

Record Keeping Modes as Correlates Of Teachers' Job Enhancement in Iseyin Federal Constituency, Oyo State

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Abstract

School Records, kept manually, are characterized by inadequate skills, misplacement, poor handling, poor processing; these affect storage and their retrieval. Adopting descriptive survey research design, with the population of all the 836 secondary school teachers, in 59 public schools, the study investigates record keeping mode as correlate of teachers' job enhancement in Iseyin Federal Constituency, Oyo State. Multistage and proportionate sampling techniques were used in selecting a sample of 200 secondary school teachers from 20 randomly drawn schools. Research Instrument titled, Record Keeping Mode Questionnaire, (RKMQ), which was validated by experts; and has a reliability coefficient of 0.80, was used to collect data for the study. Descriptive statistics and Pearson Product Moment Correlation, (PPMC), were used to test the hypotheses formulated, at 0.05, level of significance. The result showed that there is a significant correlation between record keeping and teachers' job enhancement, ($r=.812$); there is a significant correlation between computerized record keeping mode and teachers' job enhancement, ($r=.938$); there is a significant correlation between male and female teachers' possession of computer literacy skills for record keeping in schools, ($r = .887$); there is a significant correlation between manual record keeping mode and teachers' job enhancement, ($r = .875$), and that, male and female teachers differ in their preference for record keeping mode, ($r = .810$). Therefore recommends that the government should ensure that computers and specialized record keeping software are provided for teachers, with relevant trainings given, on their utilization.

Introduction

Education is one of the vital tools for the emancipation of mankind; society puts a lot of capital on it, to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival. There is a general consensus that the quality of the educational system depends on the quality of its teaching staff, hence, schools without the relevant human resources may not be able to achieve the goal and objectives of the educational system (Ombuya, 2015). This goes to show the importance of the human resources in the school setting which in this case are the teachers. Teachers are the pivot of any education system. In fact, teachers are the strength of a nation. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teachers' attitude towards teaching and other administrative works coupled with higher aspiration level determines their perception of their working environments. It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Annierah, Kamarulzaman, Maeda and Datu, 2013). Therefore, anything that will tamper the effectiveness of teachers, the pivot of education system, need to be looked into seriously.

Good Record Keeping is a panacea to an effective management of a School. Any educational system that refuses to attach importance to proper record management would run into problem, on the long run. It is the records of the past events or activities which were preserved that are used by administrators for planning, control of the present and future programmes and activities. Records give details about the students and entire staff in the schools. Record keeping in educational management and its utilization are very vital to the continual existence of the school as an organization. Such records, if made available and put to use at the appropriate time, will enable both principals and teaching personnel to have a better understanding of their students, and through this, will

be in a better position to assist the students academically, morally and socially. In addition, they would be able to present the information to whoever may need it (Ajayi, 1997).

School as social and educational institution has a broad complex function emanating from the fact that the school system activities generate a wide range of records and reports, which has to be kept. Such records, for the teacher include but not limited to class register records, students' bio data, performance records that grow out of the operational activities of the school system, including the forces that influence human behaviour in the school organization. Some records are mandatory for example, register of admission, register of attendance and fees, progress and withdrawal of students. This is because the law demands that such records are kept and must be produced at the request of the inspection officer to the schools. However, it is not enough to just keep records, but it should be noted that how records are kept and used should be seen as essential for administrative effectiveness. Hence, records keeping enhances administrative effectiveness in secondary schools and the administrative functions of planning, controlling, organizing, staffing, coordinating and directing is not effectively carried out without proper documentation, for example, every plan and decision undertaken by the teacher and by the school administrators must be properly documented for reference purposes (Onweh, Etin&Eniang, 2013).

Records are the documented information generated, collected or received in the initiation, conduct or completion of an activity and that comprises sufficient content, context and structure to provide proof or evidence of the activity. Records are indispensable for the growth and development of any administration. They are also important source of information for both educational administrators and the parents. Records are inevitable tool and essential ingredient in the smooth running of a school system. Records are important because they serve as major information tool that sustain the school and aid in achieving educational goals and objectives. Records engender teaching competence and maintain the trend

in the history of teaching and learning processes. Egwunyenga (2009) observed that not all information can be considered as records until they satisfy such characteristics as genuinely and authenticity, that is, the information that records give must be true, correct and original; records must be comprehensive, accessible and secured.

Record keeping is a step in making sure that appropriate education is given to the citizens of the country. Hence, records do not only enable school administrators to have a clear picture of what is available and what is required, they provide justification for certain needs and seem to extend the memory by which persons and/or organizations can pass on their culture and achievement to the future generation. School records are official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for utilization and retrieval of information when needed (Durosaro, 2002). Such records are kept by principals, teachers, counsellors and administrative staff. Some of the major school records include; students' personal files, staff record book, the log book, visitors book and inventories book, among others.

The purpose of record keeping and management is to ensure that accurate and proper records of students' achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept, among others. School records are grouped into statutory and non-statutory. Statutory records are those prescribed by education law and so must be owned by every school and should be produced on demand by constituted authorities. Examples of statutory records include: admission/withdrawal register, attendance register, scheme of work, time-table, school diary, log book, finance record books, continuous assessments records, etc. Non-statutory records are of private use to schools that find them useful. These include: cash book, stock book, punishment book, school calendar, inventory book, staff minute book, school magazine, inspection/supervision report file, confidential report forms and requisition

book. All the above records are commonly kept in schools presently.

Records management is the application of systematic and scientific control of recorded information that is required for the operation of the school, such control is exercised over the distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition of all types of records within the school. The aim of records management is to achieve the best storage, retrieval and exploitation of school records in the school system and also to improve the efficiency of record making and keeping processes (Onweh, Etin&Eniang, 2013). One of the most important administrative duties of teachers aside from teaching is record keeping. To realize educational goals, record keeping is very essential. The goal of record keeping in management is to achieve efficiency in the creation, utilization and maintenance of records but these goals cannot be realized unless they are properly and adequately organized in such a way that storage and presentation allow for easy accessibility (Okon, Ekaette&Ameh, 2015). Oredein (2008), observed that records are those documents in whatever medium, received or created by an organization in the course of various transactions because of the information contained. In the school setting, record keeping required by education law and must be kept by every educational institution irrespective of level for effective and smooth running of schools. Onweh, Etin&Eniang (2013), corroborate this that records are information or data on a particular subject or activity collected and preserved for future use. The essence of record keeping is to enable the management or educators make effective decision and formulate relevant policies.

As important as records are to the school system, several studies (Davis, 2007 & Fasasi, 2010) have affirmed that records keeping in some institutions are poorly done. Manual records keeping is prone to errors and mistakes especially in processing accounting data. And this leads to untidy and dirty outputs with greasy thumb print. If a great percentage of the teachers of secondary schools are efficient records keeper and computer literate, many of the problems they encounter in the

computation of students results and preparation of lesson notes could be drastically minimized. The use of computers by teachers can reduce educational problems to the barest minimum as the computer can keep adequate records of teaching assignments. Because of the unimaginable memory capacity of computers, they can store information and be able to retrieve it within a twinkle of an eye. Regarding the difficulties in retyping the same document several times, once stored in the computer, editing could be done faster and more accurately (Akinnubi, Sule&Yisa, 2012).

The advent of the Information and Communication Technology (ICT) has revolutionized the way records are prepared and handled in schools. Organizations of all types and sizes, including schools, have recognized that the use of computers in the work environment is important as it presents with unprecedented challenges that helps individual teachers to acquire an inquiring, critical and creative mind to capitalize on the opportunities driven by the explosive growth of information, knowledge and technology (Kumar, Rose and D'Silva, 2008). The ICT has provided us a wonderful opportunity to keep large volume of data at a little or less cost. ICT in record keeping helped in the area of sharing the record at national and international perspectives, depending on the connectivity of the ICT facility. ICT facility is that data, information or records can be downloaded by the user without going through the pains of referring to source. For example there is no need for mails asking for the data, permission to release the data and replying or mailing the information requested by the administrators, teachers, organizations or parents. As a result of the above development, management of educational institutions is simplified due to changes in the administration of educational system. For example, we now have, online application for admission, registration, enrolment and processing examination results.

Also, releases of examinations are now being done using ICT facilities; the same applies to payment of school fees. The ICT facilities in our schools are being used to record, store information and facilitate learning by giving to students, staff

and the general public access to the wonderful and unlimited information that the ICT provides. Similarly, Adebayo (2008) states that today, improved communication technology has made time and space less complex. It could be observed that this modern age is the age of information explosion in which an average individual wants to explore the information system. Thus, the ability for timely acquisition, utilization, communication and retrieval of relevant and accurate information has become an important attribute for better teaching-learning process.

In addition, Nwangwu&Ememe (2013) opined that innovation in science and technology and the growing complexities in the world today demands teachers and other administrators who can with the aid of modernized management information system handle information management processes properly in the schools to meet their information needs. Abolade and Yusuf (2005), citing Oyeronke and Fagbohun (2013) describe Information and Communication Technologies as essential tools in any educational system. They have the potentials of being used to meet the learning needs of individual students, promote equality of educational opportunities; offer high quality learning materials, increase self-efficacy and independence of learning among students, and improve teachers' professional development. Akinnubi (2012), found in a study on influence of computer on teachers' performance in secondary schools that teachers exposed to workshops and seminars on the use of computer systems were more effective in secondary schools. Most of the teaching job could be easily done with the use of computer system. In fact, fatigue and other factors are reduced to the barest minimum. It is a general consensus that the quality of the educational system depends on the quality of its teaching staff, hence, schools without the relevant human resources may not to be able to achieve the goal and objectives of the educational system. This goes to show the importance of the human resources in the school setting which in this case are the teachers.

Furthermore, Akinnubi (2012) state that teachers' performance is related to attainment of stated objectives. It is a truism to assert that teacher job performance can be said to be the ability of the teacher to bring about achievement of educational objectives in the school. Earlier, Alabi (1999) described an efficient and effective teacher as a teacher with certain innate dispositions which can take the forms of talent, aptitude, ability to sympathize, to empathize and establish rapport with others, a helping spirit and imaginative decision making potential and in sum, a genial and charismatic personality. Teacher job performance can be measured by the way in which the teacher competently and effectively brings about learning and positive change in behaviour in students using indices such as method of teaching, discussion, recitation and tutorial methods; student assessment - computerized examination and computerized records which allow easy access to the students' record and subsequent decision making on the academic standing of each student.

Based on the above background, it becomes vital for the teachers to note that computerized records management is essential for future planning and that documents are effectively controlled, retrieved and shared and this accounts for productivity and better performance at work. The Federal Government of Nigeria (2014), in the National Policy on Education stated that no education can rise above the quality of its teachers. Hence, proper keeping of records by teachers is necessary and vital as it will provide ready statistics of students and other relevant information which are vital for effective decisions-making when the need arises. Through record keeping, vital information are made available to users (school administrators, parents, government officials and so on) when needed and can also facilitate research activities that will promote efficiency and effectiveness in the management of the school system. This study investigates record keeping mode as correlate of teachers' job enhancement in Iseyin Federal Constituency, Oyo State.

Statement of the Problem

A natural observation made during my practical teaching exercise of this programme of study revealed that teachers in schools are faced with a tedious task of retrieving various records on students' attendance, marks books, scheme of work, weekly records, cumulative report cards, students' bio data and students' performance in cognitive, affective and psychomotor domains amongst others on demand by school administrators, supervisors, official of the Ministry of Education, curriculum developers, the school boards, the teaching and learning personnel within the precincts of the school as well as the general public. It has been observed that over the years, keeping of records has always been done manually by teachers and where ICT used, it is scanty. Manual records kept has been characterized by problems such as inadequate skills, misplacement, poor handling, poor reporting and poor record processing, due to the unprecedented increase in school enrolment. The study therefore seeks to further identify the challenges of record keeping and which mode is preferred by teachers and how it enhances their jobs. It is on this that the study therefore investigated record keeping mode as correlate of teachers' job enhancement in Iseyin Federal Constituency, Oyo State.

Purpose of the Study

The purpose of this study are to:

1. find out if any significant correlation exists between record keeping and teachers' job enhancement in secondary schools.
2. find out if any significant correlation exists between computerized record keeping mode and teachers' job enhancement in secondary schools.
3. find out if any significant correlation exists between male and female teachers possession of computer literacy skills for records keeping in secondary schools.
4. determine whether any significant correlation exists between manual record keeping mode and teachers' job enhancement in secondary schools.

5. examine if any significant correlation exists between male and female teachers' preference for manual and computerized mode of record storage to enhance job performance.

Research Hypotheses

For the study, the following null hypotheses were generated:

- H0₁:** There is no significant correlation between record keeping and teachers' job enhancement in secondary schools.
- H0₂:** There is no significant correlation between computerized record keeping mode and teachers' job enhancement in secondary schools.
- H0₃:** There is no significant correlation between male and female teachers' possession of computer literacy skills for record keeping in secondary schools.
- H0₄:** There is no significant correlation between manual record keeping mode and teachers' job enhancement in secondary schools.
- H0₅:** There is no significant correlation between male and female teachers' preference for manual and computerized mode of record storage to enhance job performance.

Significance of the Study

It is anticipated that the research will enable the teachers, school administrators, officials of the Ministry of Education, parents, researchers and other stakeholders to ensure effective records keeping within the school for immediate and future use. The study will also assist in highlighting the need for all teachers and school administrators and other personnel to embrace computer literacy for good records keeping and management within the school setting and there being retrieved with ease, using modern gadgets, will consequently ensure smooth running of the school and improve the quality of work done by teachers.

Scope of the Study

The study covered the four Local Government Areas under Iseyin Federal Constituency, Oyo State; Iseyin, Kajola, Itesiwaju and Iwajowa Local Government Areas, Oyo State

Methodology

The descriptive survey research design was used in order not to manipulate any of the variables in the study. Out of the population which comprised, all the 836 secondary school teachers in the 59 public schools in Iseyin Federal Constituency Area of Oyo State 200 teachers were sampled. The Sample and Sampling Techniques adopted was multistage sampling technique; First, the Federal Constituency was divided into four Local Government Areas (Iseyin, Kajola, Itesiwaju and Iwajowa LGAs) and simple sampling technique was used in selecting Five Schools from each, making Twenty secondary schools; Finally, proportionate random sampling technique was used, to select 77, 78, 17 and 28 teachers respectively from each of the selected Local Government Areas of Oyo State.

The Research Instrument used for data collection for the study was developed by the researcher titled, Record Keeping Mode and Teacher's Job Enhancement Questionnaire (RKMJQ) validated by experts, and found reliable, having a coefficient of 0.80; when tested using, Cronbach Alpha reliability method. It was of two parts: Part A dealt with the demographic data of the teachers: on gender, age, qualification and years of experience. While Part B, A closed-ended one, of Likert type, consisted of 44 items, grouped into 5 Sections on Record Keeping Mode and Teachers' Job Enhancement; Computerized Record Keeping mode and Teachers' Job Enhancement; Extent of Teacher's Computer Literacy Skills for Record Keeping; Manual Record Keeping Mode and Teachers' Job Enhancement; and the preferred Storage Mode.

Procedure for Data Collection

The researcher with the help of two other research assistants administered the instrument to the participants while the teachers were at work. The filled questionnaire was collected

immediately from the respondent and where that was not immediately possible; arrangements were made on the collection.

Method of Data Analysis

The demographic data collected were arranged using percentages and frequency distribution tables, while the research hypotheses formulated in the study were tested using Mean, standard deviation and Pearson Product Moment Correlation (PPMC), at 0.05 level of significance.

Hypotheses

H0: There is no significant correlation between record keeping and teachers' job enhancement in secondary schools.

Table1: Results of Record Keeping and Teachers' Job Enhancement

Variable	N	Mean	STD	r	df	Remark
Record keeping	198	3.34	.728	.812**	197	Significant
Job enhancement		2.79	.964			

** . Correlation is significant at the 0.05 level (2-tailed).

Given the results of analysis in Table1, the correlation coefficient (r), .812 is greater than the p-value (.05). Therefore, the null hypothesis which states that there is no significant correlation between record keeping and teachers' job enhancement in secondary schools is not confirmed while an alternative hypothesis is confirmed and therefore, there is a significant correlation between record keeping and teachers' job enhancement in secondary schools. This result shows that record keeping significantly influence teachers' job enhancement and this is because teachers cannot do without keeping not just students' records but other administrative records that are germane to effective running of the education system.

H0₂: There is no significant correlation between computerized record keeping mode and teachers' job enhancement in secondary schools.

Table 2: Results of Computerized Record Keeping Mode and Teachers' Job Enhancement

Variable	N	Mean	STD	r	df	Remark
Computerized record keeping mode	198	2.84	.946	.938 **	197	Significant
Job enhancement		2.79	.964			

** . Correlation is significant at the 0.05 level (2-tailed).

As shown in the results of analysis in Table 2, the correlation coefficient (r) of .938 is greater than the p-value (.05). In view of this result, the null hypothesis which states that there is no significant correlation between computerized record keeping mode and teachers' job enhancement in secondary schools is not confirmed, therefore, an alternative hypothesis is confirmed that there is a significant correlation between computerized record keeping mode and teachers' job enhancement in secondary schools. The result shows that computerized record keeping mode has significant positive effect on teacher's job enhancement in secondary schools.

H0₃: There is no significant correlation between male and female teachers' possession of computer literacy skills for record keeping in secondary schools.

Table 3: Results of Male & Female Teachers' Possession of Computer Literacy Skills in Record Keeping

Variable	N	Mean	STD	r	df	Remark
Male teachers' computer literacy skills	87	2.49	1.022	.887**	197	Significant
Female teachers' computer literacy skills	111	2.57	.931			

** . Correlation is significant at the 0.05 level (2-tailed).

The result in Table 3. shows a correlation coefficient (r) of .887 is greater than the p-value (.05). Based on this result, the stated null hypothesis that there is no significant correlation between male and female teachers' possession of computer literacy skills for record keeping in secondary schools is not confirmed while an alternative hypothesis is confirmed that is a significant correlation between male and female teachers' possession of computer literacy skills for record keeping in secondary schools is confirmed. The result shows that both male and female teachers have the required computer literacy skills for computerized record keeping in secondary schools.

This factor also contributes to secondary school teachers' job enhancement

H0: There is no significant correlation between manual record keeping mode and teachers' job enhancement in secondary schools.

Table 4: Results of Manual Record Keeping Mode and Teachers' Job Enhancement

Variable	N	Mean	STD	r	df	Remark
Manual record keeping mode	198	2.46	.910	.875**	197	Significant
Job enhancement		2.79	.964			

** . Correlation is significant at the 0.05 level (2-tailed).

As shown in the results in Table 4, the correlation coefficient (r) of .875 is greater than the p-value (.05), which implies that a significant correlation exists between manual record keeping mode and teachers' job enhancement in secondary schools. In view of this, the stated null hypothesis that there is no significant correlation between manual record keeping mode and teachers' job enhancement in secondary schools is not confirmed while an alternative hypothesis is confirmed that there is a significant correlation between manual record keeping mode and teachers' job enhancement in secondary schools. The result implies that manual record keeping mode has significant positive effects on teachers' job enhancement just as computerized record keeping mode also positively affects teachers' job enhancement in secondary schools.

H0: There is no significant correlation between male and female teachers' preference for manual and computerized mode of record storage to enhance job performance.

Table 5: Male & Female Teachers Preference for Manual and Computerized Mode of Record Storage

Variable	N	Mean	STD	r	df	Remark
Male	87	2.88	.968	.810**	93	Significant
Female	111	2.75	.974			

** . Correlation is significant at the 0.05 level (2-tailed).

The result in Table 5, with correlation coefficient (r) of .810 is greater than the p-value (.05), which implies that a significant no correlation exists between male and female teachers' preference for manual and computerized mode of record keeping to enhance job performance. In view of this result, the stated null hypothesis that there is no significant correlation between male and female teachers' preference for manual and computerized mode of record storage to enhance job performance is not confirmed while an alternative hypothesis is confirmed that there is a significant correlation between male and female teachers' preference for manual and computerized mode of record storage to enhance job performance. The result implies that male and female teachers differ in their preference and use of record keeping modes.

Discussion of Findings

The result implies that record keeping significantly affects teachers' job enhancement in secondary schools. This finding agrees with the position of (Ndu, Nkama&Adeyemi, 2012, Onweh, Etin&Eniang, 2013), who reported that records keeping enhances administrative effectiveness in secondary schools and the administrative functions of planning, controlling, organizing, staffing, coordinating and directing is not effectively carried out without proper documentation. Also, finding simply reveals that keeping of school records through the use of ICT gadgets (computers, flash drives, external Hard Disc Drives, etc.) by teachers helps to enhance

teachers' job as a result of the effectiveness attached to such medium. This finding corroborates (Akinnubi, Sule&Yisa,2012, and Adebayo,2008) who reported that today, improved communication technology has made time and space less complex and that in this age of information explosion in which an average individual wants to explore the information system, the ability for timely acquisition, utilization, communication and retrieval of relevant and accurate information has become an important attribute for better teaching-learning process. Regarding the difficulties in retyping the same document several times, once stored in the computer, editing could be done faster and more accurately.

Furthermore, the finding implies that both male and female teachers must have the required computer literacy skills for computerized record keeping in secondary schools which will contribute to their job enhancement. Corroborating (Adebowale&Osuji, (2008), Akinnubi (2012), and Apagu & Wakili 2015), both males and female teachers are expected to be efficient in utilizing Information Technology packages in education such as spreadsheets, like Microsoft Excel, word processors, like Microsoft Office word, database, like Microsoft Access, CorelDraw, the Internet, and overhead projectors and so on; they recommended that teachers should be given regular in-service training in record keeping and retrieval.

Apart from these, the finding confirms that computerized record keeping mode has significant positive effects on teachers' job enhancement, corroborating (Hale 2011, and Amaka, 2013) it is not uncommon to find that 90% of Nigerian secondary schools who are still keeping records in files and tucking them away in filling cabinets, where they accumulate dust, eaten up by rodents and cockroaches, and thus rendering them irretrievable and ineffective as computerized method of record keeping.

Lastly on issue of correlation between male and female teachers' preference for manual and computerized mode of record storage to enhance job performance, the result of correlation coefficient (r) of .810 is greater than the p-value (.05), which implies that a significant correlation exists to

corroborate the importance of using ICT gadgets in keeping records in an educational system according to (Hale, 2011, Onweh, Etin&Eniang (2013), Atsu (2014) and Amaka, 2013).

Summary

The study investigated record keeping mode as correlate of teachers' job enhancement in Iseyin Federal Constituency in Oyo State. Chapter one of the study discussed the background of the study, where five research hypotheses were stated to guide the course of the study. Chapter two reviewed relevant literatures based on the objectives of the study. In chapter three, the study adopted the descriptive survey research design. Using the proportionate random sampling technique, 200 teachers made up of 77 teachers (Iseyin Local Government Area), 78 teachers (Kajola Local Government Area), 17 teachers (Itesiwaju Local Government Area) and 28 teachers (Iwajowa Local Government Area) formed the sample of the study. The questionnaire titled "Record Keeping Mode and Teacher's Job Enhancement Questionnaire (RKMQ)" was developed and validated for the study and used for data collection.

The analysis of the data collected using Pearson Product Moment Correlation (PPMC) showed that there is a significant correlation between record keeping and teachers' job enhancement; there is a significant correlation between computerized record keeping mode and teachers' job enhancement in secondary schools; there is a significant correlation between male and female teachers' possession of computer literacy skills for record keeping in secondary schools; there is a significant correlation between manual record keeping mode and teachers' job enhancement in secondary schools; and that, to a large extent, most teachers prefer to use computer for record keeping as against manual record keeping.

Conclusion

The study has been able to show that while record keeping is a vital aspect of the teacher's job and a factor for job enhancement, however, the mode used (computerized or manual) in keeping record is also very important in view of

effective storing, easy retrieval, sharing and utilization. Therefore, it is concluded that record keeping mode is a correlate of teachers' job enhancement.

Recommendations

Based on the findings of the study, the following are suggested:

1. Since record keeping is an important tool in all educational settings, the government is therefore advised to ensure that relevant tools, e.g. computers, relevant specialized record keeping software's and so on that could make this aspect of teachers' job more effective are provided for schools and relevant trainings given on utilization.
2. Sequel to the above recommendation, officials of the Ministry of Education are advised to always organize training and regular retraining for teachers on importance of records in the teaching learning processes, in school administration in general and its implication for not just the school and its staff, but also to the future of the students.
3. Also, workshops and seminars should be organized for teachers and school administrators on Management Information Systems and how it affects teachers, students, administrators and other stakeholders in education.

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