

Factors militating against the Computerization of School Records in Secondary Schools in Nsukka Education Zone

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Abstract

The study sought to investigate the factors militating against the computerization of school records in secondary schools in the Nsukka education zone. Four research questions were posed to guide the study. The population of the study was 59 administrators in the 59 secondary schools in the Nsukka education zone. The sample of the study was 30 administrators in the three local government areas under the Nsukka education zone. A proportionate sampling technique was used to select 50% of administrators from the three local government areas. The study adopted a survey research design. The data collected from SRCQ was analyzed using Mean and Standard Deviation (SD). A criterion mean of 2.5 was adopted as the cut-off point for the item. Consequently, any item that has a mean value of 2.50 and above is required while any item below 2.50 is not required. The findings of the study revealed that funding, staff qualification, administrative and infrastructural/facilities factors militate against the computerization of school records in secondary schools and that the keeping of school records using computers can be achieved by the government supporting the school. The following recommendations were made to improve the record-keeping system in Nigerian Secondary Schools; adequate funding of ICT/computer centres of secondary schools. This will enable them to be well-equipped. Recruitment of qualified and dedicated IT personnel to work in schools as data and record-keeping personnel. Also, there is need for retraining of teachers and other school staff to acquire the basic skills and competencies in electronic spreadsheets management system.

Keywords: Records, Computerized, Secondary school, Education

Introduction

In the secondary school system, school records play a major role in making the schools achieve their objectives of teaching and community service through the provision of important information (Sánchez, de Haro-Rodríguez & Martínez, 2019). School records refer to information or data relating to students, both in paper and electronic formats that provide evidence of information about the actions or events that happened (Kilgore, 2020). It also comprises all existing and accessible records such as books, files and other documents containing useful information

that relates to what goes on in the school system (Takele, 2017). According to Mnzava (2019), school records is stored information, regardless of media or characteristics, made or received by an organization that is evidence of its operations and has value requiring its retention for a specific period. According to Livieris, Drakopoulou, Tampakas, Mikropoulos, and Pintelas (2019), opines that school records should be kept in a separate building and should operate as an integral part of the entire school environment. Also, the author stresses that school records units as part of the school's administration are charged with the care of

a collection of students records as well as staff and the school's records and the duty of making them accessible to those that require them.

School records are collectively created and managed by the school principals, teachers, counsellors and administrative staff. School records include standardized tests scores, high school transcripts, report cards, recommendations from principals, counsellors and teachers, extra-curricular involvement and retention records (Alegbeleye, 2021). These are official documents, books and files containing essential and critical information of actions and events which are kept and preserved in the school offices for utilization and retrieval of information when needed. These records may be in the form of reports, letters, memos, pictures, films, journals, and diaries, and so on and maybe grouped into statutory and non-statutory records (Osakwe, Dlodlo & Jere, 2017). Some benefits of school record-keeping include the facilitation of the provision of data for planning and decision making by school heads, the ministry of education and other related authorities. It facilitates continuity in the administration of a school and various research activities that will promote efficiency and effective smooth running of the school. It ensures that accurate and proper records of student's achievement and growth during school days are kept and reported same to parents/guardians, employers, institutions for student admission or job placement (Kim, Dar-Nimrod & MacCann, 2018). School records can be kept in different formats such as the electronic forms of record-keeping and traditional forms of record keeping.

An electronic record is accessed over a network from anywhere without an actual visit to the school, whereas the traditional form of record-keeping is charged with the manual collection of records and made accessible to those who require the use of

them (Mukred & Yusof, 2017). In other words, traditional records are not accessed over a network hence cannot be accessed from anywhere. Some disadvantages are associated with record-keeping in a traditional pen and paper include delays in job speed, inadequate storage space and also make the take lots of office spaces (Salleh, Rosman, Yaacob & Yusoff, 2011). Perhaps, in the 21st-century records are ought to be kept in electronic format to aid ease access and distribution over the network (Joseph, Debowski, & Goldschmidt, 2012). Also, administrators are encouraged to be part of the paperless age. So, with this, there is a need to adopt an electronic method of record-keeping through computerization (Upward, Reed, Oliver & Evans, 2013).

Computerization involves structured data stored in a computer system. Computerization of school records is a process of using a computer system to create, manage and manipulate a record (Allison & Otuza, 2017). The author further explains that computerization of school records is a task that is usually done manually shifting them using a computer. According to Adeleye (2021), the shift from keeping school records on paper to the computer system is the keen thing in today's world of office management and technology. Most modern organizations now prefer to store their records electronically in computers from where hard copies of reports can be generated and printed whenever it is needed.

However, despite all these benefits, it is worrisome to note that most schools in the Nsukka education zone are yet to computerize their school records. This is evidenced by the low access to school records in the zone (Ugwude & Ugwude, 2020). One then begins to wonder if the secondary schools in the zone are unable to provide the needed ICT support to enhance the job efficacy of teachers,

especially with record-keeping. Computerization of school records in secondary schools in the Nsukka educational zone some facilities are inadequate such as a functional computer system with a network, functional telephone system and internet services (Ugwoke & Samuel, 2015). Even in major cities where these secondary schools are located, fast internet connections are often limited to particular locations. Few schools' secondary schools in the Nsukka educational zone have a computer system and internet access but they have a poor attitude toward recording keeping (Egwunyenga, E2009). According to Aladejebi and Oladimeji, (2019), a Government-owned school has limited facilities, but considering the enormous resources required for maintaining the computer system, personnel to operate and keep this system in good condition, subscription of internet services and other ICT gadgets is inadequate. Funds spent in the acquisition and maintenance of the ICT equipment in secondary schools in the Nsukka educational zone is quite big (Oktarina & Widodo, 2020), one will now see the need, that necessity the urgency to study the factors responsible for its failed operations and put it right to ensure that the strategic and operational objectives which are to computerize school records in Nsukka educational zone are achieved (Oktarina & Widodo, 2020). Therefore, the present study sought to determine factors militating against the computerization of school records in secondary schools in the Nsukka education zone.

Statement of Problem

The traditional file and jacket pattern in keeping students' records has not been reliable, effective or aid efficiency in keeping and the retrieval of students records (Oktarina & Widodo, 2020). The records in the files are usually large

because it is been processed manually by teachers and administrators. Manual record-keeping is associated with lots of setbacks such as inadequately trained staff in charge of record-keeping, poor attitude of staff towards record-keeping, inadequate storage space, inadequate supervision and funding of records unit, incessant alteration of records and conflicting roles among school principals and secretary. These huge burdens associated with manual keeping can be drastically reduced with the aid of computerized school records.

Computerization has been noted to offer versatility and dynamics in record keeping, with the added ability related to relevance ease of use, storage and retrieval of records by the teacher, administrators and stakeholders among others. This, in turn, has a significant impact on day to day summary of school activities. With computerized schools records, teachers can easily have access to students' records such as results in case of students transfer or computation of annual results. This will enhance the overall management and processing of students' bio-data and results as well as increase productivity on the part of the principal, bursar and stakeholders in the school. Secondly, there are lots of computer applications example Ms Excel, Google Spreadsheet among others that do not require any subscription or extensive training for their use since it has a user-friendly interface. Therefore, the present study sought to determine factors militating against the computerization of school records in secondary schools in the Nsukka education zone.

Purpose of the Study

The main purpose of this study is to determine the factors militating against the computerization of school records in secondary schools in the Nsukka education zone. Specifically, this study sought to determine:

1. The staff qualification factors militating against the computerization of school records in secondary schools in the Nsukka education zone.
2. The infrastructural/facilities factors militating against the computerization of school records in secondary schools in the Nsukka education zone.
3. The funding factors militating against the computerization of school records in secondary schools in the Nsukka education zone.
4. The administrative factors militating against the computerization of school records in secondary schools in the Nsukka education zone.

Research Questions

1. What are the staff qualification factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?
2. What are the infrastructural/facilities factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?
3. What are the funding factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?
4. What are the administrative factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?

Methodology

A survey research design was adopted for this study. A survey research design is a research design in which a group of people

or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu, 2006). The study was carried out in secondary schools in Nsukka educational zone. The population of the study was 59 administrators drawn from the 59 secondary schools in the Nsukka education zone. The sample of the study was 30 administrators in the three local government areas under Nsukka education zone. Proportionate sampling technique was used to select 50% of administrators from the three local government areas. The instrument for data collection was a structured questionnaire titled School Records Computerization Questionnaire (SRCQ), developed by the researcher. The questionnaire was administered to the respondents directly by the researchers and retrieved with the help of three research assistants. The data collected from SRCQ was analyzed using mean and standard deviation (SD). A criterion mean of 2.50 was adopted as the cut-off point for the item. Consequently, any item that has a mean value of 2.50 and above is strongly agreed while any item below 2.50 is strongly disagreed. The questionnaire consists of two parts: parts A and B, the first part seeks information on personal data from each respondent, while the second part was organized into 4 sections. Section B, research question one deals with the what are the staff qualification factors that militate against the computerization of school records, research question two deals with the infrastructure factors that militate against computerization of school records, research question three the funding factors that militate against computerization of school records, and research question four administrative factors that militate against the computerization of school records in secondary school in Nsukka education zone. The design of SRCQ consists of 25

items statement with each having a four-point response of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the values 4, 3, 2 and 1 respectively

Results

This section presents the analysis of the data collected for the study, which were

Table 1: Mean and Standard deviation ratings on the staff qualification factors that militate against the computerization of school records in secondary schools in the Nsukka education zone

S/N	Items	N	\bar{X}	SD	Decision
1	West African School Certificate Examination (WASCE) qualification does not help in the acquisition of skills for the computerization of school records.	30	2.77	1.086	Agree
2	Nigerian Certificate in Education (NCE) qualification does not help in the acquisition of skills for the computerization of school records.	30	2.61	1.661	Agree
3	Teachers Registration Council of Nigeria (TRCN) qualifications does not help in the acquisition of skills for the computerization of school records.	30	3.02	1.127	Agree
4	Bachelor's Degree in Education qualification does not help in the acquisition of skills for the computerization of school records.	30	2.44	1.150	Disagree
5	PhD qualification does not help in the acquisition of skills for the computerization of school records.	30	2.41	1.187	Disagree
Cluster details			2.59	1.24	Agree

Key: N=no of respondent, D= Decision, \bar{X} =Mean, SD=Standard Deviation

Table 1 shows that items 1,2 & 3 had a mean ranging from 2.61 to 3.02 which is above the cut-off point (2.50). This show that the majority of the respondents agreed that these items are staff qualification factors militating against the computerization of school records in secondary schools in the Nsukka education zone. Items 4 and 5 had mean ratings below the cut-off point (2.50) indicating that the majority of the respondents opined

done in tables and arranged according to the research questions formulated for the study.

Research Question 1: What are the staff qualification factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?

that these items are not staff qualification factors that militate against the computerization of school records. The standard deviation ranged from 1.086 to 1.661 revealing that the respondents were close to one another in their opinion.

Research Question 2: What are the infrastructural/facilities factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?

Table 2: Mean and Standard deviation ratings on the infrastructural/facilities factors that militate against computerization of school records in secondary schools in the Nsukka education zone

S/N	Items	N	\bar{X}	SD	Decision
6	Poor or insufficient building affects the computerization of school records.	30	3.30	.75	Agree
7	No computer laboratory affects the computerization of school records.	30	3.33	.88	Agree
8	Insufficient routers affect the computerization of school records.	30	3.37	.61	Agree
9	inadequate power supply affects computerization of school records.	30	3.33	.66	Agree
10	Insufficient Servers affects the computerization of school records.	30	3.33	.84	Agree
11	No standby generators affect computerization of school records.	30	3.13	.93	Agree

Key: N- number of the respondent, D= Decision, \bar{x} =Mean, SD=Standard Deviation

Table 2 reveals that all the six suggested infrastructural/facilities factors (items 1-6) had a mean ranging from 3.13 to 3.37 which is above the cut-off point (2.50). This indicates that most of the respondents agreed with these items as the infrastructural/facilities factors that militate against the computerization of school records in secondary schools. The

standard deviation of items 1-6 ranged from .615 - .937 revealing the respondents' closeness to one another in opinion.

Research Question 3: What are the funding factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?

Table 3: Mean and Standard deviation ratings on the funding factors that militate against the computerization of school records in secondary schools in the Nsukka educational zone

S/N	Items	N	\bar{X}	SD	Decision
12	Non-payment of school fees affects the computerization of school records.	30	3.17	.950	Agree
13	Little or no government support affects the computerization of school records.	30	2.97	1.179	Agree
14	Little or no contribution from the private sector affects the computerization of school records.	30	2.70	1.179	Agree
15	Showing little or no concern of the Alumni affects the computerization of school records.	30	2.90	1.029	Agree
16	ineffective Parent Teacher Association (P.T.A) affects the computerization of school records.	30	3.13	1.008	Agree

Key: N-number of respondents, D= Decision, \bar{x} =Mean, SD=Standard Deviation

Table 3 reveals that all the seven suggested means of funding (items 1-7) had a mean ranging from 2.70 to 3.90 which is above the cut-off point (2.50). This indicates that most of the respondents agreed with these items as the funding factors that militate against the computerization of school records in secondary schools. The standard

deviation of items 1-7 ranged from .950 – 1.179 revealing the respondents' closeness to one another in opinion.

Research Question 4: What are the administrative factors that militate against the computerization of school records in secondary schools in the Nsukka education zone?

Table 4: Mean and Standard deviation ratings on the administrative factors that militate against the computerization of school records in secondary schools in the Nsukka education zone

S/N	Items	N	\bar{x}	SD	Decision
17	Poor training of staff influence the computerization of school records.	30	3.60	.72	Agree
18	Lack of technical skills required for record-keeping influence the computerization of school records.	30	3.67	.47	Agree
19	Poor reward systems and motivation for staff influence the computerization of school records.	30	3.27	.74	Agree
20	Showing favouritism, not being neutral influence the computerization of school records.	30	2.93	1.04	Agree
21	Poor leadership influences the computerization of school records.	30	2.77	1.07	Agree
22	Lack of administrative involvement influence the computerization of school records.	30	3.17	1.02	Agree

Key: N=number of respondents, D= Decision, \bar{x} =Mean, SD=Standard Deviation

Table 4 reveals that all the seven suggested administrative factors items 1-7 had a mean ranging from 2.77 to 3.67 which is above the cut-off point (2.50). This indicates that all the respondents agreed with these items as the administrative factors that militate against the computerization of school records in secondary schools. The standard deviation of items 1-7 ranged from .479 – 1.020 revealing the respondents' closeness to one another in opinion.

Discussion of Findings

The data provided in Table 1 provides answers to research question one. The findings align with the secondary schools' staff qualification which includes; West African School Certificate Examination (WASCE), Nigerian Certificate in Education (NCE), Teachers Registration Council of Nigeria (TRCN), Bachelor's Degrees in Education and PhD. Staff in secondary schools is grouped into two, they are teaching and non-teaching staff (Adesoji & Olanrewaju, 2021). Table 1 revealed that all of the five suggested qualifications (item 1-5) had mean ranged from 1 to 5 and 2 to 4 which is below the cut-off point. This indicates that some of the respondents agreed and some disagreed with the items as the staff qualification militates against the computerization of school records in secondary school. The infrastructural/facilities factors that militate against computerization of school records in secondary schools

Similarly, data presented in Table 2, provided answers to research question two. The findings revealed that the infrastructural/facilities such as building infrastructure which comprises of building, computer laboratories, furniture, standby generators, system infrastructure which

comprises of printers, servers, routers, and technical infrastructure which comprises of fibre optic backbone, wireless bandwidth, gateways, (Atolagbe, Umaru, Oyedeki & Oparinde, 2018). With the provision of the above infrastructures, educational programmes like formal, informal and non-formal can function as expected according to (Adesoji & Olanrewaju, 2021). However, infrastructures are expected to be adequately and carefully planned, developed and maintained to ensure their relevance to the school curriculum and towards effective teaching and learning in educational institutions. The total numbers of the infrastructural/facilities provided in the schools are potent indicators for measuring the quality and standard of education given by any level of the educational system. Poor and inadequate infrastructural/facilities have a negative significant impact on any educational programme. Hence, if the quality and quantity of the school facilities, programmes and teachers are of high standards, this scenario attracts the admiration of the parents/students and wins their admiration to identify with the school (Uchendu, Nwafor & Nwaneri, 2015). This showed that provision buildings, computer laboratories and standby generators are necessarily needed for the school administrators to compute their school records.

Furthermore, data presented in Table 3 provided answers to research question three. The findings revealed funding factors militating against the computerization of school records in secondary schools and that the keeping of school records using computers can be achieved by the government supporting the school with adequate funds and paying school fees on time. The findings revealed that one of the

biggest challenges of secondary school management and administration is poor funding (Igu, Ogba & Igwe, 2014). The greatest challenge facing the computerization of school records in secondary school is inadequate funding/funding factor by the federal, state and local governments. Schools are aware of the funding factor as a challenge and based on this situation, schools alternatively develop means of securing adequate funds to manage their various activities. That brings about Parent Teacher Association (P.T.A), Alumni and private sector contributions. Funding is the provision of financial resources to meet a need, project and a need here is the computerization of school records. Insufficient funds to maintain schools and pay teachers' salaries are among other factors that militate against the smooth administration of secondary schools (Ikgbusi & Iheanacho, 2016). The findings further revealed that an insufficient fund hinders seminars, training and workshop for administrators which directly or indirectly affect the computerization of school records. In addition, data presented in Table 4 provided answers to research question four. The findings revealed the administrative factors militate against the computerization of school records in secondary schools in the Nsukka education zone. This finding also lends credence to Johnson, Judge, & Wanless, (2013). The authors asserted that the administration is looking after the complete affairs related to school and the managerial skill for smooth functioning and execution of school records. The findings of this study are in support of the Glossary of Education Tobin and Sugai, (1999), the concept of school administration is viewed as the task of planning, organizing, directing, and controlling human or material resources within a school. The findings of

this study also revealed that poor leadership can be the downfall of school administration. Strong leaders possess the ability to formulate progressive and realistic objectives, devise organizational strategies, maintain regular communication with others and work collaboratively with staff positively and encouragingly. The findings further revealed that poor training of staff, lack of technical skills required for recordkeeping, negative attitude of administrators, breaking of school ethical codes, showing of favouritism, poor leadership and lack of administrative involvement influences the computerization of school records in secondary schools in Nsukka Education Zone

Conclusion

In secondary schools in the Nsukka educational zone, about 60% are not computerized. These were as a result of the facilities and inability of the staff personnel to create a record using computer, inadequate computer system, funding coupled with the prohibitive cost of the equipment ICT facilities, poor motivation of staff, negative attitude towards embracing ICT and bureaucratic bottlenecks in administration. This study establishes that personal qualification, funding and adequate facility were factors militating against the computerization of school records in Nsukka educational zone. When these facilities and personal are in place, it reduces the manual data processing though tedious, laborious, inefficient and susceptible to avoidable human errors, which is seen to be used by secondary schools in Nsukka. Computerized data processing and record-keeping using electronic spreadsheets and relational databases could drastically reduce errors and improve the efficiency of data processing.

Recommendations

The following recommendations were made to improve the record-keeping system in Nigerian Secondary Schools.

1. Funding of ICT/computer centres of Secondary Schools will enable schools to be well-equipped. Therefore, there is need for a special fund for ICT in school budgets.
2. Recruitment of qualified, dedicated IT personnel to work in schools, not just for teaching computer literacy but for processing of data and record-keeping.
3. Re-training of teachers and other school staff for them to acquire basic expertise, skills and competencies in electronic spreadsheets and database management systems.

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