الوعي واستخدام إدارة السجلات الإلكترونية للفعالية الإدارية في مدارس أوسون الثانوية الحكومية

Awareness and use of Electronic Records Management for Administrative Effectiveness in osun state secondary schools

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الملخص

تناولت الدراسـة الـوعي واستخدام إدارة السـجلات الإلكترونيـة للفعاليـة الإداريـة في المـدارس الثانوية بمنطقة أوسوغبو الحكومية المحلية. الدراسة عبارة عن دراسة وصفية. شكلت عينة من ٣٠٠ مستجيب المشاركين في الدراسة. كانت أداة جمع البيانات عبارة عن جرد وتم هيكلتها من قبل الباحث لجمع البيانات وكان مستوى الموثوقيـة ٠,٨٥.تم تحليل البيانات التي تم جمعها باستخدام إحصـائيات (عدد مـرات التكرار ، النسبة المئويـة ، المتوسط ، المعيـاري ، ارتباط بيرسون بلحظة المنتج (PPMC). كشفت نتائج الدراسـة أن إدارة المخاطر المؤسسية المتوفرة للفعاليـة الإداريـة في المدارس الثانويـة هـي إدارة مكتبيـة متصـلة بالإنترنت ، الوسـائط الإلكترونيـة ، ومجموعـة التوليـد ، والحاسـوب. كشـفت الدراسـة أن إدارة مـوارد المؤسسـات (ERM) تُستخدم للأغـراض الإداريـة مـن خـلال استخدام الكمبيـوتر لتسـجيل الطـلاب ، واستخدام الإنترنت للأغراض الإدارية ، وإرسال رسـائل البريد الإلكتروني للأعمال الرسمية ، وإرسال رسائل SMS للتواصل مع كليهما. الموظفين والطلاب. وكشفت الدراسـة أن ERM

تلعب دوراً كبيراً في إدارة المدرسة الثانوية من قبل الإدارة لحماية إدارة المدرسة من مخاطر التقاضـي والتحقيـق القانوني ، والمسـاعدة فـي حمايـة إدارة المدرسـة مـن المخـاطر والمزالـق ، وتوفير مخزون قيم من المعلومـات لـلإدارة المستقبلية والمساعدة. بناء الثقة ، من بين أمور أخرى. ومـن ثم ، كانت هنـاك علاقـة إيجابيـة وذات دلالـة إحصـائية بـين العلاقـة بـين إدارة المخـاطر المؤسسية والفعاليـة الإداريـة ولـم يكن هنـاك فرق كبير فـي موقف المسـؤول تجـاه استخدام إدارة المخـاطر المؤسسية والفعاليـة الإداريـة فـي قاعدة المدارس الثانويـة علـى أسـاس الجنس.

تـم تقديم التوصيات التاليـة مثل: الإشراف المناسب لتمكين مـديري السـجلات مـن الاحتفاظ بسجلات فعالـة للمدارس الثانويـة ويجب أن تتحكم الإدارة فـي إدارة السـجلات مـن أجل تـأمين السجلات في المدرسة ، ويجب على المسؤولين التأكد من أن كل موظف يشارك في التعامل مـع السـجلات فـي المـدارس الثانويـة يخضـع للتدريب علـى الحصـول علـى أداء أفضل ، وترقيـة واستخدام الخوادم الحالية كوسائط تخزين لحفظ سجلات الطلاب الإلكترونية الكاملة والتأكد من أن النظـام المستخدم لإدارة السـجلات الإلكترونية فـي المدارس الثانويـة يجب أن يغطـي جميـع تفاصيل الموظفين والطلاب بدلاً من البيانات الشخصية والمالية فقط تفاصيل.

Abstract

The study investigated awareness and use of Electronic Records Management for Administrative Effectiveness in Osogbo Local Government Area Secondary Schools. The study is a descriptive study; a sample of 300 respondents formed the participants for the study. The instrument for data collections was inventory and was structured by the researcher for data collection and reliability level was 0.85. Data collected were analyzed using statistics of (frequency counts, percentage, mean, standard and Pearson Product Moment Correlation (PPMC). The findings of the study revealed that ERM that are available for administrative effectiveness in secondary school are office department connected to the internet, electronic media, generating set, and computer. The study revealed that ERM is being used for

administrative purposes by making use of computer for student registration, using internet for administrative purpose, sending emails messages for official work and to send SMS messages to communicate with both staff and students. The study revealed that ERM plays a great role in administration of secondary school by management to protect the school administration against the risk of litigation and legal investigation, help protect the school administrative against risk and pitfall, provide valuable repository of information for future administration and help build trust, amongst others. Hence, there was a positive and a significant relationship between relationship between ERM and administrative effectiveness and there was no significant difference in administrator attitude towards ERM usage and administrative effective in Secondary Schools base on gender. The following recommendations were made such as: proper supervision to enable records managers to keep effective records of secondary schools and management must take control of records management so as to secure records in school, administrators must ensure that every staff involves in handling records in secondary schools under goes training for better performance, upgrading and using the existing servers as a storage media for complete electronic students' records keeping and ensure that the system used for electronic records management in secondary schools should cover all staff and students details instead of only personal and financial details.

Introduction

Records are defined as all those documents which facilitate the business carried out by the school and which are thereafter retained (for a set period) to provide evidence of its transactions. These records may be created, received or maintained in hard copy or electronically. School records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval of information when needed. Such records are kept by principals, teachers, counselors or administrative staff. The purpose of record keeping and management is to ensure that accurate and proper records of students' achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept. Records management, also known as records and information management, is an organizational function devoted to the management of information in an organization throughout its life cycle, from the time of creation or receipt to its eventual disposition. This includes identifying, classifying, storing, securing, retrieving, tracking and destroying or permanently preserving records. (Dearstyne, 2015).

ARMA International (2011) defines records management as "the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records" (International Organization for Standardization, 2011).

According to Durosaro (2012), records are important tools for effective planning and administration of a school. School records occupy a strategic position in the effective and efficient organization and administration of the school, for the documentation, the planning and

the implementation of appropriate course of actions thereby allowing proper monitoring of activities/tasks. Records are important because they serve as major information tool that sustains the school and aids in achieving educational goals and objectives. Records restore teaching competence and maintain the trend in the history of teaching and learning processes.

An organization's records preserve aspects of institutional memory. In determining how long to retain records, their capacity for re-use is important. Many are kept as evidence of activities, transactions, and decisions, other's documents, what happened and why (Megill, K, 2015). The purpose of records management is part of an organization's broader function of governance, risk management, and compliance and is primarily concerned with managing the evidence of an organization's activities as well as the reduction or mitigation of risk associated with it (Anthony Tarantino, 2012).

Information Communication Technology (ICT) refers to the set of technologies that are applied in the process of collecting, storing, editing, retrieving, and transfer of information in various forms (Olakunlehin, 2017). Mueen, Asadullah, Raed, & Jamshed, (2013) defined ICT to include electronic network-embodying complex hardware and software-linked by a vast array of technical protocol. The usage of ICTs in Nigeria and in African countries generally is increasing and rapidly growing. However, while there is a great deal of knowledge about how ICTs are being used in developed countries, there is no much information on how ICTs are being introduced into schools in developing countries Beukes-Amiss &. Chiware, 2016).

The application of ICT enables a powerful learning environment and it transforms the learning and teaching process in which students deal with knowledge in an active, self-directed and constructive way (Volman & Eck, 2011). ICT is not only employed as an instrument,

which can be added for existing teaching methods but also seen as an important instrument to support new ways of teaching-learning process. ICT is being integrated into the teaching-learning process in various educational institutions in Nigeria and the world in general.

Ufuophu & Agobami, (2012, p. 2) observe that the ICTs include internet, satellite, cable data transmission and computer assisted equipment. ICTs, however are facilities, tools or resources that could be used to process, store, preserve, access, retrieve and disseminate information with ease. It could be seen as the engine for growth and tool for empowerment, with profound implications for education, change and socio-economic development.

The importance of information in every aspect of human endeavour cannot be over-emphasized. Everyone expects information to be reliable, accurate, complete, precise and sufficiently up-to-date. To achieve this fit has posed major problems until the current revolution in Information and Communication Technology (ICT).

In every educational setting, information is very crucial for day-to-day operations. School records are very important in the administration of schools and as such require serious attention for effective and efficient administration of schools at every level of the educational sector. The keeping of record in school as entrenched in the Public Education Edict 1974 carries penalties for those who fail to keep them.

Schools' records are information banks of what has been done or known, of what is to be done and of how things are to be done (Kok & Nwiyi, 2016). It provides useful source of information not only for the schools but also for the large society, and without record keeping knowledge and learning would be hampered (Amarinze, 2012).

Information provides a base for our knowledge and understanding about them and the environment surrounding them. For this purpose,

the administrator must be able to learn the art of getting information, storing and retrieval of same as and when desired. Such type of activities is said to be the part and parcel of Information and Communication Technology (ICT).

ICT is an extension and inter-mingling of Information Technology (IT) and Communication Technology (ICT). It is the application of computers, telecommunication equipment to process, store, retrieve, and send information of all kinds (Achuonye, 2014). It is an all embracing, a comprehensive application of modern communication gadgets for processing, storing, retrieving and sending information of all kinds in whatever form or distance. It is a very fast and accurate means of accessing or receiving, storing, transferring, processing, and sending ideas, perception or information. It is very much technology-driven in the shape of tools. Equipment and application-support which helps in the collection, storage, retrieval, use, transmission, manipulation and dissemination of information as accurately and efficiently as possible for the purpose of enriching the acknowledged developing communication, decision-making and problem-solving ability of the user (Mangel & Mangel, 2019). Information and Communication Technologies, according to Tuayerinia, Festus, Oghoroli and Duke (2017) are the application of computers and other technologies to the acquisition, organization, storage, retrieval and dissemination of information in the form of data, text, images, etc. This information, according to them, is stored in the form of database, which is a collection of files of information organized in such a way that the said information can be accessed from different computers in different locations.

The law requires each educational institution to keep and maintain statutory schools' records especially in the secondary schools. Such records include among others, the scheme of work, the staff record

register, log book, the cash book, inventory book, admission register, continuous assessment record, and dossier of the staff. It is therefore necessary that the administration adopts ICT facilities such as computers, e-mail, internet and World-Wide Web (WWW); including digital libraries, computer database, data processing mechanism, CD-Rom, DVD and so on. In organizational contexts, records are materials created or received by an organization in the transaction of business, or in pursuit of or in compliance with legal obligations (Pearce, Moses & Richard 2016)

This research therefore, attempts to investigate the level of awareness and use of electronic records Management for Administrative Effectiveness in Osogbo and Olorunda Local Government Secondary Schools.

Statement of the Problem

Despite the importance of school records in the achievement of educational objectives, these records do not seem to be adequately managed by principals. From observation, it becomes obvious that accurate, reliable and trustworthy record that fulfills evidential requirements are being created but not properly managed. Egwunyenga (2012) emphasized that record management practice in Nigeria has a number of problems which may include insufficient skilled and experienced record management personnel and possibly low priority of record management in the scheme of things. Thus, management of school records becomes an issue of great concern to education stakeholders, parents, students, individuals, government and non-governmental organization.

Many principals complain of the shortage of trained personnel, funds and material resources. These could possibly have serious

connotations on management of school records by principal in Delta State Secondary Schools. Thus, the problem of this study examines how the principals of secondary school differ in their management of school record with regards to gender, experience and location.

Purposes of the Study

1. To Determine the level of availability of ERM for Administrative Effectiveness in Osogbo Local Government Secondary Schools.

2. To Determine the extent to which ERM is used for administrative purpose by institutional Administrators.

3. To find out roles ERM can Play in Administration of Osogbo Local Government Secondary Schools.

Research Questions

1. What is the level of availability of ERM for Administrative Effectiveness in Osogbo Local Government, Secondary Schools?

2. To What extent is ERM being used for administrative purposes by school Administrators?

3. What Roles can ERM Play in Administration of Secondary School in Osun?

Research Hypotheses

Ho1. Is there any significant relationship between ERM and Administrative Effectiveness?

Ho2. Are there any significant differences in administrator's attitude towards ERM usage and Administrative Effectiveness in secondary schools based on gender?

Research Type

The researcher employed and made use of descriptive survey to conduct this study.

Population of the Study

The population for this study was comprised of Secondary school Principals, Vice Principal Academic, Vice principal Administration, Register, Bursar, Some Heads of Departments (HODs) and few teachers in Osogbo and Olorunda Local Government Area.

Sample and Sampling Techniques

Purposive sampling technique was used to select (30) secondary schools in Osogbo and Olorunda Local Government Areas of Osun State. Principal, Vice principal academic, Vice principal Admin, Register, Bursar, Some HODs and few teachers will be selected from each school visited.

Research Instrument

The instrument for this study is inventory. The inventory was structured by the researchers. The same inventory was given to principals to elicit their opinion on the Awareness and use of Electronic Records Management for Administrative Effectiveness in Osogbo and Olorunda Local Government Area Secondary Schools.

Validity of Instrument

Effort was made during the construction of the inventory to ensure that it measures the desired objectives. Therefore, the instrument was clearly designed and handed over to experts in relevant fields of study for its approval. Specialists in tests and measurement evaluation were also consulted, who gave their inputs on the instrument, comments and corrections made were affected which ensured the validity of the instrument.

Reliability of Instrument

The inventory was administered to 30 respondents and Pearson Product Moment Correlation (PPMC) was used in computing the reliability coefficient of the instrument. The instrument gave a correlation coefficient of 0.83 which is an indication that it was very reliable.

Procedure for Data Collection

The researchers employed administered the instrument to respondents. This was done by personally visiting the selected institution and by personally distributing the inventory to the respondents. The instrument was retrieved immediately after they have been correctly filled by the principals. Theirs response was gathered and analyzed.

Method of Data Analysis

Data collected was analyzed and using descriptive statistics of (frequency counts, percentage, mean, standard).

RESULTS

Table 1: Respondent Distribution by Gender (N = 300)

	F	%
Male	122	40.7
Female	178	59.3
Total	300	100

Table 1 presents the gender distribution of respondent. It shows that 40.7% are male while 59.3% are female.

Table 2: Respondent Distribution by Age (N = 300)

	F	%
15-25	30	10.0
25-35	87	29.0
35-45	115	38.3

45 above	68	22.7
Total	300	100.0

Table 2 presents the Age distribution of respondent. It shows that 10.0% are between 15 and 25, 29.0% are between 25 and 35, 38.3% are between 35 and 45 while 22.7 are above 45 years of age.

Table 3: Respondent Distribution by Qualification (N = 300)

	F	%
NCE	12	4.0
BSC	240	80.0
MSC	25	8.3
OTHER	23	7.7
Total	300	100.0

Table 3 presents the Qualification distribution of respondent. It shows that 4.0% are NCE holders, 80.0% are BSc holders while 7.7 are have other qualification.

Analysis of Research Question

Research Question 1: What is the level of available of ERM for administrative Effectiveness in Osogbo Local Government Secondary School?

Table 4: Analysis of the level of available of ERM for administrative Effectiveness in Osogbo Local Government Secondary School (N = 300)

S/N	ITEMS	Yes		No	
		F	%	f	%
1	Do you have a computer in your office?	148 49.3%		151 50.7%	
2	Is your office/department/school connected to the internet?	161 53.6%		139 46.3%	
3	Do you have electronic media to prepare electronic form of timetable/class schedule in your school	176 58.7%		124 41.3%	
4	Do you have electronic media to communicate academic details of students to their parents/guardians in your department/school?	179 59.6%		121 40.3%	
5	Do you have electronic media through which student can apply for admission in the college?	102 34.0%		198 66.0%	
6	Do you have inter-comm/PBX in your office/department/school?	78 26.0%		222 74.0%	
7	Do you have Radiophone in your office/department/school?	107 35.7%		193 64.3%	
8	Do you have generating set in your department/school?	198 66.0%		102 34.0%	
9	Does the school have any electronic examination management systems/database?	169 56.3%		131 43.7%	
10	Do you have electronic media to communicate with staff in your office/department/school?	178 59.3%		122 40.7%	

S/N	ITEMS	Yes		No	
		F	%	f	%
11	Do you have electronic equipment for automation of attendance and leave management of staff in your office/department/school?	114 38.0%		186 62.0%	
12	Do you have electronic media for performance appraisal in your office/department/school?	110 36.7%		190 63.3%	
13	Do you have e-circulars for the institution regarding official matters in your office/department/school?	131 43.7%		169 56.3%	
14	Do you have e-kiosks in your office/department/school?	119 39.7%		181 60.3%	
15	Do you have facility for students to make fee payments electronically in your department/school?	123 41.0%		177 59.0%	

Table 4 presents the analysis of the level of available of ERM for administrative Effectiveness in Osun State. The items in the questionnaire that agreed with were; office/department/school is connected the internet?(53.3%), they have electronic media to prepare electronic form of timetable/class schedule in your school (58.7%), they have electronic media to communicate academic details of students to their parents/guardians in your department/school (59.6%), they have generated set in your department/school (66.0%), the school has any electronic examination management systems/database (56.3%), they have electronic media to communicate with staff in your office/department/school (59.3%),

While the items the respondent disagreed with were; they have a computer at their office (50.7%), they have electronic media through which student can apply for admission in the college (66.0%), they have inter-comm/PBX in thier office/department/school (74.0%), they have Radiophone in their office/department/school (64.3%), they have electronic equipment for automation of attendance and leave management of staff in their office/department/school (62.0%), they have electronic media for performance appraisal in their office/department/school (63.3%), they have e-circulars for the institution regarding official matters in their office/department/school (56.3%), they have e-kiosks in their office/department/school (60.3%), they have facility for students to make fee payments electronically in their department/school (59.0%).

Hypothesis 1: Is there a significant relationship between ERM and Administration Effectiveness

Table 5: Summary of using Pearson Correlation to know the relationship between ERM and

Administration Effectiveness.

Variable	N	Pearson Correlation	Sig. (2-tailed)	Remark
ERM Administration Effectiveness	300	0.83	0.00	Significant

Table 5 shows the relationship between ERM and Administration Effectiveness. The table shows that there is a positive and a significant relationship between relationship between ERM and Administration Effectiveness (r = 0.83; p<0.05). It implies that the relationship

between ERM and Administration Effectiveness is positive and significant.

Hypothesis 2: Is there any significant difference in administrator attitude towards ERM usage and Administrative Effective in Secondary Schools base on gender?

Table 6: Summary of t-test Analysis to know if there is difference in administrator attitude towards ERM

usage and Administrative Effective in Secondary Schools base on gender

	N	Mean	S. D.	T	Df	Sig. (2-tailed)	Remark
Male	122	43.07	5.57	0.76	298	0.205	Not significant
Female	178	43.01	4.74				

Table 6 shows if there is difference in administrator attitude towards ERM usage and Administrative Effective in Secondary Schools on the bases of gender. The result reveals that there is a no significant difference in administrator attitude towards ERM usage and Administrative Effective in Secondary Schools base on gender. (t = 0.76, df = 298, p > 0.05). This implies that male administrators' attitude towards ERM usage and Administrative Effective in Secondary Schools is the same with that of female administrator.

Discussion of Findings

Research Question One

Results on Research Question One revealed that majority of the respondents agreed that office/department/school is connected to the internet, they have electronic media to prepare electronic form of timetable/class schedule in school, they have electronic media to communicate academic details of students to their parents/guardians in their department/school, they have generating set in their department/school, the school has any electronic examination management systems/database and they have electronic media to communicate with staff office/department/school. The findings are in line with Unachukwu & Nwankwo (2012) opined that majority of secondary school principals use of ICT for school administrative. Mueen, Asadullah, Raed &Jamshed (2013) defined ICT to include electronic network-embodying complex hardware and software-linked by a vast array of technical protocol. According to (Kok & Nwiyi, 2016) Schools records are information banks of what has been done or known, of what is to be done and of how things are to be done. ICT, therefore, will not in itself prove effective in the classroom without teachers who possess knowledge of both the technology and how to use it to meet educational goals (Koc, 2012).

According to Amarinze (2012) posited that ERM provides useful source of information not only for the schools but also for the large society, and without record keeping knowledge and learning would be hampered.

Research Question Two

Results on Research Question Two revealed that majority of the respondents agreed that ERM such as computer has been used for student registration/enrolment and for maintenance, internet for administrative purpose, sending of SMS messages to communicate with

both staff and students, sending emails messages for official work, electronic media to communicate academic details of students to their parent/guardians and electronic media to prepare electronic form of timetable/class schedule. The findings corroborate Krishnaveni & Meenakumari (2011) findings indicated that current level of usage of ERM for managerial or information-based administration in higher education institutions. The study also revealed that demographic factors do not have major impact on information administration in higher education institutions. Similarly, Ufuophu and Ayobami (2012) observe that the ICTs include internet, satellite, cable data transmission and computer assisted equipment. ICT, are facilities, tools or resources that are used to process, store, preserve, access, retrieve and disseminate information with ease. The integration of ICT into this process enhances the overall admission activities of higher education institutions by making it more accessible to many (Thomas, 2014). Angie & Rita (2013) carried out studies to identifying the role of ICT in school administration and the extent of its application by secondary school Principals in the administration in southern eastern states of Nigeria. This is why Otaria (2013) opined that National Development in the current World cannot be achieved without the use of computers and information Technology for efficient government administration and management.

Research Question Three

Results on Research Question Three revealed that majority of the respondents agreed that Electronic Records Management protects the school administration against the risk of litigation and legal investigation, Electronic Records Management helps for speed retrieval of student information, it help protect the school administrative against risk and pitfall, it provides valuable repository of information for future

administration and help build trust and Electronic Records Management makes administration work to be easier. This are in line with Otaria (2013) that introduction of information and communication technologies such as computers, digital libraries, e-mail, internet and so on where information are stored and disseminated, do better in keeping records, and become effective and efficient in performing their prescribed roles of administrators. Administration, according to Hornby (2012), is perceived as an activity done in order to plan, organize and successfully run a business, school or other institution, a process or act of organizing the way that something is done. According to Dearstyne (2015), records are essential to the administration of High Academic Institutions. Records contain the information that keeps institutional programmes functioning and they give management of higher education a basis for making decisions, administering programmes and providing administrative continuity with past operations. The primary purpose of a records management programme is to monitor records, regardless of type or format, to ensure that they pass efficiently, and at a minimum cost, through the creation, use, inactive storage and disposal or permanent retention phases (Djorka and Conneen 2011). In institutional setting therefore, administration has been extended as a service activity or tool through which the fundamental objectives of the institutional process may be more optimized efficiently when allocating human and material resources as well as to make the best use of existing resources (Liverpool & Jacinta,2013)

Hypotheses One

The result also revealed that there is a positive and a significant relationship between relationship between ERM and Administration Effectiveness (r = 0.83; p<0.05). It implies that the relationship between ERM and Administration Effectiveness is positive and significant. This is in line with Angie & Rita (2013) use of ICT in

school administration is a necessity and worthwhile venture especially in this era of globalization and there is a significant relationship between ICT and administration effectiveness in handling ICT facilities for effective administration.

Hypotheses Two

The result also revealed that there is a no significant difference in administrator attitude towards ERM usage and Administrative Effective in Secondary Schools base on gender. (t = 0.76, df = 298, p > 0.05). This implies that male administrators' attitude towards ERM usage and Administrative Effective in Secondary Schools is the same with that of female administrator. This is in line with Lazarus, Jackson, Elizabeth & Jesse (2012) that administrators rated the importance of using ICT in supervision of instruction and in student administration more highly. Also, there was significant difference between the perceptions of teachers and administrators on the importance of ICT use in the following areas of secondary school administration: student administration, general administration and supervision of instruction.

Conclusion

In this research, results of the survey of the Awareness and use of Electronic Records Management for Administrative Effectiveness in Osogbo Local Government Area Secondary Schools are various . Based on the findings from this study, it was deduced that the ERM that are available for administrative Effectiveness in secondary school are office department connected to the internet, electronic media, generating set, and computer. The study also revealed that ERM is being used for administrative purposes by making use computer for student registration, using internet for administrative purpose, sending emails messages for official work and to Send SMS messages to communicate with both staff and students. Also, the study revealed that

ERM plays a great role in Administration of Secondary School by Management protect the school administration against the risk of litigation and legal investigation, help protect the school administrative against risk and pitfall, provide valuable repository of information for future administration and help build trust, amongst others. Hence, the study revealed that there is a positive and a significant relationship between relationship between ERM and Administration Effectiveness. Finally, the study revealed that there is no significant difference in administrator attitude towards ERM usage and Administrative Effective in Secondary Schools base on gender.

Recommendations

Based on the results of data study and tested hypotheses, it is hereby recommended that:

1. There should be a proper supervision to enable records managers to keep effective records of secondary schools and management must take control of records management so as to secure records in school.

2. Administrators must ensure that every staff involves in handling records in secondary schools undergoes training for better performance

3. Administrators need to upgrade and use the existing servers as a storage media for complete electronic students' records keeping

4. Administrators should ensure that the system used for electronic records management in secondary schools should cover all staff and students details instead of only personal and financial details.

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