CHALLENGES OF ELECTRONIC RECORD KEEPING IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

ESHEYA GREG
DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
EBONYI STATE COLLEGE OF EDUCATION
IKWO
Donaldgregory2013@gmail.com
08039390602

Abstract

This study investigated challenges of Electronic Record keeping in public Secondary Schools in Ebonyi State. The purpose of the study is to find out   challenges of Electronic Record keeping in public Secondary Schools in Ebonyi State... Such challenges includes   lack of steady and constant powere supply on electronic record keeping, poor knowledge of ICT on the part of teachers and Administrators, lack of requisite tools or facilities for keeping records and maintaining records electronically in public schools., etc... Five research questions guided the study and Two null hypotheses was tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was 3,266 tutorial staff and principals of 223 Government owned Secondary Schools in Ebonyi State. 600 teachers and principals were sampled for the study through simple random sampling technique. A structured questionnaire titled "Challenges of Electronic Record Keeping Questionnaire" (CERKQ) was used for data collection. The instrument was validated by six experts in the department of Educational Foundations as well as Science Education department. It was trial tested to 30 respondents not included to the main sample of the study in Imo State to determine the reliability using Cronbach Alpha of 0.95. Mean and Standard Deviation was used to answer the research questions while the t-test was used to test the hypothesis at 0.05 level of significance. The result of the study indicated that 1 Teachers and principals find it difficult to keep record electronically due to absence of power supply thus making it possible to resort to Manuel record keeping practice .2. Poor knowledge of ICT on the part of teachers and school administrators are responsible for not adopting E-record keeping in Ebonyi state as a result, modern technology is yet to be practiced in the school system in Ebonyi State. 3. Non identification of other factors by teachers and principals was assumed to be responsible for non-use of digital platforms in keeping records in public secondary schools in Ebonyi State Based on this, it is recommended that, government through her relevant agencies should devour to make power supply regular so as enable

teachers and school Administrators adopt e-electronic record keeping in the system. Those staff dealing with records in school system should always be trained and retrained to enable them have adequate knowledge of ICT as this will make them efficient in handling e-record keeping. Government should provide enough ICT equipments to enable workers in the school system be practicing e-electronic record keeping without hitch.

Background of the Study

Recordkeeping is an important aspect of the managerial functions of school authorities just as its in other organizations. The school heads in primary schools or the principals in the case of secondary school are saddled with this critical responsibility of maintaining school records. Their function of managing schools will run more seamlessly and efficiently if they adopt best practices in keeping records. According to Azunku (2021), Recordkeeping enables school-heads to take meaningful decisions in order to adopt the best strategies for successful implementation of educational policies and programmes. Data needed for successful policy are obtained from various records kept in the schools by head-teachers and classroom teachers.

Records kept by a school can be either statutory records or non-statutory records. Statutory records include: diaries of work, admission register, attendance register, report cards, syllabuses and schemes of work, log-book, time table, cash book, visitors' book, progress register, curriculum, transfer certificates booklets, etc. While non-statutory records include: inventory book, sick report book, school development plan, staff attendance register, teachers service manual, minute book of staff meeting, transfer certificate file, staff files, minute book of PTA meeting etc.

It was observed that all these records and more are maintained only physically using the traditional method of office flat files, filing cabinets, booklets, book shelves, cupboards etc., without any maintained electronically or digitally in almost all the public secondary schools in Ebonyi State. Non-maintenance of these records, electronically it has been found exposes the records to loss occasioned by theft, damage by fire, water and even termites etc. This calls for the adoption of electronic means of recordkeeping. Record kept and maintained electronically has the advantage of ease of access and does away with the barrier created by distance as one can access it from any distance.

Statement Of The Problem

Public secondary schools in Ebonyi State keep their various records only manually by means of office files, booklets, file cabinets, cupboards. They have not been able to transit to the modern way of keeping and maintaining documents and records electronically due to some challenges. This makes for inefficient and ineffective record maintenance as the records are easily lost.

Purpose Of The Study

The purpose of this study is to determine the challenges militating against electronic recordkeeping in public secondary schools in Ebonyi State with a view to proffering lasting solutions to the identified problems so that the system can transit from manual to digital recordkeeping. To this end the research has the following particular purposes:

1. To find out whether lack of steady and constant power supply is responsible for not keeping records electronically

2. To find out the extent that electronic recordkeeping is hampered by poor knowledge of ICT on the part of school authorities and teachers.

3. To determine whether lack of requisite facilities and equipments are responsible for non- use of digital platforms in keeping records.

4. To determine any other factor responsible for not transiting from manual to electronic means of maintaining records.

5. To proffer solutions to the challenges so identified so that the switch from manual to digital recordkeeping can be made.

Significance Of The Study

The study is significant in more ways than one. In the first place, it will bring to the fore, the challenges public secondary schools in Ebonyi state face that hinders them from embracing E-recordkeeping. It will help government and policy-makers in the sector to address the identified challenges and lunch the sector into digital recordkeeping. Again, it can lead to enhancing the ICT competences and skills of the school teachers by exposing them to further ICT training. It will help to address the constant loss of vital documents once the sector embraces E-recordkeeping. Finally, this research will serve as a resource material for further research in this field.

Research Questions

1. What is the effect of lack of steady and constant power supply on embracing electronic recordkeeping system?

2. How does poor knowledge of ICT on the part of teachers and school administrators responsible for not adopting E-recordkeeping?

3. How does lack of requisite tools or facilities responsible for not keeping and maintaining records electronically in public secondary schools in Ebonyi state?

4. What other factor can you identify as responsible for non-use of digital platforms in keeping records in public secondary schools in Ebonyi state?

5. How can the identified challenges militating against electronic recordkeeping be addressed?

Hypotheses

Ho_1 There is no statistical significant difference between teachers who have access to ICT facilities in recordkeeping to those who do not have.

Hu: There is statistical difference between teachers who have access to ICT facilities in recordkeeping to those who do not have.

Ho_2: There is statistical significant difference between teachers who have knowledge of ICT and those who have not in the use of ICT in recordkeeping.

Hu_2 There is no statistical significant difference between teachers who have knowledge of ICT and those who have not in the use of ICT in recordkeeping.

RESEARCH METHODOLOGY

This focused on the description of the methods that were used in carrying out the study. This was done under the following sub-headings;

Research Design

The study adopted the descriptive survey design. A descriptive survey attempts to describe, explain and interpret conditions of the present as it is. Therefore, it is appropriate to be used here.

Area of the Study

The research area covers all the 226 public secondary schools in Ebonyi state. Population of the Study The population of the study comprises the 226 principals of the 226 public secondary schools in Ebonyi State

Population of the Study

The population for the study consisted all the teaching staff and the principals of public secondary schools in all the three education zones of Ebonyi state. The total population was 3,266 consisting of 223 principals and 3043 teaching staff. (See Appendix 2). (Ebonyi State Secondary Education Board Headquarters Abakaliki, 2014).

Sample and Sampling Techniques

The sample for the study comprised 480 teachers and 120 principals. The sample size for the study consisted of both teachers and principals totaling six hundred (600) samples. The researcher applied yarrow Yamani formula to determine the sample size.

Simple random sampling technique of balloting with replacement was applied on each of the education zone to sample one hundred and twenty (120) secondary schools out of a total of 223.The principals from the 120 secondary schools formed part of the sample. In all, 120 principals were sampled for the study. In addition, 480 teachers were randomly selected from the population of 3043 teaching staff for the study. 200, 160 and 120 teaching staff was randomly sampled from each of the one hundred and twenty (120) schools through the balloting method. The method was through squeezing of piece of paper and putting them into a tray for the respondents to pick. The distribution of the sample is presented in the table (see Appendix 3).

Instrument for Data Collection

The instrument that was used for data collection for the study was a structured questionnaire called " Challenges of Electronic Recordkeeping Questionnaire (CERQ). The questionnaire was made up of two parts, A and B. Part A sought for personal information from the respondents, while part B consisted of twenty items, which were arranged in five clusters. The modes of response for the items of the clusters were 4 points likert-type-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The response options were weighted 4, 3, 2 and 1 (for positive items) while negative items are weighted 1, 2, 3 and 4 respectively. (See Appendix 1)

Validation of the Instrument

The instrument was subjected to both face and content validity by presenting the draft copies to three experts in Measurement and Evaluation in the Faculty of Education, Ebonyi State University, Abakaliki.

Reliability of the Instrument

The reliability of the instrument was determined through a pilot test using test and retest method by administering the instrument to randomly selected 15 principals of private secondary schools in Ebonyi state who were not part of the study. The data collected from the instrument was analyzed using Cronbach Alpha statistics which yielded reliability co- efficient of: cluster 1, 0.73, cluster 2, 0.81, cluster 3, 0.89, cluster 4, 0.75 and cluster 5, 0.80. The grand reliability index was 0.89, which indicated that the instrument had a very high reliability (See Appendix 11).

Method of Data Collection

The copies of the questionnaire were administered to the 600 respondents comprising teachers and principals who constituted the sample of the study. The researcher was assisted by some teachers who helped administer the questionnaire directly to the respondents which they filled and data collected back within 5 days.

Method of Data Analysis

The researcher in analyzing the data made use of mean scores to answer the five research questions stated in the study. A bench mark of 2.5 and above was used as basis for acceptance or otherwise, while Pearson Product Moment Correlation co-efficient statistics was used to test the null hypothesis at 0.05 significant level.

PRESENTATION OF RESULTS AND FINDINGS

The study explains the findings of the study as regards challenges of electronic recordkeeping in secondary schools in Ebonyi State were presented and analyzed in order to answer the research questions. The mean scores and standard deviation were used to compute the t-test statistics. The results are presented as follows:

Research question 1

What is the effect of lack of steady and constant power supply on embracing electronic recordkeeping system in secondary schools in Ebonyi state?

Table 1: Mean and Standard Deviation Rating of effect of lack of steady and constant power supply on embracing electronic recordkeeping system

S/N	ITEMS	X	SD	DECISION
1.	Most secondary Schools are located in rural areas where there is no electricity	2.59	1.22	Agreed
2.	Schools located in areas where there is electricity always experience epileptic power supply	3.51	1.25	Agreed
3.	Most schools do not have power supply because they cannot meet up with E.E.D.C's charges	2.55	1.21	Agreed
4.	Government have not providedpublic secondary schools with generating sets as alternative power source	2.50	1.20	Agreed

5 Most public schools in Ebonyi state	3.50	1.23	Agreed
enjoy steady and constant power supply.			
Grand Mean	**2.93**		**Agree** d

From table 1, the grand mean score of 2.93, which is above, the mean cut off point of 2.50 indicated that effect of lack of steady and constant power supply on the use of electronic record keeping in public secondary schools poses a great challenge.. Items 1 to 5 with mean scores of 2.57, 3.51, 2.55 2.50 and 3.50 respectively indicated that teachers and principals find it difficult to keep their records electronically due to un steady power supply in rural schools.

Research Question 2

How does poor knowledge of ICT on the part of teachers and school administrators responsible for not adopting E-recordkeeping in Ebonyi state based on gender?

Table 2: Mean and Standard Deviation Ratings of Male and Female Teachers and Principals views on poor knowledge of ICT on the part of teachers and school administrators responsible for not adopting E-recordkeeping in Ebonyi state

S/N ITEMS	X	SD	DECISION
6. Most staff of secondary schools	2.62	1.30	Agreed
have no knowledge of ICT			
7. Computer literacy is not a condition	2.63	1.30	Agreed
for employment as a teacher in public			
secondary schools			
8 Most teachers in Ebonyi State public	3.00	1.40	Agreed
Schools have not received training in ICT			
9 Knowledge of ICT is a necessary condition	3.38	1.42	Agreed
for employment as a teacher in Ebonyi State			
10 Most teachers in public secondary schools	2.51	1.44	Agreed
are highly ICT competent			
Grand mean	**2.83**		**Agreed**

Table 2 with a grand mean score of 2.83 which is above the cut-off point showed that poor knowledge of ICT on the part of secondary school staff is responsible for not adopting digital record keeping system. Items 6 to 10 have mean scores of 2.62, 2.63, 3.00, 3.38 and 2.51 respectively which indicated agreement.

Research Question 3

. How does lack of requisite tools or facilities responsible for not keeping and maintaining records electronically in public secondary schools in Ebonyi state?

Table 3: Mean and Standard Deviation Rating on lack of requisite tools or facilities responsible for not keeping and maintaining records electronically.

S/N ITEMS	$\bar{X}$	SD	DECISION
11 Public Secondary Schools have no computers and other ICT accessories for record keeping	3.55	1.53	Agreed
12. Public secondary schools are not provided with fund to procure computers and its accessories for record keeping	3.10	1.27	Agreed
13. Most secondary school teachers have no laptops and android phones which are needed for digital record keeping	3.43	1.45	Agreed
14. All public secondary Schools have computers and ICT accessories for record keeping	2.50	1.20	Agreed
15 Public secondary schools are provided with funds to procure and maintain ICT facilities	2.45	1.33	Agreed
Grand mean	**3.01**		**Agreed**

From table 3, the responses on items 11, 12, 13, 14 and 15 showed positive responses. The grand mean score is 3.01. This revealed that lack of ICT facilities is responsible for not keeping and maintaining records electronically.

Research Question 4

. What other factor can you identify as responsible for non-use of digital platforms in keeping records in public secondary schools in Ebonyi state?

able 4: Mean and Standard Deviation Rating of Teachers and Principals identification of other factor responsible for non-use of digital platforms in keeping records in public secondary schools in Ebonyi state

S/N ITEMS	$\overline{X}$	SD	DECISION
16. Lack of interest by teachers and school authorities is a barrier to digital record keeping	3.55	1.53	Agreed
17. Lack of motivation of teachers by government discourages teachers in making additional effort to embrace electronic record keeping.	3.10	1.27	Agreed
18 Most schools are located in rural areas where digital records do not seem as a veritable option.	3.43	1.43	Agreed
19. Teachers and school authorities are used to manual record keeping thus finding it difficult to transit to automated record keeping system	2.88	1.18	Agreed
20. The meagre salaries of teachers Cannot afford them to enroll for training in ICT skills neither can they purchase a computer system	2.65	1.46	Agreed
Grand Mean	**3.12**		**Agreed**

From table 4, high grand mean score of 3.12 was observed. This showed that other factors were responsible for non-use of digital platforms for recordkeeping. Therefore teachers and principal's responses appear to be positive. Items of the questionnaire have high score of 3.55, 3.10, 3.43, 2.88 and 2.65 respectively.

Hypotheses 1

There is no significant difference in the mean rating between male and female teachers and principal's responses on who have access to ICT facilities in recordkeeping to those who do not have in secondary schools in Ebonyi state

Table 5: t-test Analysis between Male and Female Teachers and Principals Response on.
Who Have Access To ICT Facilities In Recordkeeping To Those Who Do Not Have In Secondary Schools In Ebonyi State

S/N	Variable	N	X	SD	df	t-cal.	t-crit	Decision.
1.	Male	400	2.65	1.10				
	Female	200	2.46	1.07	598	0.61	1.91	NS
2.	Male	400	2.47	1.09				
	Female	200	2.35	1.08	598	-0.40	1.96	NS
3	Male	400	2.67	1.55				
	Female	200	2. 56	1.99	598	0.39	1.96	NS
4.	Male	400	2.56	1.08				
	Female	200	2.25	1.04	598	-0.06	1.96	NS
5	Rural	240	1.54	0.60				
	Urban	360	1.65	0.62	598	2.06	1.96	NS
Average t-cal						**0.14**	**1.96**	**NS**

S= significance, NS =not significant

Table 5 provided information for null hypothesis 1. Items 1 to 5 were used to test the hypothesis using the t-statistics to test the null hypothesis. The calculated t-value of 0.14 was obtained. The calculated value is less than 1.96, which is critical t-value at 0.05 level of significance and 598 degree of freedom. It therefore, follows that there is no significant difference in the mean rating of male and female teachers and principal's opinions on who have access to ict facilities in recordkeeping to those who do not have in secondary schools in ebonyi state

Hypothesis 2

There is no significant difference in the mean rating of teacher's views **on poor** knowledge of ICT on the part of teachers and school administrators responsible for not adopting E-recordkeeping in Ebonyi state .

Table 6: t-test Analysis of Rural and Urban Teachers and Principals Responses on poor knowledge of ICT on the part of teachers and school administrators responsible for not adopting E-recordkeeping in Ebonyi state .

S/N	Variable	N	X	SD	df	t-cal.	T-crit	Dec.

		N	Mean	SD	df	t-cal	t-crit	
6	Rural	240	1.54	0.60				
	Urban	360	1.65	0.62	598	2.06	1.96	NS
7.	Rural	240	3.50	0.52				
	Urban	360	3.52	0.55	598	0.24	1.96	NS
8.	Rural	240	2.55	1.08				
	Urban	360	2.60	1.12	598	-0.57	1.96	NS
9.	Rural	240	2.53	1.03				
	Urban	360	2.63	1.07	598	1.03	1.96	NS
10. .	Male	400	2.65	1.10				
	Female	200	2.46	1.07	598	0.61	1.91	NS
	Average t-cal					**0.69**	**1.96**	**NS**

Table 6 provided information for null hypothesis 2. Items 6 to 10 were used to test the hypothesis using the t-statistics to test the null hypothesis. The calculated t-value of 0.69 was obtained. The calculated t-value is less than 1.96 which is critical value of t at 0.05 level of significance and 598 degree of freedom. This indicated that there is no significance difference in the mean rating of rural and urban teachers and principal's response poor knowledge of ICT on the part of teachers and school administrators responsible for not adopting E-recordkeeping in Ebonyi state

Summary of the Study

From the forgoing Recordkeeping is an important aspect of the managerial functions of school authorities just as its in other organizations. The school heads including teachers in primary schools or the principals in the case of secondary school are saddled with this critical responsibility of maintaining school records. Their function of managing schools will run more seamlessly and efficiently if they adopt best practices in keeping records. According to Azunku (2021), Recordkeeping enables school-heads and teachers to take meaningful decisions in order to adopt the best strategies for successful implementation of educational policies and programmes. Data needed for successful policy are obtained from various records kept in the schools by head-teachers and classroom teachers.

Records kept by a school can be either statutory records or non-statutory records. Statutory records include: diaries of work, admission register, attendance register, report cards, syllabuses and schemes of work, log-book, time table, cash book, visitors' book, progress register, curriculum, transfer certificates booklets, etc. While non-statutory records include: inventory book, sick report book, school development plan, staff attendance register, teachers service manual, minute book of staff meeting, transfer certificate file, staff files, minute book of PTA meeting etc.

It was observed that teachers and principals find it difficult to keep their records electronically due to un steady power supply in rural.

Teachers and Principals views poor knowledge of ICT on the part of teachers and school administrators are responsible for not adopting E-recordkeeping in Ebonyi state

It was equally discovered that lack of requisite tools or facilities were responsible for not keeping and maintaining records electronically.

Teachers and Principals identification of other factors was assumed to be responsible for non-use of digital platforms in keeping records in public secondary schools in Ebonyi state

Conclusion

Based on the discussion, the following conclusions were drawn.

1 Teachers and principals find it difficult to keep record electronically due to absence of power supply thus making it possible to resort to Manuel record keeping practice .

2. Poor knowledge of ICT on the part of teachers and school administrators are responsible for not adopting E-record keeping in Ebonyi state as a result, modern technology is yet to be practiced in the school system in Ebonyi State.

3. Non identification of other factors by teachers and principals was assumed to be responsible for non-use of digital platforms in keeping records in public secondary schools in Ebonyi

Implication of the Study

Based on the findings of the study, the following implications are made:

This study has implication to the government and her relevant agencies who sometimes do not provide regular pwer supply which is making electronic record keeping difficult in Ebonyi State school system.

The finding that male, female teachers and principals perceived poor knowledge of ICT on the part of staff as responsible for not adopting E-electronic record keeping in school in Ebonyi State. According to the respondents, the implication is that staff of the school system will continue operating analogue ICT as against modern technology.

Other factors identified by the respondents will make the stakeholders in Education sector to wake up from their slumber and do the needful so as to solve the hydra-headed problems so as to make school system workable .

Limitation of the Study

It was not simple or easy for most principals to be reached by the researcher. More so, due to dearth of research materials, the researcher did not find it easy to gather enough data for the study. Due to vastness of the state, it was difficult to cover adequately most rural areas.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Ebonyi State government through her relevant agencies should edavour to make power supply regular so as enable teachers and school Administrators adopt e-electronic record keeping in the system. .

2. Those staff dealing with records in school system should always be trained and retrained to enable them have adequate knowledge of ICT as this will make them efficient in handling e-record keeping.

3. Government should provide enough ICT equipments to enable workers in the school system be practicing e-electronic record keeping without hitch.

4. Supervisors should be recommending to the authority, to provide lap tops to individual teachers as ths measure will enable them to be practicing e-electronic record keeping at home especially at their convince time. They should always be sent on in-service training or Refresher courses to acquire expertise.

5 Supervisors should be organizing seminars and workshops for teachers to update their knowledge.

REFERENCE

Accountingtools. https://www.accountingtools.com ACUTEC. https://www.acutec.co.uk

Adebayo, (2014). In Hanior, E.A, Achor, E.E, and Terseer, G.P. (2018). Challenges of School Record Keeping and Quality Public Secondary Education in Nigeria: Implications for Counselling. https://papers.ssrn.com

Agenyi, E. (2013). Record keeping among teachers in Nigerian Secondary Schools: Implications for service delivery. Journal of the International Centre for Science, Humanity and Education Research. 11(3), 51-57

Ajayi, I.A and Ayodele, J. B. (2002). Fundamentals of Education Management. Ado-Ekiti: Greenline Publishers,

Akinwumiju J.A and Agabi, C. O. (2008). Foundations of School Management. Port Harcourt: University of Port Harcourt Press.

Alabi, O.A. and Alayande E. (2017). Record Keeping for Ef ective Administration of Secondary Schools. In Journal of Public Administration and Governance. ISSN 2161-7104. Vol. 7. No.2

Azunku, N.F. (2021). Giude to School Based Cluster Training for Teachers in Ebonyi State Schools. Ebonyi SUBEB. 2017/2018TPD.Cornell Law School. https://www.law.cornell.edu

David, R. (2017). Contribution of Record Management to Audit Opinions and Accountability in Government. In. South African Journal of Information Management. 19(1), 1-14. https://doi.org/10.4102/sajimv1911.771

Dictionary of Achives Terminology (2005). https://dictionary.archivist Government Records Office, Archives of Manitoba. https://www.gov.mb.ca

Hanior, E.A, Achor, E.E. and Terseer, G.P. (2018). Challenges of School Record Keeping and Quality Public Secondary Education in Nigeria: Implications for Counselling. https://papers.ssrn.com

Hanior, T.T. (2016). Socialization in School and Society. Gboko: Zion Printing Press.

Hughes, M.G. (1978). In. Akor, P.U (2017). Information on the Benefits of Recordkeeping in Secondary Schools in Nigeria. Jiest.futminna,edu,ng https://www.dictionary.com

https://www.sites.udel.edu

https://waldenenvironmentalengineering.com

https://www.imageapi.com

IGI-Global. https://www.igi.global.com

International Organisation for Standardization-ISO (2001)ISO15489-1:2001 Information and documentation-Records Management- Part1: General

Megil, k. (2005). Corporate Memory: Records and Information Management in the Knowledge Age (2mnd ed.). Munich: K.G Saur/Thomson.

Mgbodile, T.O. (2004). Fundamentals in Education Administration and Planning. Enugu: Magnet Business Enterprise (Publishing Division).

National Open University of Nigeria (2009). Principles of Institutional Administration. Lagos Goldprint

Oyewobi, G.O, and Alabi, A.O. (2002). Primary School Administration and Supervision (Revised). Ibadan: Falola Commercial Publishers.

Ujah, R.C. (2o16). Nature and Maintenance of School Records in Command Schools. A paper presented at a workshop organized for teachers of Command Secondary School, Lafia. (14th-17th Sept).

Udensi, J.N. and Akor, P.U. (2014). Fundamentals of Library and Information Sciences. Zaria: Ahamdu Bello University Press.

Tarantino, A. (2008). Governance, Risk and Compliance to the Handbook, ISBN 978-0-470-09589-8 https://www.irs,gov Wikipedia https://www.wikipedia.org