



JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)

Vol. 6 OCTOBER - NOVEMBER ; 2025

ISSN ONLINE: 3092-9253



**Editor in-Chief
PROF. PATRICK C. IGBOJINWAEKWU**

JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)
VOL.6, OCTOBER - NOVEMBER; 2025

**JOURNAL OF
SCIENCE
EDUCATION AND
RESEARCH
(JSER), 6, OCTOBER -
NOVEMBER; 2025**

JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)
VOL.6, OCTOBER - NOVEMBER; 2025

© (JSER)

ISSN Online: 3092-9253

Published in November, 2025.

All right reserved

No part of this journal should be reproduced, stored in a retrieval system or transmitted in any form or by any means in whole or in part without the prior written approval of the copyright owner(s) except in the internet

Printed in Nigeria in the year 2025 by:



Love Isaac Consultancy Services (Publication Unit)

No 1 Etolue Street, Ifite Awka, Anambra State, Nigeria

+234-803-549-6787, +234-803-757-7391

EDITORIAL BOARD

Editor-in-Chief

Prof. Patrick C. Igbojinwaekwu

Editors

Dr. JohnBosco O.C. Okekeokosisi

Dr. Chris O. Obialor

Dr. Susan E. Umoru

Dr. Nkiru N.C. Samuel

Dr. Ahueansebhor, Emmanuel

Dr. Loveline B. Ekweogu

Dr. Odochi I. Njoku

Consulting Editors

Prof. Abdulhamid Auwal

Federal University Kashere, Gombe State

Prof. Marcellinus C. Anaekwe

National Open University of Nigeria

Dr. Peter I.I. Ikokwu

Nwafor Orizu College of Education

Nsugbe, Anambra State

EDITORIAL

Journal of Science Education and Research (JSER) is a peer-reviewed published Bimonthly. It aimed at advancing knowledge and professionalism in all aspects of educational research, including but not limited to innovations in science education, educational technology, guidance and counselling psychology, childhood studies and early years, curriculum studies, evaluation, vocational training, planning, policy, pedagogy, human kinetics, health education and so on. JSER publish different types of research outputs including monographs, field articles, brief notes, comments on published articles and book reviews.

We are grateful to the contributors and hope that our readers will enjoy reading these contributions.

Prof. Patrick C. Igbojinwaekwu

Editor-in-Chief

TABLE OF CONTENTS

Freewill and Determinism: Implications for Learning in Nigerian Secondary Schools Destiny I. Kehinde, (Ph.D)	1
Development and Validation of Physics Teachers' Teaching Effectiveness Scale in Anambra State Ibeagha, Chibueze Udochukwu, Prof. Okigbo, Ebere Chinelo	19
Learning Styles as Predictors of Secondary School Students' Achievement in Mathematics in Owerri Education Zone of Imo State Enyinna, Victoria U., Okigbo E. C.	48
Contemporary Practice in Record Keeping for Effective Management and Administration of Public Secondary Schoolin Educational Zones Ondo State Ovri Bukes Florence, Nweke Phina Amaka, Iwuozor Pedro U.	67
Influence of Learning Environment on Mathematics Achievement of Secondary School Students in Enugu Education Zone Umakalu, C. P.	85

**CONTEMPORARY PRACTICE IN RECORD KEEPING FOR EFFECTIVE
MANAGEMENT AND ADMINISTRATION OF PUBLIC SECONDARY
SCHOOLIN EDUCATIONAL ZONES ONDO STATE**

¹Ovri Bukes Florence, ²Nweke Phina Amaka, ³Iwuzor Pedro U.

¹amakaagusiobo2016@gmail.com

¹Department of Educational Psychology, ² Department of Educational Foundations,

³Department of Social Sciences

^{1, 2, 3} Federal College of Education (Tech) Asaba Delta State, Nigeria

Abstract

The study was carried out with the purpose of assessment of record keeping for effective management and administration of public secondary schools in Ondo State. The descriptive research design was used for this study. The population of the study consisted of 1462 principals in public secondary schools in Ondo State. Using proportional and simple random sampling techniques, a sample of 500 was drawn from the entire population and used for the study. Two research questions and a null hypothesis guided the study. A structured questionnaire titled “Contemporary practices in record keeping for effective management and administration was used to gather data(CPRKMAQ), The instrument was face validated by two experts. The reliability test yielded a coefficient of 0.78. Mean and standard deviation were used to answer research questions. T-test was used to test the null hypothesis at 0.05 level of significance. The findings showed that although the teachers were familiar with some principles of record keeping they were not proficient in most of the operational procedures. The researchers recommend that teachers should be given regular in-service training in record keeping and retrieval amongst others

Keywords: Administration, Management, School records

Introduction

According to Udensi and Akor (2014), Information is useless if it is not put into use stated that different categories of people need information for various reasons. They further stated that a new born baby needs information to be taken care of right from the time of conception and after delivery till he or she grows up. Students schools need information to get through that level of education and the teachers and administrators in the schools themselves require information on the benefits of record keeping in the schools to get their students adequately equipped, mentally and socially matured and equipped for the next level of educational system. The need for administrative effectiveness in the administration of secondary school cannot be over emphasized. The administrative effectiveness could be regarded as the positive response to administrative efforts and actions with the intention to accomplish stated goal. According to Babalola, Akinwumi and Alegbeleye (2021), Administrative effectiveness is an administrator's capability to harness available resources in an organization to achieve predetermined goals. Administrative effectiveness is multi-faceted and is observed in the way an organizational leader manages the operations, correspondences, and activities of the organization. Okon- Effiong (2015), described administrative effectiveness as the outcome of an administrator's role as a human resources manager, implementer of policies and programs, finance manager, community relations officer, disciplinarian, as well as an enhancer of creativity. Administrative effectiveness is therefore the result of the leadership prowess in achieving organizational goals. Administrative effectiveness is important in educational institutions where the primary objective is human capacity development, since education is considered the vehicle to develop intellect for creativity and to teach

values and tolerance that promote economic, social, cultural and political development of nations and individual Ayushi, (2018).

Effective educational administration thus ensures that school activities run efficiently in ways that enhance realization of the stated educational objectives whether in preprimary, primary, secondary, post-secondary and tertiary institutions Babalola, Akinwumi & Alegbeleye (2021).

According to Usabor (2012), administrative effectiveness is a measure of the success in school administration. It is the extent to which the sets goals and objectives of a school programme are accomplished through administrative practices and one of it is through record keeping while Records management according to the International Standard Organization (2001) is the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of information about business activities and transaction in the form or records. The aim of records management is to achieve the best retrieval and management of school records of vital, historical, fiscal and legal values in a timely, accurate, complete, cost-effective, accessible and usable manner to achieve an efficient, transparent and accountable governance of the school system. Records are not kept for fun but serves as an important factor that can aid effective administration. Records occupy a central position in an organization Therefore, the extent to which administrators manage school records can affect their effectiveness on the job. The extent to which educational administrators keep records goes a long way in determining the administrative effectiveness of their institutions. Educational administrative effectiveness can be achieved when school

activities are recorded / managing. School records throughout the life cycle enhanced school administrative effectiveness (Ereh and Okon, 2015). Furthermore Ibara (2010) asserted that without records there can be no accountability. He further maintained that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records. Without access to records, it is virtually impossible to determine responsibility for actions and to hold individuals accountable for their actions. Conversely, poor records management practices result in difficulties in administering, planning and monitoring of educational systems(Amanchukwu and

Ololube, 2015) and thus inhibit school administrative effectiveness (Bibi 2016). Record keeping refers to the filing and storing of information in the form of hard ware or software for management use for decision making while record management is the practice of identifying, classifying and documenting records (NIEP, 2000). It is a management skill needed by every institution administrator.

The main aim of record management is to provide control over the records and files in order to enhance the efficiency of the system. Systematic plan to control records in an educational institution especially in secondary schools in Nigeria is necessary to ensure that information is available in a truly and cost effective manner. Therefore, every institution's administrator must have some professional knowledge about record management. Such administrator especially in institution where tutors/lecturers become administrators who by nature of their appointment will combine professional job with administration must be trained in record keeping. There are some institutions where records are kept at departmental or college levels; it becomes very necessary to

train lecturers/staff who might eventually find themselves in the position of administration to be trained for that purpose. Institutional administrators at any level of educational system cannot plan, lead or control effectively without accurate information. Records are regarded by institutional administrators as information kept and used when needed, either in the present or in the future. Records are the main sources of information in any institution, be it educational (primary, secondary, or tertiary), ministries or parastatals. Ridway as cited by National Open University of Nigeria (2009) describes record as adequate and complete account for the operations, diagnosis and appraisal of everything happening in any institution. A well-kept record reduces administration bottle necks. The practice of ensuring that information are easily accessed or retrieved when occasion demands is known as record keeping. Good record keeping practices ensure that all school records, whether hard or soft copies are discoverable, accessible, and credible at any point in time when reference is made. Adewale and Olaniyii as cited in Ibukun, (1997) stated that record keeping is not only desirable, it is also imperative for a purposeful school administration. The purpose of keeping records and the type of records to be kept, therefore, form the focus of this paper. Also the strategies that can be used to keep records effectively in secondary schools within the context of challenges facing educational institution will be discussed. According to Obimuyiwa(2019)Records can be stored in two forms namely manual and electronic methods. Manual storage system involves keeping records in form of printed materials on the files, in the shelves or in the drawers, while electronic method involves storing of vital information in electronic devices such as computers, flash drives, card readers and disks. Electronic storage system record keeping systems are information that are created and stored in digitized form through the use of

electronic facilities and gadgets. electronic record keeping deals with keeping of record in electronic facilities such as computers, hard disks, compact disks and flash drives. The use of electronics recording keeping guarantees effective administrative practices in record keeping, information management, personnel administration and resources allocation. In the view of Maki (2008), the use of ICT plays a vital role in supporting powerful, efficient management and administration in the education sector. This seems to mean that the use of electronic means of keeping the school records cannot be underrated in the schools. In spite of the great benefits of record keeping in the realization of educational goals, it has been observed that record keeping system in Osun State secondary schools is still being done using the primitive or old ways. The modern facilities such as computer for storing and keeping of records seem not to be available. However, it does appear from the above background to the study that provision, utilization and maintenance of facilities for teaching and learning requires study in Ondo state. It is on the basis of these problems that this study the researcher seeks the study of the assessment of record keeping for effective management and administration of public secondary school in educational zones Ondo State.

Statement of the Problem

There has been public outcry in the secondary school today due to inadequate of equipments and facilities. Equally the shortage of trained personnel for keeping of school records, maintaining and keeping school records and information are lacking. There is shortage of qualified personnel's, academic programmes have not been properly executed and as a result of adverse scarcity of these facilities that aid in record keeping in secondary schools, it has made nonsense of effective and

efficient management of education. The greatest problem is that all these have been hinged on the shoulder of our educational administrators for their inability to properly manage and adequately maintain school record keeping of secondary education (Ogunrinde 2008). According to Aghenta (2006) in the study “the management of secondary schools in Zone ‘A’ Senatorial District of Benue State-Nigeria” secondary schools in Benue State has been faced with a lot of problems such as poor accountability, poor planning, inadequate funding, inadequate teaching/learning facilities poor remuneration of teaching and nonteaching staff, inadequate school records to mention but a few. This has been observed also in other secondary school educational zones in Nigeria. In order to cope with ever-rising challenges of the Educational system, the school administrators must be ready to see himself as a change agent. Having observed this ugly and unpleasant situation in the management of secondary schools, it is obvious that schools records are inadequately kept and maintained due to inadequate security, storage facilities inadequate funding and untrained personnel. This has been observed also in other secondary school educational zones in Nigeria. Based on this the researcher seeks to assess the contemporary practices of record keeping for effective management and administration of public secondary school in educational zones Ondo State

Purpose of the Study

The main purpose of this study was to ascertain contemporary practices of record keeping for effective management and administration of public secondary school in educational zones Ondo State. Specifically the study determines;

1. Determine whether school records are properly managed and retrieved for use.

2. Determine the strategies for improvement of school record management

Research Questions

1. To what extent are school records properly managed?
2. What are the strategies adopted for improving record keeping practices and management?

Hypothesis

H₀₁: There is no significant difference in the responses of female or male principals of public secondary schools in Ondo State on the contemporary practices of record keeping for effective management and administration of public secondary school in educational zones Ondo State.

Methodology

Descriptive research survey design was adopted for the study. The total population of the study was 1462 principals from public secondary schools in Ondo State. Proportional sampling was first adopted since Ondo State has three educational zones. Finally, simple random sampling techniques were used to select 500 principals for the study. The instrument for data collection was a validated questionnaire with 20 items, structured on four point scale of strongly agreed (SA, 4), Agreed (AG,3), Disagreed(D,2) and Strongly disagreed (SD,1) . the reliability of the instrument was determined using Cranach Alpha statistics , which yields reliability coefficient of 0.76. the researcher distributed 500 copies of the questionnaire to the respondents with the help of five research assistance who were duly briefed on what to do. Out of the 500

copies distributed, 399 were correctly completed , returned and used for data analysis mean and standard deviation were used to to answer the research questions while the null hypothesis was tested using t-test statistics at 0.05 level of significance . The cumulative mean of 2.50 and above denotes strongly agreed while mean less than 2.50 means strongly disagreed (SD). The null hypothesis will be rejected if the calculated value exceeds the table value or otherwise accepted.

Results

Research question one: To what extent are school records properly managed?

Table 1: Respondents mean ratings of the extent at which school records are properly managed
 (N=399)

S/N	RECORD MANAGEMENT PRACTICES	MEAN	SD	REMARK
1.	The record management practices are carried out within the minimal	2.80	0.69	Accepted
2	The school has a record management manual policy s	2.18	0.83	Rejected
3	Records are created as events occur in the school	1.64	0.80	Rejected
4	There are rules guiding the creationof records in my school	2.00	0.69	Rejected
5	Records are created fro information is received in the schools	2.26	0.97	Rejeted
6	Record creations are supervised in my school	2.21	0.66	Rejected

JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)
VOL.6, OCTOBER - NOVEMBER; 2025

7	Records are classified alphabetically by the topic name or subject matter	2.09	0.86	Rejected
8	Electronic records are stored in schools	2.78	0.81	Accepted
9	Valuable records are stored and converted to digital form for preservation	3.27	1.45	Accepted
10	Access to vital school records are restricted to non authorities.	3.66	0.55	Accepted
11	The school record centers is fumigated periodically for preservation	2.78	0.81	Accepted
12	School records are stored in computers	2.86	0.75	Accepted
13	School records are sorted in designated record room with burglary alarms	1.91	0.66	Rejected
14	The school appraises its records	2.21	0.71	Rejected
15	The school updates its retention schedules.	1.97	0.66	Rejected
	CLUSTER MEAN/SD	2.41	0.79	Rejected

Table 1 reveals that an item with the mean score of 3.66 was strongly agreed, four items with mean scores between 1.64 and 2.29 were strongly disagreed by the respondents. The cluster means of 2.41 indicates that principals strongly disagreed on the contemporary practices of record keeping and management in schools. The standard deviations for all the items are within the same range, showing that the respondents are not wide apart in their ratings

Research Question 2: What are the strategies adopted for improving record keeping practices and management?

Table 3: Respondents mean ratings on strategies that can be adopted for the improvement of record management in schools.

S/N	RECORD MANAGEMENT PRACTICES	MEAN	SD	REMARK
1.	Untimely supply of school records.	1.67	0.7	Rejected
2	Inadequate funds should be made available for record keeping purpose	1.94	0.81	Rejected
3	Training should be done for teachers particularly in electronic record keeping	3.38	0.85	Accepted
4	Computer Vaults should not be made available for adequate back-up of records	2.26	0.76	Accepted
5	External hard drives should be made available for adequate back-up of records	3.08	0.79	Accepted
CLUSTER MEAN/SD		2.47	0.79	

Table 2 shows that two items have mean scores ranging between 3.08 and 3.38 , revealing they agreed by the principals while three items with the means scores ranging from 1.67 and 2.26 were strongly disagreed by the principals as strategies adopted for improving record keeping practices and management. The cluster means of 2.47 denotes that the strategies adopted were strongly disagreed by the respondents. The standard deviation scores for all the items are within the same range, showing proximity in respondent’s ratings.

H₀₁: There is no significant difference in the responses of female or male principals of public secondary schools in Ondo State on the contemporary practices of record keeping for effective management and administration of public secondary school in educational zones Ondo State.

Table 4: Summary of t test analysis of male and female principals mean ratings on contemporary practices of record keeping for effective management and administration of public secondary school in Ondo State.

Variables	N	Mean	SD	Df	a- Levels	t-cal	t-crit	Decision
Male	145	3.01s	0.76	395	0.05	0.12	1.96	Accept
Female	252	3.04	0.13					

Table 4 revealed that the calculated t-value of 0.12 is less than the critical t = value of 1.96 at 395 degree of freedom and 0.05 level of significance. This depicts that no significant difference exists between male and female Principals in Ondo State on their ratings on contemporary practices of record keeping for effective management and administration of public secondary school in educational zones Ondo State. The null hypothesis is therefore accepted.

Discussion

The records management practices observed in the studied schools were poor (Weighted mean = 2.47 on a scale of 4). Findings revealed the although there are existence of policies, procedures, processes it was not used consistently in the management of school records in public senior secondary schools in Ondo State, Nigeria. Amongst the measured indicators of records management practices as stipulated in the records life cycle, and analyzed in this study: were: records management policy with a mean score of 2.80 which indicated that the schools have the manual that guide the management of all the school records. This finding agrees also from the reports of the study of Allahmagani (2014) and Gama (2010) who found from their studies of public secondary schools in Kaduna and Kano States, Nigeria that the schools do not have a records management policy that guide records management practices. Findings further revealed that school records were stored majorly in Computers, however, records storage in vaults based on the value of the record has the lowest mean of 2.26 which implied that attention was not given to sensitive and vital school records. This agrees with Allahmagani (2014), who found that vital records were not stored securely using modern security equipment in the schools covered by his study but were also stored inside file cabinets or drawers which are prone to both man- made and natural disasters. The findings also revealed that regular fumigation of the record centre were not in practice. The findings agreed with that of Owo (2014) and Osakwe (2011) , where they reported that school records were not properly preserved. Findings showed that retention scheduling has a mean of 1.97 which implies that schools do not follow a time schedule of where and when the records should be

kept and retained. Even though, it was a fair practice it differs from the findings of Allahmagani (2014) and Owo (2014) who found that the schools studied did not have retention schedule policy, but the staff used self- discretion to appraise the records for retention

Conclusion

Based on the findings, it is concluded that contemporary practices of record keeping for effective management and administration of public secondary school in Ondo State is poorly and not properly managed and not encouraging for successful management of records in schools. Effective management of school records enhanced effective school administrative. Conversely, poor records management practices result in difficulties in administering, planning and monitoring of educational system) and thus inhibit school administrative effectiveness.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations are hereby proffered

1. Administrative effectiveness in school is highly influenced by good records management practices. To achieve best records management practices in schools, it is paramount that schools have infrastructural facilities that would enable proper records creation, maintenance, use and disposition of school records.

2. School managers supervise that records are managed based on the provisions in the records management policy and manual to maximize the benefits of records management.
3. School managers should give special care to vital school records.
4. Governments who are the owners of the public schools should provide all the necessary infrastructure and equipment to provide an enabling physical and psychological environment for effective school administration
5. In-service training is to be organized regularly for school managers to update their skills and knowledge to achieve a higher level of effectiveness.

References

- Akor, P.U, Amanchukwu. R. S &, Ololube, N. P(2015)Excellent School Records Behaviour for Effective Management of Educational Systems. Human Resource Management Research 2015, 5(1): 12-17 DOI: 10.5923 /j.hrmr. 20150501.02
- Allahmagani, K. (2014). Records management in government secondary schools: The case study of Kaduna North Local Government, Kaduna, State, Nigeria, *Journal of Humanities and Social Science*, 19 (1), 55-60.s
- Azeez, R. (2019). *Doing things right*, Lagos: LASG Press
- Babalola, Y. T., Akinwumi, O. O., & Alegbeleye, G. O. (2021). Influence of Records Management Practices on Administrative Effectiveness in Public Secondary Schools in Lagos State, Nigeria international journal of development strategies humanities, IJDSHMSSmanagement and social sciences
- Durosaro, D. O. (2002). Management of School Records. In F. O. Durosaro and S. Ogunaju (Eds.). *The Craft of Educational Management* (pp. 138-152). Illorin: Indemac
- Ereh, E. & Okon, N. (2015). Keeping of teachers' records and principals' administrative effectiveness in Akwa Ibom state secondary schools, Nigeria, *International Journal of Education, Learning and Development*, 4(1), 40-44.
- Federal Ministry of Education (2018). *Manual for school records keeping in Nigeria*, Lagos: NERDC.
- Ibara, E. C. (2010). *Perspectives in Educational Administration*. Port Harcourt, Nigeria: Rodi Printing and Publishing.
- International Standard organization (ISO) 15489-1 (2001).Information and Documentation – Records Management Part -1: General. Geneva.www.en.wikipedia.org/wiki/recordsmanagement. date accessed 4 / 1/2009

- Lin, R, Jeng, X. & Wang, Z. (2011). The relationship between job involvement and school administrative effectiveness as perceived by administrative teachers, *Management in Education SAGE* 25 (3), 112-118
- Lukashenko, (2009). Towards effective public administration, *Mediterranean Journal of Social Sciences*, 2(5), 61-69.
- Mgbodile, T. O. (2004). Fundamentals in Educational Administration and Planning. Enugu.Magnet Business Enterprises (Publishing Division).
- National Open University of Nigeria (2009).*Principles of Institutional Administration*. Lagos. GoldPrint.
- NIEP (2000).*Educational Planning and Administration in Nigeria*.Fadikpe J.O. &Oluchukwu E. E.(eds)
- Popoola, S.O. (2001).Investigation of Records Management Practices in Government Secondary Schools of Ogun State, Nigeria. Ibadan. *Journal of Educational Studies*.
- Obimuyiwa. G,A(2019), System and Administrative Effectiveness of Polytechnics in Ogun State Nigeria. *Nigerian Journal of Educational Foundations* 20i9
- Ololube, N. P. (2013). Educational Management, Planning and Supervision: Model for Effective Implementation. Owerri: Springfield Publishers.
- Osakwe, N. R. (2011). Management of School Records by Secondary School Principals in Delta State, Nigeria.*The Social Sciences*, 6(1), 40-44. DOI:10.3923/sscience.2011.40.44.
- Okon- Effiong, U. (2015). Effective administration of secondary schools in Cross – River state: A Panacea for Academic Excellence *Science Journal of Sociology and Anthropology*, 10 (3), 213-219.

JOURNAL OF SCIENCE EDUCATION AND RESEARCH (JSER)
VOL.6, OCTOBER - NOVEMBER; 2025

- Owo, J. (2014). Record keeping practices of secondary school principals: An Enugu state education Zone study, *International Journal of Education and Research* 2 (10), 383-392.
- Owo, J. N. and Nweze. T. (2014). Record Keeping in Nigerian Educational Institutions: Issues and Significance *Journal of Educational Policy and Entrepreneurial Research (JEPER)* www.iiste.org Vol.1, NO.2, October 2014. Pp 317-323 <http://www.iiste.org/Journals/index.php/JEPER/index>
- Udensi, J. N. and Akor, P. U. (2014). Fundamentals of Library and Information Science. Zaria. Ahmadu Bello University Press