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EXTENT OF MAINTENANCE AND UTILIZATION OF RECORDS IN THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT

This study investigates the extent of maintenance and utilization of records in the administration of public secondary schools in Ebonyi State. Three research questions and three null hypotheses were developed from specific purposes that guided the study. The design of the study was a descriptive survey design. The population for the study comprised all the two hundred and twenty six (226) principals in Abakaliki, Onueke and Afikpo Education Zones of Ebonyi State secondary Education Board. Structured questionnaire titled extent of maintenance and utilization of records in the administration of public secondary schools Questionnaire (EMURAPSSQ). The instruments were subjected to face validation by three (3) experts in Faculty of Education, Ebonyi state university Abakaliki; two lecturers from the Department of Educational Foundations (Administration and Planning Unit) and one expert from the Department of Science Education. The reliability of the instrument was ensured, using Cronbach's Alpha procedure and a reliability co-efficient of 0.955 was obtained. Descriptive statistics comprising mean and standard deviation were used to answer the research questions while t-test statistics were used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that most of the statutory and non- statutory records were maintained and utilized to a great extent, only few records were maintained and utilized in a very low extent. There was no significant difference between the mean responses of male and female principals on how statutory and non-statutory record were utilized and maintained in public secondary schools in Ebonyi State. Based on the findings, the study recommended that, school principals should always ensure that all available statutory records are maintained adequately to avoid loss of vital information needed for effective school operation and that principals should ensure adequate utilization of non-statutory records since this study identified some lapses on this area.

Keywords: Maintenance, Utilization, Records, School Records, Administration, Public Secondary Schools.

Introduction

School records as official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for retrieval and utilization of information when

the need arises. School records refer to all the necessary documents kept in order to aid the smooth running of academic programmes in the school (Nwoma, 2015). School record implies keeping a regular account of the progress of various aspects in the school such as teachers, students, non- teaching staff, admission, examination, library, academic and co-curricular activities. School records showcase what the history of the school is, how the school progresses and how the direction and condition of the school development looks like for a period of time (Uduak, 2017).

The importance of records in the existence of every formal organization such as the school call for proper record maintenance for the attainment of goals to which schools were established (Kachallah, 2014). School record maintenance according to Ozoemelam (2018) is one of the most important administrative element of school organization in which the school administrator must adhere to, hence the purpose of school record keeping and maintenance is to ensure accurate, valid and proper records of students achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the school activities. Ukachukwu (2018) established that record keeping as we often hear in churches are also kept in heaven and above all kept by God. Thus, if God can keep very accurate record of activities of humans on earth, how much more the mortals and human organization which the school is among. The implication of this assertion is that record keeping is of paramount importance in the life of any individual who wants to be successful in his career because it helps one to keep abreast with what is happening around his or her work place. Even in our various homes, record keeping is essential in order to maintain proper home organization and management. If there is any organization that requires to keep all sorts of accurate records, itis the educational institution like the school where all sorts of worthwhile activities that require accurate record keeping are going on (Onwurah, 2018).

School records are categorized into statutory and non-statutory records. A statutory record is that record that is mandatorily kept by all schools because of its' prescription by Education law/edict. It is the obligation of every school head to ensure the availability of statutory records in their schools. Examples of statutory records are; log book, admission register, class attendance register, lesson notes and plan, school time-table, scheme of work and others (Shehu, 2019). Non-statutory records on the other hand represent those records not legally binding but are voluntarily kept in schools because of their operational values in school administration. Non-statutory records include; visitors book, minutes book, official correspondence file, inventory book, school budget, school calendar, staff movement book among others (Uduak, 2019). The extent to which an administrator succeeds in his administrative operation depends solely on the number of factors and one of these factors is record management (availability, utilization and maintenance). Ogomuegbulem (2020) maintained that records for school administrators are resources that needed to be

maintained and utilized effectively for the attainment of school goals.

Despite the importance of effective school record management in the achievement of educational objectives, close observation from Ebonyi State secondary school operation showed that records do not seem to be adequately managed in terms of availability, utilization and maintenance by most of the stakeholders that should have effectively shouldered all these important responsibilities. It becomes obvious that accurate, reliable, and trustworthy records that fulfill evidential requirement are been created but not properly managed. Mabera (2019) emphasized that record management practice in Nigeria schools have a number of problems which may include, insufficient skilled and experience record management personnel and possibly low priority of record management in the scheme of things.

Utilization of record guarantees administrative efficiency that are concerned with achieving cost-effectiveness in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information available for school administration. Records are utilized for the purposes in which they were kept in schools, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in school systems globally (UNESCO, 2005). The importance of good record keeping transcends into short and long term benefits and affects the overall achievement of educational objectives. The needs for record utilization were emphasized by Mabera (2019) who stressed that utilization of school records promotes accountability and transparency in educational management.

Maintenance of school record refers to the process of safe-guarding record and its' facilities against internal or external destruction. Ugwumba (2012) affirmed that record maintenance in school is any activity carried out with the aim of keeping the surface of school records as neat as possible and to ensure that records are in good condition and placed in orderly manner. The maintenance of school records is imperative in ensuring consistency and continuity of educational practices. Anyanwu (2019) was of the view that the maintenance of records is obviously important because proper record maintenance make school records available for utilization and serve as major information tools that sustain the school and aid in achieving educational goals and objectives. Records restore teaching competence and maintain the trend in the history of teaching and learning processes and peculiarities of every school. School inspectors or supervisors require the records in schools in order to discharge their functions and 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, school managers and principals. Planning data which the government need are also obtained from school records. School fees paid are determined by federal and state

Ministry of Education from time to time through available 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 resource management. These fits may be unattainable without proper school record maintenance (Ikpikem, 2019).

Considering the huge importance of school records, the school administrators are advised to ensure that the records are properly kept and it is worthy to note that a good school records has the characteristics of being factual, clear or unambiguous, promptly kept to avoid guess work at a later date and to ensure authenticity, signed to show reliable source. This will help to attain chronological record of academic and non-academic activities, and also help for easy historical and analytical reference as well as ensuring comprehensive data that is up to date. This will as well make way for easy retrieval of data on demand or when needed for effective administration of schools (Nwite, 2015).

Gender seems to play important roles in determining school record management efficiency of secondary school principals because some scholars have argued that male principals are more careful in terms of handling school records. However, Attansey (2016) in his work argued that female principals possess more attributes of managing records because of their nature but on the contrary, Uduak (2019) submitted that male principals are more careful, organized and calculative in school record maintenance and utilization.

Statement of the Problem

One of the emerging problems confronting the school administrators and staff is how to effectively and efficiently provide, handle, control, utilize and maintain the ever increasing records data base that are necessary for the administration of secondary schools. Various challenges that envelop the process of school records keeping in an organized school environment may be traceable to, unavailability of record keeping facilities, inadequate utilization of submitted records, inadequate security and inadequate co-operation among school personnel.

Over the years, public secondary schools in Nigeria in general and Ebonyi State in particular have been experiencing administrative challenges centered majorly on faulty record management system linked to unavailability of record facilities, inadequacy in utilization and maintenance of records. It is obvious that many students have lost in the past series of vital academic report which made them repeat classes due to the fact that record of result of examination they wrote and passed may have got missing. Many principals and teachers appear to be lacking proper knowledge of essence of properly kept records in the administration of secondary schools.

Observation of the researcher showed that most school administrators (principals) in Ebonyi State secondary schools are experiencing many difficulties in carrying out their administrative functions. These challenges may connected to unavailability, inadequate utilization and poor maintenance of school records that seem to have

characterized secondary school administration in Ebonyi State. Specifically, the administrative challenges of school administrators may be traceable to incomplete and unreliable source of data, inaccurate documentation of entries, poor and grossly inadequate storage facilities, duplication of records, organized falsification of data, unavailability of record facilities, inadequate training of record keeping experts and poor disposition to safe guard school records and ensure their confidentiality and accuracy. These poor states have manifested in loss of information, poor and unreliable statistical data generated from schools among others.

In addition, the researcher has also observed, that one of the glaring problems facing today's effective management of education in Nigeria is total inadequacy in maintenance culture. It is on this bases, that this study is design to access the extent of maintenance and utilization of records in the administration of public secondary schools in Ebonyi State.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent are statutory records maintained in administration of public secondary schools in Ebonyi State?
2. To what extent are non-statutory records utilized in the administration of public secondary schools in Ebonyi State?
3. To what extent are non-statutory records maintained in the administration of public secondary schools in Ebonyi State?

Hypotheses

The following null hypotheses were formulated for the study and were tested at0.05 level of significance.

Ho_1: There is no significant difference in the mean rating of the extent of maintenance of statutory records in the administration of public secondary schools in Ebonyi State by male and female principals

Ho_2: There is no significant difference in the mean rating of the extent of utilization of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents

Ho_3: There is no significant difference in the mean rating of the extent of maintenance of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents

Review of Related Literature

School Records

Okeke (2015) defined record as document that provides objective evidence of activities performed, events occurred, result achieved, or statements made. Records are created by organizations in routine transaction of its business or pursuance of its legal obligation. Records are documented information, regardless of its characteristics, media, physical form or the manner in which it is recorded or stored. Records include accounts, agreements, books, drawings and letters, magnetic/ optic disks, memos and micro-graphics. It is a general term that is applicable

in different fields or profession such as business, medical, sports, archaeology, criminal, public and educational records to mention but a few (John, 2012).

On this note, it is categorically clear that record is an important instrument that is vastly utilized in virtually every aspect of human endeavor and plays a vital role in determining the success of any organization including the school. According to Kachallah (2014), a good record should be authentic, accessible, complete, comprehensive, effective and secure.

The term Record management according to Ukachukwu (2018) encompasses record availability, utilization and maintenance. School record management deals with the availability, utilization and maintenance of records. It involves meaningful activities and roles undertaken by school administrators (Principals and staff) of the school to maintain and keep up to date information regarding the school. School record management is of paramount value because it is the basis through which effective and efficient school administration can be achieved.

School Records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval of information when needed. Such records are kept by principals, teachers, counselors or administrative staff. School records are therefore information or data collected on various aspects of school and preserved for future use. School records serve as bank in which information is deposited and kept with the hope of retrieving and utilizing in the future.

Okeke (2015) opined that school records are documented statement of fact about persons, events, facilities, proposal and activities in and about the school. There are numerous and are usually assigned or delegated to members of staff. However, the responsibility for school records lie squarely on the shoulders of the chief executive of the school, the school head. As could be seen in schools, there are many educational activities such as registration of new students, recruitment of teachers, timetabling, organization of school programmes among others. All these are school activities needed to be recorded and stored for retrieval when they are needed.

Uzodimma (2016), school records are important tools for effective planning and administration of the school. School records occupy strategic position which aid effective and efficient organization and administration of the school. In line with the foregoing, Nwugoh (2013) maintained that because of the various activities that take place in the schools as well as the differences in age and social-economic background of students, academic attainment, religious affinity, among others' it becomes necessary that accurate account of what happens to individuals and groups within the school be documented. This involves preservation of information on people, events or things within the schools, be it primary, secondary or tertiary.

Management of records in secondary school like any other organization is cyclical in nature which involves the principals, teachers, students, messengers, cleaners, and other administrative staff. Bulk of these records are handled by principals and are often kept manually, hence the process of making available, retrieval, utilization and maintenance of records are difficult. It is pertinent to note that data and information generated from an effective and efficient record managements helps the school to make future projection, useful decision, presents facts and figures for future references; thereby enhancing the efficiency and effectiveness of the organization and administration of school. In view of the importance of records in the administration of secondary schools, education law in virtually all states of the federation requires that every school must keep certain specified records. For instance section 22(1) of education (General) Regulation of Education Law, 1964 of South-East Nigeria as stated in Oleka (2013) stipulates that every institution other than a corresponding college or training college shall keep records and books. Those that are statutory specified by law are referred to as statutory records, while those necessary are known as non-statutory records. Large records of varying degree of significant and magnitude are produced in the course of daily administration and transactions in every school.

United National Educational Scientific and Culture organization UNESCO- (2016) described record as a proof of a transaction and further stated that record are set of information put down on books, files computer and other document on every event that goes on in an organization and are always made available or accessible for future references. Omoha (2013) opined that effective management (level of availability, utilization and maintenance) of school records by principals depends on certain procedure and functions such as effective supervision, creation of records, effective leadership, monitoring and training of adequate personnel, record storage and retrieval, discipline and effective communication, delegation of duty, developing record skills and motivation. It is safe when one says that school records are important because they serve as major information tool 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. School records provide much help for effective planning and implementation of appropriate course of actions that support the continuous survival of the school.

Maintenance of Statutory and Non-Statutory Records

The school is a formal organization with a high degree of permanency, staff comes and goes but the schools endure (Ugwumba, 2012).Consequently, records of school activities in an institution cannot be left undocumented. The memories of people even when existing schools are closed, the document of the school are transferred to the Ministry of Education, for safe keeping and to be used later. As could be seen in schools, there are many educational activities such as

registration of new students, recruitment of teachers, time tabling, organization of school programmes, among others. All these are school activities which need to be recorded and stored for retrieval when they are needed. This therefore, involves preservation of information on people, event or things within schools be it primary, secondary and tertiary institution (Nwomah, 2015). In view of Enamiroro (2013) many people forget things easily and find it difficult to remember events in their lives; therefore, maintenance of records helps to reconstruct the history of the school. It is only through effective maintenance that an incoming principal can acquire enough information and knowledge about the history of the school, its tradition and problem, as well as its administrative set up and its relationship with its environment; school records when properly maintained can help a teacher take up a subject or class from another teacher and understand where he or she stopped and also from the assessment recorded, he or she could have an idea of the average ability of the class and behavioural pattern of students. Statutory and non-statutory records according to (Nwite, 2015) do not only need to be well kept but they also need to be properly maintained. If they must achieve the purpose on which they are kept, there is need for adequate maintenance. Proper maintenance of record could be done through: filling in steel cabinets properly, arranged and numbered serially, using drawers and shelves, computers and information technology, using audio visual cassettes, cleaning and dusting of record books periodically to keep them clean and prevent them from being damaged by termites, and other harmful insect.

Maintenance is generally grouped into four broad categories according to John (2012). These four categories are outlined here:

Periodic Maintenance: It is usually conducted within regular interval to avoid breakdown or total failure. Periodic maintenance is the programme of servicing an equipment, system or structure for preventing the component from breakdown. In the school system it involves the process of ensuring that all record facilities are made functional for effective teaching and learning process.

Preventive Maintenance: It is a scheduled process of servicing, repairs, inspection, adjustment and replacement of part that result in fewer breakdowns or premature replacement. It's usually conducted within a frequency of one year or less.

Emergency Maintenance: It is a repair that is initiated within a very short time of identifying the need. It is an unscheduled repair that correct impact malfunction.

Replacement Maintenance: This type of maintenance denotes the changing of structure, facilities or equipment for best result. These changes enhance performance and utilization of the facilities and also prevent complete breakdown.

Maintenance is purposely carried out to serve as protection to the school record facilities, structures, or equipment aimed at ensuring continuity, preservation, optimal utilization and to ensure accessibility of such records as at when needed. Similarly, a lot of factors come to play that tends to pose challenges to effective maintenance of statutory records in

the school. Some of these challenges are identified as; Lack of thorough supervision by principals and head teachers, inability to keep available records, inadequate funding, non-involvement of teachers and students in record maintenance practices, absence of maintenance culture, having little or no knowledge of the best maintenance practices. Records of school events are kept and tend to accumulate over a given period of time, this gives rise to large files containing large quantities of data and information relating to the school such as staff account achievement records, inventory, health. It often becomes difficult and time consuming to look for specific item of information on the files. The simple and modern way of maintaining school records is through computerization. Computer systems are acquired, staff trained and retrained on how to input data or records for effective and efficient maintenance.

Non-statutory records can be efficiently maintained through the procurement of computer, training and retraining of personnel, establishment of effective maintenance culture, provision of storage space and access to information. All properly maintained records serve as a bank in which information is deposited and kept, with the hope of retrieving and utilizing it in the future. When records are maintained it could enhance planning process, serve as historical record, provide knowledge on student's academic performance and facilitate school financial administration. It will also provide basis for advisory and counselling services. (Aninwene, 2019). A plan, whether educational, political or economic, that is premised on faulty statistics (data) can be compared to a house that is built on faculty foundation. Consequently, the educational planners at different level have the duty of information of accurate premises upon which to base their plans if such plan is to a success.

Utilization of Statutory and Non-Statutory Records

Nwachukwu (2012) saw utilization of records from knowledge point of view as a process of promoting the usage of learning-outcome of scientific research both outside academia and by academic discipline which requires frequent interaction between the researcher and the potential knowledge user. Hence from this point of view, knowledge utilization requires the interaction of two or more person which brings about influential understanding. Utilization of knowledge in this context does not end at the acquisition of knowledge but extends to practical usage and application of the learning experiences. School records when properly utilize could serve as a veritable guide for school inspection and supervision, record keeping is an important guide to secondary school principals to adopt efficient administrative procedures in keeping of school records. These procedures as emaciated by Omoha, (2013) include: prompt procurement of records and efficient monitoring and supervising of teachers delegated to keep record. Statutory records can be utilized to determine the school population, it can also serve as an index for statutory financial allocation to states from federation account. It also indicates the growth of the school over the years. In the case of emergency, it provides information about the addresses and

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contact of parents and guardians. It further serves as factual reference point for issuing transfer certificate, testimonials and referee reports on students in school. It is also a basis for guidance and counselling and other assistance to students. It should be noted that quality administration is not judge or assessed by administrator's professional competence in leadership style but also on his level of record utilization professional competence. There are many ways to quality record utilization in the school system, however, its effectiveness is hampered by certain challenges among which are: Ineffective filling of cabinets, Absence of computers for E-record keeping, Lack proper record classification, Inadequate drawers and shelves, Non utilization of flash drives and CD ROMS, Availability of mutilated records, Inadequate safe space for storage of high volume of records, Increase retention of useful but out dated records, Lack of safe guard on the confidentiality and accuracy of the records, lack of training on school record keeping (Ekundayo, 2010).

The aim of non- statutory records in school may not be achieved if the available records are not utilized effectively. It is one thing to provide records, it is another to make it accessible for utilization by those that need it and as at the time they need it. Non- statutory records can be utilized in the following ways:
Institution of higher learning: Institutions of higher learning often require certain information from student concerning their previous studies. These records are then extracted from the records kept by the student or institutions (Onwurah, 2018).

Employers of labour: Employers of labour may also require information concerning the authenticity of certificates presented at an interview by a job seeker, a testimonial of his character while at school and transcripts of academic record.

Research Method

The design of this study was a descriptive survey design. Nwogwu, B. G. (2008) described descriptive survey design as a design in which a group of people, objects, or items are considered to be the true representative of the population from which they were drawn and used for the study. Akpa (2018) stated that a descriptive survey design consist of those studies in which data are collected from a sample of a population to enable the researcher describe in a systematic manner and interprets the characteristics features and facts about things that exists, popular opinions that are shared, processes in progress or trends that are developing. This study was conducted in Ebonyi State of Nigeria. Ebonyi State is one of the five states in the south East Geo-Political Zone of Nigeria. It has thirteen Local Government Areas namely; Abakaliki, Afikpo North, Afikpo South, Ebonyi, Ezza North, Ezza South, Ikwo, Izzi, Ivo, Ohaozara, Onicha, Ohaukwu, and Ishielu Local Government Areas. Ebonyi State was created in October 1996 during Late General Sani Abacha's regime with the State Capital at Abakaliki metropolis. Ebonyi State covers an area of 5,532 square kilometers. It lies at latitude 6*15' North and longitude 8*05 East. It has a population of 3,490383. The population of the study comprised all principals of public

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secondary schools in Ebonyi State. According to Ebonyi State Secondary Education Board (SEB, 2022), Department of Planning, Research and Statistics, there are in totality, two hundred and twenty six (226) principals in Ebonyi State. The break- down of the population showed that there exist a total of 78 principals (50males and 28 females) in Abakaliki Education Zone. Based on the size of the population for the study, the researcher used all the population and there was no sample. Thus, a total of two hundred and twenty six (226) principals participated in the study. Instrument for data collection was a structured questionnaire titled extent of maintenance and utilization of records in the administration of public secondary schools Questionnaire (EMURAPSSQ). To establish the validity of the instrument (EMURAPSSQ) the questionnaire was subjected to face validation to ensure that the items were clearly and unambiguously stated. The instrument was given to an expert in Measurement and Evaluation and two experts in Educational Administration and Planning Unit of Ebonyi State University. The researcher carried out a pilot testing on principals outside the area of this study by administering the instrument on 30 principals from Enugu State and the entire instrument yielded a reliability index of 0.955. Mean and Standard Deviation was used to answer the research questions 1,2 and 3. The t test statistics was used to test the null hypotheses. The hypotheses were tested at 0.05 level of significance.

The decision rule was based on the percentage sand mean value of items. Thus, items that covered mean values were used for research question 1,2 and 3 using the scale of:
Very great extent = 3.5- 4.0
Great extent = 2.5 – 3.49
Low extent = 1.5 - 2.49
Very Low extent = 0-1.49

Presentation of Results

Research Question 1: To what extent are Statutory Records Maintained in the Administration of Public Secondary Schools in Ebonyi States?

Table 1: Mean Responses of the respondents on the extent statutory records are maintained in the administration of public secondary schools in Ebonyi State

S/N	ITEMS	N	$\bar{X}$	SD	DECISION
1.	School Admission Register	226	3.11	0.76	Great Extent
2.	The Log Book	226	3.03	0.84	Great Extent
3.	Class Attendance Register	226	2.82	0.99	Great Extent
4.	Lesson Note	226	2.95	0.86	Great Extent
5.	School Time Table	226	2.86	0.86	Great Extent
6.	Corporal Punishment Book	226	2.23	0.76	Low Extent
7.	Weekly Scheme of work	226	3.06	0.85	Great Extent
8.	Students' Academic Record Book	226	3.12	0.90	Great Extent
9.	Time Book	226	2.13	0.71	Low Extent
10.	Staff Record Book	226	3.08	0.85	Great Extent

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11.	Health Record Book	226	2.17	0.78	Low Extent
12.	Staff Attendance Register	226	3.19	0.74	Great Extent
13.	Cash Account Book	226	2.08	0.75	Low Extent
14.	Transfer Certificate	226	3.10	0.72	Great Extent
15.	Copies of National Policy on Education	226	2.10	0.75	Very Low Extent
	Grand Mean ($\overline{X}$)	**226**	**2.75**	**0.79**	**Great Extent**

The result of data analysis presented in Table 1 revealed that in all the items collected in respect to principal's maintenance of statutory record in secondary schools showed maintenance in a great extent, except items, 6,9,11, 13 and 15 showed low extent maintenance of statutory records in public secondary schools in Ebonyi State. The grand mean also stood at 2.75 which was above the criterion mean of 2.50. This implied that the principals maintained statutory records to a great extent for effective administration of public secondary schools in Ebonyi State.

Research Question 2: To what extent are non-statutory records utilized in administration of public secondary schools in Ebonyi State?

Table2: Mean responses of respondents on the extent available non-statutory records are utilized in the administration of public secondary schools in Ebonyi State

S/N	ITEMS	N	$\overline{X}$	SD	DECISION
16.	Visitors Book	226	3.25	0.67	Great Extent
17.	Official Correspondence File	226	3.26	0.68	Great Extent
18.	Inventory Book	226	3.38	0.68	Great Extent
19.	On the spot Assessment Register	226	1.48	0.67	Very Low Extent
21.	School Budget	226	2.45	0.60	Low Extent
20.	School Calendar	226	3.27	0.71	Great Extent
21.	Farm Record	226	3.30	0.68	Great Extent
22.	Principal Desk Diary	226	3.34	0.763	Great Extent
23.	Disciplinary Committee File	226	3.27	0.68	Great Extent
24	Staff on Duty Register	226	3.30	0.68	Great Extent
25.	Staff Movement Book	226	3.32	0.62	Great Extent
26.	Inspection Record Book	226	3.24	0.66	Great Extent
27.	Record of Games and Sporting	226	2.23	0.65	Low Extent
28.	Record of Club Activities	226	2.24	0.67	Very Low Extent
29.	Record of Physical Development in the School	226	2.31	0.66	Low Extent
	Grand Mean ($\overline{X}$)	**226**	**2.97**	**0.66**	**Great Extent**

The result of data collected in regard to research question 2 were presented in table 2 above. The findings reviewed that in all the 15 items collected in respect to principal's effective utilization of available non-statutory record in secondary schools, most

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of the items showed maintenance in a great extent, while 19,20,27,28,29 items showed low extent in utilization of non-statutory records in public secondary schools in Ebonyi State. The grand mean also stood at 2.97 which was above the criterion mean of 2.50. This implied that the principals utilized non statutory records to a great extent for effective administration of public secondary schools in Ebonyi State.

Research Question 3: To what extent are non-statutory records maintained in public secondary school in Ebonyi State?

Table 3: Mean responses of respondents on the extent non-statutory records are maintained for the administration of public secondary schools in Ebonyi State

S/N	ITEMS	N	$\bar{X}$	SD	DECISION
30.	Visitors Book	226	3.44	0.64	Great Extent
31.	Official Correspondence File	226	3.43	0.74	Great Extent
32.	Inventory Book	226	3.44	0.72	Great Extent
33.	On the spot Assessment Register	226	2.35	0.70	Low Extent
34.	School Budget	226	2.36	0.74	Low Extent
35.	School Calendar	226	3.37	0.76	Great Extent
36.	Farm Record	226	2.32	0.69	Low Extent
37.	Principal Desk Diary	226	3.34	0.72	Great Extent
38.	Disciplinary Committee File	226	3.32	0.71	Great Extent
39	Staff on Duty Register	226	3.33	0.72	Great Extent
40.	Staff Movement Book	226	3.30	0.74	Great Extent
41.	Inspection Record Book	226	3.22	0.72	Great Extent
42.	Record of Games and Sporting	226	2.22	0.77	Low Extent
43.	Record of Club Activities	226	3.38	0.72	Great Extent
44.	Record of Physical Development in the School	226	1.51	0.59	Low Extent
	Grand Mean ($\bar{X}$)	**226**	**2.96**	**0.72**	**Great Extent**

The result of data collected in respect to research question 3 was presented in table 3 above. The findings reviewed that in all the 15 items collected regarding principal's effective maintenance of available non-statutory record in secondary schools, most items showed maintenance in a great extent, while 33,34,36,42 and 44 items showed low extent in maintenance of non-statutory records in public secondary schools in Ebonyi State. The grand mean also stood at 2.96 which was above the criterion mean of 2.50. This implied that the principals maintained non- statutory records to a great extent for effective administration of public secondary schools in Ebonyi State.

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Research Hypotheses

$H0_1$: There is no significant difference in the mean rating of the extent of maintenance of statutory records in the administration of public secondary schools in Ebonyi State by male and female principals

Table 4: t-test analysis of differences on the extent of maintenance of statutory records in the administration of public secondary schools in Ebonyi State by male and female principals.

S/N	GENDER Of PRINCIPALS	N	$\overline{X}$	SD	t.cal	t.crit	df	DECISION
1.	Male	124	3.16	0.80				
	Female	102	3.03	0.70	1.28	1.96	224	not significant
2.	Male	124	3.09	0.89				
	Female	102	2.97	0.77	1.18	1.96	224	not significant
3.	Male	124	3.65	0.02				
	Female	102	3.02	0.91	1.87	1.96	224	not significant
4.	Male	124	2.99	0.86				not significant
	Female	102	2.91	0.86	0.69	1.96	224	
5.	Male	124	2.67	0.90				
	Female	102	3.08	0.74	1.66	1.96	224	not significant
6.	Male	124	3.38	0.74				
	Female	102	3.05	0.75	0.28	1.96	224	not significant
7.	Male	124	3.00	0.95				
	Female	102	3.12	0.69	1.04	1.96	224	not significant
8.	Male	124	3.17	1.00				
	Female	102	3.06	0.77	0.89	1.96	224	not significant
9.	Male	124	3.16	0.76				
	Female	102	3.08	0.71	0.85	1.96	224	not significant
10.	Male	124	3.09	0.91				
	Female	102	3.06	0.77	0.24	1.96	224	not significant
11.	Male	124	3.26	0.71				
	Female	102	3.05	0.86	1.97	1.96	224	not significant
12	Male	124	3.29	0.70				
	Female	102	3.07	0.76	1.23	1.96	224	not significant
13.	Male	124	3.08	0.79				
	Female	102	3.08	0.70	0.07	1.96	224	not significant
14.	Male	124	3.09	0.75				
	Female	102	3.11	0.69	0.21	1.96	224	not significant
15.	Male	124	3.01	0.76				
	Female	102	3.20	0.73	1.88	1.96	224	not significant
	Overall values							not significant
					1.55	**1.96**		

The Result of data analysis presented in Table 4 revealed that there is no significant difference in the mean rating of male and female principals in the extent which available statutory records are maintained in public secondary schools in Ebonyi State. This is because all the items as presented in the table had t-calculated values less than t-

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critical values at 0.05 level of significant. Based on this, the null hypothesis that there is no significant difference in the mean rating of the extent of maintenance of statutory records in the administration of public secondary schools in Ebonyi State by male and female principals was not rejected.

HO_2: There is no significant difference in the mean rating of the extent of utilization of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents

Table 5: mean rating of the extent of utilization of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents

S/N	LOCATION	N	$\bar{X}$	SD	t.cal	t.crit	df	DECISION
1.	Male	124	3.21	0.67				
	Female	102	3.30	0.67	0.94	1.96	224	not significant
2.	Male	124	3.13	0.66				
	Female	102	3.41	0.68	1.13	1.96	224	not significant
3.	Male	124	3.25	0.76				
	Female	102	3.53	0.55	1.11	1.96	224	not significant
4.	Male	124	3.48	0.66				
	Female	102	3.47	0.69	0.12	1.96	224	not significant
5.	Male	124	3.39	0.63				
	Female	102	3.51	0.55	1.58	1.96	224	not significant
6.	Male	124	3.40	0.55				
	Female	102	3.13	0.84	0.94	1.96	224	not significant
7.	Male	124	3.26	0.76				
	Female	102	3.33	0.66	0.79	1.96	224	not significant
8.	Male	124	3.33	0.62				
	Female	102	3.33	0.65	0.03	1.96	224	not significant
9.	Male	124	3.25	0.65				
	Female	102	3.30	0.73	0.56	1.96	224	not significant
10.	Male	124	3.29	0.69				
	Female	102	3.33	0.68	0.42	1.96	224	not significant
11.	Male	124	3.32	0.65				
	Female	102	3.32	0.59	0.05	1.96	224	not significant
12	Male	124	3.29	0.61				
	Female	102	3.19	0.72	1.05	1.96	224	not significant
13.	Male	124	3.33	0.50				
	Female	102	3.11	0.77	2.55	1.96	224	significant
14.	Male	124	3.33	0.50				
	Female	102	3.11	0.70	0.35	1.96	224	not significant
15.	Male	124	3.25	0.62				
	Female	102	3.22	0.73	0.33	1.96	224	not significant
	Overall values				**0.97**	**1.96**		not significant

The result of data analysis on Table 5 revealed that there is no significant deference in the mean rating of the extent of utilization of non-statutory records in the administration

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of public secondary schools in Ebonyi State by male and female respondents. This is because all the items as shown in the Table 5 obtained a t-calculated value less than t-critical values at 0.5 level of significance. Based on this, the null hypotheses that there is no significant difference in the mean ratings of the extent of utilization of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents was not rejected.

HO_3: There is no significant difference in the mean rating of the extent of maintenance of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents

Table 6: t test analysis on the extent of maintenance of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents

S/N	LOCATION	N	$\bar{X}$	SD	t.cal	t.crit	df	DECISION
1.	Male	124	3.45	0.65				not significant
	Female	102	3.42	0.63	0.39	1.96	224	
2.	Male	124	3.41	0.77				not significant
	Female	102	3.46	0.70	0.41	1.96	224	
3.	Male	124	3.54	0.64				not significant
	Female	102	3.33	0.80	1.09	1.96	224	
4.	Male	124	3.37	0.73				not significant
	Female	102	3.33	0.67	0.37	1.96	224	
5.	Male	124	3.50	0.69				not significant
	Female	102	3.31	0.77	1.16	1.96	224	
6.	Male	124	3.50	0.73				not significant
	Female	102	3.41	0.69	1.73	1.96	224	
7.	Male	124	3.22	0.69				not significant
	Female	102	3.44	0.69	1.05	1.96	224	
8.	Male	124	3.22	0.73				not significant
	Female	102	3.48	0.68	2.26	1.96	224	
9.	Male	124	3.15	0.70				not significant
	Female	102	3.39	0.68	1.56	1.96	224	
10.	Male	124	3.26	0.75				not significant
	Female	102	3.35	0.77	1.32	1.96	224	
11.	Male	124	3.26	0.72				not significant
	Female	102	3.33	0.63	0.85	1.96	224	
12	Male	124	3.10	0.79				not significant
	Female	102	3.30	0.73	1.40	1.96	224	
13.	Male	124	3.13	0.80				not significant
	Female	102	3.50	0.64	1.74	1.96	224	
14.	Male	124	3.24	0.77				not significant
	Female	102	3.55	0.57	1.20	1.96	224	
15	Male	124	3.55	0.62				not significant
.	Female	102	3.46	0.56	1.22	1.96	224	
	Overall values				**1.29**	**1.96**		

The result of data analysis on Table 6 revealed that there is no significant difference in the mean rating of male and female principals on the extent of maintenance of non- statutory records in administration of public secondary schools in Ebonyi state. This is because all the items as presented in the table had a t-calculated value less the t-critical values at 0.05 level of significant. Based on this, the null hypothesis that there is no significant difference in the mean rating of the extent of maintenance of non-statutory records in the administration of public secondary schools in Ebonyi State by male and female respondents was not rejected.

Discussion of the Findings

The outcome data analysis presented on Table1 revealed that the principals were in agreement that most of the statutory records were adequately maintained with the exception of few records like; on the spot assessment record, weekly scheme of work, health record book, cash account book and copies of national policy on Education. This finding is in line with Kachallah (2014) who submitted that a reasonable percentage of statutory records were not properly maintained in senior secondary schools in southern Yobe State. The findings are not unexpected because record maintenance has been a critical issue begging for urgent attention over the years. In view of the above, maintenance of all statutory records compulsorily kept in schools becomes imperative in ensuring consistency and continuity of educational practices. Record and data generated in the course of execution of legitimate functions of the school organization should be kept and maintained properly for easy accessibility in future. The finding of the hypothesis of the study established that there is no statistically significant difference between the responses of male and female principals in maintenance of records in the administration of public secondary schools in Ebonyi State, this report is not in agreement with that of Uzoho (2006) who submitted that there is a slight difference between the opinion of male and female secondary school principals on the administrative procedures that characterize the keeping of records in secondary schools in Umuahia education zone. These findings indicated that more efforts should be intensified to improve on the level of statutory record maintenance in public secondary schools in Ebonyi State.

The findings revealed that most of the available non- statutory records were utilized in a great extent, only but a few records were not properly utilized in public secondary schools in Ebonyi State. The study further revealed that there was no significant difference on the opinion of male and female principals in public secondary schools on the extent of utilization of non- statutory records. This finding is in conflict with that of Osakwe (2011) who found that secondary school principals differ in their school record management abilities in terms of gender, experience and location of schools. This implies that gender and location may not necessarily, be a criterion point of measuring how effective and efficient secondary school

principals could be in terms of non- statutory record utilization. Furthermore, the study collaborated with the opinion of Nwocha (2014) who maintained that utilization of non-statutory records in schools were carried out in a very high extent by principal and teachers and that there is no significant difference in the responses of urban and rural teachers on how non-statutory records were utilized in Oyo state .The similarities in the various findings may be attributed to the fact that most Nigerian schools have witnessed the important roles of non- statutory records in the administration of school and it becomes obvious that failure to utilize these records effectively is detrimental to the actualization of the goals on which the school is established. It is also pertinent to note that when statutory records are utilized in a very great extent in the school, they constitute a kind of powerful tools for the principals, teachers or delegated officials in running of day to day activities of the school.

Findings of this study revealed that the Principals were in agreement that most of the non- statutory records available were maintained in a great extent while some of them were maintained in a very low extent in public secondary schools in Ebonyi State. This finding collaborated with that of Shehu (2019) who held that most of the non-statutory records were ignored in terms of provision, utilization and maintenance in public universities in northern Nigeria. The implication of this finding is that school administrators, whom the responsibilities of school record maintenance lied squally on shoulders, pay little or no attention to maintenance of non- statutory records. Preservation of Information through record maintenance in secondary schools is a necessity because it is only through effective maintenance that a newly posted principal can obtain enough information and knowledge about the history of the school, its urgent needs, problems and tradition. Non-statutory records can be efficiently maintained through the procurement of computers, training and retraining of personnel, establishment of maintenance culture, provision of storage facilities and spaces. It is on this note safe to say that record maintenance promotes availability of reliable information or data useful in school administration therefore should be given adequate attention as was opined by Ogomegbulam (2020) that it is of great necessity to ensure that all school records are put in place and maintained accordingly so as to expand the circulation of information needed for effective school operation. It is worthy to note also that non- statutory records maintenance should be given proper attention by the school heads, failure to do so breed faulty and unreliable information that in-turn affect the school system entirely. Therefore, a well maintained non-statutory records serve as bank on which information is deposited for school internal consumption and future references.

Conclusion

The study based on the findings concluded that some Principals in public secondary school in Ebonyi State have been effective in making providing statutory records needed for the administration of public secondary school but they were ineffective in the aspect

of utilization and maintenance of these records. It becomes imperative for the principals to understand that record management which involves record utilization and maintenance plays a vital role in quality existence of the school system and develop more effective school record keeping practices such as ensuring that school records are made available and accessible for utilization when needed, so as to overcome series of administrative challenges posed by unavailability of records in schools. Development of positive attitude towards proper record utilization in schools guarantees principals administrative efficiency. It is pertinent to note that if school records are made available, utilized and maintained properly, it makes the administrative duties of the school administrators be less stressful. Conclusively, record keeping is an asset to all human beings as well as the school organization. It is specifically essential for all secondary school principals to deal with the issue of school record management (utilization and maintenance) effectively without delay because doing so will lead to a booming success that will facilitate the attainment of secondary school goals and objectives.

Recommendations

1. The school principals should always ensure that all available statutory records are maintained adequately to avoid loss of vital information needed for effective school operation.
2. Principals should ensure adequate utilization of non-statutory records since this study identified some lapses on this area.
3. The school principals should ensure total maintenance of non- statutory records, for this act will enhance smooth administration of public secondary schools in Ebonyi State.

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