The Influence of Management Strategies on the Effective Keeping of School Records in Secondary Schools in Ekiti State, Nigeria

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Abstract: This study examined the influence of management strategies on the effective keeping of school records, in secondary schools in Ekiti State, Nigeria. As a descriptive survey, the study population comprised all the 171 secondary schools in the state. Out of this population, a sample of 112 schools was taken and selected through the process of stratified random sampling technique. Out of the 4,250 teachers in the sampled schools, 1152 teachers including the principals of schools were selected. The selection was done through the process of stratified random sampling technique. The instrument used to collect data for the study was an inventory while the data collected were analyzed using percentages, t-test, correlation matrix and multiple regression. The findings showed that the number of many school records available did not match the number required in the schools. On the average, the level of record keeping in the schools was low. Likewise, the devices used for keeping school records in many schools were archaic and obsolete. Notwithstanding, school records were found to be more effectively kept in urban schools than in rural schools. The best predictor of the effective keeping of school records in the schools was effective supervision which contributed 36.4% to the regression equation. Based on these findings, it was recommended that government should intensify more efforts in recruiting and training of qualified personnel to handle the keeping of records in schools. Modern record keeping equipment such as computers should be provided in all secondary schools in the State.

Key words: Influence, management strategies, school records, Ekiti State, Nigeria

INTRODUCTION

School records are all the books and files containing information about what goes on in the school. The effective keeping of these records constitutes an important aspect of school management (Fagbulu and Duze, 1988). In many schools, most of the records are kept in files and special books such as registers, ledgers and diaries. The education law requires that certain records should be kept in every school and these are called statutory records (Iguodala, 1998). Among the statutory records include the logbook, admission register, fees register, attendance register, visitors book, staff records, budget book, diaries. Others are the, dossiers, cumulative records, scheme of work, record of work, stock book, imposition or punishment book, health records book, permanent store ledger and inventories (Harold *et al.*, 1984). The common statutory records used in Ekiti State schools' are discussed in the following order.

The logbook is an important school record containing all the events that took place in the school since its inception. It is a historic book as all the important events including holidays are entered in the logbook from the first opening day to the end of the year (Ekiti State, Ministry of Education, 2004). The recording is usually done by the school principal. The admission register is another school record showing how students are admitted into the school on yearly basis (Osahon, 1998). Information on every student such as the date of admission, age of the student, previous schools, home address and other personal data are written in the register. Each child is given an admission number. The register also shows the likely date of leaving the school and the final year certificate number. In completing the admission register, one major problem is the determination of date of birth of pupils due to the lack of adequate records of birth in many places. Historical events are used in many cases to establish dates of birth by convention. However, technical methods like adopting the first day of July if the year is known or 16th day of the month if the year and month are known (Ogunrinde, 2003).

The attendance register is a record of attendance of students in the school on daily basis (Nwadiani, 1995) while the visitors' book is a record of all visitors to the school on daily basis (Iguodala, 1998). It contains of the dates of visit, names of visitors, their addresses, purpose

of visit and their comments. The time book is used to monitor how teachers come to and depart from school. It contains the name of the teacher and the time of arrival each day. The vice principal handles this record. The movement book is another school record used to monitor the movement of teachers after resumption of duty (Ekiti State, Ministry of Education, 2001).

The fees' register is a record showing all the fees paid by each student on admission. It shows the date of payment of the fees, name of the payee, purpose for which the fees were paid and the amount paid. The school's bursar normally keeps the fees register. The cashbook is a record book where all cash made by the school is recorded while the staff record book is for all the staff in the school. It contains personal data on every teacher such as name, sex, age, nationality, state of origin, marital Status, number of children; academic or professional qualifications, institutions attended with dates, area of specialization, former employments and reasons for leaving such employments (Akintayo and Adeola, 1993; Adeyemi, 1998).

Dossiers are continuous assessment forms which contain the various subjects in which students are examined and the marks obtained by pupils in at least three class tests. It also contains the marks obtainable in the end of term examinations and the marks obtained by students per subject (Alonge, 2003; Adeyemi, 2004). Cumulative record is a record showing a summary of the students' activities throughout his or her stay in the school (Nwankwo, 1982). The scheme of work is a record book containing the plan of work to be covered on each subject in a term while the stock book is a record of all materials purchased by the school's authority. The imposition book is a book which the principal uses to award punishment to students. It is a record of the offences committed, the date when an offence was committed, the nature of the offence, the name of the pupil who committed the offence and the type of punishment awarded.. The health record book is a record of sick pupils, their ailments and the treatment given to them from time to time. The permanent store ledger is a book in which the school plant and equipment are recorded while school files are files containing circulars from the Ministry of Education and other government agencies (Farrant, 1990). Since all schools are expected to keep these records, it was pertinent to examine whether or not the records are well kept in secondary schools in Ekiti State, Nigeria.

The issue of school records has been of concern to many researchers (Ozigi, 1977; Musaazi, 1982; Nwadiani, 1995). Some researchers have the notion that school records are well kept in schools (Ozigi, 1977). Others were

of the belief that school records are not kept properly in many schools (Omotoso, 1992; Osahon, 1998). Researchers have also argued that it is not all the records that are kept in the school system (Iguodala, 1998) while others have reported that many of the records are kept in shoddy environments in schools (Aiyepekun, 1987). Osahon (1998) regarded all school records as being important that unless teachers are kept constantly on their toes, it is not likely that they would always put in their best in the proper keeping of the records. As such, the use of management strategies in the effective keeping of school records cannot be over-emphasized.

The term 'management' has been defined it as the process of utilizing material and human resources to accomplish designated objectives which involve the organization, direction, coordination and evaluation of people to achieve organizational goals (Beach, 1975). It is the process of getting things done with the accomplishment of the stated objectives (Ozigi, 1977). It is a social process concerned with identifying; maintaining, motivating, controlling and unifying formally and informally organized human and material resources within a system (Musaazi, 1982). In such a social process, there is always a structural hierarchy comprising the subordinates and super-ordinates. Other researchers have defined management as involving organizing, planning, leading, measuring and controlling as well as undertaking of risks and handling of uncertainly, planning and innovation, coordination and routine supervision (Webber and Skau, 1993; Aghenta, 2000).

Considering these points, it could be seen that management involves the ability to control or carry out an action for a purpose (Lodiaga *et al.*, 1993). It is a process designed to ensure the co-operation, participation, intervention and involvement of people in the effective achievement of a given objective (Fabunmi, 2000). This achievement could be made through effective planning, organizing, directing, motivating, controlling, budgeting and evaluation (Ibukun, 1997; Ajayi and Ayodele, 2002). Thus, educational management is a variety of sequential and related activities carried out in order to effectively and efficiently meet the goals of teaching and learning in relation to the needs of the society (Nwadiani, 1998).

Since the management of education in the State is at different levels, school managers must develop certain strategies for carrying out their functions (Aliyu, 2003). In doing this, certain administrative strategies are used by school principals to enhance the proper keeping of school records. These strategies include effective supervision, effective leadership, monitoring, discipline, motivation, delegation of duty and effective communication (Musaazi, 1982). These strategies have been regarded by

researchers (Akintayo and Adeola, 1993) as necessary tools that could be used to enhance effective record keeping in schools. Effective supervision, for instance, could be brought about through the proper checking of school records (Osahon, 1998). Effective leadership is enhanced through the principal's ability to delegate authority and bringing about leadership by example (Ogunsanwo, 1991). The monitoring of teachers as well as inculcating discipline in them are other ways of enhancing the effective keeping of school records (Adeyemi, 2004). In the same vein, the principal should develop the skills in proper record keeping as well as motivate them to expand their abilities in the handling of school records (Koroma, 2003). In doing this, the principal should establish channels of communication between himself and his staff. This could be brought about through the training of personnel in the handling of school records (Ajayi, 2001; Babalola, 2002; Adeyemi, 2006).

Purpose of the study: The purpose of this study was to examine the existing ways of keeping school records in secondary schools in Ekiti State, Nigeria and assess the management strategies used by school principals in the keeping of school records.

Statement of the problem: The decay in the educational system in Ekiti State, Nigeria could be attributed in part to the lack of proper record keeping in schools (Ogunrinde, 2003). Common observations in the school's system have shown that secondary education in the State are experiencing the worst times in terms of record keeping. It seems that the habit of keeping accurate records in many schools has become almost neglected. Many schools records tend to be in shambles in many schools as a result of the acute shortage of storage facilities (Omotoso, 1992). There is equally the shortage of trained personnel for the keeping of school records (Aghenta, 2001). This could possibly have serious implications on the effective keeping of school records in schools. Although certain administrative strategies are being used by school principals in the keeping of school records, the problem of this study was to determine what management strategy would best enhance the effective keeping of school records in secondary schools in Ekiti State, Nigeria? In addressing the problem, the following research questions and hypotheses were raised:

Research questions:

- Are there adequate number of school-records in secondary schools in Ekiti State, Nigeria?
- What is the extent to which school records are kept in secondary schools in the State?

- What are the devices employed in keeping school-records in secondary schools in the State?

Research hypotheses:

- There is no significant relationship between the use of management strategies and the effective keeping of school records in secondary schools in Ekiti State, Nigeria.
- There is no significant difference in the effective keeping of school records in urban and rural schools in the State.

MATERIALS AND METHODS

Design: The descriptive survey design was applied in this study. Oppenheim (1992) described a descriptive survey as a study that involves a planned collection of data over a large area for the purpose of making description. As such, involved examining the school records in the schools as they were without any attempt to manipulate dependent variables (Cressey, 1982).

Population and sample: The study population comprised all the 171 secondary schools in Ekiti State Nigeria. Out of this population, a sample of 112 schools was taken. Since the State is made up of 43% urban and 57% rural settlement (Ekiti State Ministry of Education, 2001), the sample consisted of 112 schools (65% of the study population) made up of 48 urban schools and 64 rural schools. The sample was selected through the multi-stage and stratified random sampling techniques, taking into consideration the 16 Local Government Areas in the State. As such, 7 schools were selected from each Local Government Area. Out of the 3360 teachers in the sampled schools, 1510 teachers including principals were selected through the process of stratified random sampling technique. The sample was made up of the 112 principals and 1398 teachers.

Research instrument: The instrument used to collect data for the study was a self-developed inventory. The inventory was validated by experts in Tests and Measurement who matched each item with the research questions and hypotheses to determine whether the instrument actually measured what it supposed to measure. The reliability of the instrument was determined through the test-retest technique. The scores obtained were correlated using the Pearson Product Moment Correlation Analysis. A correlation coefficient of $r = .75$ was obtained indicating that the instrument was reliable for the study. Returns were however received from 1,242 respondents out of which returns from 90 respondents

were non-usable and hence were discarded. Returns from the remaining 1152 respondents (76.3%) were duly completed and were used for the study. The data collected were analyzed using descriptive and inferential statistics. In doing this, hypothesis 1 was tested using correlation matrix, analysis of variance and multiple regression while the hypothesis 2 was tested using the t-test statistic. All the hypotheses were tested for significance at 0.05 level of significance.

RESULTS

Question 1: Are there adequate number of school-records in secondary schools in the Ekiti State, Nigeria?

In determining the adequacy of the number of school records in the sampled schools, data on the number of records approved by the State government to be kept in every school were collected from the State Ministry of Education. The required number of records to be kept by each school was based upon the students' population in each school. The numbers of school records in place in each school were collected through the inventory. The differences in the number of records required and the number in place were determined while percentages were used to analyze the data. The findings are presented in Table 1.

In Table 1, a disparity was found between the number of school records required in each of the schools and the number available. Although all the schools are expected all the required school records, it was only in three records namely, admission registers, fee registers and visitors books that the number available matched the number required in all the schools. In all other records, the number of such records available in the schools did not match the number required.

Question 2: What is the extent to which school records are kept in secondary schools in the State?

In answering this question, data on the extent to which schools records are kept in the schools were collected from responses of principals to the questionnaire. The data were analyzed with the use of percentages as indicated in Table 2.

In Table 2, the views of the respondents varied from one school record to another. Although the respondents gave a moderate level response on the usage of certain school records such as the attendance registers, cashbook, dossiers, scheme of work and school files, the overall analysis shows that the level of record keeping in the schools was low.

Table 1: Determining the adequacy of school-records in secondary schools

1	2	3	4	5	6	7	8	9
1.	Logbook	112	Above 1000	52	60	5	3	67%
			1000 and below	35	41	17	19	68%
2	Admission register	112	Above 1000	52	60	10	8	52
			1000 and below	60	-	-	100%	100%
3	Fees register	112	1000 and below	52	60	36	26	52
			1000 and below	60	-	-	100%	100%
4	Attendance register	112	Above 1000	52	60	36	26	41
			1000 and below	50	11	10	79%	83%
5	Visitors' book	112	1000 and below	52	60	4	2	52
			1000 and below	60	-	-	100%	100%
6.	Time book	112	Above 1000	52	60	2	1	39
			1000 and below	40	13	20	75%	67%
7	Movement book	112	Above 1000	52	60	4	2	38
			1000 and below	42	14	18	73%	70%
8	Cash book	112	Above 1000	52	60	4	2	38
			1000 and below	43	14	17	73%	72%
9	Staff Record book	112	Above 1000	52	60	2	1	41
			1000 and below	36	11	24	79%	60%
10	Dossiers	112	Above 1000	52	60	32.400	14.400	39
			1000 and below	44	13	16	75%	73%
11	Cumulative records	112	Above 1000	52	60	32.400	14.400	38
			1000 and below	42	14	18	73%	70%
12	Scheme of work	112	Above 1000	52	60	6	6	52
			1000 and below	60	-	-	100%	100%
13	Stock book	112	Above 1000	52	60	1	1	39
			1000 and below	41	13	19	75%	68%
14	Imposition/ punishment book	112	Above 1000	52	60	12	8	36
			1000 and below	39	16	21	69%	65%
15	Health record book	112	Above 1000	52	60	12	8	35
			1000 and below	37	12	23	67%	62%

Table 1: Continued

1	2	3	4	5	6	7	8	9
16	Permanent store ledger	112	Above 1000	52	60	2	1	34
			1000 and below	38	18	22	65%	63%
17	School files	112	Above 1000	52	60	1800	800	37
			1000 and below	44	15	16	71%	73%

1) S/n, School-records, 2) N, Students'population, 3) Number of schools having the students;population indicated in column 4, 4) **Required number of school -records per school, 5) Number of schools with required number of school records, 6) Difference column 5-column 7, 7) % of schools with required number of school records Col. 7 / Col 5×100, ** Source: Ekiti State Ministry of Education (2000) "Required number of school-records approved for schools' Planning, Research and Statistics Department

Table 2: Extent of keeping of school records in secondary schools in ekiti state, Nigeria

School records	N	Extent to which schools records were kept in he sampled schools					
		High	(%)	Moderate	(%)	Low	(%)
Logbook	1152	235	20.4	267	23.2	650	56.4
Admission register	1152	273	23.7	344	29.9	535	46.4
Fees register	1152	228	19.8	341	29.6	583	50.6
Attendance register	1152	320	27.8	458	39.8	374	32.4
Visitors' book	1152	174	15.1	240	20.8	738	64.1
Time book	1152	210	18.2	374	32.5	568	49.3
Movement book	1152	218	18.9	355	30.8	579	50.3
Cashbook	1152	342	29.7	467	40.5	343	29.8
Staff record book	1152	154	13.4	230	19.9	768	66.7
Dossiers	1152	360	31.3	475	41.2	317	27.5
Cumulative records	1152	221	19.2	257	22.3	674	58.5
Scheme of work	1152	324	28.1	482	41.8	346	30.1
Stochbook	1152	186	16.1	342	29.7	624	54.2
Imposition or punishment book	1152	184	15.9	328	28.5	640	55.6
Health record book	1152	196	17.0.	355	30.8	601	52.2
Permanent store ledger	1152	243	21.1	351	30.5	558	48.4
School files	1152	216	18.8	472	40.9	464	40.3
Average total	1152	240	20.8	361	31.4	551	47.8

Table 3: The devices employed in keeping school-records in the schools

	N	Commonly used	(%)	Not Used	(%)
Use of manual	1152	960	83.3	192	16.7
Use of shelves	1152	1034	89.8	118	10.2
Use of files	1152	980	85.1	172	14.9
Use of ledgers	1152	247	21.4	905	78,6
Use of computers	1152	244	21.2	908	78.8
Use of data banks	1152	240	20.8	912	79.2
Average total	1152	617	53.6	535	46.4

Question 3: What are the devices employed in keeping school-records in secondary schools in the State?

Answering this question, data on the devices employed in keeping school records were collected through the inventory and analyzed using percentages. Table 3 shows the findings.

As indicated in Table 3, the commonest devise for keeping school records was the use of shelves (89.8%). This was followed by the use of files (85.1%) and the use of manual (83.3%). Computers were not used for keeping school records in many schools as indicated by 78.8% of the respondents. Likewise, database was not used for keeping school records as indicated by 79.2% of the respondents. All these show that the devices used for keeping school records in many schools were still archaic and obsolete. This shows that not much could be expected in respect of record keeping in the schools.

Hypothesis 1: There is no significant relationship between the use of management strategies and the effective keeping of school records in secondary schools in Ekiti State, Nigeria.

Testing this hypothesis, data on the responses to questions on the management strategies used by principals as well as data on the effective keeping of school records in secondary schools in Ekiti State, Nigeria were collected using the inventory. The hypothesis was tested with the use of Correlation Matrix. The findings are shown in Table 4.

As shown in Table 4, all the variables of management strategies show significant relationship with each other and with the effective keeping of school records on the schools. The value of the r shows the correlation coefficient between each pair of variables. The correlation coefficient between certain pairs of variables was large

Table 4:Correlation matrix of administrative strategies and effective keeping of school records

Variables	Effective Mgt. of school records	Effective supervision	Monitoring	Communication	Delegation of duty	Motivation	Effective Leadership	Discipline
Effective Mgt. of school records	1.00							
Effective supervision	0.54	1.00						
Monitoring	0.41	0.42	1.00					
Communication	0.23	0.24	0.23	1.00				
Delegation of duty	0.26	0.22	0.25	0.27	1.00			
Motivation	0.38	0.43	0.30	0.29	0.22	1.00		
Effective Leadership	0.23	0.25	0.27	0.24	0.25	0.27	1.00	
Discipline	0.38	0.39	0.29	0.25	0.23	0.28	0.35	1.00

$p < 0.05$

Table 5: The Analysis of variance

	Df	Sum of squares	Mean square	F-Ratio	F-Ratio
Regression	6	5.7452	1.3585	136.472	0.000
Residual	1145	2.8563	00482		

Table 6: Regression analysis on the effective management strategies

Predictor Variables	B	SE B	Beta	T	Signif. t
Effective supervision	0.36432	3.9875	0.38426	1.4754	0.0000
Effective leadership	0.32524	0.012764	0.34148	1.2361	0.0000
Monitoring	0.30745	0.011941	-0.28425	1.21276	0.0100
Discipline	0.27216	0.011246	0.26532	0.19742	0.0000
Motivation	0.23947	0.010763	-0.21693	-0.34532	0.0000
Delegation of duty	0.21641	0.001568	0.20767	1.4258	0.0100
Communication	0.19812	0.001264	0.20472	0.13173	0.0200
(Constant)	3.12634	0.027843		101.536	0.0000

indicating significant correlation between the variables. However, since the correlation analysis determines only the relationship between each pair of variables, it could not show the relationship among all the variables put together. Hence, the multiple regression analysis was conducted to determine the inter-correlation among variables and which of them could predict significantly the values of the criterion variable. The summary for the analysis of variance and the statistics for the regression equation are indicated in Table 5 while the output of the regression analysis is shown in Table 6.

Statistics for the Equation

Multiple R	0.70241
R Square	0.61454
Adjusted R Square	0.62352
Standard Error	0.071434

Table 6 shows that all the variables entered the regression equation. As such, the following regression equation was derived.

$Y = 3.12634 + .36432X_1$ (effective supervision) + $.32524X_2$ (effective leadership) + $.30745X_3$ (monitoring) + $.27216X_4$ (discipline) + $.23947X_5$ (motivation) + $.21641X_6$ (delegation of duty + $.19812 X_7$ (communication).

As indicated in the findings, the best predictor of effective keeping of school records in secondary schools in Ekiti State, Nigeria was effective supervision which contributed 36.4% to the regression equation. The contributions of other variables to the regression equation were as follows, effective leadership 32.5%, monitoring 30.7%, discipline 27.2%, motivation 23.9%, delegation of duty 21.6% and communication 19.8%. Since the significant t values were less that 0.05 for all the variables, the null hypothesis was rejected. This shows that there was a significant relationship between the predictor variables that is, the management strategies and the criterion variable that is the effective keeping of school records.

Hypotheses 2: There is no significant difference in the effective keeping of school records in urban and rural schools in the State.

In testing this hypothesis, data on the responses of the principals and teachers sampled in urban and rural schools to items on the questionnaire on the effective keeping of school records in urban and rural schools were collected and tested using the t-test statistic. The findings are indicated in Table 7.

In Table 5, the hypothesis was rejected. This indicates that there was a significant difference in the effective keeping of school records *in urban and rural schools in the State* (t = 3.21; df = 1152; p < 0.05). School records were more effectively kept in urban schools than in rural schools. This was reflected in the higher mean sores (201.4) for urban schools as against the mean score

Table 7: School records in urban and rural secondary schools in ekiti state

Variables	N	Mean	SD	df	t-calculated	t-table	Signif.
Urban Schools	495	201.4	70.1	1150	0.3.21	1.96	0.00
Rural Schools	657	152.6	51.2				

$p < 0.05$

(152.6) for rural schools. This suggests that proper inspection of teachers on the keeping of school records might not have been done in rural schools.

DISCUSSION

The foregoing has shown the findings in respect of the management of school records in secondary schools in Ekiti State, Nigeria. The findings show that school records have not been effectively kept in secondary schools in the State, thereby agreeing with the findings of previous researchers (Iguodala, 1998; Ogunrinde, 2003). The disparity found between the number of school records required in each of the schools and the number available supported the findings of earlier researchers (Fagbulu and Duze, 1988) The finding indicating that the attendance registers, cashbook, dossiers, scheme of work and school files were moderately kept lends support the findings of other researchers (Nwankwo, 1982; Ogunrinde, 2003).

The inadequate use of the computer and other database for the keeping of school records was established in this study. This finding was consistent with the findings made by other researchers (Nwadiani, 1995; Fabunmi, 2000) who found that schools records were usually kept in ledgers and books. This suggests that the devices used for keeping school records might have been archaic and obsolete. The implication of this is that it would be difficult to easily retrieve accurate information through these processes.

The finding indicating significant relationship between the use of management strategies and the effective keeping of school records in secondary schools agreed with the findings of other studies (Harold *et al.*, 1984; Farrant, 1990; Aghenta, 2000). In the same vein, the finding indicating that school records were more effectively kept in urban schools than in rural schools suggests proper inspection of teachers on the keeping of school records might not have been done in rural schools. This finding lends support to the view made by Aiyepekun (1987) and Aghenta (2000) which indicated that the inspection of school records were not adequate in secondary schools in the State. The finding highlighting effective supervision as the best predictor of effective keeping of school records was in consonance with the findings made by other researchers (Ogunrinde, 2003). It implies that if teachers are well supervised, they would show more seriousness in the keeping of school records.

Thus, an assessment of the management of school records shows the picture of secondary schools in Ekiti State where much emphasis has not been placed on the effective management of school records. Since the continuous assessment is a mechanism for recording all the grades obtained by students in the cognitive, affective and psychomotor domains of a child's behaviour in a systematic and cumulative manner throughout the period of schooling (Alonge, 2003), the use of the dossier, for instance, as a vital school record need much to be desired. Nevertheless the poor management of school records could perhaps make the keeping of such records a meaningless exercise. The implication of this is that it might be difficult to rely upon the school for vital information about its students and teachers.

CONCLUSION

The findings of this study have led the researchers to conclude that record keeping has not been effectively managed in secondary schools in Ekiti State, Nigeria. It was also concluded that inadequate and poor devices were utilized in keeping school records in the schools. This was evident in the fact that the computer which serves as the modern day storage system is not available in many schools.

IMPLICATIONS FOR FUTURE PLANNING

The inadequacy in the number many school records in the schools implies that there might have been gross under- funding of the school system. This suggests that there might have been non-compliance of government with the UNESCO Standard of allocating 26% of the nation's budget to education (Onifade, 2003). It suggests that perhaps there might have been the inadequacy of school inspection by the State Ministry of Education (Adeyemi, 1998).

RECOMMENDATIONS

Considering the findings of this study, it was recommended that government should endeavour to recruit and train more personnel in the keeping of school records. Government should also supply schools with

computers and accessories for the efficient and accurate keeping of school records. Well-fortified offices should be provided for the safe keeping of records in all schools. Inspectors from the State Ministry of Education should regularly visit schools to ascertain the accurate keeping of school records in meeting up with the objectives of the National Policy on Education (FGN, 2004).

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