

Record Keeping Management Practices and Legal Issues in the School System

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ABSTRACT The cruciality, vitality and indispensability of records keeping and management in the school system cannot be overlooked because it is an essential ingredient in the smooth running of the school system. This is because the information either internally or externally generated assists the school managers in their decision making process and equally improves school implementation of functional records and information management system keep school system on the right part because records are the major administrative tool for the success of any school system. Also, the effective and efficient execution of record management enables the school administrators to achieve cost saving and permits transparency, easy accessibility, accountability and retrieval of needed information from their storage. The study examined the scope, phases, reasons for, legal basis for and categories of records keeping and management in the school system. It is then recommended that school administrators and teachers to display their total commitment and their professionalism by ensuring that school records are free from mutilation, carefully marked for easy identification and are kept in water aid or fire proof cabinets.

INTRODUCTION

Schools are established in accordance with the laws of the land. As an institution whether public or private established to serve the public, it is then a corporate entity which can sue and be sued. Record keeping and management are quite indispensable for growth, development and smooth running of a school. It is, therefore, incumbent on the school administrator to be sufficiently acquainted with the various statutory school records to perpetuate the school records and to enhance effective operation of the school now and in future. However, record keeping and management should be seen as the responsibility of the school administrator alone, but it is mandatory on him to discern between the school records that should be kept by the non-academic staff, academic staff and the school administrator. The importance of record keeping and management cannot be overlooked because the efficiency of educational administrators in decision maker depends on the quality of the information provided by the school records.

School records according to Popoola (2001a, b) are veritable source of information for evalu-

ating student teacher performance and administrative efficacy of the school system. Efficacious record management in the schools facilitates good educational policy making, monitoring and evaluation of school programmes, projects and financial accountability. Whereas improper records keeping on any school system might result in delay of decision making, wasteful spending in record creation, purchase of record storage equipment, increase in administrative costs and uneconomical use of space which may translate into high space cost for managing records.

The word record according to Ojo (2012) means a record and information in the form of notes, audio-visual recording, books, documents, maps, drawings, photographs, letters, vouchers, papers and any other information written, photographed, recorded or stored in any manner, but does not include software on any mechanism that produces records. Ojo (2012) noted that record can take many forms such as: e-mail and electronic documents; photographs and digital images, sound recording; video records. According to Ojo (2012), record is defined as "Recorded information, regardless of medium or characteristics any paper book, microfilm, card

magnetic tape, disc, map or any copy or print-out, that has been created or received by an organization and has been used by that organization or its successors as evidence of its activities or because of the information contained; in databases in electronic record-keeping systems, a collection of related data fields.” Babayemi (2009) noted that records are sets of information put down in books, files and other documents on every event that goes on in an organization. He went further to define it as the creation, storage, retrieval, retention and disposition of all information relating to what goes on in an organization, the personnel, equipment and other information for the accomplishment of the organizational growth.

Record management could be defined as the planning, controlling, directing, organizing, promoting and other managerial activities involved with regards to record creation, maintenance and disposition. International Organization for Standardization (2011) cited in Ojo (2012) defines record 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 process for capturing and maintaining evidence of and information about business, activities and transactions in the form of records. However, Popoola (2001a, b) defines record management as a skill that deals with the control of recorded information throughout their lifecycle from creation to destruction or transfer to achieve as records of permanent value. If school records are not properly managed according to Popoola (2001a, b) as corporate resource, the entire school system could be disorganized.

The International Organization for Standardization (2011) cited in Ojo (2012) submitted that records management include: setting policies and standards; assigning responsibilities and authorities; establishing and promulgating procedures and guidelines; providing a range of services relating to the management and use of records; designing, implementing and administering specialized systems for managing records and integrating records management into business system and processes. Obadara (2016) submitted that record keeping and management should achieve the following objectives: to make available accurate and complete information when it is needed in order to manage and operate the school system efficiently and effectively; to pro-

cess and handle recorded information efficiently; to provide information and records at the minimum possible cost and to render maximum service to the users of the records.

According to Babayemi (2009), there are three phases of record keeping and they are:

1. *Record Creation*: This is the first phase of record creation and most records in the school system are internally generated from within. This does not mean that there are not externally generated records from external examination bodies, such as, West African Examination Council (WAEC), National Examination Council (NECO) etc., and increase in both internal and external records lead to the problems of administration, management and appraisal of record.

2. *Records Use and Maintenance*: Here, the already generated internal and external records are put into use and are well maintained. Proper maintenance and storage of records are necessary for easy access to such records. Adequate security is so vital to safeguard the records from hazards like flood, fire, dust, insects, misplacement and disappearance etc.

3. *Record Disposition*: This is the phase that involves discarding records that are no longer in use again. Retention or destruction of school records is a function of storage facilities available.

The record management involves the following activities: creation and distribution, use, retention, storage, retrieval, protection, preservation and final disposal. Each of these has a direct influence on the information availability within the school system and the responsibility for each of the record management activities vary. Since everybody in the school system generates and uses information, its loss or poor access to it will affect the entire system. So everybody should be concerned with the way in which the records are created, moved, organized and used. However, the generators of records should be conscious of certain responsibility of theirs which include: First, creating a record-keeping system among school personnel. This may be in form of creating a uniform use of codes or titles on all records and the use of correct code is enforced. Secondly, the correct number of copies of the different topics covered by each of the records must be prepared. Within a series of teacher records, there are various sub-sections of information. Information on students may include titles like handwriting, fluency of speech, sports and games. Handling of farm, technical,

laboratory equipment especially when dealing with psychomotor domain records, the individual teacher files should be supervised by the super ordinate and later retains the records in the storage area. Finally, the Head of Department should on behalf of the school administrator ensures that file copies are sent to the designated storage area.

Research Objectives

The main objective of this paper was to investigate the record keeping management practices and legal issues in the school system. Since the quality and quantity output of the educational system depend on teacher inputs into the system, the study therefore intended to use its findings to make useful recommendations for the accomplishment of school goals. Specifically, the paper sought to find out theoretical review of record keeping and management, scope of record management, reasons, attributes of record keeping, legal bases, categories of information and types of school records.

METHODOLOGY

This paper is a desktop study that adopts theoretical approach of reviewing record keeping management practices and legal issues in the school system

OBSERVATIONS AND DISCUSSION

Literature Review

Reasons for Record Keeping and Management

Records are kept and managed in school system to carry out the management functions of planning, organizing, staffing, controlling, reporting, directing and budgeting. The following are the major reasons for record keeping and management. Record keeping and management play fundamental role in the process of efficient information production and collection. It is an important means of accountability because of the ready-made proof. Records such as cash books, stock book and other inventory ensure accountability as they show income, expenditures and stock levels in the school system. The financial records can be made available to the auditors for the auditing of school funds and

facilities. Record keeping and management on human resources can provide useful information on employment and planning related purposes. The number of staff with their specialization, qualification, age, gender would help the school administrator to determine the human resource needs and assets of the school. Record keeping and management can as well be used for employee performance appraisal.

School records when properly kept and managed can provide raw data that can help to provide coherent, balanced and objective decisions on school policies such as promotion, discipline, teaching and learning performances. Data that are accurate help educational planners to identify areas of need that should be addressed as matter of priority. School records are statutorily required by the Education Laws. This confirms the emphasis placed on school records by the school inspectors when they visit schools. Records are kept and managed in schools to enhance the smooth handing over from one generation to another with regards to change of leadership position in the schools (Ojo 2012).

Record keeping and management in schools keep the government at different levels and the society informed as to the need for further investment in education and the direction and dimension of such investment. School records make effective guidance and counselling services to be provided for students counselling and guidance service could be academic, social and career counselling. Properly kept school records could reflect good working climate while poorly kept school records can give the impression of poor working climate and school management. School records help to preserve the "cultural value system of the school system."

Also, the academic records of the students if properly maintained could be useful for higher institutions of learning and employers of labour for placements. School records are kept and managed to affirm the law governing the schools. School records can assist the school administrators, teachers, counsellors and even parents to have a better or clear insight into causes of students' poor performance. Poor performance could be attributed to absence from school from the attendance register. Parents need school records to provide effective monitoring of the education of their children/wards (Ojo 2012).

Appropriate school records can provide effective means of meeting the challenges of pub-

lic accountability. For instance, the school records will assist the school administrator to answer questions from school community on matters relating to examination results, school finances and discipline, school culture, tone and culture. It also aids financial and public accountability. School records are useful in providing statistics for educational planning and to provide practical solutions to various educational problems. Most school records are future orientated and can acquaint the parents with the adequate information about the performance of the students which is an insight into future career of the students. Also, teacher records of services will be required on retirement for pension and gratuity while an old student could demand confidential report from his former school for payment. School records can be used to appraise the performance of the entire school, including management, staff and students (Ojo 2012).

School record keeping and management enable inspectors of education to assess the performance of teachers that have been recruited to teach and the students that are being taught. Similarly auditors would be able to check details of school financial transaction thus preventing fraud in schools. Some school records show off at a glance, the authentic testimony of the behaviours and level of responsibility of students and staff when they were in a particular school. These records can be requested for by the employer to collect and collate any useful information about the background, nature, behaviour and personal attributes of the applicants.

To have insight into historical events, have facts and reasons for better planning for the future of the school, school records must be properly kept. School record keeping and management assists school administrator to collate information about the students and teachers for decision making by the government, law courts, authorized agent and even school system. If a student transferring from one school to another, within the country or outside the country, the transfer certificate is needed to confirm the level of achievement and to convince the school administrator whether the student in question should be admitted or not (Ojo 2012).

School records also serve as information bank where the stakeholders can tap up-to-date and correct information about the school, student, staff and management policies. School

record keeping and management can as well be used for research purpose. These records are made use of by educational and social sciences researchers to advance knowledge. School record keeping and management provide a sort of security for various facilities that are in the school system. Some school records when properly kept can help to ascertain the quality and quantity of instruction and to assist new teachers to know exactly where to take over from a teacher who is leaving. School records can also enhance memory keeping of the schools. For instance, the log book can contain information about resumption and holidays, school workshops, school inspection, school result, suspension and expulsion, retirement, resignation, etc. School record keeping and management help to confirm the extent to which goals and objectives of the school system have been achieved and to ensure that the school performance conform with stated standards.

At a glance, some school records help to show adequacy or inadequacy of the educational infrastructures in the school and the extent of the optimum use of facilities. Honestly and faithfully kept records are essential for meaningful educational planning in terms of financial, manpower and physical projection for short, middle and long range planning. The teacher time book specifically indicates teacher punctuality and regularity in school while the movement book could be used to determine teachers' movement during the official hours. Ojo (2012) adds the following reasons for record keeping and management: it serves as a reference point when there is need for vital information; they provide information essential in determining management policy available; they serve as guide in decision making in the school; they allow and facilitate data analysis; they provide a systematic and complete picture of daily occurrences; they provide current and historical data; they aid financial monitoring, accountability and the preparation of financial accounts and they make necessary data available for processing and analysis in school.

Attributes of School Records

For the records to be useful and school system to profit maximally, the records keeping and management must display the following attributes:

Accessibility

This is the ease and speed with which records are stored, maintained and retrieved. The record users must be able to retrieve the records when needed.

Consistency

The record keeper needs to be consistent and not vary the method of recording for easy accessibility.

Completeness

Records need to be filled regularly. This is because incomplete records are not useful to the school administrators because they could not serve the purpose of record keeping.

Accuracy

This is the degree of freedom from error. Sometime, large data have error of transcript and computation. But if there are too many errors, the data are invalid.

Variability

This is the degree of consensus arrived at among various users of records that are kept and managed, the greater the consensus among users the better.

Maintenance

This involves all activities that ensure that they are in good condition and kept in an orderly state. This is the main thing in record management.

Quality

The information contained in any school record must be accurate and reliable, the greater the level of accuracy and reliability, the higher the quality of information.

Relevance

A relevant record is one that is useful to the needs of the school system. Data that are no longer relevant are required and should be securely disposed of.

Retention and Disposition of Records

These do not mean destruction. Disposition could mean transfer of records to a historical archive or a museum. Most records are disposed of when no longer needed upon expiration of retention period.

Timeliness

Information contained in a record should be retrievable at the time of need rather than offer vital decisions have been made.

Truthfulness

Data should not be cooled or exaggerated. Dishonest records are very harmful to the accomplishment of the school goal.

Objectivity

This principle stresses that information recorded by the record keeper, should be objective. The record should not be subjected to personal interpretation. It should have the attribute of verifiability.

Legal Basis for Record Keeping and Management

The nation Nigeria has passed through a lot of social, political and economic changes since Independence. The citizens appear to be more articulate, exposed and aware of their fundamental human rights. They are aware of the role of law courts as an arbiter and place for seeking redress when unjustly treated. It is therefore important for teachers and educational administrators of the local, state and federal levels to know the legal basis for school record keeping and management as a way of reducing court cases against school now and future. According to Obadara (2016), Educational Law Cap 366 (1978, 1655) provides sanctions for violation and management in schools and section 6 of the regulation states that:

According to Ojedele (1998:5), the following are legal basis for record keeping and management. Education Law demands that certain school records should be kept in school. If such records are not properly kept and managed, such school administrator or teacher or school is go-

ing against the provisions of Education Law. According to Education Law of the State, every child has the legal right to education and to have his/her personal records in the school as a mark of having passed out or attended that school; School record keeping and management helps the school to achieve the aims, objectives and goals of education as stated in the constitution. It then becomes legally binding for schools to keep and manage records for effective discharge of their functions and to achieve the aspect of national objectives that are to be achieved via education. Record keeping and management helps to classify students into outstanding, excellent, very good, fairly good, good, and average or above average, good or bad, pass or fail in examinations. Academic record helps to keep this in the school. It is possible for mistake as a result of human error to occur during computation of results who repay a student that performed well in the examination may be declared fail. The law court is there to provide arbiter for such student to seek for justice. This also helps to ensure carefulness, thoroughness and justice and the parts of academic and non-academic staff that are included in the handling of the examination and computation of students results in schools; various forms of punishments are administered in the school system ranging from corporal punishment, suspension, detention, expulsion to rustication. Records keeping and management help to ensure that students are not unjustly punished and by an unauthorized staff, nothing that where unjust punishment is given or abuse of power is exercised on a student, the law makes provision for such student to seek redress via the process of the Law of the Land (Obadara 2016).

Proper keeping and managing school attendance register can save the school from the sanction of liability. According to Adeyemo et al (2011), the Law of Liability connotes that the school could be held liable for any injury sustained, inflicted on, or otherwise by the student during the school hours. Some students may leave for school and may not come directly to the school. If attendance register is properly marked, kept and managed by the school, the school can be saved from incurring the sanction of liability. School record keeping and management have been providing solutions to some political court cases that would have been pending for a long time. There have been cases by

some ambitious politicians who forged certificates, gave wrong qualifications they don't have, declared wrong dates of birth, claimed schools they did not attend in an attempt to achieve their political ambition. Such cases are resolved by law court and election. Tribunals when challenged by political opponents by making references to school records. Also, there are problems of certificate racketeering. School records are useful in challenging cases of forged certificate brought by students or schools before the court of law.

Keeping of mandatory copy of maternal policy on education in school ensure that teachers have a document they can refer to from time to time and which guide them since ignorance cannot be claimed as an excuse in Law. With increased awareness, a time is coming when parents or guardians could sue the school for not covering the syllabus before a public examination like, NECO; WAEC is taken by the students. It is then important for the teachers and school administrator to maintain regular record keeping and management in specific areas such as syllabus covered, weekly diary and append their signatures with date as evidence of having taught the students those aspects of the syllabus (Obadara 2016).

Education Law should be achieved to regulate educational system for proper administration and accomplishment of its goals. Education Law also specifies how order and discipline could be maintained in the course of school government. Obadara (2016) noted the following importance of Education Law in our school system: its knowledge helps the students, teachers and educational administrators to understand the legal aspects of education; it helps to inform the education stakeholders about the basic principles of law and makes them develop some degree of competence in applying them to educational problems; it makes them to know that many educational decisions with legal implications such as expulsion, suspension, corporal punishment may safely be made without consulting legal practitioner, if such technical decisions are made in compliance with basic and mental human right as stipulated by the Education Law; it further exposes the various stakeholders in education to their limits in taking decisions and the situation in which competent legal advice needs to be sought for.

It is against the above ground that the knowledge of Education Law becomes inevitable for any potential educational administrators. So the educational administrators according to Obadara (2010) need the knowledge of law for the following reasons: Education Law enables them to protect themselves against tyranny or despotism; the knowledge of Education Law enables the school administrator to make sure that they are lawful in their attitudes, actions and activities at all times; the knowledge of law helps the school administrators to have a better chance at protecting themselves; staffing, which is a universal function of administrators generally requires the legal knowledge of contract and agreements to perform the function well. Administrators need the knowledge of law. The law guiding the contract of employment of teachers, primary, secondary and even tertiary institution is uniform throughout the country whether at state or federal level. However, the procedure is not the same among states and even at federal level; the knowledge of law by the school administrator helps to reduce the cost of running the school system. The school administrators and even the private school owners do not involve themselves in actions or decision that might lead to court cases. Many school administrators regularly take advantage of the legal code to save a huge amount of money; When the school administrators are familiar with their rights as an administrator, many disputes, conflicts and lawsuits can be easily avoided; the knowledge and familiarity with Education Law will expose the school administrator to their rights and that of their members of staff which would guide their daily activities. Many laws are designated to protect the administrators, teachers, students and parents. Some are merely oppressive while some are designed on personal protection. Any stakeholder especially the school administrator that is ignorant of law, may likely end up being sued, scrambled or sent to jail and finally, the skill of understanding the basic and fundamental laws by the school administrators and other major stakeholders is a lifelong skill that is vitally important. To develop this skill, one must take time to acquire, understand, and practice the basic laws which are related to one's area of operation (Amanchukwu and Ololube 2015).

Presently, not many cases on the visitation of education are taken to courts. The very few cases are from the higher institutions. The af-

fects people have not been going to court for sentimental reasons of enmity creation. Educational administrators should not take this for granted because of increased level of awareness. However, it should be noted that only few educational issues according to Obadara (2010) are challenged in courts due to the following reasons: there is the low level of awareness by the parent and guardians about Education Law, people participation in the running and funding of educational in the past were as many as today. So they there are not familiar with the legal system of school system, the perception of the parents or guardians about teacher as acting parents – Loco-parentis. So if teachers make mistake, they have the belief that such mistake could be made by parents or guidance at home too. They will then overlook it. This is a wrong perception of the parents about seeking redress in the law court with regard to the issue concerning the education of their children. Another reason is the ignorance on the part of the parents, guardians, teachers and students on issues concerning their basic rights. Contrarily, some stakeholders of education are conscious of their legal rights but are not financially buoyant to fund a case in law court. Timeframe is another important obstacle. Court proceedings on cases take time and therefore, some people cannot withstand the associated and unnecessary delay before cases are decided in courts. At times students do not have the necessary confidence to witness against his/her teachers in the law court and societal influence and corruption of power in cases equally pose challenge to the presentation of educational issues in the law court (Amanchukwu and Ololube 2015).

Categories of Information

The most common groups and categories of information according to Chifiwepa (2014) are discussed below:

Action Information

This requires the recipient to respond quickly. Example of such action information includes instructions, requests, applications letters which could border an application letters or letters of transfer. Action information could also be related to acquisition of materials or introduction of disciplinary measures.

Non-action Information

This does not necessarily require immediate action or response. For instance, when a new policy is introduced, certain procedures change and some behavioural patterns may need adjusting.

Recurring Information

This is concerned with the activities or events that keep recurring intervals. Examples of recurring information are student attendance, assessment results, accounting, examination results, psychomotor, affective and cognitive evaluations. Others include the termly or semester per annual reports, sport competitions, cultural activities etc.

Non-recurring Information

This is the information which may not recur on a regular basis during the life of the organization. For instance, capital projects such as building laboratory, classroom take place when necessary resources are available.

Internal Information

Information which is meant for internal use is generated by the school system during its operation. When school holds meeting, the information generated may be for internal use only. Such internal information includes different letters either from the head teacher to the staff or vice versa.

External Information

This type of information counts from outside the system. It could be from the ministry of education, other schools, and parents or even from external organizations.

Historical Information

This category of information relates to that past activities and events. This is usually a non-action information about the school activities undertaken by the school. Action information becomes historical information after a while.

Future Information

These are school activities that are yet to take place. Some action information may not re-

quire immediate action but can cover future events. These activities may not have to be done by the person receiving it, but may depend upon events or actions to be done in future. Examples may include Parents-teacher Association meeting, visit of the Ministry Local Government Chairman or Community heads.

Documentary Information

This type of information recorded or entered into permanent records. It could be recorded on paper, tape or any other electronic device.

Non-documentary Information

This is purely verbal or oral information that is not recorded. School records according to Babayemi (2009) can be broadly classified into statutory and non-statutory records. Statutory records are records which are made compulsorily under the Education Law of the state while the non-statutory records are those records which are not compulsorily kept. However, Ojo (2012) classified the schools records into vital, important, useful and non-essential records. Vital and core records are the ones that cannot be replaced without destroying their original values. Important records are those which are replaceable at considerable extent. Useful records are those whose destruction will cost some inconvenience but replaceable while non-essential records are those which could be later destroyed to conserve storage space (Amanchukwu and Ololube 2015). Apart from the general purpose of school records, each of these school records serves a specific purpose. The question now is what are these records that are kept in the school system to facilitate effective administration? They are:

Admission Register

This is an historical record book that contains the data of student admitted to the school. It gives detailed information about all students in a school. The information includes: student name, admission number, date and place of birth, nationality, telephone, gender, year of admission, age, name, address, and occupation of parents, weight and height of the student. It is primarily kept for future reference.

Attendance Register

This is a daily record kept by the class teacher indicating the daily attendance of the students in the school. The essence of this record is to check the rate of truancy among students and to help school administration to have a record of the total attendance of students in the school on daily basis.

The Log Book

The log book contains records of major events in the life of the school. It is an important official document which affects the history, tradition and culture of the school as reported and kept by the school administrator or his deputies. The information that is entered in the log book include date of resumption and vacation, inter-house sports, the date the school was established, date of teacher appointment, transfer and retirement, excursion. Others include, visit of important officer, important function, honour done to any member of staff or student, examination and special holiday, etc.

Time Table

This is further broken down to school time table and class time table. These show the daily subject and time distribution. It helps the teachers to know what to teach and at a particular time. It helps the students to equally know what subject they are having at a particular time and the subject teacher. This helps the administrators to ensure orderliness and discipline in the school.

Weekly Dairy

This shows the weekly programmes and activities of the subject teacher on a daily, weekly and termly basis. This record shows mainly the schemes of work covered. The lesson note shows the step by step details of daily lesson delivery by the subject teachers.

Visitors Book

The book contains the names, addresses, dates, purpose and impression of the visitors and their recommendations to the school. The book is as important to the school as vital information on the historical visits can be adequately retrieved. It is kept by the school administrator or the deputies.

Syllabus and Scheme of Work

Both the syllabus and the scheme of work are important record books that must be kept in the school. The syllabus provides adequate information on what to teach the students in each of the school subjects that the teachers prepare the scheme of work.

Education Law/National Policy on Education

At least a copy each of Education Law and National Policy on Education must of necessarily be kept in the school for teachers to consult from time to time. National policy on education is a document that spells out the general aims, goals and objectives of education for the nation as well as the specific objectives for each level of education.

The Account Book

This book shows the record of every item of income and expenditure in a school setting.

Diary

The diary shows the breakdown of a syllabus. Topics of different subjects are being entered into the diary on weekly basis to show the topic taught. The section that contains scheme of work shows the documentation of topics to be covered within a term.

Continuous Assessment Book

This indicates the progressive documentation of scores awarded to students from test, assignments, projects etc. These records are expected to be cumulative from class to class and are kept in order to use them as part of student final assessment.

Lesson Note

Lesson note contains information such as topic, duration, class, references, teaching aid, teaching methodology, evaluation, presentation, assignment, etc. The teacher makes use of les-

son note as a teaching aid for easy reference after a careful and thoughtful preparation of topics to be taught in advance.

Duty Register Book

This book contains records of duties outside teaching in the classroom. It is a document that defines the specific duties apportioned to teaching and non-teaching staff. Such duties include the conduct of morning assembly, supervision at the dinning or the hostel etc.

Staff Movement Book

This book shows the record of staff movement from the school to outside the school in the course of a normal school day. The book reflects time out, designation and time in of members of staff. It serves as guide in determining the movement of each staff and its purpose.

School Calendar

This document x-rays the school activities that take place from the beginning to the end of the session. Events such as cultural day, career day, inter-house sports, holidays, tests etc. are carefully stated against the date that will take place.

Fees and Funds Register

This register records the names and monies received from students or expended on them. This enhances transparency and accountability on the part of the school administrator.

Student Placement Book

Placement services in schools are rendered by guidance and counsellors to equip students with appropriate skills to make right and satisfying choices in educational careers. The psychomotor, cognitive and effective domains of each student are being put into serious consideration to determine course best for the students. This placement programme is designed to assist students to choose subjects according to their interest in the skills and courses as manifested in academic scores through formative tests and examination.

Mark Book

This book contains marks scored by students in the various tests, assignment or examinations given by the subject teachers. This record helps the teacher to see at a glance whether the students are making progress or note.

Report Card

This card contains the academic performance of the student in each subject, the overall position in the class together with general comment on the attitude to school work. This card contains both the class teacher and principal comments. This will help the parents or guardians of the students to be kept informed about the academic progress of their wards (Onoh 2015).

CONCLUSION

Good record keeping and management are so crucial for successful management of the school system. The school records are considered vital not only because of the various useful purposes they serve but also because of the legal basis for keeping them. It is then expected of school administrators and teachers to display their total commitment to professionalism by ensuring that school records are free from mutilation; carefully marked for easy identification and are kept in water and or fire proof cabinets. Record keeping and management help to improve an internal efficacy and for creating transparency which would help to prevent corruption of any type. Record keeping and management are so indispensable in any administration at any level because they are used to supplement human memory. For any school system to attain its goal record keeping and management must be put in place. It is therefore concluded that specific record keeping and management policies be formulated by the Federal, State and Local Ministries of Education. Man power development programmes are put in place and should be objectively implemented to enhance the skills of all categories of record staff. Necessary facilities that would enhance record keeping and management should of necessity be provided to all schools. Such facilities include office furniture, steel cabinets, metal shelves, photocopiers, computers of different types, binding machines, laminating machines

and electronic typewriters. Efforts should be made by the government and relevant authorities to develop plans to ensure that teachers take the necessary course work and received the necessary professional training on record keeping and management. The school administrators should also encourage the use of innovative record keeping and management methodologies in the school system.

RECOMMENDATIONS

For records to serve as good administrative tools, the followings are recommended: Training and re-training programs need to be held for staff involved in keeping different school records. This is better done departmentally. This is aimed according to at the following: identifying records keeping standards for maintenance, informing staff of record policy and practices, explaining differences between records, informing staff of recorders roles and responsibilities, detailing the procedure for record protection, demonstrating the procedure and necessary record keeping forms and detailing the procedure for capturing storage and disposal of records. Changes both major and minor in records management rules should be communicated to relevant staff. A head that is well informed about his/her units' records surely must see to proper collection and keeping of such records. There must be a genuine development of a good record keeping system with regards to generation and maintenance of records of each department. Record keeping facilities must be provided and such facilities include notebooks, files, shelves, computer sets etc.

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