state. The study employed a descriptive survey research design. The population comprised of forty (40) principals and one thousand three hundred and seventy one (1,371) teachers of the entire 40 senior secondary schools of Kano Municipal education zone, Kano state. Thirty eight (38) principals and four hundred and eighty (480) teachers were selected through stratified random sampling technique based on the Research Advisors (2006). Three research questions were used to guide the study. The instrument used for data collection was a researcher developed instrument titled Statutory Records Management Practice Questionnaire (SRMPQ). The instrument consisted of thirty (30) items. The instrument was validated and it was pilot tested to ensure it was reliable. The data collected was analyzed using mean scores and standard deviation. The results of the data analysis revealed that, the statutory records that were available in senior secondary schools of Kano municipal education zone were: admission and withdrawal register, visitors' book, punishment book, school timetable, syllabuses and scheme of work, record of work book or weekly dairy and lesson note, stock book, school cash book, movement book, attendance register, time book, and supervision report file. The result of the data analysis also revealed that, problems associated with the management of statutory records in senior secondary schools include: lack of thorough supervision by some principals, lack of funds to purchase books and other equipment, lack of knowledge for using ICT facilities, untimely supply of statutory records to schools, lack of commitments on the part of some teachers to effectively manage the records, tight schedule of principals and destruction of the records by storm or wind. It was also revealed from the result of the data analysis that, the strategies for improving the management of statutory records include: supply of necessary needed records to school in time, providing ICT facilities such as computers and other external storage devices for keeping records, funds provided for school record management should be used for such purpose, principals and teachers should be given professional trainings on school records management, and every school head teacher should have a data board which contains the summary of data on staff, students and activities in the school. It was recommended that principals and teachers should employ ideal administrative practices and strategies to improve on statutory records management in senior secondary school system towards ensuring valid and reliable school information.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Information is every organization's most basic and essential asset. Its importance to every aspect of human endeavor cannot be over-emphasized. Everyone expects information to be reliable, accurate, complete, precise and sufficiently up-to-date. In every organization, information is very crucial for day to day operations. Schools as educational organizations obtain information and furnish all the concerned or stakeholders or relevant agencies. This information is kept in books, files and any other device and it is termed as record. Therefore, it becomes apparent that a systematic record management should be maintained. School records contain information generally considered as proof to an authority. They are indispensable instruments for effective and efficient school management.

It is obvious that good memory is an asset for a successful administrator. In this regard, Robinson (1980) pointed out that many people tend to forget things easily and find it difficult to remember events in their lives and therefore, the keeping of records help to solve some of the challenges associated with forgetting things.

School records management could be seen as an integral part of school administration which involves the process of collecting and collating information on various affairs in the school.

Schools records are information banks of what has been done or known, of what is to be done and of how things are to be done (Koko & Nwiyi, 2006). They provide useful source of information not only for the schools but also for the large society, and without effective record management, knowledge and learning would be hampered (Aminize, 1995).

The heads of educational enterprises such as principals of secondary schools have the responsibility of seeing to the smooth running of the schools. It is believed that the extent to which the principals keep records can enhance their administrative effectiveness, but many seem to have done little or even failed in keeping current and up-to-date records of teachers in their schools. In other words, the extent to which the school principals succeed in carrying out their administrative responsibilities depends on several factors and one of them has to do with the records that they are expected to be effectively managed.

These records give a lot of information about the school that will enable stakeholders to take decisions and also assess the progress of the schools. The continuity of any school organization depends on the availability of useful records of past activities. In a complex organization like the schools, it is not possible to keep every information in the brain because the volume of information is heavy. Therefore, records are kept in books, files and other documents. Accurate information of all the activities going on in schools are kept for effective decision making and if they are well documented, the decision-making process is further made easier.

According to Durosaro (2002), records are important tools for effective planning and administration of a school. School records occupy strategic position in the effective and efficient organization and administration of the school. It helps for effective planning and implementation of appropriate course of actions, thereby introducing proper monitoring of school activities.

Records in schools are important because they serve as major information tools that sustain the school and aid in achieving educational goals and objectives. Records engender teaching competence and maintain the trend in the history of teaching and learning processes. Egwunyenga (2009) observed that not all information can be considered as records until they

satisfy such characteristics as genuineness and authenticity, that is, the information that records give must be true, correct and original; records must be comprehensive, accessible and secured.

According to Bello (2014), the principals, vice principals, teachers and some of supporting staff keep different types of records in the school setting. These records are generally categorized into *Statutory* and *Non-Statutory*. The Statutory records are records educational laws require every school to keep. Thus, the laws demand that every school must keep them otherwise face the wrath of the law. The Non-Statutory records, on the other hand, are records kept in the school not on the basis of legal requirement, but for easy management.

Since all records are expected to be available and effectively managed in every school organizations for efficient achievement of the schools goals and objectives, it becomes pertinent to assess the availability and management of Statutory records in senior secondary schools of Kano Municipal Education Zone of Kano state.

1.2 Statement of the Problem

Irrespective of the importance of school records in the achievement of educational objectives, these records do not seem to be adequately managed by some school principals and teaching staff. In Nigeria today getting accurate and reliable data has been a long letting problem. Agbaje (1982) pointed out that Nigeria has been meddling without facts and figures in schools. From observation, it becomes obvious that fulfilled evidential requirements are being created but not properly managed.

From observation, reliable records are not properly managed. This suggests that records management practice in Nigeria has a number of problems which may include insufficient skilled and experienced record management personnel and possibly low priority attention to

records management in the scheme of things. This low priority attention to records management often manifest on the area of missing files and records, falsification of records (change of declaration of age), missing school plan and destruction of records to cover up something.

Egwunyenga (2009) emphasized that record management practice in Nigerian Secondary Schools has a number of factors militating against it. These factors include: insufficient skilled and experienced record management personnel, Low priority of record management in the scheme of things, undurable and bulky materials for records and inadequate storage space.

Based on the above facts, it is clear that problems exist towards making the statutory records available and effectively managing them in secondary schools. As such, the problem of the study was posed as a question that was: What Statutory records were available and effectively managed in Senior Secondary Schools of Kano Municipal Zonal Education Directorate, Kano state?

1.3 Objectives of the Study

The objectives of the study were to:

1. Find out the statutory records that are available in Senior Secondary Schools of Kano Municipal zonal Education Directorate, Kano state.
2. Find out problems that are associated with the management statutory records in Senior Secondary Schools of Kano Municipal zonal Education Directorate, Kano state.
3. Determine the strategies employed by principals for improving the management of statutory records in Senior Secondary Schools of Kano Municipal zonal Education Directorate, Kano state.

1.4 Research Questions

The following research questions were used to guide the study:

1. What statutory records were available in Senior Secondary Senior Secondary Schools of Kano Municipal zonal Education Directorate, Kano state?
2. What problems were associated with the management of statutory records in Senior Secondary Schools of Kano Municipal zonal Education Directorate, Kano state?
3. What are the strategies for improving the management of statutory records in Senior Secondary Schools of Kano Municipal zonal Education Directorate, Kano state?

1.5 Significance of the Study

School organizations are established for the purposes of achieving some goals. In order to achieve these goals, principals and teachers are appointed to manage the affairs of the schools. Their functions are not just limited to teaching alone, but to ensure that everything runs smoothly and that there is strict accountability. As such, records of all the transaction in the schools must be kept and effectively managed. There are some records that must be available in every school organizations as the educational law require.

Therefore, the findings of this study will expose school principals and teachers with the records that must be available in every school organization by reminding them that, every school organization is required by education laws to make some records available and effectively manage them to ensure that school aims and objectives are achieved. Moreover, the result of this study will also help the teachers to appreciate their important positions with regard to the management of statutory records in schools. This will therefore motivate them to cooperate with the principals in documentation of reliable data for professional growth and quality delivery in the schools.

It is also hoped that the findings of this study will provide the government, educational policy makers, educational planners, the Teaching Service Board, educational evaluators, communities, teachers, students, parents, school administrators, social and educational researchers with lots of benefits as statutory records are used for decision making; to determine the number of teachers and students; to determine the facilities that are in the school; to determine the financial resources of the school; to for placement of students into higher classes; for guidance and counseling; to make value judgment on the school; to be consulted by historians while writing the school history and to assist parents to know the performance of their children. Therefore, statutory records play a vital role in the management of school organizations. When they are adequately available and effectively managed in the school, the goals and objectives of such school could easily be achieved.

1.6 Scope and Delimitation of the Study

The geographical scope of this study covered all Senior Secondary Schools in Kano Municipal Education Zone. Specifically, the study was delimited to statutory records that are available in s Senior Secondary Schools. Statutory records were chosen because they are more important than Non-statutory as educational laws require every school to make them available and to effectively manage them.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of literature related to the study under the following sub-headings: Conceptual Framework, where the main concepts of the study will operationally be defined; Theoretical Framework, where theories that are relevant to the study were reviewed all with full acknowledgement and justification of the sources; Review of Empirical Studies, and the Summary of Literature Review.

2.2 Conceptual Framework:

2.2.1 School Records

Records could be seen as those documents kept by management or administration of organization for future reference. UNESCO (United Nations for Educational Science and Cultural organization) (1991) described records as a proof of a transaction which includes all sets of information put down on books, files and other documents on every event that goes on in an organization. Records therefore, are information in whatever form which are very necessary for the existence and smooth running of any organization.

Similarly, records, as defined in the American Heritage Dictionary (1980), and cited by Onifade (2004), “are information or data on a particular subject, collected and preserved’. This definition implies that any processed or unprocessed datum that is collected and kept for future use constitutes a 'record'.

In realizing the organizational goals, Records, according to Emerson (1999), are those documents in whatever medium, received or created by an organization in the course of business because of the information contained.

Therefore, School records could be seen as the collection of information on school personnel (students, teachers and non- teachers), facilities, funds and school activities which are preserved for future use or reference purposes. The information or data which are written manually or electronically are preserved in books, files, diskettes and other electronic media. (Akubo, 2004).

On regular basis, information on school personnel (pupils, teachers and non-teachers), facilities, funds and school activities, are normally collected and preserved. This collection becomes school records. School records could therefore be seen as information or data which are collected on various aspects of a school and preserved for future use. The information or data which are written manually or electronically are preserved in books, files, diskettes and other electronic materials.

Mbiti (1974) summarizes this concept when he states that, school records include all books and files containing information on what goes on in school, what are in the school and the type of properties owned by the school.

According to Oluwole (2007), school records are books, documents, diskettes and files in which contain information on what goes on in the school, e.g. social, academic and non-academic activities.

Also, Durosaro (2002) explained that school records are official transcript or copies of proceedings of actions, events, or other matters kept by the school manager. As such, school records could be viewed as authentic register or instruments of official accounts of transaction or occurrence which are preserved in the school's office.

However, the responsibility for effective management of school records lies squarely on the shoulders of the chief executive of the school, the school head (Osunu, 2002). As could be

seen in schools, there are many educational activities such as registration of new students, timetabling, and organization of school programs, among others. All these are school activities which need to be recorded and stored for retrieval when they are needed. In essence, school records could simply be seen as those official documents, books and files containing vital information of actions and events concerning school which are kept and preserved in school for utilization when needed.

According to Durosaro (2002), school records are important tools for effective and efficient management and administration of the school for they document the planning and implementation of appropriate course of actions allowing proper monitoring of activities/tasks. Records are important because they serve as major information tools that sustain the school and aid in achieving educational goals and objectives. School records restore teaching competence and maintain the trend in the history of teaching and learning processes.

School inspectors or supervisors require the records in schools in the discharge of their functions. From the available records, experienced supervisors are able to follow the trend of educational development within a school (Godwin, 2013). Such records also form the basis on which they offer advice to schools when they hold conferences with the teachers and school managers. Planning data which governments need are also obtained from school records.

Occasionally, government auditors are sent to visit schools to check the income and expenditure account of each school to ascertain the level of prudence in financial resources management.

2.2.2 Types of School Records:

Akanbi (1999), and Agunwa (2006) stated that, school records vary and that they are broadly divided into Statutory and Non-Statutory Records.

Statutory records are the school records kept in accordance with the Education Law and they must be produced on request by the agents of Ministry of Education on official inspection. These records include admission /withdrawal register, log book, attendance register, school time table, diary of work, visitors book, examination record book, time/movement book, a copy of national policy on education national curricula on different subjects, assignment books for teachers, query book, school list, history of the school, transfer certificate books, pupils individual files, sports and games record file, school clubs/societies, annual leave roster teachers' annual evaluation reports, education inspectors reports, organizational charts, minute books, disciplinary committee file, school land papers, staff notice circular, lesson plan/note for teachers etc.

On the other hand, Non-statutory records in school are records kept for the purpose of administrative conveniences. Such records include stock book, cash and account books, school calendar, health book, inventory book, and staff minute's book.

Similarly, according to Bello (2014), the principals, vice principals, teachers and some of supporting staff keep different types of records in the school setting. These records are generally categorized into Statutory and Non-Statutory. The Statutory records are records educational laws require every school to keep. Thus, the laws demand that every school must keep them otherwise face the wrath of the law. The Non-Statutory records, on the other hand, are records kept in the school not on the basis of legal requirement, but for easy management. Such records include past question papers, duty rosters, records of clubs and societies.

Some of the records educational laws require every school to keep (i.e statutory records) are briefly discussed as follows:

i. Admission and Withdrawal Register:

The school Register of Admission and withdrawal is a statutory record that contains detailed information about every child admitted as a student of the school. The school admission register must always be updated and made available for inspection when demanded for by education inspectors, law enforcement agents on official assignment or any other authorized person. The admission and withdrawals register shows the names of students that are enrolled each year in various classes in a school and the names of those who withdrew from various classes in the school. (Akanbi, 1999).

ii. Attendance Register:

An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. This record is kept on individual class basis. The class teacher is the custodian of this record. Its importance includes. The class attendance register is a record that is useful in showing pupils/students who attend classes regularly. It is usually kept by class teachers and marked twice a day; one in the morning and one in the afternoon to ascertain whether the pupils is in school at a particular time or not. The information regarding the number of pupils present and those absent on daily basis must be submitted to the school head teacher so that he can bring the school's daily attendance notice board up to date. (Agunwa, 2006).

Osakwe (2011) asserts that improperly kept attendance registers can lead to the embarrassment of a school principal and a classroom teacher. For instance, consider a situation where a teacher arbitrarily marks a student present who is not in the class. If such a

student unfortunately dies or is involved in a criminal act outside the school leading to his/her arrest, the school may be forced by the student's parents and the law to account for the death of such a student. The school attendance register is therefore helpful in checking habitual absenteeism of students from school. It helps to reveal if a student has been sick. Schools are expected to call the attendance register twice a day, in the morning before the first lessons and in the afternoon after the mid-day break. Attendance register shows the daily record of student attendance in each class in the school. At the end of every term, the class teacher closes the register and submits it to the school head to crosscheck and sign.

iii. Visitors' Book:

The school visitors' book is a record book containing the list of important personalities visiting the school. The book provides a very useful record of the general interest shown by the community in the school. The school uses the book as a means of contacting such visitors again if the need arises. Contacts made with such visitors can help to extend or improve on the interpersonal relationship of the school staff, school head and the visitors. The school community relationship can also be enhanced through the visitors' book record. The purpose of a visitor's book is to keep records of the names and addresses of visitors, date and time of visits, purpose of visits and who the visitor requested to visit. This book is kept by the head teacher or his or her assistant. (Akanbi, 1999).

iv. Log Book:

According to Ololube (2013), the log book is one of the statutory records required to be kept by the school. The log book is for recording the main occurrences that have been established to have taken place during the session and even holiday periods. Events taken place in a school that need to be recorded include date of resumption In a term, number and categories

of staff resuming in each term, transfer of staff, school ceremony, visits of important personalities and school inspections. Other events include natural occurrences like storm, heavy rainfall followed by destruction of school properties, meetings with the members of the school Board of Governors and parents- Teachers-Association, experiments and innovation made in the school, date of founding the school, death, public examination periods etc. At the end of any log book report, the school head must endorse the recording with his name, signature and usually with school stamp.

A log book is an important official record kept to track significant happenings that take place in the school such as the death of students and staff, dates of resumption and closing of the school term, staff and student misbehavior, etc. The head teacher keeps this book safely secured and must be presented to the Ministry of Education or School Board upon request. (Agunwa, 2006).

v. Punishment Book:

This book is kept by the school principal in order to record cases of punishment given to children and to ensure that the procedure for punishing any student has been followed. This book contains the names of students who create disciplinary problems in school and the nature of punishment awarded mostly canning, flogging, whipping and hard knocks. The importance of keeping this book is to ensure that proper procedure is followed in punishing offenders, to reduce cases of misuse of punishment, and to recording and noting student name in the book naturally reduces indiscipline in schools.(Durosaro, 2002).

vi. School Time Table:

There should be a time table prepared for the whole school. There is usually a master time-table that covers all the activities of the school. It is prepared and kept in the office of the

school principal. It is from the master time table that every teacher makes his own time-table for teaching his classes. The purpose of a time table is to regulate the activities in the school. A school timetable is a table used for coordinating four basic elements (students, teachers, subjects, and time slots, otherwise called periods) in a school system. It provides information on when classes begin, when school opens and closes, it shows activities to be performed by the teacher and student, and it also assists in regulating the activities of students and staff of a particular school. (Olagboye, 2004).

vii. Syllabuses and Scheme of Work:

This record reflects the estimate of academic work which a teacher expects to accomplish in each subject based on number of lessons he will have during each term. A scheme of work is a guideline that defines the structure and content of a subject. It shows how resources such as books and equipment are to be used and how class time, class activities and class assessments are to be carried out to ensure that the learning aims and objectives of the subject are met. A scheme of work can be shared with students so that they have an overview of their subjects. (Ogbele, 2008).

viii. Record of Work Book or Weekly Diary:

A carefully kept record of work is a strong stimulus to dutiful and progressive work. Pertinently it shows the ability of the teacher to organize the year's work his resourcefulness and enthusiasm regarding the progress of the pupils. (Akanbi, 1999).

ix. The Stock Book:

The school stock book shows the current supply of equipment and other materials in the school. It is usually divided into two parts. The first part showing the consumables items

(chalk, dusters, diary, registers etc.) These items are consumed always and have to be replaced from time to time, and the other part showing non-consumable items (furniture, television, tape recorders, sporting, audio- visual materials, and athletic equipment, etc.). It contains name, date of supply, and expiring dates of goods supplied, if applicable.

It is kept in school in order to record account of the equipment; books and other articles bought for the school. These materials should be sent to the store keeper or the teacher who is in charge of the stores to record them in the stock book. The stock book helps the head teacher to know what materials are available in the school, when supplies are running out, and also know what to request for. (Agunwa, 2006).\

x. The School Cash Book:

A school cash book is a system that helps organize school finances. It is a simple record that details all payments made and income received. It shows receipt of items and all expenditures. This book is kept with the accountant or clerk in the absence of a school treasurer. It is important for every principal of a school to keep a cashbook. This is because; in a particular school year, a lot of money came into the school are spent for the school assignment/ administration. The school, for example, realizes money from school fees, levies, sales of crafts or farm products or even subvention from government or gifts from wealthy individuals and organizations. The cash book should clearly show both income and expenditures of the school. (Ololube, 2013).

xi. Lesson Note Book:

This is kept by the class teacher it is important that before a teacher, goes into teaching, he has to prepare his lesson in this notebook it is a book that contains the daily preparation of the teacher for the different subjects to be covered and the activities to be carried out for each

day. The lesson notebook serves as an aid to the teacher in the Course of teaching as he cannot rely completely on his memory. It reminds him of each step as he teaches. The lesson note for each day should contain the following important information: (a) General information such as the topic, date, time of the day, duration of the lesson, age, sex and class. (b) Behavioural objectives, previous knowledge, introduction, presentation conclusion, evaluation, and children's activities including assignment Reports. A lesson plan is developed based on the school's scheme of work, unit plan or curriculum. It is presented to the head teacher for assessment, signature, date and name before it can be used for teaching. (Gama, 2010).

xii. Time Book:

This is another useful record book to be kept in the school to know the actual time the individual teacher reports for duty in the morning and the time he or she closes finally. In modern times a time book is now opened for staff to check staff lateness to and absenteeism from school. In the staff time book a staff is expected to write down his/her names, time of reporting to the school and his/her usual signature in the morning and time of departure at the end of the working day.

xiii. Movement Book:

The staff movement book is a record that shows the whereabouts of a staff who reports in the school for duty but for good reasons have to move out of the school. Every staff moving out of school hours with the principal's permission must record in the staff movement book, the following information arranged in vertical columns; date, name of staff, time of departure from school, reasons for moving out of school, time of arrival (back to school) in the day, signature of staff, head teacher remarks/signature. The staff movement book helps the school

to have knowledge of the whereabouts of a staff, recall the staff if urgently needed by an inspector or visitor to the school, know where to look for such a staff in case of a suspected accident or any mishap. (Ololube, 2013).

xiv. School Principal's Annual Reports File:

The school principal has the duty to write out at the end of every session, a school annual report. The school head's annual report on the School activities must include among others. Students' population broken down into male and female: Religious inclination, Local government area of origin, State of origin, statistics showing the staff strength in different departments e.g. in science, art mathematics language and counseling services, Curriculum of studies, sports, games, guidance and counseling services, School annual achievement in the area of academics performance in the entrance examination i.e. state, conducted by the ministry of education and federal Conducted by National Examination Council (NECO), Sports and games competitions, Debates, cultural activities, quiz competitions in religions activities, Outcome of meeting with the school P.T.A. and board of governors, proprietors, annual inter house athletics meeting, Inspection reports on the school, etc. (Gama, 2010).

xv. National Policy on Education:

The National Policy on Education (NPE) is a policy formulated by a government to promote education across the country. The policy covers early childhood, primary (elementary), secondary, and higher education. It also includes adult and non-formal education, technical and vocational education, distance education, educational services, planning, administration and supervision, and financing education. (Ololube, 2013).

2.2.3 Concept of Management:

Management could be seen as a professional and effective utilization of human, material and financial resources for the attainment of organizational goals and objectives. It is a set of activities which can be classified as concerned with planning, organizing or controlling. (Gibson, et al, 1976). According to Sherlekar (1984), management is the guidance, leadership and control of the effort of group of people toward some common objectives. It is also viewed as the process undertaken by one or more individuals to co-ordinate the activities of others to achieve results not achievable by one individual acting alone (Donnelly, et al, 1984).

Management is a process of making use of human and non-human resources to achieve organizational goals (Onifade, 2004). It involves planning, controlling, organizing, staffing, leading, coordinating and directing the available resources (Adeleke, 2001).

Management is practiced at every setting. Management involves planning, controlling and directing people, time, talents, resources and all other activities. According to Idoko (2005), management is a vital link in the existence of any organization, be it a school or an industry. This is because it is that organ which oversees, directs, supervises and controls the realization of the goals of any organization.

Adesina (1990) defines management as the organization and mobilization of all human and material resources in a particular system for the achievement of identifiable objectives in the system. In his own contribution Ogbonnaya (2004) sees management as a process that demands the performance of a specific function.

Furthermore, Resser and Modugu in Idoko (2005) defined management as the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the function of planning, organizing, directing and controlling.

As such, School management could be seen as a professional and effective utilization of human, material and financial resources that are available in the school, in order to achieve school goals and objectives.

According to Idoko (2005), School management is the coordination of the efforts of the people through human and material resources to accomplish the objectives of educational enterprise.

Cotton (2003) sees school management as the process of deciding what to do in school and getting it done through effective use of available resources. As such, management of secondary school refers to a process of making use of the available resources towards the achievement of an education goal at secondary school level (Olagboye, 2004). School management is the systematic arrangement of human and material resources and programmes that are available in the school, and carefully using them systematically to achieve school goals and objectives. (Nwankwo, 1987).

2.2.4 Management of School Records:

The term “records management” tends to capture those various meaningful activities and roles rendered by school administrators (principals and staff) of the school to maintain and keep an up-date of data regarding the school.

Records management ensures information can be accessed easily, can be destroyed routinely when no longer needed, and enables schools not only to function on a day to day basis, but also to fulfill its legal and financial requirements.

The International Standard Organization (2001) defines records management as “the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and

maintaining evidence of information about business activities and transaction in the form or records”.

Records management is all encompassing, since it stipulates how records should be managed even before it is created to the point of disposition or retention in the archives.

Records management as viewed by Popoola (2000), is the scientific control of recorded information throughout the record life-cycle, that is, records creation, active records, semi-active records, inactive records and final disposition of records with goals of minimizing costs associated with records management, business operations and producing high quality information services to users.

Olanrewaju (2008) stresses that school records management involves the following activities and practices: creation and distribution, use, retention, storage, retrieval, protection, preservation, and final disposal. Each of these has a direct influence on the availability of information. Within a school system, responsibility for the above activities can vary.

According to Ogbonnaya (1994), it is the administrative responsibility of both principals and teachers to embrace ideal administrative practices that ensures effective and efficient school records keeping in school system. Some of the administrative practices include delegation of work to staff, recording fact as accrued, keeping of accurate custody of record, monitoring of teachers adherence to instructions regarding record keeping management, among others.

School record management could be seen as one of the most important administrative functions in school organization which the school administrator/principal must adhere to. This is because, it is impossible to plan and administer any formal organization effectively in which records are not properly kept or mismanaged.

In generating school records, Fabunmi (2000) says that almost everyone in a school, have certain responsibilities which include creating a record-keeping system among school personnel. This may include establishing the uniform use of codes or titles on all records and, in the case of standard records or forms, ensuring that the correct form is used.

2.2.5 Records keeping and reporting

Accurate record keeping and reporting are crucial to the successful management any school organization. Some records need to be reported, while others need to be retained to support the information submitted to the permitting authority. The records that need to be retained depend on the quality of the material and its ultimate end use.

Record keeping helps to maintain continuity in the general educational process of the school programmes, when a new principal resumes duty in a school, the previous records kept guide him in his administrative duties and this may inform his take off plans.

Adequate recordkeeping and reporting are among the important roles of the school administrator. In every government owned school or any voluntary agency school, education law demands, that essentials school records must be kept. Robinson (1980) pointed out that many people forget things easily and find it difficult to remember evens in their lives. Therefore, the keeping of records helps to solve some of the problems that could arise from forgetting things. When records are properly kept, they help to reconstruct the history of the school. The keeping of school records is a professional obligation of teachers, school managers and principals. Records provide information for the school head and the teachers, which enables them to plan and prepare their work effectively. For example, through schools

records keeping, an incoming principal can acquire enough information and knowledge about the history of the school, its tradition and problems, as well as its administrative set up and its relationship with its environment.

Oluwole (2007) stressed that, records keeping connotes all activities concerned with the creation, storage, retrieval, retention and deposition of all information relating to what goes on in the school, who are in the school, the school plant as well as other information pertaining to the growths of the school.

Records reporting, on the other hand, is said to be communicating, conveyance or receiving information. In this relation, Olubadewo (1995) sees reporting as putting your thoughts on a particular subject or subjects into visual form. In this way, your ideas and thought can be conveyed to others. So, whatever type of information that is meant for consumption of stakeholders can be regarded as report. As such, examination results, circulars, official bulletin and the like are examples of reports in school organizations. (Bello, 2014).

2.2.6 Importance of statutory Records management in schools

Effective management of statutory records in schools assists all its stakeholders, i.e., educational Planners, Schools managers, Principals, Teachers, Parents etc, in decision making. For instance, educational planners would need to make informed decisions that would improve the educational sector. Sunmola (2008) posits that statutory records in schools provide raw data which can be used by officials of educational ministries, for planning purpose. Data collected from school records on pupil's enrolment and school facilities can be analyzed in order to determine the number of teachers and other resources that would be needed by the school. Usually within the school, records are used for placement of students into higher classes.

Durosaro (2002) also agrees that statutory records are important tools for effective planning and administration in schools since they document the planning and implementation of appropriate course of action allowing proper monitoring of activities/tasks. Statutory records are consulted by school inspectors to make value judgment on schools including recommendations for change.

Moreover, Statutory records in schools are useful for advisory and counseling services by school counselor, as agreed by Infideli (2011), who opines that records of guidance and counseling which have been used to advice, guide, and monitor students can be consulted by teachers and school administrators to follow up student's progress and identify if they need remedial classes. Well documented records, for example, the school log-book, is also a good archival material and research tool which can be consulted by historians in writing the school history. In addition, effective management of statutory records can assist parents to know the performance and progress of their children through their report cards and continuous assessments book.

2.3 Theoretical Framework:

This section reviewed some theories that are related to the study, with full acknowledgement and justification of the sources.

Viewed from the management perspective, a theory could be seen as a body of knowledge comprising concepts and principles that are meant to explain a phenomenon. Hoy and Misket (2007) defined Theory as a set of interrelated concepts, assumptions and generalizations that systematically describe and explain a behavior in educational organization.

The theories reviewed which were relevant to this study include: Systems Theory and Bureaucratic Management Theory.

2.3.1 Systems Theory:

The systems theory could be seen as one of the modern management theories to study the relationship between an organization and its environment. It is said to be focused on the relations between the parts and how they work together as a whole.

It is an interdisciplinary field which studies systems as a whole. The theory was founded by Ludwig von Bertalanffy, William Ross Ashby and others between the 1940s and the 1970s on principles from physics, biology and engineering and later grew into numerous fields including philosophy, sociology, organizational theory, management, psychotherapy and economics among others. (NiklasLuhmann, 2013).

Ludwig von Bertalanffy (1972) can be called the “father” of Systems Theory; he traces the roots of the theory back to Aristotle, who purportedly said “the whole is more than the sum of its parts”.

Choforas (1964) viewed system as a group of interdependent elements acting together to accomplish a predetermined purpose. To Flagle, Huggains and Roy (1960) defined system as an integrated assembly of interacting elements designed to carry out cooperatively a predetermine function.

Turban (1977) views system as a collection of people, resources, concepts and procedures intended to perform some identifiable functions, or to serve a goal.

Systems theory focuses on the relations between the parts, rather than reducing an entity such as the human body into its parts or elements (e.g. organs or cells). It focuses on the arrangement of and relations between the parts, how they work together as a whole, the way

the parts are organized and how they interact with each other determines the properties of that system.

Peretomode (1991), and Nwankwo (1982), stated that the systems theory rests on the belief that in all systems, all the parts perform different functions but their interactions are dependent on each other.

Some scholars classified system as into Open System and Closed System. An Open system could be seen as a system which interacts with its environment, through receiving Inputs which may comprise human, material and financial resources, processing the received inputs which are converted to a predetermined shape; and the outputs which are the products of the processing that took place in the organization. On the other hand, a closed system is a system which does not interact with its environment.

Whatever the case may be, formal organizations, such as schools, could be seen as Open systems because of their interaction with the environment. There are a number of units and departments that could be seen as sub-systems, such as academic, account, records, security, library and so on. Therefore, the school exchanges considerable matter or information across the boundaries or with its environment. The system theory views the school as a unified, purposeful organization, or as a system composed of interrelated parts. (Peretomode, 1991).

That is to say, in a school organization, in as much as principal's work is towards achieving the set goals, he still needs the cooperation of all teaching and non-teaching staffers from various departments and units in the in the school. That means they cannot work without each other.

The obvious relevance of systems theory to this work borders on the strength of school administrators, principals to adopt the principle of interrelation and interdependence in school

management. This could promote delegation of duties, respect and value of various functions among various departments in the school, thereby introducing new dimension in school record management.

The theory makes it clear to the principals, as superior that they must relate to school records management and work with the subordinates through delegating authority to them (teachers) to make proper record management a foundation for the future of educational system.

This is because, in any school organization, records have to be processed, stored and retrieved when needed at the various departments.

The school head teacher should have a cordial relationship with all teaching and non-teaching staffers from all units, sections or departments the school, in order to exchange some vital information regarding the school activities which will lead to the attainment of the school goals and objectives.

In other words, to successfully achieve the school goals, the school principal has to interact with all the staff in the school by making sure that all the school statutory records are adequately created, processed, stored, retrieved and reported when needed at the various units and departments in the school.

This is because, human, materials and financial resources could not be effectively managed in schools without adequate and proper record management, and these records could only be created, processed, stored, retrieved and reported when the school manager interacts and interrelates with various units and departments in the school.

As such, the system theory of organizational management is relevant to statutory records management in secondary schools, this is because, information could be gathered when the

various school units and departments interact or act together to accomplish a predetermined goals and objectives of the school.

2.3.2 Bureaucratic Management Theory:

One of the most important thinkers in modern organizational theory, Max Weber (1864-1920), is the father of the bureaucratic management theory.

The theory has two essential elements. First, it entails structuring an organization into a hierarchy; secondly, the organization and its members are governed by clearly defined rational-legal decision-making rules. Each helps an organization to achieve its goals.

Weber believed in more formalized, rigid structure of organization known as a Bureaucracy. As such, Bureaucracy could be seen as form of organization which is comprised of non-elected officials who implement rules. (Smriti, 2016).

Some key features of Weber's ideal type bureaucracy are: (i) A clearly division of labour with job well defined, understood and routinized; (ii) Hierarchy of authority: each lower office is under the control and supervision of a higher one; (iii) Rules and regulation; (iv) Impersonal orientation: all workers are to conduct duties with a sense of personal detachment; (v) Career orientation: employment is based on technical qualifications, rigid and equitable selection criteria are to be used to hire candidates for vacant jobs; (vi) Written records/ documentation: this involves recording all administrative acts, decisions, rules, instructions and plans. (Peretomode. 2001).

Schools are formal organizations. As such, they exhibit some bureaucratic tendencies. This is why Abbott (1965) points out that, the schools as we know today can accurately be described as a highly develop bureaucracy. He added that, the bureaucratic model is the one that most schools administrators adopt.

One of the key features of Weber's bureaucratic management theory, as mentioned above, is "Written records and documentation". As such, in schools organizations, all officials are required by regulations to keep records of administrative acts, decisions, instructions and communications between them and officials of the schools management Board or Ministry of Education, etc.

In line with the present study, in the management and administration of senior secondary schools, there must be effective management of the available Statutory records by all the school officials as required by regulations, and these records have to be communicated with the officials of the schools management board or ministry of education, etc.

2.4 Review of Related Empirical Studies

The objective of this section is to review the few available materials or studies that are related to this study.

Ereh and Okon(2015) carried out a research in which they examined the relationship between keeping of statutory records and administrative effectiveness of principals in public secondary schools in Uyo Local Education Committee of AkwaIbomState. Three research questions were raised and three null hypotheses were formulated to guide the study. Expost facto research design was used, because the variables were not manipulated. The population consisted of 14 principals in the 14 public secondary schools in Uyo Local Education Committee. All the 14 principals were used as purposive sampling technique for this research. The researchers developed an instrument titled Keeping of Statutory Records and Administrative Effectiveness Questionnaire (KSRAEQ) which was used for data collection. The reliability of the questionnaire was determined using cronbach's Alpha method and the reliability coefficient of 0.743 was obtained, implying that the instrument was adequate to

measure what it was meant for. Simple linear regression statistic was used to answer the research question and to test the hypotheses. The findings revealed that there is a significant relationship between keeping of financial records, teachers' records, students' records and administrative effectiveness of principals of public secondary schools in Uyo Local Education Committee. It was concluded that principals should always ensure that statutory records are accurately and adequately kept and updated for immediate and future use. It was recommended based on the findings of the study among others that, the ministry, state secondary education board, as well as the Local Education Committees should inspect schools regularly to ensure that school principals keep those records adequately.

The above research study is related to the present study which is trying to assess the provision and management of statutory records in the management of senior secondary schools in Kano Municipal; because, this is because, adequate statutory records management in secondary schools helps the school administrators to successfully manage the school organization in order to achieve the school goals.

Etim and Eniang (2010) carried out a research to determine the relationship between statutory record keeping and administrative effectiveness in Secondary Schools in AkwaIbom State. The population of the study was 640, comprising 600 teachers, 20 principals and 20 cashiers. A sample size of 340 was studied, this comprised 20 principals and 20 cashiers that were not sampled and 300 teachers representing 50% of the teachers were obtained through stratified random sampling from the 20 secondary schools. Two research questions were used for the study. Structured questionnaire items that were 15 in number were generated and used to elicit answers to the two research questions. Two research hypotheses were used to elicit answers to the two research questions. Two research hypotheses used were tested at .05 probability level by using Pearson Product Moment Correlation (PPMC) analysis. The instruments were truly validated. The two hypotheses revealed that the relationships were

both significant at .05 level of probability. Based on the findings, it was recommended among others that; school authorities should organize seminars for principals, teachers and cashiers on proper statutory record keeping for administrative effectiveness.

Etim and Eniang's work on the relationship between Statutory record keeping and administrative effectiveness in Secondary Schools in Akwa Ibom State shared relevance to this study in the sense that, it is part of the objectives of both researches to find out how the statutory records are kept, retrieved and reported which helps in managing the school organization effectively.

Osakwe (2013) carried out a study to examine the efficient management of statutory records by secondary school principals in Delta state, Nigeria. As a descriptive survey, the study population comprised of all the 602 public secondary school principals. The 602 principals were used as sample. A structured questionnaire was used to gather data which was subsequently analyzed using the mean scores and z-test statistics to answer the three research questions and to test the three hypotheses, respectively. The findings revealed that secondary school principals differ in their efficient management of school records in terms of gender, experience and school location. Based on these findings, it was recommended that government should provide adequate funds and facilities for the effective management of school records and there should be adequate training and retraining of principals through in-service programmes, conferences, seminars and workshops. Also effective supervision of school principals is necessary irrespective of gender, experience and school location.

Osakwe's work is related to the present study in the sense that, when statutory records are adequately available and effectively managed, this will result in the successful management of school organizations which will lead to attaining the desired goals.

2.5 Summary and Uniqueness of the Study

The review of related literature in this study was proffered and organized under conceptual framework theoretical framework and empirical studies. This was done to enable the researcher review detailed literature for the work. Under the conceptual framework, all the major concepts in the study were explained. They include: concepts of management, records, school records, school records management, school records keeping and reporting, types of school records which includes Statutory and non-statutory records, examples of statutory records as well as managing and preserving statutory records in senior secondary schools.

Under the theoretical framework, two (2) theories were reviewed with paying special attention of their relevance to the study which gave the study its theoretical base. These theories include: Systems theory and Bureaucratic management Theory.

Under empirical studies, three (3) research works were reported, thus, the work of Ereh and Okon (2015) where they carried out a research in which they examined the relationship between keeping of statutory records and administrative effectiveness of principals in public secondary schools in Uyo local government education zone of AkwaIbom state. The work of Etim and Eniang (2010) will also be reported where they carried out a research to determine the relationship between statutory records keeping and administrative effectiveness in secondary schools in AkwaIbom State; and finally Osakwe's work will also be reported where he carried out a research in which he examined the efficient management of Statutory records by secondary school principals in Delta state. The relevance of each the above works to this study will also be introduced.

In summary, this research work assessed the availability and management of statutory records in Senior Secondary Schools of Kano municipal education zone. Although many research works were carried out on the management of school records and other related topics, this one is unique as it bordered on the availability and management of statutory records. This is

because, statutory records are mandatory as educational Laws require every school to keep them. Moreover, some literary gaps still exist, from the fact that none of the above studies was carried out in Kano Municipal education zone and also the gap of how statutory records are effectively managed in Senior Secondary Schools; therefore, there is a need to fill these gaps.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter discussed the methodology employed in conducting the study. It specifically discussed the design of the study, area of the study, population and sample size, sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, data collection procedure and data analysis procedure.

3.2 Research Design

In order to achieve the objectives and address the research problem under study, a descriptive survey research design was used. According to Akuezuilo (2002), descriptive survey research design is one in which people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. As such, a large amount of data can be collected with relative ease from a large population. The design was appropriate for this study because it seeks to assess the availability and management of statutory records in senior secondary schools.

3.3 Population and Sample:

3.3.1 Population of the Study

The population of the study comprised of all forty (40) Principals, and one thousand three hundred and seventy one (1,371) teachers in the forty (40) Senior Secondary Schools in Kano Municipal Education Zone of Kano State. The zone comprised of two (2) local government areas i.e. Kano Municipal which has 23 schools and 912 teachers, and Tarauni local government area which has 17 schools and 459 teachers. (Sources: Department of Planning, Research and Statistics, Kano State Secondary Schools Management Board (KSSSMB) & Planning, Research and Statistics Unit, Kano municipal Education Zone 2016/2017).

The summary of the population is shown in the table below:

Table 3.1 Summary of the Population:

Local Gov.	Schools	Principals	Teachers
Municipal	23	23	912
Tarauni	17	17	459
Total	40	40	1371

Source: Planning, Research and Statistics Department, Kano State Secondary Schools Management Board (KSSSMB).

3.3.2 Sample Size

The term sample could be seen as a portion of a population selected for the study to represent it characteristically. The sample sizes of the study were 38 principals and 480 teachers in the 38 Senior Secondary Schools of Kano Municipal Education Zone of Kano state. This is the required sample size as recommended by the Research Advisors (2006). The summary of the sample size is shown in the table below:

Table 3.2 Summary of the Sample Size:

Local Gov.	Principals	Teachers
Municipal	22	271
Tarauni	16	209
Total	38	480

Source: Research Advisors (2006).

3.3.3 Sampling Technique

The sample was selected through stratified random sampling from all forty (40) Senior Secondary Schools of Kano Municipal Education Zone, Kano state. As such, the respondents were divided Principals and teachers. Thirty eight (38) Principals and four hundred and

eighty teachers (480) were selected from thirty eight (38) senior secondary schools in the zone using Research Advisors (2006).

3.4 Data Collection Instrument

The instrument used for data collection was a researcher-developed questionnaire titled: *Statutory Records Management Practice Questionnaire (SRMPQ)*.

The questionnaire has two parts, part one and two. Part one contained the personal data of the respondent, such as the status of the respondent, and the name of the school. While part two consisted of 30 items to be grouped under four (4) clusters: Cluster (A) contained 18 items which provided information on the statutory records that are available in senior secondary schools; Cluster (B) contained 7 items which provided information on problems that are associated with the management of statutory records in senior secondary schools; while Cluster (C) contained 5 items which elicited information on strategies for improving the management of statutory records in Senior Secondary Schools.

3.4.1 Scoring Procedure

The instrument was weighted on a four (4) point rating scale for respondents to make their responses as follows: Strongly Agree (S.A), Agree (A), Disagree (D), and Strongly Disagree (S.D). The responses were coded as follows: Strongly Agree: 4, Agree: 3, Disagree: 2 and Strongly Disagree 1. The assigned 4 numbers were summed up and divided by the number of numbers to have 2.50 which will be the base point or decision rule.

3.5 Validation and Reliability of the Instrument:

3.5.1 Validity of the instrument

The face and content validity of the instrument were established. To ascertain this, the researcher presented two copies of the questionnaire to two experts, one in educational administration and planning, and another one to an expert in test measurement, all in Bayero University, Kano. The experts were also presented with the copies of the research objectives and research questions as a guide. They were also requested to assess the suitability of the language, the comprehensiveness, adequacy and relevance of the items in addressing the research questions, bearing in mind the objectives of the study. Their comments, suggestions, and corrections were used to modify the instrument.

3.5.2 Reliability of the instrument

The validated instrument was pilot tested. Ten (10) principals and twenty (20) teachers were randomly sampled from Senior Secondary Schools from 10 Senior Secondary Schools in Dala local government Education Zone which is outside the area of the study. To ascertain the internal Consistency of the instrument, Cronbach's Alpha technique was used to determine the Internal Consistency Coefficient of the instrument using a Statistical Package for Social Science (SPSS). The following co-efficient were obtained for the three clusters, .989, .966 and .970. The values were considered high enough to permit the conclusion that the instrument was reliable.

3.6 Data Collection Procedure

The researcher together with the aid of three Research Assistants used Direct Delivery method to administer the questionnaire to the respondents. The research assistants were

educated by the researcher on the purpose of the study and how to administer the questionnaire. The researcher and research assistants administered the questionnaires to the respondents and collected them back immediately on completion. The use for Research Assistants was to facilitate in quick distribution and retrieval of the questionnaire copies from the respondents.

3.7 Data Analysis Procedure

In analyzing the data, mean scores and standard deviation (S.D) were used to answer the three research questions. The mean scores and standard deviation were calculated using a Statistical Package for Social Science (SPSS).

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the presentation and analysis of data collected from the field for the study.

4.2 Summary of the Data

The sample size consisted of thirty eight (38) principals and four hundred and eighty (480) teachers of Senior Secondary Schools of Kano Municipal Education Zone. All the Questionnaires were distributed to the respondents and were all carefully gathered, no single questionnaire was found missing as mentioned in the table below:

Table 4.1 Number of questionnaires distributed and returned:

S/N	Respondents	Number of questionnaire distributed	Number of questionnaire returned
1.	Principals	38	38
2.	Teachers	480	480
	Total	518	518

4.3 Data Analysis

Mean scores and standard deviation analysis were used to address all the research questions.

4.3.1 Answer to Research Questions

Research Question 1:

What Statutory records are available in senior secondary schools?

The data which used to answer the above stated question are presented in the table below:

Table 4.2: Mean scores and Standard Deviation of Principals and Teachers on Statutory Records that are available in Senior Secondary Schools:

S/N	Items	Principal			Teachers		
		Mean	Std. Deviation	N	Mean	Std. Deviation	N
1.	Admission and withdrawal	3.4722	.73625	38	3.4765	.85159	480

	registers						
2.	Visitors' book	3.4566	.93703	38	3.3432	.88017	480
3.	Log book	3.3055	.95077	38	3.2431	.91299	480
4.	Punishment book	2.8055	.74907	38	2.8032	1.11150	480
5.	School timetable	3.5834	.69178	38	3.8431	.52888	480
6.	Syllabuses and scheme of work	2.5831	.84091	38	3.73	.54598	480
7.	Record of work book or weekly dairy and Lesson Note	2.5277	.9706	38	2.97	.93381	480
8.	Stock book	2.4167	1.10518	38	2.71	.89921	480
9.	School cash book	2.5832	.906327	38	3.0366	.87819	480
10.	Movement book	2.4722	.99960	38	2.6031	.81744	480
11.	School principal's annual reports file	2.3889	.93435	38	2.31	.78482	480
12.	National policy on education	2.3611	.93052	38	2.4765	.73342	480
13.	Attendance register	3.5277	.73625	38	3.5365	.72369	480
14.	Time book	3.6387	.54262	38	3.63	.57811	480
15.	School dairy	2.3612	.89929	38	2.6165	.99314	480
16.	Query file	2.4721	.94070	38	2.3833	1.03600	480
17.	Inventory Book	2.4165	.93732	38	2.0832	1.01644	480
18.	Supervision Report File	2.5276	.97061	38	2.6365	1.05911	480
Cluster Mean		2.8377	.5015		2.9684	.5339	

From the data presented in Table 1 above, all the principals responded to the questionnaire items agreed that the statutory records that are available in senior secondary schools are Admission and withdrawal registers, visitors' book, Log book. Punishment book, School time table, Syllabuses and scheme of work, record of work book or weekly dairy and lesson note, school cash book, attendance register, time book and supervision report file. Their agreement is expressed by the mean values of each item. Because the mean responses of the above mentioned items are higher than the criterion level of 2.50 which is the base point. While the items 8, 10, 11, 12, 15, 16 and 17 have the mean responses below the criterion level of 2.50

which shows their disagreement that those statutory records are not available in senior secondary schools.

Moreover, in data presented in Table 1 above, all the teachers responded to the questionnaire items agreed that the statutory records that are available in senior secondary schools are items 1,2,3,4,5,6,7,8,9,10,13,14, 15 and 18. Their agreement is expressed by the mean values of each item, because many of their mean responses are above the criterion level of 2.50 which is the base point. While the items 11, 12, 16 and 17 have the mean values below the criterion level of 2.50 which are 2.31, 2.47, 2.38 and 2.08 which clearly shows their disagreement that those items are not available in senior secondary schools.

Research Question 2:

What problems are associated with the management of statutory records in Senior Secondary Schools of Kano Municipal Education Zone?

The data for answering the above stated question are presented in the Table below:

Table 4.3: Mean and Standard deviation of the Problems that are associated with the management of statutory records in the management of Senior Secondary Schools

S/N	Items	Principals			Teachers		
		Mean	Std. Deviation	N	Mean	Std. Deviation	N
1.	Lack of thorough supervision by some principals.	3.3056	.62424	38	3.2766	.82201	480
2.	Lack of funds to purchase books and other equipment.	3.2776	.61463	38	3.4032	.9001	480
3.	Lack of knowledge for using ICT facilities.	3.1389	.89929	38	3.2832	1.08334	480
4.	Untimely supply of statutory records to secondary schools.	3.1944	.66845	38	3.3431	.97397	480
5.	Lack of zeal and interest from the part of some teachers to adequately provide and manage statutory records.	2.9723	.87785	38	3.57	.653086	480
6.	Too many administrative functions of principals.	2.9166	.93732	38	3.21	.853421	480

7.	Destruction of statutory records by flood or storm.	2.6387	.96073	38	2.9434	.797729	480
Cluster Mean		3.0634	.2372		3.2899	.19182	

From the data shown in Table 2 above, both the principals and the teachers who responded to the seven (7) questionnaire items, agreed on the problems associated with the management of statutory records in Senior Secondary Schools include: Lack of thorough supervision by some principals, Lack of funds to purchase books and other equipment, Lack of knowledge for using ICT facilities, Untimely supply of statutory records to secondary schools, Lack of zeal and interest from the part of some teachers to adequately provide and manage statutory records, Too many administrative functions of principals and Destruction of statutory records by flood or storm.

Hence, the mean ratings of the principals and teachers who responded to the seven (7) item questionnaire on the matter indicated this. In the table, mean ratings of the principals range from 2.63 to 3.30, while that of the teachers range from 2.94 to 3.57 with the cluster means of 3.06 and 3.28 respectively both of which are on the high side and greater than 2.50 which is the base point.

Research Question 3:

What are the strategies for improving the management of statutory records in Senior Secondary Schools Of Kano Municipal Education Zone?

The data for answering the above stated question are presented in the Table below:

Table 4.4: Mean and Standard deviation of the Strategies for Improving the Management of Statutory Records in the Management of Senior Secondary Schools:

S/N	Items	Principals			Teachers		
		Mean	Std. Deviation	N	Mean	Std. Deviation	N

1.	Supplying necessary needed records to schools	3.1052	.1.18068	38	3.62	.55674	480
2.	Providing ICT facilities such as computers for record keeping	3.1315	.1.01797	38	3.51	.67186	480
3.	Funds made for school records management should be kept for such use	2.9473	.1.06409	38	3.35	.71358	480
4.	Principals and teachers should be given a professional training on school records management	2.9736	.94402	38	3.3233	.87636	480
5.	Every school head teacher should have a data board which contains the summary of data on staff, students and activities in the school	2.9210	.94105	38	3.6066	.60540	480
Cluster Mean		3.0157	.0959		3.48198	.13996	

Based on the data presented above, reasonable number of the principals and teachers who responded to five (5) questionnaire items, agreed on the strategies for improving the management of statutory records in Senior Secondary Schools include: Supplying necessary needed records to schools, Providing ICT facilities such as computers for record keeping, Funds made for school records management should be kept for such use, Principals and teachers should be given a professional training on school records management and Every school head teacher should have a data board which contains the summary of data on staff, students and activities in the school.

The mean ratings of these respondents expressed this agreement. For instance, the mean ratings of the principals on the matter range from 2.92 to 3.10 while that of teachers range from 3.32 to 3.62 which are all on the high side. The cluster means of 3.01 and 3.48

respectively for both principals and teacher also is an indication of their agreement on the strategies for improving the management of statutory records in senior secondary schools.

4.4 Summary of the Findings

This section of the chapter is the summary of the findings of the study according to the each of the research question. From the data analysis and interpretation of the result, the following findings emerged:

Given the analysis of responses from both principals and teachers on the items of research questions for this study, the summary of the findings are presented as follows:

1. The statutory records available in Senior Secondary Schools of Kano Municipal Education zone according to the responses of both the principals and teachers were Admission and withdrawal registers, visitors' book, Log book. Punishment book. School time table, syllabuses and scheme of work, weekly dairy and lesson plan, school cash book, movement book, national policy on education, attendance register, time book, school dairy, and supervision report file. This general opinion arose after taking into consideration the reactions and views of the principals and teachers who responded to the eighteen (18) items. Their views also gave chance to find out that;
2. Problems associated with the management of statutory records in Senior Secondary Schools include: lack of thorough supervision by principals, lack of funds to procure books and other equipments, lack of ICT knowledge as a modern records keeping, untimely supply of statutory records to schools, lack of zeal and interest from the part of some teachers to adequately manage the records, too many administrative functions of principals and destruction of the records by flood or storm.

3. Strategies for improving the management of statutory records in Senior Secondary Schools were; supply of necessary school records to schools, providing ICT facilities such as computers for records keeping, funds made for school records management should be kept for such purpose, principals and teachers should be given a professional training on school records management, and finally every school head teacher should have a data board which contains the summary of data of both teachers and students.

4.5 Discussions

Discussions were made in accordance with the research questions and research findings.

From the responses made on research question one of the study, it is agreed that the statutory records available in Senior Secondary Schools were: Admission and withdrawal registers, visitors' book, Log book. Punishment book. School time table, syllabuses and scheme of work, weekly dairy and lesson plan, school cash book, movement book, attendance register, time book, school dairy, and supervision report file.

With regard to second question, Problems associated with the management of statutory records in senior secondary schools were: lack of thorough supervision by principals, lack of funds to procure books and other equipments, lack of ICT knowledge as a modern records keeping, untimely supply of statutory records to schools, lack of zeal and interest from the part of some teachers to adequately manage the records, too many administrative functions of principals and destruction of the records by flood or storm.

With regard to the third research question, Strategies for improving on the management of statutory records in Senior Secondary Schools were; supply of necessary school records to schools, providing ICT facilities such as computers for records keeping, funds made for school records management should be kept for such purpose, principals and teachers should be given a professional training on school records management, and finally every school head

teacher should have a data board which contains the summary of data of both teachers and students.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of this study, conclusions as well as recommendations for further study.

5.2 Summary

The study assessed the availability and management of statutory records in Senior Secondary Schools of Kano Municipal Education Zone, Kano state. Specifically, the objectives of the study were to:

1. Find out statutory records available in senior secondary schools of Kano municipal education zone, Kano state.
2. Find out the problems associated with the management of statutory records in senior secondary schools, Kano state.
3. Determine the strategies for improving the management of statutory records in senior Secondary schools, Kano state.

Some related literatures were reviewed. The Systems Theory and Bureaucratic Management Theory were reviewed and how they were related to the study.

The research design used was a descriptive survey as it is one of the best design used for describing situations without manipulation and a large amount of data can be collected easily from a large group. The population of the study consisted all forty (40) principals and one thousand three hundred and seventy one (1,371) teachers of all forty (40) Senior Secondary Schools in Kano Municipal Education Zone based on the data collected from the Department of Planning, Research and Statistics of Kano State Senior Secondary Schools Management Board (KSSSMB). The sample size of thirty eight (38) principals and four hundred (480) teachers were selected from the population as suggested by the Research Advisors (2006).

A researcher's developed Questionnaire was distributed to thirty eight (38) principals and four hundred and eighty (480) teachers of Senior Secondary Schools in the zone. The instrument used to collect data from the respondents was validated by two experts in Bayero University Kano. Reliability of the instrument was tested using Cronbach's Alpha technique to determine the internal consistency coefficient of the instrument using Statistical Package for Social Science (SPSS). The administration of the questionnaire was done by the researcher and two research assistants. The data were analyzed using mean and standard deviation..

The data collected were analyzed with regard to each research question using mean scores and Standard deviation. A mean score of 2.50 was adopted as the cut-Off point or acceptable level for making decision.

The following were the major findings of this research:

1. The first research question was answered i.e What statutory records are available in senior secondary schools of Kano municipal education zone, Kano state?. According to the data collected and analyzed, respondents agreed that, the Statutory records that available in senior secondary schools of Kano municipal education zone according to the responses of both the principals and teachers are Admission and withdrawal registers, visitors' book, Log book. Punishment book. School time table, syllabuses and scheme of work, weekly dairy and lesson plan, school cash book, movement book, national policy on education, attendance register, time book, school dairy, and supervision report file. This general opinion arose after taking into consideration the reactions and views of the principals and teachers who responded to the thirty (30) items of the questionnaire formulated for this study.
2. The second research question was answered. i.e what problems are associated with the management of statutory records in senior secondary schools of Kano municipal education zone, Kano state?. According to the data collected and analyzed, respondents agreed that, the

Problems associated with the management of statutory records in senior secondary schools include: lack of thorough supervision by principals, lack of funds to procure books and other equipments, lack of ICT knowledge as a modern records keeping, untimely supply of statutory records to schools, lack of zeal and interest from the part of some teachers to adequately manage the records, too many administrative functions of principals and destruction of the records by flood or storm.

3. The third research question has been answered. i.e what are the strategies for improving the management of statutory records in senior secondary schools of Kano municipal education zone, Kano state?. According to the data collected and analyzed, respondents agreed that Strategies for improving on the management of statutory records in senior secondary schools are; supply of necessary school records to schools, providing ICT facilities such as computers for records keeping, funds made for school records management should be kept for such purpose, principals and teachers should be given a professional training on school records management, and finally every school head teacher should have a data board which contains the summary of data of both teachers and students.

5.3 Conclusions

From the findings of this study and observation of the researcher, the following Conclusions could be drawn;

1. Accurate management of statutory records in the school is very important and as such has a great influence on the management and administrative performance of the principals and teachers.
2. The principals and teachers who adhere to acceptable and ideal administrative practices in keeping of statutory records stand chances of improved standard of school records management in the school system.

3. Effective management of statutory records is very vital in general school management. In other words, principals and teachers, must of necessity, ensure accurate school records in the pursuit and accomplishment of school goals and objectives.

4. Where principals fail to employ thorough supervision, achievement of good school records management will always be at crossroads. Also lack of zeal and interest on the part of teachers to keep records in school system dwindle and prevent smooth running of school event.

5. Many of the misunderstanding between schools and school boards/ministries or school heads and teachers are not unconnected with the non-adherence of genuine and accurate management of statutory records.

5.4 Recommendations:

5.4.1 Recommendations from the study

Based on the findings, observations and conclusions of this study, the researcher arrived at the following recommendations:

1. Principals and teachers should be exposed to the following statutory records which are mandatory in secondary schools: Admission and withdrawal registers, visitors' book, Log book. Punishment book. School time table, syllabuses and scheme of work, weekly dairy and lesson plan, school cash book, movement book, national policy on education, attendance register, time book, school dairy, and supervision report file. This should be done through conferences, workshops, supervisions, among others.

2. There are numerous problems associated with the management of statutory records, in order to solve such problems: principals should adhere to the practice of thorough supervisions. There should be enough funds to purchase such records from the government or through school's internally generated revenue. Both principals and teachers should have the knowledge of ICT as a modern means of keeping records. Such records are to be supplied on time. Both principals and teachers should have the zeal and interest to effectively manage

statutory records in schools. When there are too many administrative functions of principals, the principals could assign or delegate some personnel to take care of managing some records, and finally both principals and teachers should make sure that the records are a cool and dry place to avoid their destruction by flood or storm.

3. The following ideal strategies for improving the management of statutory records in senior secondary schools should be employed: Supply of necessary needed records to schools should be given the priority it deserves, ICT facilities such as computers and other external storage devices should be provided, funds ear-marked for school records management should be kept for its use, both principals and teachers should be given chance for professional course through in-service training, school heads should ensure that statutory records are supplied on time, and every school head should have a “Data Board” containing the summary of data on both staff, students and school activities.

5.4.2 Recommendations for further studies

Based on the findings of this study, the researcher suggests that further research work should be carried out in some other areas relating to this study. Such areas are indicated below;

1. Constraints to effective management of statutory records in Senior Secondary Schools.
2. An assessment of The Impact of ICT Facilities on Statutory Records Management.

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Appendix One

An Introductory Letter from Education Department

Appendix Two

An Introductory Letter from KSSSMB

Appendix Three

List of Schools in Kano Municipal Education Zone

S/N	Respondents	Number of questionnaire distributed	Number of questionnaire returned
1.	Principals	38	38
2.	Teachers	480	480
	Total	518	518

S/N	Name Of Schools
1	Government Secondary School G/Albasa
2	Government Secondary School K/Nassarawa
3	Government Secondary School Koki
4	Government Secondary School S/Kofa
5	Government Girls Arabic Secondary School Hasiya Bayero
6	Government Girls Arabic Secondary School Koki
7	Government Girls Secondary School G/ Albasa
8	Government Girls Secondary School Hassana Sufi
9	Government Girls Secondary School Festival
10	Government Secondary School Sharada
11	Rumfa College Kano
12	School For Arabic Studies Kano
13	Government Secondary School Sharada
14	School For Higher Islamic Studies, Shahuchi
15	Government Girls Arabic Secondary Ado Namaituwo
16	Government Girls Secondary school K/Kudu
17	Government Girls Secondary school Maryam Shekarau
18	Government Girls Secondary school Umma Zaria
19	Government Girls Secondary school Shekara
20	Government Girls Secondary school Sharada

21	Government Girls Secondary school Yakasai
22	Government Secondary school Darmanawa
23	Government Secondary school Gyadi-Gyadi
24	Government Secondary school Hausawa Model

25	Government Secondary school Kundila
26	Government Secondary school U/Gano
27	Government Secondary school U/ Uku
28	Government Girls Secondary school Fatima Muhd
29	Government Girls Secondary school Hausawa
30	Government Girls Secondary school U/Uku
31	Government Arabic Girls Secondary school Babbangiji
32	Government Arabic Girls Secondary school Hausawa
33	Government Arabic Girls Secondary school Kundila
34	Government Arabic Girls Secondary school Zoo Road
35	Government Arabic Girls Secondary school Darmanawa
36	Government Arabic Girls Secondary school H/Delu
37	Government Secondary School U/Uku
38	Government Secondary School U/Gano

Appendix Four
Data Collection Instrument

Department Of Education,
Bayero University, Kano.
14th November, 2017.

Dear Sir,

REQUEST FOR VALIDATION

I am a post-graduate student of the above mentioned department currently conducting a research work on *Assessment of the availability and Management of Statutory Records in Senior Secondary Schools of Kano Municipal Zonal Education Directorate, Kano State.*

I have enclose the instrument to be used for data collection to seek your opinion and for you to assess the suitability of the language, the comprehensiveness, adequacy and relevance of the items in addressing the research questions, bearing in mind the purpose of the study.

Your comments, suggestions and corrections will be used to modify the instrument. I hope my request will be given an urgent consideration.

Yours faithfully,
Auwal, Inuwa
(SPS/15/MED/00159)

Assessment of the availability and Management of Statutory Records in Senior Secondary Schools of Kano Municipal Zonal Education Directorate, Kano State.

Objectives of the study:

The study aims to:

1. Find out statutory records that are available in senior secondary schools of Kano Municipal zonal Education Directorate, Kano state.
2. Find out problems associated with the management of statutory records in senior secondary schools of Kano Municipal zonal Education Directorate, Kano state.
3. Determine the strategies for improving the management of statutory records in senior Secondary schools of Kano Municipal zonal Education Directorate, Kano state.

Research Questions

The following research questions will guide the study:

1. What statutory records are available in senior secondary schools of Kano Municipal Zonal Education Directorate, Kano State?
2. What problems are associated with the management of statutory records in senior secondary schools of Kano Municipal Zonal Education Directorate, Kano State?

3. What are the strategies for improving the management of statutory records in senior secondary schools of Kano Municipal Zonal Education Directorate, Kano State?

Department Of Education,
Bayero University, Kano.
14th November, 2017.

Dear Respondent,

**QUESTIONNAIRE ON THE ASSESSMENT OF THE AVAILABILITY AND
MANAGEMENT OF STATUTORY RECORDS IN SENIOR SECONDARY SCHOOLS
OF KANO MUNICIPAL ZONAL EDUCATION DIRECTORATE, KANO STATE.**

I am a post-graduate student of the above mentioned department currently conducting a research work on the topic: *Assessment of the availability and management of statutory records in senior secondary schools of Kano municipal Zonal Education Directorate, Kano state.*

I solicit your honest response to the attached questions. The information sought will be treated in strict confidence and will be used for research purpose only.

Thanks for your anticipated assistance.

Yours faithfully,
Auwal, Inuwa
(SPS/15/MED/00159)

8	Stock book				
9	School cash book				
10	Movement book				
11	School principal's annual reports file				
12	National policy on education				
13	Attendance register				
14	Time Book				
15	School Diary				
16	Query File				
17	Inventory Book				
18	Supervision Report File				

CLUSTER B:

Problems that are associated with the management of statutory records in the senior secondary schools include

S/ N	ITEMS	S A	A	D	S D
1	Lack of thorough supervision by some principals				
2	Lack of funds to purchase books and other equipment				
3	Lack of knowledge for using ICT facilities				
4	Untimely supply of records to secondary schools				
5	Lack of zeal and interest from the part of some teachers to adequately provide and manage statutory records.				
6	Too many administrative functions of principals				
7	Destruction of statutory records by flood or storm				

CLUSTER C:

Strategies For Improving The Management Of Statutory Records In Senior Secondary Schools Include:

S/ N	ITEMS	S A	A	D	S D
1	Supplying necessary needed records to schools in time				
2	Providing ICT facilities such as computers for record keeping				
3	Funds provided for school records management should be used for such purpose				
4	Principals and teachers should be given a professional training on school records management				

5	Every school head teacher should have a data board which contains the summary of data on staff, students and activities in the school				
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Appendix Five

SPSS Results

Research Question 1:

Table 1: Mean scores and Standard Deviation of Principals and Teachers on Statutory Records that are available in Senior Secondary Schools:

S/ N	Items	Principal			Teachers		
		Mean	Std. Deviation	N	Mean	Std. Deviation	N
1.	Admission and withdrawal Registers	3.4722	.73625	38	3.4765	.85159	480
2.	Visitors' book	3.4566	.93703	38	3.3432	.88017	480
3.	Log book	3.3055	.95077	38	3.2431	.91299	480
4.	Punishment book	2.8055	.74907	38	2.8032	1.11150	480
5.	School timetable	3.5834	.69178	38	3.8431	.52888	480
6.	Syllabuses and scheme of Work	2.5831	.84091	38	3.73	.54598	480
7.	Record of work book or weekly dairy and Lesson Note	2.5277	.9706	38	2.97	.93381	480
8.	Stock book	2.4167	1.10518	38	2.71	.89921	480
9.	School cash book	2.5832	.906327	38	3.0366	.87819	480

10. Movement book	2.4722	.99960	38	2.6031	.81744	480
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11	School principal's annual reports file	2.3889	.93435	38	2.31	.78482	480
12	National policy on education	2.3611	.93052	38	2.4765	.73342	480
13	Attendance register	3.5277	.73625	38	3.5365	.72369	480
14	Time book	3.6387	.54262	38	3.63	.57811	480
15	School dairy	2.3612	.89929	38	2.6165	.99314	480
16	Query file	2.4721	.94070	38	2.3833	1.03600	480
17	Inventory Book	2.4165	.93732	38	2.0832	1.01644	480
18	Supervision Report File	2.5276	.97061	38	2.6365	1.05911	480
Cluster Mean		2.8377	.5015		2.9684	.5339	

Research Question 2:

Table 2: Mean and Standard deviation of the Problems that are associated with the management of statutory records in the management of senior secondary schools

S/N	Items	Principals			Teachers		
		Mean	Std. Deviation	N	Mean	Std. Deviation	N
1.	Lack of thorough supervision by some principals.	3.3056	.62424	38	3.2766	.82201	480
2.	Lack of funds to purchase books and other equipment.	3.2776	.61463	38	3.4032	.9001	480

3.	Lack of knowledge for using ICT facilities.	3.1389	.89929	38	3.2832	1.08334	480
4.	Untimely supply of statutory records to secondary schools.	3.1944	.66845	38	3.3431	.97397	480
5.	Lack of zeal and interest from the part of some teachers to adequately provide and manage statutory records.	2.9723	.87785	38	3.57	.653086	480
6.	Too many administrative functions of principals.	2.9166	.93732	38	3.21	.853421	480
7.	Destruction of statutory records by flood or storm.	2.6387	.96073	38	2.9434	.797729	480
Cluster Mean		3.0634	.2372		3.2899	.19182	

Research Question 3:

Table 3: Mean and Standard deviation of the Strategies for Improving the Management of Statutory Records in the Management of Senior Secondary Schools:

S/N	Items	Principals			Teachers		
		Mean	Std. Deviation	N	Mean	Std. Deviation	N
1.	Supplying necessary needed records to schools	3.1052	.118068	38	3.62	.55674	480

2.	Providing ICT facilities such as computers for record keeping	3.1315	.1.01797	36	3.51	.67186	480
3.	Funds made for school records management should be kept for such use	2.9473	.1.06409	38	3.35	.71358	480
4.	Principals and teachers should be given a professional training on school records management	2.9736	.94402	38	3.323 3	.8763 6	480
5.	Every school head teacher should have a data board which contains the summary of data on staff, students and activities in the school	2.9210	.94105	38	3.6066	.60540	480
Cluster Mean		3.0157	.0959		3.48198	.13996	

Appendix Six

SPSS Results for Pilot Testing

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	0
	Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.989	.991	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation
Admission and withdrawal registers	46.4000	218.568	.833	.833

Visitors' book	46.8500	209.082	.909	.
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Log book	47.2000	205.432	.951	.
Punishment book	47.2000	204.063	.946	.
School timetable	46.4000	218.568	.833	.
Syllabuses and scheme of work	47.0000	206.421	.924	.
Record of work book or weekly dairy and Lesson Note	47.0000	208.632	.898	.
Stock book	47.5500	202.261	.951	.
School cash book	47.3000	201.695	.965	.
Movement book	47.1500	204.345	.948	.
School principal's annual reports file	47.4000	201.200	.978	.
National policy on education	47.3000	203.168	.963	.
Attendance register	46.9000	206.621	.910	.
Time book	46.4000	218.568	.833	.
School dairy	47.7000	204.011	.921	.
Query file	47.6000	202.674	.944	.
Inventory Book	47.5000	201.842	.960	.
Supervision Report File	47.4500	201.418	.971	.

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Admission and withdrawal registers	.990
Visitors' book	.989
Log book	.989
Punishment book	.989
School timetable	.990

Syllabuses and scheme of work	.989
Record of work book or weekly dairy and Lesson Note	.989
Stock book	.989
School cash book	.988
Movement book	.989
School principal's annual reports file	.988
National policy on education	.988
Attendance register	.989
Time book	.990
School dairy	.989
Query file	.989
Inventory Book	.988
Supervision Report File	.988

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
49.9000	231.463	15.21391	18

Case Processing Summary

	N	%
Case s Valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.966	.973	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation
Lack of thorough supervision by some principals	20.0000	14.737	.846	.
Lack of funds to purchase books and other equipment	20.0500	13.103	.968	.
Lack of knowledge for using ICT facilities	20.1000	13.253	.955	.
Untimely supply of statutory records to secondary schools	20.0000	13.789	.924	.
Lack of zeal and interest from the part of some teachers to adequately provide and manage statutory records.	19.8000	15.011	.768	.

Too many administrative functions of principals	20.4000	11.411	.896	.
Destruction of statutory records by flood or storm	20.0500	13.103	.968	.

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Lack of thorough supervision by some principals	.965
Lack of funds to purchase books and other equipment	.953
Lack of knowledge for using ICT facilities	.955
Untimely supply of statutory records to secondary schools	.958
Lack of zeal and interest from the part of some teachers to adequately provide and manage statutory records.	.969
Too many administrative functions of principals	.969
Destruction of statutory records by flood or storm	.953

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.4000	18.253	4.27231	7

Reliability

Case Processing Summary

	N	%
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Case	Valid	20	33.3
s	Excluded ^a	40	66.7
	Total	60	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.970	.974	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation
Supplying necessary needed records to schools	13.6500	6.029	.962	.
Providing ICT facilities such as computers for record keeping	13.5500	6.261	.868	.
Funds made for school records management should be kept for such use	13.6500	6.029	.962	.

Principals and teachers should be given a professional training on school records management	13.7000	6.116	.939	.
Every school head teacher should have a data board which contains the summary of data on staff, students and activities in the school	13.8500	5.397	.886	.

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Supplying necessary needed records to schools	.956
Providing ICT facilities such as computers for record keeping	.970
Funds made for school records management should be kept for such use	.956
Principals and teachers should be given a professional training on school records management	.959
Every school head teacher should have a data board which contains the summary of data on staff, students and activities in the school	.974

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.1000	9.253	3.04181	5