Records
Keeping in Kwara State Primary Schools

A PUBLICATION OF KWARA STATE UNIVERSAL BASIC EDUCATION BOARD, ILORIN

EDITED BY
Dr. L. A. Yahaya
Dr. O. A. Oniye
Dr. R. A. Shehu

A workshop Manual
RECORDS KEEPING FOR HEAD TEACHERS IN KWARA STATE PRIMARY SCHOOLS

EDITED BY
DR. L. A YAHAYA
DR. R. A. SHEHU
DR. 0. A. ONIYE.
© 2008 Data Collection, Collation and Analysis in Schools


All right reserved
No part of this publication may be reproduced in any form by any means, Stored in a retrieval system electronic or mechanical, including Photocopying or by recording or by any form Without the prior permission (in writing) from the Copy right Owners.

Published in Nigeria by:

Integrity publications
No 272 Taiwo Road Ilorin
08033927234
FOREWORD

The success of any organization largely depends on effective and efficient record keeping. This is because planning and decision making are usually based on the available data or information. Record keeping is because planning and decision making are usually based on the available data or information. Records are written account of human transactions or events, kept for the purpose of planning for the present and the future.

This book dealt with record keeping in schools. School records are compulsory and must be kept by every school which assist to aid memory and remember events of the school. Easy recall of statement of facts about the school and keeping intact about the historical facts of the school among others. The book shows how school records are kept efforts have been made to ensure that the readers find this book useful simple, informative and satisfying. Nonetheless constructive criticisms and suggestions are welcome.

ALHAJI ABDUGAFAR ALARO
Executive chairman,

KW/SUBEB, ILORIN.
PREFACE

Record keeping is essential in management of human and material resources. It promotes accountability, appropriate decision-making, effectiveness and efficiency. Thus, acquisition of knowledge and skills in record keeping is necessary for school administrators especially the read teachers.

This text is therefore designed to equip head teachers and school administrators with relevant information on record keeping, uses of tests, guidance services and promotion of discipline in schools. The book has seven sections. The first section of the book commences by identifying the purposes and types of records being kept in Nigerian schools. Section two focuses on the importance of record keeping in schools. While the third section covers methods of record keeping, storage, retrieval and utilization. The fourth section dwells on essential data in school, while section five focuses on guidance services and uses of tests in Nigerian primary schools. Sections six and seven covers the problems militating against efficient record keeping in Nigerian schools and discipline in schools respectively.

The book consists of sections written by erudite scholars in different fields of education. Although no single book can address all areas of Record keeping, we hope that the contents of this text would assist in addressing some challenges of record keeping in Nigerian primary schools.

Sincere appreciation goes to the Government of Kwara State under the bale leadership of Dr. Abubakar Bukola Saraki for his support for the development of education in Kwara State and we also acknowledged the efforts of the Honourable Commissioner fro Education, Science and Technology, Alh. Bolaji Abdulahi and the Executive chairman, Kwara State
Universal Basic Education Board, Alh. Alaro Abdulgafar Ayo in the successful completion of this exercise.

Finally, the contributions and initiative of Honeymoon Ventures, the Consultancy Firm that made the preparation and compilation of this capacity building workshop manual is highly commendable. Sincere thanks to the authors who have made contribution to this book. Wishing them success in their endeavours.

Prof. E.A. Ogunsakin
Former Dean of Education, 
Faculty of Education 
University of Ilorin.
NOTES ON CONTRIBUTORS

(1) Professor D.O. Durosaro: Department of Education Management Faculty of Education, University of Ilorin.

(2) Dr. L. A. Yahaya: Department of Educational Guidance and Counseling, Faculty of Educational University of Ilorin.

(3) Dr. A. O. Oniye: Department of Educational Guidance and Counseling, Faculty of Educational University of Ilorin.

(4) Dr. (Mrs) A. T. Alabi: Department of Educational Management Faculty of Education, University of Ilorin.

(5) Mr. T. O. Ibrahim: Department of Physical and Health Education, Faculty of Education, University Ilorin.


(7) Dr. R. A. Shehu: Department of Physical and Health Education, Faculty of Education, University of Ilorin.

TABLE OF CONTENTS

pages
Foreword ........................................................................................................ iii
Preface........................................................................................................... vi
Note on contributors.................................................................................... vii

Records keeping in Nigeria schools

-Mrs. R. O. Sunmola....................................................................................... 1

Importance of record keeping in schools

-Mr. T. O. Ibraheem...................................................................................... 27

Methods of record keeping, storage and retrieval system

-Dr. (Mrs) A. T. Alabi.................................................................................... 35

Essential data in Schools

-Dr. A. O. Oniye.......................................................................................... 48

Uses of tests and guidance services in Primary Schools

-Dr. L. A. Yahaya.......................................................................................... 59

Problems militating against efficient records keeping in Nigeria schools

-Dr. O. Durosaro.......................................................................................... 65

Discipline in schools

-Dr. R. A. Shehu.......................................................................................... 72
RECORDS KEEPING IN NIGERIAN SCHOOLS

BY

MRS. RACHEAL O. SUNMOLA
HEAD MISTRESS, AJOKE MODEL NURSERY AND PRIMARY
SCHOOL, ILORIN.

Introduction

School is a place where children go to be educated, records are written and account of transactions are kept. Thus, record keeping is an important activity in schools. School records are official transcripts or copies of proceedings of actions, events, or other matters kept by the school manager. School records could be viewed as authentic register or instruments or documents of official accounts of transactions or occurrence, which are preserved in the school office.

The headmaster has the responsibility of seeing to the smooth running of a school. The extent to which he succeeds in carrying out this responsibility depends on a number of factors and one of them has to do with the records that he is expected to keep. These records give a lot of information about the school that will enable him to take decisions and also assess the progress of the school. Law requires some of the records kept in the school, while others are not but all the same they are helpful if kept appropriately. Different people such as the headmaster, the class teacher, and the Local Government Education Authority keep different records about the school.
A school head must have accurate information to help him/her assess meaningfully the progress of the school. All school records are very useful. School records must be complete and be made available when the need arises. Records, which are not regularly kept, will be incomplete and misleading. Badly kept records can hinder the progress of the school. The school leader must see that school records are devoid of exaggerated reports or untrue statements.

**Purpose of school records**

The purpose of records keeping is to ensure that accurate and proper records of students achievement and growth during his school days are kept, information on any school matters on students are made available to users when requested for it also facilitate research activities that will promote efficiency and effectiveness of the school system. (Ogunsaju, 1989).

To provide useful information to an employer of labour who may want to recruit pupils for jobs such as testimonials, transcripts, certificates and reference letters; and supply the necessary information to school inspectors.

**Qualities of school records**

The school records must satisfy certain conditions such as the followings:

- **Records must be complete if they are kept regularly:**
  If they are not, the information will be incomplete. Such information may therefore be unreliable.

- **Records must be honestly kept:** information must not be distorted i.e. Records must be a honest representation of facts. Events must be recorded as they occur and in their true perspective. Also elements of personal biases must be removed.
• **Records must be retrievable:** Records that cannot be recalled will not serve a useful purpose to anyone. Retrieval of records must be easy so as to safe time. To do this, the system of filing must be adequate, filing cabinets must be employed and computers may be used where necessary.

• **Records must be useable:** Records are kept for the purpose of future usable. There is no sense in keeping useless records.

• **Records must be backed up by original documents:** where necessary such documents include invoices, bills, and cheque counterfoil and receipts.

**Types of School records**

School records vary from school to school. School records are broad by divided into statutory records and non-statutory records.

Statutory records are the 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, such records includes 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. non-statutory records are school records kept for the purpose of administrative convinces such records include stock book, cash and account books, school calendar, health book, inventory book, and staff minutes book.
There are several records under the laws which are expected to be kept to make the general school administration effective, progressive, clean and paving way for development.

**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 pupil/student of the school. The school admission register must always be updated and made available for inspection when demanded for or scrutiny by education inspectors, law enforcement agents on an official assignment or any other authorised person.

The keeping of an admission and withdrawal register is to have comprehensive details of personal and academic background of all pupils/students with his or her names, and other information entered into the register becomes a bonafide member of the school. Information recorded in the admission register includes full names of the pupils, age, date of birth, place of birth, date of enrollment, address and occupation of the parents/guardians, previous schools attended, date of leaving the school, reasons for leaving the school and the school certificate number.

This book is very important because it shows regularity, lateness, absence, and withdrawal of students in the school. Through the admission/withdrawal register the head teacher can know the catchment areas the school is serving and whether or not some areas are not sending their children to the school.

Also from such information, the head teacher will be able to assist or to render help and service to the community.
Specimen Admission and withdrawal Register.

<table>
<thead>
<tr>
<th>Month &amp; date</th>
<th>Name of Pupils</th>
<th>Sex</th>
<th>Age</th>
<th>Admission number</th>
<th>Address of parents</th>
<th>Progress</th>
<th>Withdrawal Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ii 1992</td>
<td>vi On account of Fathers’ transfer to Kano State</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>iii 1993</td>
<td>v Withdraw</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>vi</td>
</tr>
</tbody>
</table>

|             |                |       |     |                   |                   | 1992     |                   |
|             |                |       |     |                   |                   | 1993     |                   |

Attendance Register Books

The class attendance register is a record that is useful in showing pupils/students who attends 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. Improperly kept attendance registers can lead to the embarrassment of a school head. In a situation where the teacher arbitrarily marks a student who was not in the class present. If such 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 pupil’s parents and the law to account for the
death or the arrest of such a student; also cases of pupil leaving home in the morning for school but never got to school, playing truancy, some students answer to the call of their names in the attendance register in the morning and later disappeared from school. The school attendance register is therefore helpful in checking habitual absenteeism of pupils/students from school. It helps to reveal if a pupil has been sick. Schools are advised to call the attendance register twice a day, in the morning before the first lessons and in the afternoon after the school breaks preferably after the mid-day.

**Specimen of Attendance Register Book**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ADM. NO</th>
<th>NAMES</th>
<th>DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mon</td>
</tr>
<tr>
<td>1.</td>
<td>58001</td>
<td>John Stephen</td>
<td>/</td>
</tr>
<tr>
<td>2.</td>
<td>58002</td>
<td>Shade Badmus</td>
<td>/</td>
</tr>
<tr>
<td>3.</td>
<td>58003</td>
<td>Ajao Jimoh</td>
<td>/</td>
</tr>
<tr>
<td>4.</td>
<td>58004</td>
<td>Yinusa Taiwo</td>
<td>/</td>
</tr>
<tr>
<td>5.</td>
<td>58005</td>
<td>Abdul Gana</td>
<td>/</td>
</tr>
</tbody>
</table>
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 school visitor’s book is an important document for checking fraudulent behaviour of some officers or inspectors of schools who leave their offices without permission and laying false claim to paying official visits to schools.

The school shows great respect to a state Commissioner of Education, State Governor or Administrator, Minister of Education and the country’s president or head of state by making a fresh page available to such a very important officials/guests for recording his/her historic visit. The page is not use by any other visitor again. Head of State usually signs the visitor’s book with green biro, Governor of a state signs with red biro while other visitors sign with black or blue biro.
Sample Visitor Book

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Visitor</th>
<th>Address</th>
<th>Purpose of Visit</th>
<th>Remarks/ Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/9/98</td>
<td>Mr. Ade Adewale</td>
<td>Jamco Nigeria</td>
<td>Founders day</td>
<td>School Environment is good</td>
</tr>
<tr>
<td>12/9/98</td>
<td>Mr. Jide Saliu</td>
<td>Ilorin West Local Govt Area</td>
<td>Immunization against Poliomyelitis</td>
<td>All the pupils range from 0-5 were immunized</td>
</tr>
<tr>
<td>10/02/2008</td>
<td>Alhaji Abdul Gafar Alao</td>
<td>Chairman, KWSUBEB, Ilorin</td>
<td>Pupils/teachers supervision</td>
<td>Vary Satisfactory.</td>
</tr>
</tbody>
</table>

Log Books

The log 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.
Specimen of a Log Books

<table>
<thead>
<tr>
<th>Date</th>
<th>Events Reported</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/4/1998</td>
<td>School football team won the Governor’s challenge cup</td>
<td></td>
</tr>
<tr>
<td>14/06/1998</td>
<td>Team of officials from Ministry of Education Science and Technology paid an advisory to the School.</td>
<td></td>
</tr>
</tbody>
</table>

**Punishment Book:** This book is kept by the head teacher in order to record cases of punishment given to children and to ensure that the procedure for punishing any child has been followed. The keeping of this book helps to protect the child from being punished anyhow by the teacher. It helps to protect the teachers themselves from the complaints of parents on the way and manner teachers punish their children. It also helps to stop other members of the community from giving wrong information on how children are being punished in the school. The record can show the type of problem behaviour that is common in the school. With such information, the head teacher can take the necessary steps to solve the problem.
### Specimen of Punishment Book

<table>
<thead>
<tr>
<th>Date</th>
<th>Pupil name</th>
<th>Sex</th>
<th>Age</th>
<th>Class offence</th>
<th>Offence</th>
<th>Punishment</th>
<th>By whom</th>
<th>Remark</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3/2000</td>
<td>Abdulwahab olowookere</td>
<td>M</td>
<td>9</td>
<td>Primary 4</td>
<td>Truancy</td>
<td>Six Stroke of cane</td>
<td>Headmaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/3/2000</td>
<td>Musibau Salam</td>
<td>M</td>
<td>11</td>
<td>Primary 6</td>
<td>Theft</td>
<td>Suspended 1 week</td>
<td>Disciplinary committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/3/2000</td>
<td>Omololu John</td>
<td>M</td>
<td>10</td>
<td>Primary 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The 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 head teacher. 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. The time table should, for example, indicate when classes will begin, when the school closes for the day or when the school should break. The preparation of a school time-table can be difficult task and as such, experienced teachers should do it while the inexperienced ones learn from them.

### Syllabuses and Scheme of Work

It is common to find that in some schools, when a new teacher arrives, he has difficult finding out what he should teach. This happens because the school does not have copies of syllabus kept in the office of the head teacher. It is important therefore for every head teacher of a school to have in his office copies of the syllabus. The scheme of work, which breaks up the syllabus into teaching unit should be kept.
The Stock Book: This is kept in the 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. There are two type of stock.

(a) Consumable Stock: This covers such items as chalk, stationery, and disinfectants. These items are consumed always and have to be replaced from time to time.

(b) Non – Consumable Stock: this covers items such as furniture; farm tools, game, equipment, audio- visual materials. These items have life span. 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.

The School Cash Book: it is important for every headmaster 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 shown both income and expenditures of the school. The keeping of this record will help the teacher to give a good account of Schools transactions and to also prevent him from getting into problems that have to do with collecting and spending money.

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 can not 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 Cards: This is the School record, which shows the Pupils Scholastic performances and Conduct for each term. It helps the teacher to keep the parents informed about their Children progress in the school, it gives interested parents accurate information and helps parents who are ignorant about the Working of the school to have a better Understanding of its purpose and their Child’s place in it.

Cumulative Report Card

This is a Continuous record or combination of records which Contains comprehensive information about each Pupil and which provides a summary of the pupils’ career in the school. The Cumulative record is Confidential and Should be kept in filing cabinet in the office of the head teacher and/or the School counsellor. The Following information are required: date of admission, grades, family background and social activities. If a child goes on transfer to a new school, his cumulative record can be sent to the new school, and this will help the new school to be abreast with up to date information about the child.

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.

**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 head teacher’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.

**School Head’s Annual Reports File**

The school head 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.

1. Student/Pupils population broken down into male and female.
   - Religious inclination
   - Local government area of origin

   - State of origin

   - State 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 he ministry of education and federal Conducted by National Examination Council (NECO).

Sports and games competitions
- Debates, cultural activities, quiz competitions in religions activities-- Out come of meeting with the school P.T.A. and board of governors, proprietors, annual inter house athletics meeting.

Inspection reports on the school-
- The student discipline.

Query book

The Query book is a record of queries sent to- teaching and non-academic staff. A school head can send queries to any member of staff

WHO:

i. Goes late to classes
ii. Does not attend morning assemblies regularly
iii. Refuses to give assignments to students regularly
iv. Refuses to carry out a duty assigned by the school authority
v. Makes it habitual to leave his place of work before the close of the working day.
vi. Is rude to his superior officers (acts of insubordination)

vii. Does not keep necessary and important school records expected of them.
viii. Deviates from the teaching professional code of ethics; for example inciting students and/or fellow staff against the College or government etc.

Copies of staff replies to such queries must be recorded in such query file. Every record of a query must have (i) Date (ii) Name and Rank of staff being queried (iii) Nature of query (iv) Response to query by the concerned staff. (v) Head teacher’s reaction to erring staffs response (vi)
Further action taken by head teacher (vii) Response from higher authority (viii) Final action taken on erring staff (ix) Name and signature of school heads.

National Policy on Education Booklet

The national policy on education booklet is a precious document expected to be kept in a recognized school. It contains some vital information on the structure and policies of Nigerian formal and non-formal education system.


The federal republic of Nigeria prepared the national policy on education booklet.

National curricula on Different subjects

The national curriculum for primary schools, junior secondary schools and for senior secondary schools book series have been prepared for use in schools by the federal ministry of Education. The books are prepared in volumes. A volume may combine two, three or more disciplines.
On each subject the curriculum stipulated the philosophy and objectives of the subject, contents into each year of the primary school programme. The breakdown of the contents in each year of the course shows the

i. Topic
ii. Performance Objectives of the topic to be taught
iii. Content to be taught
iv. Activities to be discussed or carried out
v. Facilities/equipment to use in teaching the topic.
vi. Assessment to be carried out after presenting the topic before the learners
vii. Remarks/notes on the general presentation of topic and students reaction to the presentation.

The national curricula are very helpful to the subject teachers who are expected to breakdown subject syllabuses into scheme of work in termly, weekly and daily basis.
Correspondence files
A school must have updated and well kept correspondence files on
i. Ministry of Education (MOE)
ii. State Universal Basic Education Board (SUBEB)
iii. Local Government Education Authority.
iv. Zonal inspectorate of Education (ZIE)
v. Parents Teachers Association (P.T.A)
vi. School Board of Governors (if any)
vii. School finances, Account and Auditing
Vii. Old students Association
ix. School clubs and societies
x. School statistics
xi. School disciplinary committee

The contents of all correspondence files must be page appropriately for easy references.

SCHOOL LIST
A school list is a document that contains the names of all the
i. Teaching and non-teaching staff and
ii. Students in the school.

The names, sex, qualifications local government and state of origin, subjects being taught, rank of and other duties assigned to each staff are included in the school list

Similarly, information on students in the school list, arranged in vertical columns include
i. Admission number
ii. Students names, sex, and religion
iii. Class
iv. Local government and state of origin

v. Year of admission into the school

The school list is of great importance, if properly prepared, to the parents in that children who are not fully registered in the school can be quickly spotted out by the parents. The public and the education authorities can pinpoint areas of need of the school in terms of need for classrooms, teaching staff and educational facilities.

**School Photo-Album**

The history of the school can be written in form of photographs. The school head is expected to have photographs of events relating to staff, student, school surroundings and exhibitions taken during school festivals such as:

i. First year pupils’ first day at school
ii. Inter-house athletics meeting
iii. Competitions in sports and games
iv. Literary and debating society activities
v. Cultural displays
vi. Meeting of clubs and societies
vii. Religious groups ceremonies
viii. Environmental sanitation exercises
ix. Speech and prize giving day ceremony
Staff Responsibility List

The staff responsibility list shows in clear terms the primary and secondary assignments given to staff in the school. The teaching staff responsibility in the school includes that of the

i. School head.
ii. Vice school head (administration, academics and special duties)
iii. School guidance counselor
iv. Class supervisor
v. Head of department

vi. Form master/mistress
vii. Class teacher/subject teacher
viii. Daily duty master/mistress
ix. Library master/mistress and assistant
x. Games master/mistress and assistant
xi. Coordinator of school clubs and societies
xii. Health master/mistress and assistant
xiii. Labour master
xiv. Staff patron/matron of school club/society
xv. Staff secretary

The non-teaching staff responsibility list shows the different responsibilities assigned to the non-teaching staff, such as

i. Personnel assistants
ii. School bursar or finance clerk
iii. Library officer, assistant and attendant(s)
iv. Store keeper(s)
v. School driver(s)
vi. Typist(s)
vii. Messenger(s)
viii Security guard(s)
The duties of these different staff responsibilities are updated to be spelled out in the schedule of duties of staff in school. Every school head is expected to have the written duties scheduled to each staff position and committee.

**History of the school**

A school head is expected to keep a documented history of his/her school. The history of a school contains the date of establishment, proprietors of the school, primary objectives for establishment of the school, record of the number of first set of pupils, students enrolment showing the number of male and female students, the number of the pioneering teaching and non-teaching staff, name and qualification of the pioneering school head.

**Disciplinary Committee File**

Disciplinary is an important aspect of school life. A disciplinary committee made up of some teaching staff is established to consider cases of students misbehavior in the school, the extend to which a student misbehavior affects the image of the school, decision taken on the possible ways of correcting an erring, student and recommend how to prevent future reoccurrence of such erring behaviour.

The records of the proceedings or minutes of the disciplinary committee are expected to be kept neatly and securely in a file for future reference or recall if the need arises.
**Staff Movement Book**

During a working day it may be necessary for a staff, teaching or non-teaching, to seek the permission of the school head-teacher to move out of the school premises must be noted and recorded in a book specially designed for such event. 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 has to move out of the school. Any staff may go out of school during school hours with the head-teacher’s permission. The teacher 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 and destination, time of arrival (back to school) in the day, signature of staff, head-teacher’s remarks and signature.

Staff movement book helps the school to have a knowledge of the whereabouts of a staff, recall the staff if urgently needed by inspector or visitor to the school, know where to look for such a staff in case of a suspected accident or mishap.

**Transfer Certificate**

A transfer certificate is a format obtained by a pupil leaving one school to another from his original school, showing that such a student is not in any way indebted to the original school. A transfer certificate has the feature arranged in horizontal columns.
TRANSFER CERTIFICATE
STATE MINISTRY OF EDUCATION

ORIGINAL

1. Name of pupil (in full) _____________________________________________

2. Name of parent __________________________________________________

3. Native of _____________________________________________________________________

4. Year of birth (approximately) _____________________________________________________________________

5. Number on admission Register ___________________________________________________________________

6. Name and address of the school issuing the transfer certificate _____________________________________________________________________

7. Standard last passed and date ___________________________________________________________________

8. Final position in class _________________________________________________________________________

9. Standard at present time _______________________________________________________________________

10. Date of late attendances at above school ___________________________________________________________________

11. Number of attendances made at this school this year

12. Number of attendances made at any other school this year

13. Any fee owing? If so state the amount ___________________________________________________________________

14. Conduct- (if unsatisfactory give particulars) ___________________________________________________________________

15. Causes of leaving _________________________________________________________________________

16. Give list of former schools attended (with dates) as will be required for the pupil’s school leaving certificate ___________________________________________________________________

________________________________________________________________________Date. ________ 19 ________ Head Teacher
Sports And Games Activities And Facilities File

The curriculum of sports and games in primary schools is an important aspect of school life. A school is expected to establish and maintain facilities for sports and games in the school. Some games and sporting activities common in our schools are football, handball, table tennis, volleyball, basketball, athletics and volleyball. Some schools have indoor games like ludo, whot, scramble, snake and ladder, computer games etc.

A school must have a record of names of games and sporting activities, facilities for games and sport in the school inter-class and inter-house competition, inter school competition. Students who represent the classes, house and the school in different games and sporting competition awards given to school and individual student in the field of games. Individual student achievement in games and sports, students that represent the local government states or nation in different sporting activities and games. Competitions and audience’s misbehaviors during competitions newspaper cuttings, journals, and magazines on sports and games especially those relevant to her school games and sports.

Annual Leave Roster

Teaching and non-teaching staff are entitled to annual leaves, the number of day’s entitlement depends on a staff salary scale, head teachers are advised never to leave the school empty, devoid of all services. The administrative staffs have to update their school records. Head teachers therefore need to make sure that a time table or roster is made for teaching and non teaching staff going on annual leave.
The annual leave for a staff may be spread through two or three end-of-term holidays. No staff is permitted to go on annual learning activities.

A file is opened for such staff annual leave roster for record purposes. Teaching and non-teaching staff who are not on leave during each end-of-term holiday is assigned same job in the school by the head-teacher. An annual leave roster contains vi The names of the staff, their rank, sex and Subjects they teach if teaching staff or duty in the school if non-teaching. v Periods during which the annual leaves are spread vi Expected dates of resumption from such annual leaves.

Teachers Annual Evaluation Reports

At the end of every year, an evaluation report is written on every teaching and non-teaching staff to determine the suitability of the staff for promotion purposes, if the staff is to be allowed to remain in employment if he/her is on probation or if the staff is to be invited for disciplinary measures in case he/she is found wanting by his/she school.

A The personal data of the teacher section requires the teacher's ix Name, registration, number, open file number assigned by the commission, age, home place, local government and state. x Religion and denomination(where applicable) xi Academic and professional qualifications with dates xii Dates of appointment and years of experience, Present Substantive post ,present salary grade level and incremental dates.
i. Courses, Seminars and Workshop attended.

ii. Subjects being taught, number of periods of teaching and duties performed during period of report.

iii. Days of absence from school that may be due to sickness, maternity leave, sick leave or without permission.

iv. Signature and date and the head teacher’s signature and date.

B In the Teacher’s Attribute’s sections there are eight major qualities under consideration,

i. **Class room teaching**

ii. Teacher’s efficiency and effectiveness

iii. Interest and attitude to work

iv. Sense of responsibility

v. Hunan relationship

vi. Executive and leadership quality traits

vii. Professional alertness and growth and

viii. Personality of teacher.

**State school calendar**

A state School Calendar is the time-table of opening and closing periods for the three terms of the school academic session. At present, the school calendar year runs from September of one year in to July of the following year. A school calendar is divided in to three terms; First, second and third terms. The first term of a school session is usually for 13 weeks; Second term is made up of 13 weeks and third term about 14 weeks. The ministry of education sends out annually a state school calendar for a school session. The calendar is usually the form below

1st term September—December -13 weeks
End of first term and holiday period, December-January 3 weeks 2nd term January-April 13 weeks

End of second term and holiday period, April-April 3 weeks 3rd term April-July
End of third term and holiday period July-September 6 weeks

The calendar may vary depending on state policy on school holidays and some other national events.

HEAD MASTER’S RECORD

1. LOG BOOK
2. TIME BOOK
3. VISITOR’S BOOK
4. ADMISSION REGISTER
5. DAILY ROUTINE
6. STAFF DUTY ROASTER
7. STAFF MOVEMENT
8. PUNISHMENT BOOK
9. STAFF NOTICE/ INFORMATION
10. STAFF MINUTES BOOK
11. HEAD MASTER’S ANNOUNCEMENT BOOK
12. TRANSFER CERTIFICATE BOOKLET
13. TRANSFER CERTIFICATE FILE (IN COMING)
14. STAFF INDIVIDUAL FILE (SAMPLE)
15. STAFF POSTING FILE
16. MATERNITY LEAVE FILE
17. N.U.T. FILE
18. QUERY FILE
19. HOSPITAL BOOK
20. DISCIPLINARY COMMITTEE FILE
21. GENERAL TIME TABLE
22. PRIMARY SCH. SYLLABUS/ CURRICULUM
23. W.A.I. BRIGADE FILE
24. TERMINAL EXAM. QUESTIONS FILE
25. TERMINAL EXAM. RESULT FILE
26. NATIONAL COMMON ENTRANCE EXAMS. FILE
27. SCHOOL LEAVER’S RECORD

28. Z.I.E. CORRESPONDENCES LETTER’S FILE
29. SUBEB CORRESPONDENCES LETTER’S FILE
30. OTHER CIRCULAR LETTER FILE
31. CLUBS AND SOCIETIES FILE
32. SCHOOL RULES AND REGULATIONS
33. INSPECTION REPORTS FILE
34. SCHOOL’S SPORTS FILE
35. PRIMARY REGISTRATION FILE
36. SCHOOL OFFICERS RECORD (PUPILS)
37. SEMINARS/WORKSHOPS SHOPS FILE
38. SCHOOLS STOCK BOOK
39. MID-DAY MEAL TIME TABLE
40. SCHOOL’S STAFF LIST
41. SCHOOL’S ENROLMENT LIST
42. P.T.A MINUTES FILE
43. P.T.A PROJECT FILE
44. HANDINGOVER NOTES FILE (Adeyemo, 1979)
Conclusion
School records generally, serves the following purposes: (a) They serve as sources of information for different people who are concerned and are interested in the school when they read through such records, they will get to know more about the school.

(b) School records can be used to assess the progress or the school. The logbook contains important happenings in the school, the admission register shows the number of children admitted each year, the visitor’s book contains the names of outsiders who visit the school because of the interest they have in it all these and other records can give information which will show whether the school is progressing or not.

(c) Parents know the performance and progress of their children through school records such as the report cards, continuous assessment record book etc.

(d) They serve as reference materials: These records are about events and happenings that took place in the past or that affect the community in which the school is located. They can therefore become materials which people can refer to for one reason or another.

(e) School record’s can also provide information for the purpose of educational planning.

(f) School records can also be used as reference materials for both teacher and the administrators. The keeping of punishment book is to justify the type of punishment that has been given to any child. The record work book justifies and shows how much the teacher has actually taught every week. The cashbook shows the finance of the school in terms of what comes in and how such finances are spent.
To aid proper record keeping in our schools, it is necessary that the government and the other proprietors of school ensure supply of the required records books and information storage facilities like computers.

There is also a need for regular training programs and workshop to be mounted for school staffers on proper ways of keeping school records. Another area that demands proper attention in school is the information storage system. Most schools store records in files, put in cupboard or on bare floors. Termites, flood, fire or even storm- may easily destroy these. Schools should endeavour to get steel cabinets and other fireproof or termite-free storage facilities modern trend is to computerise data or use micro films, tapes, slides or other electronic media.
REFERENCES


Teacher Grade II Certificate Course Book on Education Models 9- 12. National Teachers’ Institute Kaduna
IMPORTANCE OF RECORD KEEPING IN SCHOOLS

BY

TAJUDEEN OLANREWAJU IBRAHEEM

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION;

UNIVERSITY OF ILORIN.

Introduction

School records are books, documents, diskettes and files in which are embodied information on what goes on in school (e.g. social, academic and non academic activities, important events etc), the school plant as well as other relevant information focusing on the growth and development of the school (Olagboye, 2004).

Meanwhile, Durosaro (2002) explained that school records are official transcript or copies of proceedings of actions, events other matters kept by the school manager, school records could be viewed as authentic register or instruments or documents of official accounts of transaction or occurrence which are preserved in the school’s office. Therefore, the Education Law in virtually all states of the federation requires that every school must keep certain specified records. For example, section 22 (1) of the Education (General) Regulation 1964 of the Education Law, 1964 of Northern Nigeria stipulates that every institution, other than a corresponding college or training college shall keep records and books. Those that are statutorily specified by law are referred to as a statutory records while, those necessary are known as non-statutory records.

However, Olagboye (2004) citing Adepoju (1998) & Ojelade (1998) listed some general reasons or importance of keeping school records which includes the fact that school records tells the history of the school and are useful historical sources.
i. tells the history of the school and are useful historical sources.

ii. facilitate continuity in the administration of a school

iii. facilitate and enhance the provision of effective guidance and counseling services for pupils in the social, academic career domains.

iv. provide information needed on ex-students by higher and other related institutions and employers of labour for admission or placement.

v. facilitate the supply of information to parents and guardians for the effective monitoring of the progress of their children/wards in schooling or performance

vi. provide data needed for planning and decision making by school heads, ministries of education and related educational authorities

vii. provide a basis for the objective assessment of the state of teaching and learning in a school, including staff and student performance by supervisors and inspectors.

viii. provide information for the school community, the general public employers as well as educational and social science researchers for the advancement of knowledge

ix. enable school heads to collate information on pupils and staff for decision making by higher authorities, the law courts security agencies and other related government agencies when occasion demands

x. provide a mechanism such as the school timetable for the productive management of time and coordination of school work and activities.
xi. serve as data bank on which both the school head and staff and even students can draw on.

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

1. Admission and withdrawal Register:

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

The importance includes

i. Serves as a historical document or reference with detailed records of every child who was admitted into the school

ii. The admission register is a reference for tracing the entry progress and exit of any student admitted into the school

iii. It is useful in supplying information on the personal and family background of student.

iv. It becomes a vital document for the settlement of legal controversies and claims.

v. Yielding reliable data which may be needed for the planning and administration of the educational system.

vi. Showing student(s) who withdraw from the school

vii. Promoting accountability as well as enhance planning.
2. Attendance Register

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

The class teacher is the custodian of this record.

Its importance includes:

i. Providing necessary data that may be requested from time to time either by researchers, planners or ministry officials

ii. Information from it could assist considerably in determining the amount of grant to be given to a particular school.

iii. It could be used to identify a child's interest and problems and to take administrative decisions.

iv. It is also helpful in identifying sick students, truants, absentees and students who attend school regularly.

3. The log Book

The log book is a historical record of events that have significant effects on the schools activities.

Its importance are as follows;

i. It records detailed happenings, during the visit of dignities whose signatures appear in the school visitors book

ii. It gives background information to a new manager.

iii. It amplifies the local history of a village or town, especially the role of the school in such development.
iv. It reveals important events or occurrences in the life of the school e.g. new building, rainstorm, collapsed building, motor vehicles, accidents in school, expulsion or fire disaster.

4. The Visitors book

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

i. It provides a record of the interest shown by the community in the school

ii. It could serve as a means of getting the contact addresses of very important people who have shown interest in the school.

5. Staff and Students’ personal files

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

i. It provides current and first hand information on the staffing as well as studentary situation.

ii. It helps in checking ghost workers and other financial abuse in schools.

iii. It makes it easy to locate a teacher’s or student’s relatives during emergency.
6. Corporal punishment book

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

Importances are:

i. To ensure that proper procedure is followed in punishing offenders

ii. It reduces cases of misuse of punishment

iii. Recording and noting student name in the book naturally reduces indiscipline in schools.

7. Commulative Record folder

Students’ commulative record folder is a storehouse of information on student cognitive, affective and psychomotor development.

Importances are:

i. It reflects continuous assessment on students educational or academic progress.

ii. It also reflects students performance in extra curricular activities

iii. It could be useful by researchers on both child development study and school management.

8. Students report sheet/card

i. It keeps data on students academic performance in termly basis

ii. It assists in monitoring students academic progress

iii. It is a compliment to commulative record folders.
9. Lesson note/plan

i. It gives information on what a teacher plans to teach the students at a period of time.

ii. It clearly shows the teachers level of preparedness and his level of competence.

iii. It psyches and challenges teachers for the task ahead

10. Scheme and record of work book

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

i. it assists head teachers or educational administrators to know what is being taught in school.

ii. It assists in enforcing accountability and continuity in the work of school.

iii. It clearly shows teacher adherence to the syllabus and how and when the work is done.

iv. it is a means of evaluating teachers competency and efficiency.
11. Record of work book or weekly diary

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.

12. School time-table

i. It provides information on when classes begin, when school opens and closes

ii. It shows activities to be performed by the teacher and student

iii. It assists in regulating the activities of students and staff of a particular school.

iv. It facilitates and enhances student interest and attention and prevent mental and physical strain.

13. Staff time book and movement book

i. They provides information on when staff report and or close at work.

ii. They promote regular attendance and punctuality

iii. They help checking truancy and gross indiscipline in staff.

14. The school cash Register

i. It is a records of financial transactions in schools

ii. It gives information about income and expenditures

iii. It promotes accountability and prevent corrupt and sharp practices.
15. Transfer and leaving certificate

Transfer and leaving certificate linesed the formal exist of the pupils after completion of study or leaving during the course of study in a school. Other vital school records which are very paramount to the effective management of the school system are, mark book, heath record, report files, board of governors minutes book and others, principal/headmaster announcement book and staff information book, handing over/taking over file, national policy on education, subject curricula, anecodota/record, report on guidance and counseling programme etc

Conclusion

The roles of head teacher and school records are synonymous because effectiveness and efficiency of head teacher depends largely on these vital documents. However class teacher should complement this task by effectively discharging their duties by proper keep and maintain these academic records for which they have direct responsibility

Activities

i. A child left home for school and he does not Show up in the class, when marking the class register the teacher marked him present, later in the day the parent come to check the Child in the School. How effectively can this case be treated?

ii. The head teacher of a school discovered that a teacher abused the use of corporal punishment on a erring Student. What are the necessary Solutions you as a head teacher will profer on this Case?

iii. What are the appropriate steps you will take to tackle illegal collection (money and materials) among Students and teachers in your schools.
REFERENCES

Indemic print media.

Akubue, A. U (1991) Classroom organisation and manage A5-point, strategy
Nuskka publisher Ltd.

Ibadan: Daily graphics (Nigeria) limited

Introduction

Schools are becoming increasingly complex in terms of staff and pupil population, programmes and activities as well as increasing needs for accurate planning and improved outputs. Expectedly, therefore, there is an increasing need for improved methods of keeping school records, storing and retrieving them, as a basis for utilizing them for effective school administration.

School records are books and files containing essential information on pupils, school personnel, facilities and programmes (Ijaiya, 1991). Such records are usually kept in the school’s office with the head teachers, the class teachers, counsellors or the administrative staff. However, it is the responsibility of the school heads to ensure that vital school records are accurately kept. Hence, it is important that they have sound knowledge of records keeping, storage, retrieval and utilization of the information emanating from the records kept in their schools. Many records are kept in the school, some required by law, while some are not. These records include:

• Time Table
• The Admission Register
• The Attendance Register
• The Log Book
• Syllabus/ Scheme of work! Weekly Record of work
• Visitors’ Book
The new Blackberry handsets are design to help executives plan computer hard disc has very large memory for storing data. Likewise removable memories such as diskette (almost obsolete), compact disc (CD) and flash drives can be used as backups to store relevant data for future use.

Microfilms- important events and School activities can be record into tapes/films and stored for future viewing/projection.

Retrieval follows the same pattern as the 5rage system it could be manual or electronic.

Manually stored data are retrieved from files, cabinets and shelves by going through the papers filed either alphabetically or numerically.

Electronically stored data are retrieved by logging into the system to open the document. The data are then viewed/ accessed, used and saved back or deleted as required. The information could be printed out on paper. Recorded tapes can be viewed or projected using appropriate projector.

It should be noted that the use of computers and other electronic devices makes school data better stored and processed to information that can be retrieved to assist the school in taking effective decisions. Graphical representations are also more accurately and easily programmed into the computer. Retrieval of stored information is equally easier for both individual and group use.
Utilization of School Records

Records keeping in school is not an end in itself, rather, it is a means to an end. Information kept in records is retrieved for taking decisions on specific areas of school administration. The uses of some important school records are highlighted as follows:

1. The Time Table

This gives a summary of the programmes and activities of a school in relation to time, places and people involved.

<table>
<thead>
<tr>
<th>DAY</th>
<th>8.20-8.50</th>
<th>8.50-9.20</th>
<th>9.20-9.50</th>
<th>9.50-10.00</th>
<th>10.00-10.30</th>
<th>10.30-11.00</th>
<th>11.00-11.30</th>
<th>11.30-12.00</th>
<th>12.00-12.30</th>
<th>12.30-1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON</td>
<td>English</td>
<td>English</td>
<td>Maths</td>
<td>Maths</td>
<td>H.E</td>
<td>Yor</td>
<td>Pry.sc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUE</td>
<td>Short break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THUR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: A typical Time Table

Uses of Time Table
- Indicates all subjects offered by the school and the frequency with which each is taught.
- Prevents waste of time.
- Enables each teacher to come prepared for every lesson.
- Enables pupils to form habits of ordered and regular work
- Prevents or eliminates friction or conflict among teachers.
2. The Log Book

This is an historical record of events in the life of the school. The head teacher normally keeps it, and under lock and key.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/09/2002</td>
<td>School opened for new session</td>
<td></td>
</tr>
<tr>
<td>1/6/2003</td>
<td>Mr. Aina posted to the school as principal to replace Mr. Ola</td>
<td></td>
</tr>
<tr>
<td>6/10/2005</td>
<td>School won Cowbell Essay competition</td>
<td></td>
</tr>
<tr>
<td>7/12/2007</td>
<td>Mrs. Alade, Commissioner of Education visited the school</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2: Log Book

Uses of Log Book

• Supplies vital information to a newly posted school head about the school.

• It could be useful to historians interested in the historical development of the school.

3. The Admission Register

This is a record of the detailed information of every pupil admitted into a school. Such information includes data of the pupils and their parents. A typical Admission Register is given in figure 3.
Uses of The Admission Register

- Provides up-to-date information on pupils admitted into the school-population, family background etc.
- Can be of use in the settlement of legal controversies and claims.
- Supplies information about pupil's progress or otherwise.

4. The Attendance Register

This is a book for recording the presence or absence of pupils in a school, on daily basis. This record is kept by the class teacher and marked twice a day- morning and afternoon.

<table>
<thead>
<tr>
<th>S/N o</th>
<th>Surname</th>
<th>Other names</th>
<th>Sex</th>
<th>Handicap</th>
<th>Age</th>
<th>Admission No.</th>
<th>Week Ending</th>
<th>Week Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>W</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

Figure 4: The Attendance Register.

Number of Session..................................................................................

Average Attendance..............................................................................

Total Attendance...................................................................................
Uses of The Attendance Register

- It ensures that pupils come to classes to receive teachers’ instructions.
- It could generate information revealing the level of parents’ support, requiring guidance and counselling services.
- The summary of attendance could be used as a measure of punctuality in the effective domain of the pupil’s progress report.

5. Pupils’ Report Card/Sheet

This is a record showing the pupils’ academic performance in each subject, behavioural and skill ratings for the term/year.

Name…………………………… Class……………………… Year …………………

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>AFFECTIVE AND PSYCHOMOTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>1st CA</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Religious instruction</td>
<td></td>
</tr>
<tr>
<td>Soc. Std</td>
<td></td>
</tr>
<tr>
<td>Pry. Sc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
Uses of Pupils’ Report Card/Sheet

• May determine pupil’s progression to the next class and transition to the next level.

• Shows pupil’s academic areas of strengths and weaknesses as a basis for counseling on future career.
• Reveals pupil’s moral and skill development for counseling and giving necessary guidance.

6. Punishment Book

This is a record of pupils with disciplinary problems indicating the offences committed, punishment meted out and by whom.

<table>
<thead>
<tr>
<th>Date</th>
<th>Pupil’s Name</th>
<th>Sex</th>
<th>Age</th>
<th>Class</th>
<th>Offence</th>
<th>Punishment</th>
<th>By Whom</th>
</tr>
</thead>
</table>

Figure 6: Punishment Book
**Uses of Punishment Book**

- It reveals the tone of the school.
- It protects pupils from unreasonable punishment from teachers, as it discourages teachers from unguided use of punishment.
- It protects teachers from undue criticism from parents.
- Serves as a reference to check on past behaviour of pupils.

**7. Visitors’ Book**

This is a record of visitors to the school. It indicates their names and addresses, date of visit, purpose of visit, their remarks and signature.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Visitor</th>
<th>Address</th>
<th>Purpose of Visit</th>
<th>Remark</th>
<th>Signature</th>
</tr>
</thead>
</table>

Figure 7: Visitors’ Book

**Uses of Visitors’ Book**

- It shows the level of interest shown by the community in the school.
- Contact addresses of important community members could be got when necessary.
- Remarks of visitors could form the basis of improvement on school personnel and programmes.
Problems Associated with Record Keeping in schools

As important as information from school records are to effective administration of schools, effective record keeping in schools have many problems. Some of these problems include:

i. Untimely supply of records.

ii. Inadequate or lack of thorough supervision by the head teacher (resulting in unnecessary delegation to pupils etc).

iii. Inadequate knowledge of record keepers on the use of information from records.

iv. Destruction of poorly kept records by termites, flood or storm. This usually occurs as a result of keeping such records in wooden cupboards or on bare floors.

v. Retrieval problems such as corruption of files by computer virus leading to distortion or complete erasure of stored data.

vi. Corruption of data by human beings due to deliberate alteration or erasure.

vii. Undue access to confidential information on staff, students and facilities.
Suggestions for Improved Record Keeping in Schools

Supply of necessary records to schools should be given the priority it deserves. School heads should ensure that these records are supplied on time even if it means using internally generated funds for their timely purchase.

The onus is on the head teacher to ensure that record keepers are conversant with the procedures for keeping and utilizing information retrieved from kept records. The head teacher could do this in form of workshop or during routine supervision.

Every school should be supplied with complete computer systems and their peripherals. To ensure proper functioning of these systems, back-up power supply like Uninterrupted Power Supply (UPS) and a generating set should be provided. Antivirus system should be installed in every computer system and updated from time to time.

Unauthorized access to confidential information such as personnel data and examination results could be prevented by keeping them under cabinets with locks (if manually kept). For computerized records, passwords should be used that would allow selective access. Every head teacher should have a “Data Board” containing summary of data on staff, pupils and activities in the school. Information on such a board could include student enrolment by sex, by class and for the whole school, staff strength by sex, qualifications, important recent events etc. With this, the head teacher would be able to retrieve accurate and current information without having to flip through papers.

In the long run, there should be a progressive movement towards computer-based management information system (MIS) at all the levels of
education in Nigeria, starting from the foundation (primary schools) level.

Conclusion

In this information age, an uninformed or imprecise school head is as good as dead. To be able to capture, store, retrieve and use information speedily and appropriately for school effectiveness and efficiency, every school requires an effective Management Information System (MIS). The MIS should be both manual and computer-based with the long-term learning towards computer-based MIS operations in Nigeria schools. This is one important way Nigeria can become relevant in this era of globalization in all sectors of the world economy.
REFERENCES


ESSENTIAL DATA IN SCHOOLS
BY
ABDULRAZAQ OLAYINKA ONIYE Ph. D.
DEPARTMENT OF EDUCATIONAL GUIDANCE AND COUNSELLING, FACULTY OF EDUCATION,
UNIVERSITY OF ILORIN.

Introduction

Education is all about bringing about changes in the behaviour of the individual recipient of education. Educational system of a people / nation is said to be improving if and only it makes provision for meaningful change. In the worlds of John Kay (2008), any change will only be successful when the school creates the conditions under which change can take place. Ignoring this is a major reason for many educational failure. It must be remembered that change and improvement are not necessarily the same. It follows that for any educational change such as the Universal Basic Education Programme of the Federal Government to bring about meaningful result, it must be laden with improvement engendering mechanism such as maintenance of up to date and accurate data in school.

In the opinion of Lawal (2007), data collection and records keeping are two closely related processes which serve the purpose of making correct and reliable management decisions in the key areas of planning, implementation, evaluation and feedback. Data collection he noted is an integral part of records management. Maintaining necessary data bank in schools is paramount if the three issues suggested by Olubor (2003) are properly addressed. According to Olubor (2003), education planners must address three issues if the primary educational system is to fulfill the
central purpose for its establishment. These issues are, firstly to increase the enrolment in schools where it is low and sustain it where it is high. Secondly, learning should be improved so that most children who enrolled in school actually complete the primary school. This might be difficult given the observation by Okobiah and Okorodudu (2006), that students (or pupils) misbehaviour are increasingly becoming of a new dimension with the advancement of technology. This is more so, because the increase n population has also contributed to the students increased misbehaviour especially where adequate data are not kept in schools. They thus, suggested that to itemize the incidence of increased misbehaviour among students! pupils, the school should create cumulative record folder - a composite of data collection by teachers, counsellors, administrators and health persons (which) can provide a comprehensive picture of students and their background when it is obtained over a period of time. The third issues according to Olubor (2003), is that the government should provide all school (age) children with access to schooling.

In the submissions of Ogbuka (2000), the provision of University Basic Education (UBA) to all school (age) children is a prime prerequisite for harmonious national development. Thus, at the inception of the scheme in 1999, the Federal Government of Nigeria resolved that it must become more than ever before, a matter of national priority for all members of the society. It has been observed that, in order to make the scheme more meaningful, efforts have been and are being made at meeting the challenges of access of the citizenry (Ogbuka, 2000). It must be stated at this junction that this desire would remain a mirage unless government is assisted by the school authorities to have “essential data” on the human and material resources in schools. According to Oniye (2007), the planners of our educational system requires two types of information (otherwise known as essential data) which are quantitative and qualitative data.
In his own submissions Durosaro (2007) noted that every organization is set up to achieve certain objectives and in order to enable an organization to achieve the set goals/ objectives there is great need for the manager of the system (e.g. school head/teachers) to plan. Record keeping or generating and keeping essential data is thus a vital tool for planning. According to Lawal (2007), there are three types of data that could be kept in a typical school setting. These are cardinal data-data measured, described and presented in quantity using numbers, ordinal data-data described and presented in ranks (e.g. 1st, 2nd, 3rd, etc.); and qualitative data-data described and presented in terms of quality (e.g. “Excellent”, “Good”, “Average”, “Fair”, “Poor”, etc.). In this paper, the focus is on quantitative information which relates to quantity, volumes and number. Durosaro (2007) opined that quantitative information is often referred to as data or statistic.

What is Quantitative Data?

In the view of Nwankwo (1981), quantitative data relates not only to the educational system but also to other systems related to education. In similar vein, Durosaro (1997) stated that quantitative data (information) otherwise called statistic, relate to figures needed for practical planning exercise. It could thus be inferred that quantitative data has to do with number of schools, students teachers and funds etc.
Importance/Relevance of Data to Primary School Teachers

In the submission of Edoctrina (2008) any school that wishes for effective learning cannot do without essential data. Infact the slogan is “better data, better school”. It is important to note from the onset that the success or otherwise of any education system depends to a large extent on the availability and usage of essential data with accurate assessment of the education situation in the school and projection of the enrolment and teacher/infrastructural requirements. Thus, in her own submission Olubor (2003) noted that the success of Universal Basic Education (UBE) programme is based on (available of) accurate data on school age children, teachers, classrooms and other infrastructures required for teaching and learning, in the primary schools. We need these data for us to know the population of school-going age children in our areas, the number of teachers available and the number required. We also need this information to know the number of good and bad classrooms/facilities and the additional number of classrooms/facilities required.

The government as major provider of education fund also need relevant information to enable it define its educational policies as well as adequately manage existing resources. This information is imperative on us to provide, bearing in mind that education consumes a very important share of the national budget and often employs more than half of the civil service personnel. Apart from government, there are other public-spirited individuals, philanthropists and donor agencies who are keen on giving support for Nigeria education but handicapped by lack of accurate data. Thus, in order to overcome problems of inadequate planning, we need to identify and keep good records in which necessary data are put together. For instance, it has been said that sometime ago, the Japanese government was willing to cooperate with Nigeria in the implementation of the Universal Basic Education Programme. For this intention to
materialize, there is need for proper data on what is required such as number of classrooms, number of teachers, numbers of other infrastructural facilities like tables and chairs.

It is our responsibility to be familiar with these data, learn how to source for them, update them regularly both for our own usage and guidance of education planners. This assertion is reinforced by the belief that data are required for decision-making and policy statement. As a matter of fact, government (as a major education planner) often looks beyond mere size of population. For instance, education planners would consider the structure of the population i.e. the composition in relation to age and sex. However, this consideration would be faulty unless he is assisted with relevant essential data both stock and flow. We must realize as part of our enlightenment that stock statistic (data) are expressed in ratio while flow statistic are expressed in rates.

Essential Data For Primary School Management

It has been noted that educators (and in this case head- teachers and teachers) do rely on a number of measurement indicators for the analysis/evaluation of the stock position of the educational system at a particular point in time. According to Durosaro (1997) there are at least twenty-one (21) indicators for analyzing / evaluating stock position of the educational system at any given point in time. These indicators according to Durosaro include Teacher/Pupil Ratio, Enrolment Ratio, Grade promotion Rate, Drop Out Rate, Transition Rate, Entry Rate, Retention Rate, Index Number, Teacher Wastage Rate, Teacher Retention Rate, Wastage Rate, Graduation Rate, Use of Average, Non Schooling gap. However, Olubor (2003) asserted that the indicators for evaluating stock position of the educational system at a particular point in time amongst other include: sex ratio, pupil/ teacher ratio, enrolment ratio, unit cost per
pupil, non schooling gap, stock of educated person/literacy rate, progress rate, retention rate, primary school density. Operationally we shall use a combination of both Durosaro (1997) and Olubor (2003) viewpoints. Specifically, we shall concentrate on twelve out of these indicators:

(a) Teacher/Pupil Ratio

This is the average number of teacher to a given of student/pupil at a given level of education in a year. It is a useful way of expressing the average workload of teachers at a particular level of education. This is done by calculating the average number of pupils to each teacher in that level. This method would enable us to know the number of teachers required for a projected enrolment, and by implication the additional number of teacher(s) that would be required for an increase in enrolment. For ease of calculation, it is defined as:

\[
\text{Pupil/ Teacher Ratio} = \frac{\text{Total Enrolment at a Level in a Year}}{\text{Total Number of Teachers in that Year}}
\]

= Pupil e.g 200

= Teacher 25

(b) Sex Ratio

This method/approach is useful in determining how girls are progressing in comparison with the boys. In order to determine this ratio, it is calculated thus:

\[
\text{Sex Ratio} = \frac{B/G \times 100}{1} \text{ e.g. } \frac{250/245 \times 100}{1} = 102
\]

B = Boy, G = Girl x 100 / 1 (Generate your data for class practice).
(C) Enrolment Ratio

This indicator is useful for calculating the relationship between enrolment of a particular level and the population, which should be enrolment at that level. This indicator is further subdivided into overall enrolment ratio, age specific ratio and Grade ratio. The education planner often decide on which of these sub division is to be calculated depending on purpose for which the data is sought. For example level enrolment refers to the relationship between enrolment of a particular level and the population, which should be enrolment at that level. For example if we are interested in determining enrolment level for a particular level in a primary school, we could calculated thus: gross level enrolment ratio

\[ \text{Gross Level Enrolment Ratio} = \frac{E^l P^l}{P^l a} \times 100/1 \text{ e.g. } \frac{11000}{90000} \times 100/1 \]

Information from above calculated would show that not all children that ought to be in school are in school. Information like this will help the government to know what policy and strategies to formulate in order to promote or increase enrolment.

(d) Retention Rate

This is a measure of the holding capacity of a school system. We need this information in order to determine the efficacy of the school system.
\[ R = \frac{M_{t+1}}{X} \times 100 \]

\[ Et \]

e.g. \[ \boxed{200000 \times} \frac{100}{1} \text{ 2nd} \]

350000

\[ 180000 \quad \frac{100}{1} \text{ 3rd} \]

350000

\[ 150000 \quad \frac{100}{1} \text{ 4th} \]

350000

<table>
<thead>
<tr>
<th>School Year</th>
<th>Pry1</th>
<th>Pry2</th>
<th>Pry3</th>
<th>Pry4</th>
<th>Out Put</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>350000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>180000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>150000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>130000</td>
</tr>
</tbody>
</table>

Generate your data for a six years programme in your school and calculate the retention rate.
(e) Drop Out rate

Drop out rate according to Durosaro (1997) refers to the number (of students) obtained when you relate the number of students who withdraws from the system as a percentage of the others in the class. For example when you remove the number of those promoted and those repeating from the total enrolled in that class during the proceeding year, the number left unaccounted for represent the drop out and this is calculated thus:

\[
Dg^t = \frac{Eg^t \cdot (Rg^t - Pg^{t+1}) \times 100}{Eg^t + 1} \quad \text{e.g.} \quad 240(50+160) + 1000 = 12.5\%
\]

(f) Progression Rate

This according to Adeyemi (1998) refers to the relationship between the total number of students enrolled in a particular class in a particular year and the total number of students enrolled in the previous class in the proceeding school year. The data from this indicator is obtainable via this formula

\[
Kg^t = \frac{Eg^t \cdot (E^{t+1} - 1) \times 100}{Eg^t + 1} \quad \text{where} \quad Kg^t = \text{progress rate}
\]

\[
\begin{align*}
Eg^t & = \text{Enrolment in class } g \text{ in year } t+1 \\
E^{t+1}g & = \text{Enrolment in class } g+1 \text{ in year } t+1
\end{align*}
\]

Data from this indicator can be used for future projection on the basis of progress rate, especially if average progression rate for tour school from 2001-2005 using the various level of primary school level. This indicator would enable education planners to appreciate the efficiency of the instruction and teaching going on in a school for a particular period of time.

(g) Literacy Rate
This literacy rate refers to the stock of people who can read and write with understanding at a particular point in time. It is often calculated thus:
$Lr \cdot Lr \times 1000$ e.g. $80 \times 1000 \cdot 40\%$

$Pt \quad 1 \quad 200 \quad 1$

$Lr$ - Literacy rate

$Lt$ - No of people who can read and write from the population

$Pt$ - Total population of the school / nation in the year.

This information is useful for us to measure the effectiveness of our instruction and level of attainment of goal / purpose for which the school is set up in the place.
(h) **Wastage Rate**

Wastage in education is used to described those who left the system before the completion of the course. Wastage in Durosaro (1997) world could also occur between grades, that is, those students who repeat the class and those who drop out the system in-between. This is usually calculated as:

\[
W_g^t \cdot E_g^t \cdot (R_g^{t+1} + P_g + 1^{th}) \times 100 \quad \text{e.g.} \quad \frac{250}{200} = 20\%
\]

(i) **Non Schooling Gap**

This indicator is often employed to ascertain the number of school age children who ordinarily ought to be in school but who are not enrolled in the school for a particular level of education. In calculating this data, the teacher / education planner subtract the total enrolment of the level (e.g. primary 1) from the population of the age group corresponding to the level. It is calculated thus:

\[
\text{Non School Gap} = P_a^t - E_p^t \times 100, \quad \frac{3000 \times 18000}{1 \times 30000} = 1
\]

Information obtained from this indicator would assist the education planners / policy makers to appreciate the magnitude of non-schooling gap, as it would show the number of children who are not actually in school.
Cumulative Record Folder

This is another important record or all schools must keep data. It is a record of students personal, social and psychological adjustment, special activities and interest, which are developed through many years (Makinde, 1997). Thus Okobiah and Okorodudu (2006), defined Cumulative Record Folder (CFR) as a collection of all necessary data about a student by the staff of the school organised in such a total information about the student to help him understand himself and successfully complete his educational career and be successfully employed and married.

Conclusion

Essential data keeping in schools is a fundamental necessity. This is more so bearing in mind the observation by Edockrina (2008) that better data make for better school. The essential data expected to be kept by all relates to both the human and material resources in our school such as the teachers, the pupils, the number of classroom furniture, number of pupils by sex, by progression, drop out, retention rate etc. we need educational related data such as the CFR and the other essential data for adequate and result-oriented educational planning and implementation. In order to ensure the actualization of the objectives of the UBE scheme all the stakeholders especially within the school setting i.e. planners, administrators, and teachers in the education industry there is need for accurate / essential data on school personnel, facilities and instructional output. This is a matter of national urgency and total commitment, as a nation we cannot treat this with levity in any way.
REFERENCES


GUIDANCE SERVICES AND USES OF TESTS IN PRIMARY SCHOOLS

BY

YAHAYA, L. A. Ph.D

DEPARTMENT OF EDUCATIONAL GUIDANCE AND COUNSELLING, UNIVERSITY OF ILORIN, ILORIN.

Introduction

Primary education forms the basic foundation on which other levels of education rest. It prepares the individuals for the challenges that are usually encountered in life. A weak foundation at primary level could lead to inability of individuals to experience normal development and consequently find it difficult to be independent and self-actualized. The relevance of Primary education to human development necessitates proper training of Primary school teachers in order to equip pupils with necessary knowledge and skills needed for survival.

The job of the Primary School teachers is not limited to teaching of different Subjects alone. Teachers are expected to assist students to achieve total development in terms of cognitive, affective and psychomotor domains. This is necessary because education is not limited to the ability to read and write. It covers intellectual physical, moral and spiritual development. The rampant cases of indiscipline in Nigeria cannot be divorced from the neglect of affective domain at primary schools as more emphasis is placed on cognitive domain at the expense of other domains. The consequences of this neglect manifest in forms of corruption, high crime rate and indiscipline especially among the Youths. There is therefore the need for the primary school teachers to acquire skills on how they can assist primary school pupils in Nigeria to be good citizens and true leaders.
of tomorrow. One of the ways by which primary school teachers could assist in promoting morality in primary schools is through the acquisition of knowledge and skills in Guidance and Counselling.

**Guidance and Counselling in Primary Schools**

Guidance is a term that covers all the means whereby an institution identifies and responds to the individual needs of pupils and thereby helping them to develop their potentials to the maximum. (Ipaye, 1983). Generally there are six guidance services which should be provided at the primary school level. In the absence of professional counsellors, teachers could provide these services as para-counselor. The services are:

a. **Orientation Service**: This involves the introduction of newly admitted pupils to schools and the community. Orientation assists pupils to be familiar with the school environment and to adjust effectively in schools.

b. **Information Service**: It is the provision of useful information to pupils in areas of education, vocation and interpersonal relationship. Such information would assist pupils to understand their environment and plan for the future.

c. **Counselling Service**: This is a process by which a counsellor or a teacher assists a pupil on face-to-face encounter to address his/her concerns. It is an enlightened process through which counsellors or teachers help pupils by facilitating positive change through an exercise of growth, development and self-understanding (Makinde, 1983).
d. **Appraisal Service:** This involves gathering organizing and interpreting data about pupils for the purpose of assisting them to understand themselves (Oladele, 1987). It is believed that when pupils understand themselves and are aware of their potentials, they would be able to prepare adequately for the future.

c. **Referral Service:** It is a guidance service through which pupils that need special attention or services are directed to relevant institutions or agencies in the society. Primary school teachers are expected to be observant and direct pupils who need special assistance to appropriate organizations for necessary services.

e. **Follow-up Service:** This involves monitoring of pupils’ progress even after the completion of primary education. Follow-up provides opportunity for teachers to continually assist their pupils and assess their performance in other areas of life. The performance of a school can be determined through the quality of their products and this is determined through a follow-up study. The service also promotes positive relationship between ex-pupils and school personnel.

In addition to the provision of guidance services, primary school teachers need to acquire skills in the usage of tests. A test is a task, treatment or situation designed to elicit the behaviour or performance of pupils or persons with a view to determining or drawing inferences about specific abilities or other attitudes of pupils (Abiri, 2006). Test can also be described as an instrument used for assessing individual differences in one or more behaviours (Akinpelu, 2004). Kolo (2001) identified six categories of tests that are used in schools. They are:
a. **Achievement Test:** This test assesses the performance of pupils after an exposure to a prescribed content. It measures the extent to which pupils have mastered the subject or content they had been taught. Examples of achievement tests are WAEC Examinations, NECO Examination and Teacher-made test.

b. **Aptitude Test:** This test is designed to measure the potential for success of pupil in a given area of training and learning. Aptitude test predicts potentials and can provide information on the ability or inability of pupils to succeed in a task. The different types of aptitude tests are mechanical aptitude tests, scholastic aptitude tests, clerical aptitude test, and musical aptitude test.

c. **Attitude Test:** The test measures pupils’ reactions to events, situations or objects in their environment. Pupils’ attitude could be negative or positive. This information is required by primary school teachers in perform their duties.

d. **Mental Ability Test:** Mental ability test is also known as intelligence tests. It is designed to assess the intellectual capability of pupils. The mental ability of any pupil consist of his/her perception, conceptions, memory, Language, reasoning and creative abilities. Examples of mental ability tests are Standard Progressive Matrix and Weschler intelligence Scale.

e. **Interest Inventories:** These are instruments designed to assess pupils’ likes and dislikes. Thus, interest inventories are usually based on pupils’ education, vocational and social interest. Examples of Interest inventory are Vocational Interest Inventory and Strong Vocational Interest Blank.
f. **personality Test:** The test is designed to measure human characteristics such as emotions, adjustment, social interaction and motivation. The test assesses an individual’s characteristics, temperament and behavioural dispositions. Personality test is broader in scope and measures different dimensions of human behaviours.

**Conclusion**

The primary school teachers could also use non-test devices to obtain information from pupils. Some of the non-test devices that can be used to complement test data are cumulative record folder, anecdotal record, observation record, socio-metric techniques and case conference. Primary school teachers are not expected to limit themselves to teaching alone, but to also assist in emotional and physical developments of the pupils. Thus, there is need for continuous learning and skill acquisition in different areas of education. These areas of necessity include expertise in guidance and counselling test administration, interpretation and usage.
REFERENCES


Makinde O., (1985). Fundamental of guidance and counselling

London: Macmillian Publishing Ltd.


Lagos; John-lad enterprises
PROBLEMS MILITATING AGAINST EFFICIENT RECORD KEEPING IN NIGERIAN SCHOOLS.

BY

PROF. D.O. DUROSARO

UNIVERSITY OF ILORIN, ILORIN.

Introduction

Apparently, in Nigeria, the business of education is gradually getting transformed from being a mere welfarist issue to a matter of economic expediency. This calls for a data-based planning of the system. Education data are simply the numerical information gathered about the operations of the education system. Data are essential tools for educational decision-making. An educational plan may simply be seen as a set of decisions, a scheme or programme prepared for implementation in the future for the accomplishment of the educational systems objectives (Osaro, 1988). The need for planning the educational system is derived from the fact that the society is not static and education must respond and adapt to the changing technological, economical, political and social environments of the nation.

The current world-wide economic recession does not spare Nigeria. The nation is only trying to cope with the serious decline in her financial income through cut-backs on domestic expenditure on all sectors, education inclusive. The continued survival of our education system now depends greatly on the ability of our school managers and policy makers to utilize the existing resources efficiently and effectively. This justifies the current introduction of theories of economics that were in the exclusive preserves of commerce and industry into the business of
education. By and large, in the contemporary sense, educational planning in Nigeria has some serious short comings. A major short coming is the inadequate data-base available to our educational decision makers. The use of quantitative methodology for decision making in education has become important for three major reasons. Firstly, there is an explosive growth in the size of the education system in recent times. For instance, primary education enrolment grew four times its original size, secondary education grew eleven times while university enrolment increased thirty times the original size between 1975 and 1980 (Adesina, 2005). Secondly, owing to our declining resources, there is increased dependency on foreign donors who in turn demand for quantitative data to ensure accountability and thirdly, there is increased complexity of the education systems, programmes and objectives. The assumption is that if better information could be made available, better management and resource allocation decisions would flow. However, there are some knotty issues and problems facing education data management in Nigeria.

**Issues in education data collection, analysis and storage**

Several issues are associated with the management of education data in Nigeria. Conceptually, education data simply refers to numerical measures of educational phenomena at any point in time. The phenomena could relate to either human or material element of the input, process or output of education.

Education data collection is the process of gathering the various quantitative information about the educational system for the purpose of using such data to guide decision making. Education data analysis is the process of collating, presentation and interpreting the information contained in the data to aid decision making. Education data storage refers
to the process of preservation of data collected in such a manner that will enable us retrieve such data when needed in future for use in decision making.

The key issues in education data collection, analysis and storage in Kwara State include non availability of data, inaccuracy of the available data, mistakes in the analysis of education data owing to the level of cognitive preparation of the data analysts, the general attitude of Nigerians to record keeping and the difficulty of retrieval of data on time when needed.

The issue of non availability of data is very disturbing to policy makers in education in Nigeria in the sense that some vital records needed are either not kept or at best poorly kept. This is quite noticeable at all levels of our educational system. It seems the majority of Nigerians don’t keep records neither are they very willing to give out information for fear that such information might be used against them. Even in the schools, the needed information may not be found either because they have not been obtained by the school or they have been lost due to poor storage. Many of the schools, particularly in the rural areas suffer from natural disasters like fire, storm, flood and termites, as a result of which they loose their school records. Even in some places where such records are kept, they are placed in the care of poorly trained or totally ignorant record clerks. The data might have become mixed up to the extent that retrieval may be very difficult when required for use.

Another crucial issue in data collection, analysis and storage is that of inaccuracy of the data available. This issue of inaccuracy of data may arise in the educational system due to a number of reasons. These include that the head teachers don’t keep the records accurately and deliberately in order to influence financial allocation to their schools. It may also be that
owing to ignorance about record keeping, the head teachers have not collated the data for their schools accurately enough.

Moreover, some people are not very friendly with figures and errors could easily occur in adding, multiplying or subtraction of the numbers. It is often possible also to discover some discrepancies between the records of the schools and the overall summaries in the Ministry of Education. This error could occur simply in the process of transfer of the data from the school summary to the ministerial summary sheets.

In addition, there is the issue of low level of training or lack of expertise of our head teachers in the process of education data analysis. This is evident in the usual mistakes observed in the analysis of schools data. Even in the marking of daily attendance of pupils in the register, errors could be observed in some schools. This is because some teachers are not sure of how to analyse and interprete the data. This calls for a need for training and retraining of our school teachers and head teachers in the art of data analysis. Depending on the level at which the data are required for use, the record keepers should have some basic skills of descriptive analysis of the education data. This will help the data keepers to understand why the records are kept and they will appreciate keeping the data accurately.

Further, another issue that seems to be very vital in education data collection, analysis and storage is the difficulty of poor storage and retrieval of data. In Nigeria we have a culture of poor data storage and retrieval. Until recently when we have some modern data storage facilities like computers, microfilms and tapes, our data were usually kept in files and folders and stored in drawers or even on bare floors. This method of storage result in loss of data and hinders retrieval. Even the modern data
storage facilities are too costly to get to the reach of most schools. Thanks to some of our international development partners for their collaborative efforts with the federal government to improve this situation and computerizing schools data.

However, there are some major problems hindering proper educational data collection, analysis and storage. This is treated in the next section.

**Problems associated with educational data collection, analysis and storage in Kwara State**

The problems confronting education data collection, analysis and storage in Kwara state are numerous. The problem in the area of education data collection arises because of the secrecy attached to personal matters by most Nigerians. Even some vital information, particularly those relating to educational finance, are made secret. This problem s not limited to private individuals only. Even the government too is found to be hoarding some vital information on cost of education. Also, in most states of Nigeria, there are no comprehensive digest of statistics that could supply enough data to educators, education researchers and policy makers. There are no statistics unit in the schools to help gather and store the necessary data. The school head teachers who are the primary sources of the state and national level data have insufficient data-based management information system.

The problem of data analysis is also very major for several reasons. Low data quality is a severe problem hindering education data analysis not only in Kwara state but also in most third world nations (Chapman and Boothrayd, 1988). Even where the data were of good quality the low level of training of school managers in data analysis constitute a hindrance.
Imboden (1980) carried out a case study of data analysis for decision making on education in developing nations where he discovered that many of the countries even gathered more data than are analysed or even used in policy making. This occurred partly because the data analysts don’t have adequate knowledge of computer technology and are even ignorant of what analysis to do. In most cases at the school level people resort to calculators and simplistic estimation.

The problems facing educators in the area of data storage are such that people are careless with data. People don’t preserve documents even personal documents such as pay slips, declaration of age, marriage certificates, receipts of payment made on school fees and even certificates are being poorly kept and lost. Another problem with data storage is that people are not aware of some modern storage facilities such as computer diskette, flash disc, microfilm and microfiche. Even where the school personnel are aware of these modern facilities, the schools are not empowered to be able to purchase them. There is also the problem of poor storage due to faulty cataloguing which makes retrieval difficult.
Conclusion and Recommendations

Obviously, a vital step towards improving data-based decision making in Kwara State education system is that of finding solutions to some of the major constraints to data collection, analysis and storage. The school head teachers and teachers are the primary sources of major education data. The inadequate cognitive preparation of teachers and head teachers for their jobs constitute part of the problem of data collection, analysis and storage.

To reduce some of these constraints identified the teachers and head teachers should be trained and retrained in the modern system of data collection, analysis and storage. The teachers need to be taught the improved systems of recording school level data accurately. Moreover, the level of challenges posed to teachers and head teachers in our schools is too little. The teachers are not involved in serious planning activities and most of the data they are made to collect are not used by them hence they don’t realise their value to decision making. There is a need to involve the school teachers and head teachers in some major management decision like budgeting, project planning and execution and curriculum planning. Schools should be given some incentives to encourage honesty in data collection.

Also, there is the need to create some computer awareness at our school level by helping them to have access to computer and be computer literate. This will ensure better storage, more accurate analysis and a quick retrieval of data when needed.
REFERENCES


DISCIPLINE IN SCHOOLS

BY
SHEHU RAHEEM ADARAMAJA Ph.D
DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
FACULTY OF EDUCATION, UNIVERSITY OF ILORIN.

Introduction

Any society which is not disciplined cannot progress, so also undisciplined school is bound to fail. This is because discipline helps to create students and teachers orderness, which in turn gives room for effective teaching and learning.

Discipline entails enforcement of some rules and regulations. No organisation can succeed without rules and regulations hence, the need for adequate discipline of students and teachers as administrative responsibility attached to his position as a leader. This is because he is in a better position to enforce discipline as a result of authority bestowed him as leader of the organisation. However it must be admitted that the work of discipline in school is not the-sole responsibility of the teachers alone. The Assist. Head Teachers, the class teachers, prefects and even pupils themselves should have input towards effective school discipline. Discipline can better be enforced by the Head Teachers by identifying the causes of indiscipline. Once the causes are identified and eliminated, indiscipline will reduce. For example, when pupils are not effectively engaged, this can lead to misbehaviour and indiscipline. It has been said that devil makes use of idle hands.

The Head Teacher should not only identify the causes of indiscipline but also strive to eliminate the cause or causes by providing prompt and
adequate solutions. For example, if it is the none availability of instructional materials that causes indiscipline in the classroom in order to solve the problem, the Head Teacher must find ways and means of making them available.

Discipline is a product of leadership and disciplinary problems are traceable to the problem of leadership. The Head Teacher must therefore realise that it is his administrative responsibility as a leader to enforce discipline among pupils and teachers in order to achieve the school goals and objectives.

**Meaning of Discipline**

Emery et. al. (1981) defined discipline in school as the ordered behaviour that leads to better learning. Adesina (1981) defined discipline with respect to the School system as the readiness or ability to respect authority and observe conventional or established laws of the society or any other organizational. Gnagey (1971) sees discipline to include all techniques a teacher uses to increase the proportion of school appropriate behaviours.

All the above definitions have been in terms of behaviour of people and ways to modify the behaviour. Therefore in order to enforce adequate discipline in schools the behaviour of the Pupils and teachers needs to be taken into consideration. This is because their behaviour can go a long way to enhance teacher effectiveness and pupils academic performance.

As reported by Gnagey (1971):

The most modern view of discipline recognises that the school have the responsibility for teaching good citizenship behaviours as well as good academic behaviours and that the teachers and Head
Teachers must set up classroom experiences to encourage both.

**Who Should Discipline in Schools**

Discipline is a product of leadership and therefore, it is the responsibility of the Head Teacher to discipline (Oyedeji, 1990). However, the task of discipline should be seen as a joint responsibility of all those concerned with education process such as the Head Teacher, Asst. Head Teacher, teachers, matrons, parents, administrators and pupils themselves. The role of the Head Teacher is to maintain overall discipline and he is held responsible for indiscipline. In doing this, he can delegate authority to discipline to some officers such as teachers and prefects but he/she must be aware that he is held responsible for whatever outcome arising as a result of discipline enforcement by the people he has delegated power to.

The role of parents in adequate discipline is a continuous process. The effort of people in the school in relation to students discipline is complimented by those of the parents at home and vice versa. For example, the type of behaviour imparted to a child at home affects his behaviour at school and vice versa.
Causes of Indiscipline in Schools

According to Adesina (1981) five major factors that are responsible for the breakdown of discipline in schools are:

1. School management increment reported by Gnagey (1971)
   (a) Lack of facilities and equipment
   (b) Lack of encouragement to teachers
   (c) Restricted powers to Head Teachers
   (d) Lack of sufficient moral and religious instruction and
   (f) Automatic promotion

2. School Administration

   (a) Failure on the part of the Head Teacher to promote cordial working relationship with the teachers,

   (b) Lack of proper communication among Head Teachers and teachers and Students,

   (c) Lack of firmness, integrity and fairness on the part of the Head Teachers

3. Teachers

   (a) Insubordination of teachers to the Head Teacher

   (b) Lack of sincerity and devotion to duty

   (c) Moral laxity of teachers

   (d) Incompetent teachers and

   (e) Undue familiarity of some teachers with the students
4. Students

(a) Poor attitude to learning

(b) Poor home training

(c) Unrealistic expectations

(d) Abuse of seniority such as fagging and

(e) Immoral behaviours

5. Society and Parent

(a) Apathy

(b) Materialism

(c) Corruption

(d) Interference of influential parents with school administration

(e) Failure of parent to provide the necessary school requirement

(f) Undue publicity of sensational news by mass media

**What the Head Teacher Can do to Reduce Cases of Indiscipline**

As we said earlier, the enforcement of discipline in school is a joint responsibility of teachers, administrators (proprietors, parents pupils and society at large. Therefore the head Teacher can control only causes of indiscipline within his domain and appeal to other sectors to control their own likewise, for example not much can be done by him to control indiscipline as a result of depressed economy but most of the causes of
Indiscipline listed under school management and administration can be
controlled by him.

Since discipline is the head Teacher's administrative responsibility,
he/she should undertake the following in order to instill discipline in both
teachers and students.

**Motivation**

There are many ways in which the head Teacher can prevent
misbehaviour or at least reduce likelihood of its occurrence One of such
ways is through equate motivation of teachers and pupils (Oyedeji, 1998).
The teachers for example can easily be disciplined when their needs are
satisfied through equate motivation.

Gnagey (1971) asserted:

- Pupils who are not motivated are more likely to cause trouble.
- Any procedure that increase attention and interest in the
classroom are believed to assist in cutting down the number of
deviancies.

Adequate assignments should always be given to students and
teachers in order to motivate them to work. This S because idle pupils and
teachers will always make trouble. Both long and short term training should
be given to teachers to up-date and encourage them on the job.

**Clearly Defined Objectives**

The Head Teacher should always define clearly the goal and
objectives of the school programme to pupils and teachers and probably
make use of management by objective (M.B.O) so that each pupil and
teachers knows what to do and what can be achieved.
Adequate Provision of Equipment and Facilities

When pupils and teachers are not given the necessary tools to work with, the tendency is for them to be less hardworking and have time for gossiping and misbehaviour. An effectively engaged pupil and teacher has less time to play about which will result into better disciplined person.

Effective Communication

Effective communication is a life wire of every organisation. This is because when pupils and teachers are duly informed of what is expected of them at the appropriate time will go a long way in reducing cases of indiscipline. For example, a school will be in danger and may be disorganised where a Head Teacher allows grape vine to operate.

Frictions in work-situation stem up from the fact that there has been a breakdown in communication and flow of information. Conflicts between teachers and students and school authority grew up from the fact that information was denied, distorted or ate. The morale of teachers and pupils can be tampered with and changes introduced may be resisted if particular action which does not favour them is taken without due consultation with them. Where the pupils and teachers are in doubt of what to do, the Head Teacher should endeavour to put them down in written form for clarity.

Conflicts Management

The Head Teacher should be able to manage conflicts in the school. The area of grievance(s) may be between:

1) Head Teachers and teachers,
2) Head Teachers and pupils
3) Teachers and Teachers,
4) Teachers and pupils,
5) Pupils and pupils
Factors of Effective Discipline in School

The following factors contribute to effective discipline in school.

1. **Teacher’s personality:** There is no doubt that some people have the gift of a commanding personality; their presence and appearance itself help pupils to be orderly and obedient; some other teachers are not so lucky. But whatever may be the quality of teacher’s personality, his earnestness, gentleness, diligence, friendliness and orderliness are capable of invoking similar qualities in his pupils. The teacher’s character should serve as impetus to his pupils to work hard to advance intellectually, morally and spiritually.

2. **Good teaching methods:** No matter how intelligent a teacher may be, and even if he has all the facilities for teaching his subject, his choice of teaching method may improve or mar the success of the lesson. If the method is ineffective, the pupils will show signs of restlessness and will seek other escape routes to vent their energies. A good *teaching method helps in maintaining* attention and concentration, consequently order and discipline.

3. **Constant involvement:** Pupils cannot remain idle. They must therefore be involved in doing something positive. If they are not kept busy by the teacher, they will find things to do for themselves, things which may not be in the best interest of the class or school.

4. **Supervision:** The attitude or sense of duty of pupils is weak and they need the teacher’s vigilance to keep them constantly at their work. One attribute of the teacher is to be able to see the whole class at a glance and to detect and ginger up those whose attention has started to wane or stray.
5. **A good physical environment:** Slight physical discomfort disturbs concentration; that is why much attention is paid to good ventilation so that great heat is not allowed to lower the pupils’ vitality or cause them discomfort.

6. **Good Government:** Pupils who are outstanding by virtue of their gifts of leadership and character should be appointed prefects and monitors and be given suitable responsibility in connection with the care of the school premises and equipment and in the promotion of the social life of the school. Thus students are made to feel that they are part and parcel of the school authority and this helps in maintaining order and discipline.

7. **Use of Punishment:** Human beings, by nature, appreciate reward for doing what is right and punishment for doing what is wrong. Punishment to some people connotes ‘flogging’. This is not so. One of four different motives may operate in a teacher’s mind when he inflicts punishment. His motive may be:

(a) to avenge his own injured feeling;
(b) to deter other pupils;
(c) to correct or educate the offender; and
(d) to allow the offender’s deed to return to his own head.

**Conclusion**

Discipline is a product of good leadership, and one of the responsibilities of the School Managers/Administrators. Discipline is not force but a product of good administration and leadership traits. To ensure good discipline in schools the school Head Teachers, Asst. Head Teachers, teachers, school prefects, pupils and their parents need to adequately work together.
To enhance good discipline as part of the management strategies required of Head Teachers, he or she is expected to maintain good leadership qualities, love all, promote good learning environment; ensure good communication process and good supervision among others.

REFERENCES


