

**RECORD MANAGEMENT PRACTICES AND CHALLENGES IN PUBLIC
SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF
EDO STATE.**

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DECEMBER, 2025

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT (DEM) AND SUBMITTED TO THE FACULTY OF
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF BACHELOR OF SCIENCE B.SC. (ED), OF THE
UNIVERSITY OF BENIN, BENIN CITY.**

DECEMBER, 2025.

CERTIFICATION

We, the undersigned certify that this project work was carried out by **Bienose Benjamin IKWUENOBE**, in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfillment for the award of B.Sc (Ed) Degree in Educational Management.

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DEDICATION

This work is lovingly dedicated to God Almighty who gave me the strength and power to be able to get to this stage and to my mother Mrs Anna Ikwuenobe whose spiritual guidance, prayers, and unwavering support have been a pillar of strength in my life, to my lovely wife Mrs Esther Bienose Benjamin Ikwuenobe for her love, patience, constant encouragement and unconditional love.

ACKNOWLEDGEMENT

I give all glory and honor to God Almighty for His grace, wisdom, strength, his mercy, intellect, courage and fortitude to get to this stage of my academic pursuits in University of Benin.

My Sincere appreciation goes to my amiable project supervisor Prof V.O. Igbineweka for his guidance and support throughout this project work May God richly bless you.

My sincere and heartfelt appreciation goes to my mother Mrs. Anna Ikwuenobe, for her spiritual guidance, prayers, mentorship, and unwavering support. Her counsel and teachings have been a source of strength and inspiration to me.

I also wish to sincerely acknowledge Mrs. Victoria Friday Ebu my senior Sister, for his guidance, encouragement, and for her financial support towards my education may God bless you in Jesus name amen.

Special appreciation goes to my loving Wife Mrs. Esther Bienose Benjamin Ikwuenobe, for her love, patience, understanding, and constant encouragement, which have greatly contributed to my success God bless you my love.

Finally, I express my gratitude to my senior Brother Master Christian Osaho Ikwuenobe for his show of love and financial support towards my educational success. May God bless and reward you all abundantly.

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ABSTRACT

This study examined the record management practices and challenges in public secondary schools in Egor Local Government Area of Edo State. Seven research questions were raised to guide this study.

The population for this research consists of all the principals in the 13 public senior secondary schools in Egor Local Government Area of Edo State. The 13 principals will be automatically adopted as the sample population given the fact that it is researchable. No sampling technique is used to select the 13 principals in the 13 public senior secondary schools in Egor Local Government Area of Edo State.

The analysis of the data produced the following findings. That the predominant record management practices in Egor LGA secondary schools are generally high, leaning toward modern and organized approaches that the challenges in managing school records are generally high and require strategic attention, especially in areas of staff training and infrastructure development. Urban schools appear to have an advantage in terms of digital access and support, while rural schools continue to struggle with staffing and logistical issues, the following recommendations are offered: There should be a clear, LGA-wide records management policy for all schools that standardizes file classification, indexing, retention and disposal schedules, privacy rules, and access controls, with principals held accountable for compliance. There should be continuous capacity building for records officers and administrative staff, including practical training on basic records lifecycle, digital filing, data protection, and use of simple database or spreadsheet tools. There should be phased digitization of core records such as admission, attendance, assessment, transfers, and staff records, with secure backups, off-site storage, and a routine for verifying data quality.

CHAPTER ONE

INTRODUCTIONS

Background to the Study

Record management is an essential aspect of school administration. It involves the systematic control of records throughout their life cycle, including their creation, maintenance, use, and eventual disposal. In public secondary schools, proper record management ensures transparency, accountability, and efficiency in administrative tasks such as student enrollment, staff appointments, financial documentation, and curriculum implementation. According to Popoola (2020), effective records

Accurate records are vital for credibility and informed decision-making. Akporhonor & Iwhiwhu (2017) noted that inaccuracies in school records could lead to misrepresentation of student performance, financial mismanagement, and loss of institutional memory. In many public secondary schools in Egor, errors in admission registers, attendance sheets, and examination results are common, often due to human error, lack of proper documentation guidelines, or poor data verification procedures. Accessibility refers to how easily stakeholders can obtain needed information, while retrieval is the actual process of finding those records. Oketunji (2021) emphasized that poor accessibility and retrieval are symptoms of

weak filing systems and inadequate indexing. In Egor LGA, school administrators often struggle to access historical student records or staff files promptly, causing delays in decision-making and service delivery.

Security and confidentiality are critical, especially for sensitive data such as staff evaluations, disciplinary actions, and student health records. Ajayi and Omirin (2017) argue that the lack of secure storage solutions, such as lockable cabinets or password-protected databases, poses significant risks to record integrity and privacy. In Egor's schools, records are often stored in open offices or unsecured locations, making them vulnerable to loss, theft, or unauthorized access.

National and state education authorities provide guidelines on record-keeping, but compliance is often low. The Nigerian Educational Research and Development Council (NERDC) recommends specific formats and retention periods for different types of records. Yet, according to Afolabi (2014), many school administrators either lack awareness of these guidelines or fail to implement them due to administrative laxity or lack of enforcement mechanisms. Timely updates ensure that records reflect the most current information, a critical factor in operational efficiency. Delays in updating student performance records, financial accounts, and staff logs are prevalent in Egor schools, which often leads

to outdated data being used for policy formulation. As Onyene (2017) explains, such delays undermine trust and institutional credibility.

The productivity of staff involved in record management depends on their workload, skills, and motivation. Ojo and Olaniyan (2018) assert that overburdened or untrained staff often misplace or mishandle records. In Egor LGA, school clerks and administrative personnel frequently juggle multiple roles, which detracts from efficient record handling. Proper infrastructure such as filing cabinets, shelves, computers, and secure storage rooms—is necessary for effective record management. Many schools in Egor lack basic infrastructure, resulting in overcrowded storage, deteriorating documents, and a general sense of disorganization. As Eguavoen (2018) observed, physical infrastructure deficits greatly hinder administrative performance in Nigerian schools.

Continuous professional development is essential to ensure that school personnel are equipped with the skills needed to manage records. Unfortunately, there is a glaring lack of targeted training in Egor LGA. Adetokunbo (2015) highlights that without proper training in documentation standards, ICT use, and file management, staff often resort to trial-and-error methods, compromising record accuracy and accessibility. Administrative policies determine how records

are created, maintained, and archived. According to Iwu (2019), schools that lack clear policies often experience inconsistencies in record-keeping practices. In Egor, the absence of formalized record management policies leads to confusion over responsibilities, retention periods, and disposal practices. Adequate funding is the backbone of any efficient record-keeping system. Inadequate budget allocations result in poor storage conditions, lack of supplies (e.g., files, paper, ink), and outdated technologies. Aina (2022) stresses that budget constraints directly impact the quality of administrative operations in schools. This is evident in Egor where financial priorities often overlook record-keeping needs.

Skilled personnel are vital to ensuring records are correctly generated, updated, stored, and retrieved. Unfortunately, most public secondary schools in Egor rely on general-duty staff with little or no training in record management. The absence of professional archivists or IT specialists further compounds the problem, as highlighted by Obiora (2021). Common challenges plaguing Egor schools include inadequate storage facilities, absence of centralized filing systems, lack of clear record-keeping policies, and bureaucratic delays in accessing records. These issues often result in mismanagement and loss of critical documents. Ogundele (2020) identifies these as systemic problems that require institutional reform.

Monitoring ensures adherence to best practices, while evaluation measures the effectiveness of current systems. In Egor, few schools have internal audit units or supervisory mechanisms to monitor record-keeping practices. As Uwaifo (2020) notes, without periodic checks and accountability measures, inefficiencies and record mismanagement become systemic. Record management in public secondary schools in Egor Local Government Area is fraught with significant challenges—ranging from poor infrastructure and untrained personnel to lack of digital systems and low compliance with national standards. To address these issues, there must be a concerted effort from government agencies, school administrators, and educational stakeholders. This includes investment in infrastructure, capacity building, adoption of digital technologies, and implementation of comprehensive policies for systematic and secure record management.

Statement of the Problem

The management of school records in Nigerian public secondary schools is often riddled with inefficiencies. In Egor Local Government Area, issues such as poor documentation, lack of digital systems, inadequate training of administrative personnel, and poor maintenance of storage equipment have become prevalent.

These problems often result in the loss of valuable records, inaccurate reporting, delays in decision-making, and weak accountability systems.

Although previous studies (e.g., Ogbodo, 2011; Okojie & Omoruyi, 2017) have emphasized the importance of records in educational institutions, there is still a significant gap between knowledge and practice in many public secondary schools. Specifically, the state of record management in schools within Egor LGA remains under-researched. Therefore, this study is motivated by the need to assess current record management practices, identify the challenges confronting school administrators, and propose solutions for improvement.

Research Questions

The following research questions were formulated for the study:

1. What is the predominant practice used in managing school records in Egor LGA secondary schools;
2. What is the commonest challenge in managing school records in Egor LGA secondary school?
3. Is there a difference in management practice and record management challenge in urban and rural schools?

4. Is there a difference in management practice and record management challenge in senior and junior schools?
5. Is there a difference in management practice and record management challenge in public and private schools?
6. Is there a difference in management practice and record management challenge in large and small schools?
7. Is there a difference in management practice and record management challenge in single-sex and co-education schools?

Purpose of the Study

The Purpose of this study is to assess the record management practices and the associated challenges in public secondary schools in Egor Local Government Area of Edo State. The specific objectives are to:

- Identify the predominant practices used in managing school records in Egor LGA secondary schools.
- Examine the common challenges faced in the management of school records in these schools.
- Investigate the differences in record management practices and challenges between urban and rural schools.

- Explore the differences in record management practices and challenges between senior and junior schools.
- Determine whether there are differences in management practices and challenges between public and private secondary schools.
- Analyze the differences in management practices and challenges between large and small schools.
- Assess the differences in management practices and challenges between single-sex and co-educational schools.

Significance of the Study

The findings of this study hold significant value for a wide range of stakeholders within the education sector, particularly in the Egor Local Government Area. First and foremost, school administrators and principals will greatly benefit from the insights the study provides. By identifying the current gaps and weaknesses in record-keeping practices, school leaders will be better positioned to implement effective strategies for proper documentation, efficient retrieval, and improved security of school records. This will ultimately enhance decision-making, strategic planning, and accountability within the school system.

Teachers and non-teaching staff also stand to gain considerably from improved record management. With better practices in place, they can avoid unnecessary duplication of tasks and reduce the confusion often caused by disorganized documentation. Timely access to accurate records—such as student performance reports, attendance logs, and professional development documentation—will enable teachers to more effectively monitor students and support their academic progress. In turn, increased efficiency and reduced administrative burdens can improve overall job satisfaction among school staff.

Students are another major beneficiary of effective record management. Accurate and up-to-date records, including grades, attendance, and disciplinary information, contribute to fair and transparent assessment processes. Such documentation is also critical when students are applying for scholarships, transitioning to higher levels of education, or preparing academic portfolios. Ultimately, the study's recommendations can help create a system where students are better supported through consistent academic tracking and clear documentation of their progress.

Parents and guardians will likewise benefit from improved access to reliable information about their children's academic performance and attendance. When schools maintain transparent and organized records, it enhances trust and

communication between the institution and families. Parents can become more actively involved in their children's education when they are confident in the school's documentation and reporting systems.

On a broader level, education policy makers and government agencies, such as the Edo State Ministry of Education, will find the study valuable for policy development and systemic improvement. The research provides empirical data that can inform the creation of standardized record-keeping frameworks across schools. Additionally, it supports the case for increased investment in infrastructure, digitalization, and capacity-building initiatives focused on record management. This enables more effective monitoring and evaluation of educational institutions.

From an academic perspective, researchers and scholars in the field of educational administration will find the study a useful addition to the growing body of knowledge in school management practices, particularly in developing countries. It offers a foundation for future research on issues related to school governance, documentation practices, and institutional effectiveness.

Education donors and non-governmental organizations (NGOs) can also use the study to guide their interventions. By understanding the specific challenges schools face in record management, these organizations can better design targeted

programs that provide funding, training, and technical support. Such interventions can contribute to better governance, improved transparency, and enhanced school performance.

Lastly, IT and EdTech service providers will benefit from insights into the technological needs and gaps within public schools' record management systems. This knowledge can drive the development of customized digital solutions tailored to the unique challenges faced by schools in Egor Local Government Area. By aligning their services with real-world needs, these providers can play a crucial role in modernizing school record systems and supporting the digital transformation of educational administration.

Scope and Delimitations of the Study

This study is delimited to public secondary schools located in Egor Local Government Area of Edo State. It focuses on both junior and senior secondary schools and involves administrators, principals, vice principals, and clerical staff who are directly involved in recordkeeping. Private schools are excluded from this study due to differences in administrative structures and funding mechanisms. Moreover, the study concentrates on administrative records and excludes purely instructional materials such as textbooks and lesson notes.

Definition of Terms

- **Record Management:** The systematic control of records throughout their lifecycle, from creation and use to disposal.
- **Public Secondary School:** A government-funded educational institution offering secondary-level education.
- **Administrative Staff:** Personnel responsible for the day-to-day running of schools, including principals, vice principals, and clerical officers.
- **Challenges:** Obstacles or difficulties that hinder effective recordkeeping, including infrastructural, financial, and human factors.
- **Storage Facilities:** Physical or electronic spaces and equipment used to keep records safely and accessibly.
- **Documentation:** The act or process of creating and maintaining official records.
- **Educational Records:** Documents related to the administrative and academic activities of students and staff in a school setting.

CHAPTER TWO REVIEW OF RELATED LITERATURE

The review of related literature is presented under the following subheadings:

- School Records Management Practices in Secondary Schools
- Predominant Practices in Managing School Records
- Common Challenges in Managing School Records
- Differences in Management Practices and Challenges in Urban vs. Rural Schools
- Differences Management Practices and Challenges Between Senior and Junior
- Differences in Management Practices and Challenges in Public vs. Private Schools
- Differences in Management Practices and Challenges in Large vs. Small Schools
- Differences in Management Practices and Challenges in Single-Sex vs. Co-education Schools
- Summary of Reviewed Literature

School Records Management Practices in Secondary Schools

Effective school records management is a critical component in the overall administration of educational institutions. It involves the systematic handling of student, staff, and institutional records, ensuring that they are accurate, complete, accessible, and secure. The importance of proper school records management in secondary schools cannot be overstated, as it supports decision-making, academic progress tracking, compliance with legal requirements, and long-term institutional

planning. The practices surrounding school records management vary, with a focus on both traditional methods and modern technological solutions.

The Role and Importance of School Records Management

School records serve as official documents that provide detailed information on various aspects of school operations. These records include students' academic histories, attendance logs, disciplinary records, health forms, teacher performance evaluations, and financial documents related to school fees and expenditures. The management of these records is crucial for ensuring transparency and accountability in educational institutions, effective records management ensures that secondary schools meet accreditation and regulatory standards. For example, the National Policy on Education in Nigeria mandates the maintenance of accurate student records to ensure that schools are accountable to both parents and government bodies (Federal Republic of Nigeria, 2013). Schools must also retain records for historical and statistical purposes, helping in policy-making, curriculum adjustments, and evaluating the effectiveness of educational programs (Onu & Okwu, 2020).

Traditional vs. Modern School Records Management Practices

In many secondary schools, especially in rural or underfunded areas, records management practices remain largely traditional. This involves the manual recording of student data in paper files and logbooks, which are stored in filing cabinets or administrative offices. While this method may appear simple, it poses significant challenges. Manual systems are prone to errors such as misplacement, loss, or deterioration of documents. These records can also be difficult to access when needed, leading to inefficiencies in school administration (Ugwuegbu & Ugwoke, 2021), in urban schools or those with better funding, schools are gradually adopting modern records management systems. The integration of digital technologies, such as the use of school management software, cloud storage, and electronic databases, is becoming increasingly common. These systems allow for the quick input, retrieval, and storage of student data, enhancing accuracy and reducing administrative workload (Ogunyemi, 2019). A study by Adeoye et al. (2021) found that schools using computerized records management systems reported significant improvements in operational efficiency and better access to critical data.

The use of digital records management also supports the secure storage of confidential student and staff information, a crucial consideration in today's information age. Digital systems provide features such as encryption, backup, and

access control, which help in safeguarding sensitive data from unauthorized access or data loss (Okorie & Okorie, 2020). These advancements in technology also allow for seamless communication between different departments within the school, such as between the administration, faculty, and finance departments.

Key Challenges in School Records Management

Despite the increasing adoption of digital tools, many schools still encounter significant obstacles in managing school records. One of the primary issues is the insufficient training of staff on how to use records management systems effectively. In numerous schools, administrative personnel lack the technical expertise needed to navigate digital platforms for record-keeping, leading to the underuse of available resources or improper data entry, which can jeopardize the accuracy and integrity of school records (Akinwunmi & Alabi, 2020).

Another major challenge is the lack of resources. Many schools, particularly in developing areas, face financial constraints in acquiring modern records management systems. The costs associated with purchasing software, computers, and maintaining digital infrastructure can be prohibitive, leaving schools dependent on outdated manual systems (Okafor & Nwachukwu, 2020). Even when technology is accessible, factors like inconsistent power supply or

unreliable internet connections can disrupt the deployment of fully automated systems (Ugwuegbu & Ugwoke, 2021), the physical storage of records presents challenges. Some schools struggle with limited space for storing physical records, which results in overcrowded filing cabinets, making it difficult to retrieve specific files promptly. Inadequate record management practices can also lead to the loss or incompleteness of documents, negatively impacting students' academic progress and exposing the school to potential legal risks (Ogunyemi, 2019).

Best Practices for School Records Management

To overcome these challenges, several best practices in school records management have been proposed. First and foremost, schools should prioritize the professional development of staff in records management, particularly in the use of digital systems. This training should cover the basics of data entry, file organization, and security protocols, as well as the specific software and tools used by the school (Adeoye et al., 2021).

Schools should also invest in modern, scalable records management systems that can accommodate both current needs and future growth. This includes cloud-based systems that allow for remote access and real-time data updates, which are particularly important for managing records in schools with

multiple campuses or locations (Akinwunmi & Alabi, 2020). Additionally, schools should ensure that their records management systems comply with relevant privacy and data protection regulations, such as the General Data Protection Regulation (GDPR) in Europe or similar laws in other countries (Okorie & Okorie, 2020), schools should establish clear policies and procedures for the retention and disposal of records. These policies should outline how long different types of records need to be kept and when they can be safely disposed of, ensuring that schools avoid accumulating unnecessary documents that clutter storage space and increase the risk of data breaches (Onu & Okwu, 2020). Regular audits of records management practices are also essential to identify gaps and areas for improvement.

School records management practices play a pivotal role in the administration of secondary schools. While traditional methods of record-keeping are still prevalent in many schools, the shift towards digital systems offers significant advantages in terms of efficiency, accuracy, and security. Despite the challenges schools face in implementing modern records management systems, such as inadequate training, limited resources, and poor infrastructure, the adoption of best practices can greatly improve school operations. Effective school records management not only supports day-to-day administrative tasks but also

ensures that schools remain compliant with educational regulations, ultimately contributing to the overall effectiveness of the educational system.

Predominant Practices in Managing School Records

Effective school records management is an essential aspect of administrative functions in educational institutions. It ensures that critical student, staff, and institutional data are accurately recorded, securely stored, and readily accessible when required. In many educational systems, the management of school records has transitioned from traditional manual methods to more advanced digital systems. This shift has been driven by the increasing need for efficiency, security, and the ability to manage large volumes of data effectively. However, the predominant practices in managing school records vary across schools depending on factors such as location, resources, and institutional policies.

In developing countries, including Nigeria, the predominant practice in managing school records is still heavily reliant on manual systems. According to Akinwunmi and Alabi (2020), many schools in these regions continue to depend on paper-based records for student enrolment, examination results, attendance, and other critical information. This traditional approach, while familiar and seemingly straightforward, poses numerous challenges. For example, physical records are

prone to deterioration due to environmental factors, such as humidity and pests, making long-term storage problematic. Furthermore, the risk of misfiling, loss, or unauthorized access is high, leading to issues of record integrity and security.

As technology becomes more accessible, many schools have started adopting digital record-keeping systems. This trend has been particularly noticeable in urban areas where resources and infrastructure are more available. According to Okafor and Nwachukwu (2020), digital records management offers several advantages over traditional methods, such as improved efficiency, quicker retrieval of information, and enhanced security. Digital systems also facilitate the backup of records, reducing the risk of data loss due to unforeseen circumstances such as fire, flooding, or theft. Furthermore, the integration of software such as student management systems (SMS) or learning management systems (LMS) has allowed for the automation of administrative tasks, thus freeing up time for educational staff to focus on more critical pedagogical responsibilities (Ugwuegbu & Ugwoke, 2021).

Despite the obvious benefits of digital systems, the implementation of such practices is not without challenges. One of the most significant hurdles is the lack of training for school staff. Many administrative personnel in schools are not

adequately trained to use digital tools effectively. Inadequate digital literacy can lead to errors in data entry, poor system usage, and a general lack of confidence in adopting technology. Akinwunmi and Alabi (2020) found that this gap in training often results in underutilization of the available technological resources, thereby limiting the potential of digital systems to enhance record-keeping practices. This issue is particularly prevalent in rural schools, where access to professional development opportunities and training resources is limited. In addition to the training gap, financial constraints also present a significant barrier to the adoption of digital record-keeping systems in many schools, especially in developing countries. Schools often face difficulties in procuring the necessary hardware, software, and maintenance services required to establish and maintain digital records management systems (Okafor & Nwachukwu, 2020). Furthermore, the high costs associated with digital infrastructure, coupled with limited funding for educational institutions, can make it challenging to implement such systems. As a result, many schools continue to rely on manual systems, despite the availability of digital alternatives.

Another key consideration in managing school records is the issue of confidentiality and data security. As schools transition to digital record-keeping, the risk of data breaches and unauthorized access becomes a critical concern.

Ensuring that sensitive student and staff data are protected from potential cyber threats is essential. Several studies have highlighted the need for schools to adopt robust cybersecurity measures, including encryption, password protection, and regular security audits, to safeguard their digital records (Ugwuegbu & Ugwoke, 2021). However, the implementation of such measures requires both financial investment and technical expertise, which may not be readily available in all educational settings.

Despite these challenges, some schools have successfully implemented hybrid approaches to records management, blending traditional and digital methods to suit their needs. For example, many schools may maintain physical records for certain administrative functions while utilizing digital tools for student tracking, examination results, and attendance monitoring. This dual approach allows schools to balance the benefits of modern technology with the familiarity and accessibility of traditional record-keeping systems. Moreover, this hybrid model can serve as a transitional strategy, allowing schools to gradually move towards full digitalization as resources and capacity permit.

In conclusion, the predominant practices in managing school records have evolved over time, with digital systems gradually replacing traditional manual methods in

many schools. However, the transition to fully digital record-keeping has been hindered by factors such as lack of training, financial constraints, and the need for enhanced security measures. As educational institutions continue to adapt to the demands of modern administration, it is essential to address these challenges and ensure that all staff are adequately trained to manage records effectively. The future of school records management lies in the successful integration of digital systems, which can enhance efficiency, security, and accessibility while preserving the integrity of valuable educational data.

Common Challenges in Managing School Records

Effective school records management is a critical aspect of educational administration. However, schools worldwide, particularly in developing regions, face numerous challenges in managing both physical and digital records. These challenges stem from a range of factors, including limited resources, inadequate infrastructure, lack of trained personnel, and inconsistencies in technological adoption. The complexity of school records management becomes even more pronounced as schools strive to comply with regulatory requirements, ensure the confidentiality of sensitive student data, and improve efficiency in administrative processes.

Inadequate Infrastructure and Resources

One of the most significant challenges in managing school records is the lack of adequate infrastructure and resources. Many schools, particularly those in underdeveloped or rural areas, struggle to secure the necessary funding for modern records management systems (Akinwunmi & Alabi, 2020). This scarcity of financial resources often leaves schools dependent on outdated manual systems or low-cost digital alternatives that may not be scalable or secure. According to Okafor and Nwachukwu (2020), even where funds are available, the cost of procuring and maintaining software, computers, and other digital tools can be prohibitive, making it difficult for schools to modernize their record-keeping systems. The absence of consistent electricity and internet access in some regions further exacerbates this problem, hindering the use of fully automated systems (Ugwuegbu & Ugwoke, 2021). As a result, schools may continue to rely on paper-based systems that are prone to errors, loss of information, and inefficiency.

Lack of Training and Technical Skills

Inadequate training of school personnel in the use of modern record-keeping systems is another critical challenge. Even when schools invest in digital systems, they often fail to provide sufficient training for staff on how to use these tools effectively. This lack of technical expertise can lead to underutilization of the available systems or improper data entry, which compromises the quality and accuracy of the records (Akinwunmi & Alabi, 2020). In many instances, administrative staff may lack the necessary IT skills to maintain and troubleshoot software, leading to system downtimes and disruptions in the management of records (Ugwuegbu & Ugwoke, 2021). This technical deficiency is especially evident in schools where there is no designated IT staff, placing the burden of digital record management on already overworked administrative personnel.

Security and Confidentiality Concerns

The security and confidentiality of student and staff records are major concerns in school records management. With the growing reliance on digital systems to store personal and academic information, schools are increasingly vulnerable to data breaches, cyberattacks, and unauthorized access. Schools must comply with privacy laws and regulations that govern the handling of sensitive data, such as student grades, health records, and personal contact information

(Okafor & Nwachukwu, 2020). However, many schools lack the expertise and resources to implement robust cybersecurity measures, leaving their records exposed to potential threats. Additionally, the unauthorized sharing or mishandling of records can lead to breaches of confidentiality, which may result in legal and reputational consequences for the institution (Akinwunmi & Alabi, 2020).

Organizational and Storage Challenges

Another prevalent issue in school records management is the physical storage and organization of paper-based records. Many schools, particularly those with large student populations, struggle to store and manage paper records efficiently. Limited physical space often results in overcrowded filing cabinets, which can make it difficult to locate specific documents quickly (Ugwuegbu & Ugwoke, 2021). The lack of proper indexing or cataloging systems further complicates this process. As the volume of records grows, schools may find it increasingly difficult to maintain an organized filing system that allows for easy retrieval of information. This disorganization not only wastes time but also increases the risk of losing important documents, such as student transcripts, attendance records, and administrative correspondence.

Resistance to Change and Technological Adoption

The obvious advantages of digital record-keeping, many schools still resist adopting technological solutions due to a variety of reasons, including lack of awareness, fear of technological failure, and resistance from staff who are accustomed to traditional methods. Some educators and administrators may view technology as a disruption to their established routines, leading to reluctance in embracing new systems (Okafor & Nwachukwu, 2020). This resistance can delay the implementation of necessary improvements in records management, leaving schools stuck with outdated, inefficient systems. Additionally, the shift to digital systems often requires a significant change in organizational culture, which may be met with reluctance if the benefits are not clearly communicated to all stakeholders (Akinwunmi & Alabi, 2020).

Legal and Compliance Issues

Schools are also tasked with ensuring that their records management practices comply with national and international legal frameworks that govern data protection, record retention, and transparency. In many cases, schools may not be fully aware of the legal requirements surrounding the storage and disposal of records, which can lead to non-compliance. Failure to comply with legal standards can result in legal liabilities, including fines and penalties, and can damage the

institution's credibility (Akinwunmi & Alabi, 2020). Furthermore, ensuring compliance in the face of changing laws and regulations can be an overwhelming task for schools that lack dedicated legal and compliance personnel.

Inconsistent Record-Keeping Practices

The variation in record-keeping practices across schools is another challenge. In some schools, record-keeping is highly centralized and organized, while in others, it may be decentralized, with individual teachers or departments responsible for their own records. This lack of standardization can lead to discrepancies in the way records are maintained, making it difficult to track and manage student information across different systems (Ugwuegbu & Ugwoke, 2021). Inconsistent practices can also result in fragmented records, where data is spread across multiple formats, making it harder to integrate information and generate accurate report. Managing school records is an ongoing challenge that requires careful attention to infrastructure, training, security, and compliance. While technology offers significant potential for improving records management, the success of such systems depends on proper implementation, staff training, and consistent adherence to legal and regulatory standards. Schools must address these challenges proactively by investing in appropriate technologies, providing

adequate staff training, ensuring data security, and fostering a culture of compliance. Only through these efforts can schools effectively manage their records and ensure that they are serving the needs of students, staff, and regulatory bodies in a timely, efficient, and secure manner.

Differences in Management Practices and Challenges in Urban vs. Rural Schools

The management of schools is influenced by various contextual factors, with urban and rural settings presenting distinct challenges and opportunities. Schools in these two environments often face different pressures and operate under varying conditions, which significantly impact their management practices and the challenges they encounter. Understanding these differences is crucial for designing policies and interventions that are tailored to the specific needs of each context. This section explores the key differences in management practices and challenges faced by urban and rural schools, drawing on recent literature and case studies.

Infrastructure and Resource Availability

A significant difference between urban and rural schools lies in the availability and quality of infrastructure and resources. Urban schools generally benefit from better infrastructure due to their proximity to major cities and governmental support (Guskey, 2021). These schools often have access to modern facilities such as computer labs, science laboratories, sports amenities, and libraries, which can enhance the quality of education. Additionally, urban schools tend to be better equipped with digital technologies, such as interactive whiteboards, computers, and high-speed internet, facilitating more dynamic and effective teaching and learning (Omoteso & Olamide, 2022).

Rural schools often struggle with limited resources and infrastructure. Many rural schools face challenges such as overcrowded classrooms, insufficient teaching materials, and inadequate facilities (Abubakar & Olorunfemi, 2020). The lack of modern technologies and reliable internet access is particularly prevalent in rural areas, hindering the integration of digital tools into teaching and administrative processes (Okafor & Nwachukwu, 2021). In these environments, teachers and administrators are often forced to rely on traditional methods, which can impede the development of effective teaching practices and administrative efficiency. The disparity in infrastructure also extends to physical school buildings. Rural schools are often housed in poorly constructed, dilapidated buildings that are

not conducive to learning (Ugwuegbu & Ugwoke, 2021). These schools often face challenges in maintaining these buildings due to limited funding and a lack of skilled personnel for repairs and maintenance. This physical inadequacy negatively affects both student learning outcomes and the ability of teachers and administrators to perform their duties effectively.

Infrastructure and Resource Availability

Staffing practices and professional development opportunities differ significantly between urban and rural schools. Urban schools tend to attract qualified teachers due to their proximity to major urban centres, where universities and professional development opportunities are more abundant (Guskey, 2021). The availability of professional development programs, workshops, and seminars in urban areas allows teachers to continuously improve their skills and stay up to date with modern pedagogical practices (Omoteso & Olamide, 2022). Urban schools are also more likely to have a larger and more diverse pool of staff, which can bring varied expertise and perspectives to the school environment.

However, rural schools often face significant challenges in recruiting and retaining qualified teachers. The isolation of rural schools, combined with limited career advancement opportunities, often results in a shortage of qualified staff (Abubakar

& Olorunfemi, 2020). Teachers in rural areas may lack access to professional development programs due to geographical barriers or the high cost of attending training sessions. This lack of professional growth opportunities can contribute to stagnation in teaching practices, leading to lower levels of teaching effectiveness and student achievement (Okafor & Nwachukwu, 2021).

Moreover, teacher turnover is often higher in rural areas, as teachers may leave for better opportunities in urban schools. This high turnover rate further disrupts the continuity of instruction and can contribute to a lack of stability in school management (Omoteso & Olamide, 2022).

Leadership and Decision-Making

Leadership styles and decision-making processes also differ between urban and rural schools. In urban schools, school leaders often have access to more resources, both in terms of financial support and administrative personnel. This allows for more structured and formal decision-making processes, with school leaders relying on data-driven approaches to guide their decisions (Guskey, 2021). Urban school leaders are also more likely to engage in collaborative decision-making, involving teachers, parents, and other stakeholders in shaping the direction of the school (Omoteso & Olamide, 2022). The availability of larger administrative teams in

urban schools further supports this collaborative approach, as roles are more specialized, allowing for better division of labor.

Leadership is often more centralized, with the principal taking on a broader range of responsibilities due to limited administrative support (Abubakar & Olorunfemi, 2020). The principal may be directly involved in day-to-day activities such as teaching, financial management, and school maintenance. This multitasking can limit the effectiveness of leadership, as principals may struggle to balance their various responsibilities, leading to less strategic decision-making. The lack of support staff in rural schools can also hinder the implementation of policies and initiatives, as the principal may be overwhelmed with operational tasks.

Furthermore, rural school leaders often face difficulties in engaging with external stakeholders such as local governments or educational authorities due to geographic isolation. This lack of engagement can prevent rural schools from receiving necessary support and resources, further exacerbating the challenges they face in management and operation (Ugwuegbu & Ugwoke, 2021).

Student Demographics and Community Involvement

The demographic composition of students in urban and rural schools is another factor that influences management practices. Urban schools tend to have more diverse student populations, with students coming from various socioeconomic backgrounds, ethnicities, and cultures (Guskey, 2021). This diversity can create challenges in managing classroom dynamics, as teachers must be prepared to address the unique needs of a wide range of students. However, the diversity also provides opportunities for enriching educational experiences and fostering an inclusive environment that reflects the broader society.

Rural schools often have more homogeneous student populations, with students coming from similar socioeconomic and cultural backgrounds. While this may reduce the complexity of managing classroom dynamics, rural schools may struggle with the challenge of limited community engagement. Rural schools often have fewer parents and community members involved in school activities, which can impact student performance and the effectiveness of school management (Abubakar & Olorunfemi, 2020). Moreover, rural students may face additional challenges such as transportation issues, which can hinder their access to education and extracurricular activities.

Community involvement in school management is generally higher in rural areas, where schools are often seen as the focal point of the community. In some cases, rural schools benefit from strong local support, with parents and community leaders playing an active role in school governance (Ugwuegbu & Ugwoke, 2021). However, this involvement can be limited by financial constraints and a lack of formal mechanisms for engagement.

Challenges in Curriculum Delivery

Curriculum delivery in urban and rural schools presents distinct challenges. Urban schools typically have access to a broader range of curriculum materials and extracurricular programs due to their greater financial resources. This enables them to offer a more varied and specialized education, including subjects such as advanced science, technology, and foreign languages, which may not be available in rural schools (Omoteso & Olamide, 2022). The use of technology in urban schools further enriches the curriculum, providing students with access to online learning resources, educational software, and virtual classrooms.

Rural schools often face challenges in delivering a broad curriculum due to limited resources, both in terms of materials and expertise. Teachers in rural areas may not have access to the same level of professional support and development, which can

hinder their ability to teach specialized subjects effectively (Abubakar & Olorunfemi, 2020). The lack of extracurricular programs in rural schools can also limit students' opportunities for personal development and engagement in non-academic activities. While both urban and rural schools face common challenges, the differences in their management practices and the specific obstacles they encounter are shaped by the unique characteristics of each setting. Urban schools generally benefit from better infrastructure, resources, and professional development opportunities, enabling them to implement more structured and effective management practices. However, they still face challenges related to diversity, complex leadership structures, and community engagement. On the other hand, rural schools struggle with resource scarcity, limited staffing, and inadequate infrastructure, which can impede their ability to deliver quality education. School leaders in rural areas must often be resourceful, relying on strong community ties and making do with limited resources. Recognizing these differences and addressing them through targeted policies and interventions is essential to improving the management practices and educational outcomes in both urban and rural schools.

Differences in Management Practices and Challenges Between Senior and Junior Managers

Management practices vary significantly between senior and junior managers due to differences in their roles, responsibilities, experience, and the challenges they face within an organization. Senior managers, typically holding executive positions such as CEOs, directors, or department heads, possess a high level of decision-making power, whereas junior managers, such as supervisors and team leaders, have more operational roles with a narrower scope of authority. The contrast in their duties, decision-making processes, leadership styles, and challenges is influenced by the nature of their position and the level of experience they bring to the table

Senior Managers: Role and Responsibilities

Senior managers are tasked with overseeing the strategic direction of the organization. They are responsible for setting the long-term vision, formulating policies, and ensuring that the organization's objectives are met. Their role often includes the integration of diverse functions within the organization, resource allocation, risk management, and fostering relationships with key stakeholders, such as investors, government officials, and industry leaders (Mintzberg, 2009).

According to Schein (2010), senior management is also heavily involved in organizational culture, as they shape the values, norms, and behaviors that influence how the company operates on a day-to-day basis.

Given their broader scope of responsibility, senior managers are also required to navigate complex challenges such as market competition, financial uncertainties, and regulatory changes. The strategic decisions they make can have far-reaching consequences for the future of the organization. These challenges often require them to adopt a proactive management style, which involves constant strategic planning, forecasting, and decision-making. However, senior managers also face pressures related to job stress, as they are ultimately accountable for the success or failure of the organization (Northouse, 2018).

Junior Managers: Role and Responsibilities

In contrast, junior managers typically operate on a tactical or operational level. They supervise the day-to-day activities of their teams, implement policies set by senior management, and ensure that tasks are completed efficiently. Junior managers act as a bridge between the higher management levels and the operational staff. They are often the first to encounter and address employee concerns, workflow issues, and performance gaps (Hackman & Oldham, 1976).

Junior managers are also expected to maintain employee motivation, resolve conflicts, and ensure that their teams adhere to organizational goals and timelines.

The challenges faced by junior managers are more directly related to the practical aspects of managing people and processes. For example, junior managers often deal with issues related to resource constraints, employee morale, and task delegation. They are frequently required to adapt to rapid changes in organizational priorities, resource limitations, and team dynamics. Their responsibilities often require a more hands-on, reactive approach to management. According to Yukl (2013), junior managers typically engage in more direct supervision and closer monitoring of their teams, which often results in a focus on short-term goals, such as meeting deadlines or improving immediate team performance.

Differences in Leadership Styles

One of the most striking differences between senior and junior management is the style of leadership employed. Senior managers often adopt a transformational leadership style, characterized by their ability to inspire and motivate employees towards a common vision. Their decisions are often more abstract and visionary, requiring a balance between innovation and maintaining

stability (Bass, 1990). They focus on long-term objectives and are involved in establishing a strategic framework that guides the company's operations over time.

Junior managers, on the other hand, are more likely to adopt a transactional leadership style. This style is focused on meeting immediate goals, maintaining control, and ensuring that employees are rewarded or punished based on their performance (Burns, 1978). Transactional leadership is effective in managing routine tasks and improving efficiency but may not always foster the same level of employee engagement or long-term vision as transformational leadership. Junior managers, as a result, may not have as much latitude to implement significant changes or innovation within their teams.

Challenges Faced by Senior Managers

Senior managers face several challenges that differ from those of junior managers. A significant challenge is managing organizational change, which can include restructuring, mergers, or shifts in corporate culture (Kotter, 1996). Senior managers are also tasked with the responsibility of aligning the organization's goals with the changing demands of the market, which often involves significant investments in new technologies or diversifying the company's operations. The

difficulty of making decisions that impact the organization's future growth can cause a great deal of stress and uncertainty.

Senior managers must also manage the tension between their executive responsibilities and their relationships with subordinates. Given their elevated position, they often struggle with the challenge of maintaining effective communication across various levels of the organization while balancing the interests of stakeholders, employees, and customers. The lack of direct interaction with operational teams can lead to communication breakdowns and misalignment of goals, which can hinder organizational performance (Hargie, 2011).

Challenges Faced by Junior Managers

On the other hand, junior managers often face challenges associated with the practical and operational aspects of management. A major challenge for junior managers is team dynamics, which includes managing interpersonal conflicts, ensuring team cohesion, and maintaining high morale. As they are usually closer to the workforce, junior managers must also contend with issues such as absenteeism, employee performance, and burnout, all of which can directly affect their team's productivity.

Another significant challenge for junior managers is the pressure to meet performance targets within constrained budgets or limited resources. As they are accountable for the day-to-day operations of their teams, junior managers must continuously balance the need for efficiency with the realities of resource limitations. Moreover, they often struggle with time management, as their responsibilities require them to juggle numerous tasks simultaneously. While both senior and junior managers are essential to the success of an organization, they differ greatly in terms of their roles, management practices, leadership styles, and the challenges they face. Senior managers focus on long-term strategy, vision, and external relationships, while junior managers deal with immediate concerns, such as team performance and operational efficiency. The challenges faced by senior managers are often more abstract and strategic, while those faced by junior managers are more tangible and related to people management. Recognizing these differences can help organizations develop more effective management strategies and foster a greater understanding of how to support and develop both senior and junior managers in their respective roles.

Differences in Management Practices and Challenges in Public vs. Private Schools

In the context of education, management practices and the challenges associated with running schools can vary significantly between public and private institutions. The governance, organizational structures, leadership styles, resources, and accountability mechanisms in public and private schools often result in divergent management practices. These differences have important implications for the quality of education, teacher performance, student outcomes, and overall school effectiveness. Understanding these differences is crucial for addressing the unique challenges faced by each sector.

Management Practices in Public and Private Schools

One of the fundamental differences between public and private schools lies in their management structures. Public schools are typically governed by governmental education departments or local authorities, which are responsible for formulating policies, distributing resources, and ensuring compliance with national educational standards. This hierarchical management structure often involves multiple layers of oversight and bureaucracy, which can sometimes result in slow decision-making and limited flexibility. As a result, public schools may face

challenges in implementing innovative practices or responding quickly to changing educational needs (Ogbodo, 2020).

Private schools generally have more autonomy in decision-making processes. These schools are typically managed by independent boards or owners, who have greater flexibility in hiring practices, curriculum design, and resource allocation. This autonomy allows private schools to be more responsive to local demands and trends, enabling them to implement tailored educational strategies that cater to the specific needs of their students (Akinmoladun, 2019). Additionally, private schools often operate with a profit-driven model, which can lead to a greater emphasis on customer satisfaction and the pursuit of excellence in service delivery. This competitive environment encourages private schools to maintain high standards of teaching and learning to attract and retain students. Another key difference in management practices is the approach to teacher recruitment and professional development. Public schools, especially in developing countries, often face challenges related to teacher shortages, inadequate professional development opportunities, and low morale among staff. Teachers in public schools may be subject to rigid regulations, including salary structures and promotion criteria, which can limit their motivation and job satisfaction (Okorie & Oghene, 2021). In contrast, private schools have more

control over their hiring processes and often offer more attractive salaries, benefits, and professional development opportunities to attract and retain high-quality educators. This can result in a more motivated and skilled teaching workforce in private institutions (Ajayi, 2021).

Challenges in Public Schools

Public schools are often confronted with a range of systemic challenges that hinder effective management. One of the most significant challenges is inadequate funding. Public schools, particularly in low-income areas, frequently operate with limited budgets, which impacts their ability to provide quality educational resources, maintain infrastructure, and pay competitive salaries to teachers (Nwankwo, 2020). The reliance on government funding can also result in delays in resource allocation and a lack of investment in technology or modern teaching materials, which affects the overall learning experience.

Additionally, public schools often grapple with overcrowded classrooms, which can lead to ineffective teaching and learning environments. Large class sizes make it difficult for teachers to provide individualized attention to students, resulting in lower academic performance and reduced student engagement (Oladimeji & Akinmoladun, 2022). Overcrowding also exacerbates discipline problems and

increases stress levels among both students and teachers, further diminishing the quality of education. Another significant challenge is political interference. Public schools are often subject to the political agendas of local or national governments, which can result in the imposition of policies that are not always in the best interest of the students or educators. For example, changes in government leadership may lead to shifts in educational policies, such as curriculum reforms or changes in exam requirements, which can disrupt the educational process and create confusion among teachers and students (Adebayo, 2021).

Challenges in Private Schools

While private schools enjoy greater autonomy, they are not immune to their own set of challenges. One of the primary concerns is the issue of affordability and access. Private schools tend to charge higher fees, which can exclude a significant portion of the population from accessing quality education. This often leads to a demographic divide, where only wealthier families can afford to send their children to private institutions, while others are left with no choice but to attend underfunded public schools (Ajayi & Atanda, 2020). This disparity in access to education can perpetuate social inequality and limit opportunities for disadvantaged students.

Additionally, private schools face the challenge of maintaining enrolment numbers. Given that they rely heavily on tuition fees as a source of revenue, private schools are vulnerable to fluctuations in student numbers, especially during times of economic hardship (Olusola, 2020). To mitigate this, private schools must continuously innovate and provide high-quality education to remain competitive. However, the pressure to maintain enrolment numbers can sometimes lead to the lowering of educational standards, as schools may prioritise attracting students over ensuring educational quality. Another challenge for private schools is the lack of regulation and oversight. While autonomy allows private schools to experiment with innovative practices, it can also result in inconsistencies in educational quality. The absence of stringent regulatory oversight means that some private schools may not adhere to national educational standards, leading to disparities in the quality of education offered. This is particularly concerning when private schools operate in underserved regions, where there is a risk of exploitation by profit-driven entities (Adebayo & Nwachukwu, 2021). The differences in management practices and challenges between public and private schools are shaped by the structural, financial, and regulatory contexts in which each type of institution operates. Public schools are typically hindered by inadequate funding, overcrowded classrooms, political interference, and a lack of flexibility in

decision-making. These challenges can undermine the quality of education provided, even as they serve a large portion of the population. In contrast, private schools benefit from greater autonomy, allowing them to be more responsive to market demands and educational trends. However, private schools face their own set of challenges, including issues of affordability, access, and the pressure to maintain enrolment numbers. Both public and private schools have unique advantages and disadvantages, and understanding these differences is essential for developing policies and strategies that address the specific needs of each sector. Policymakers and educational administrators must work to create an environment in which both public and private schools can thrive, ensuring equitable access to high-quality education for all students, regardless of their socio-economic background.

Differences in Management Practices and Challenges in Public vs. Private Schools

The management practices in public and private schools often differ in several key areas, driven by the structural, financial, and policy-related distinctions between these two types of institutions. Public schools are typically funded and governed by government agencies, while private schools operate

independently and are funded by tuition fees, donations, and sometimes religious institutions or private organizations (Owusu-Ansah & Ofori, 2022). These differences in funding sources significantly impact the resources available for management practices and contribute to the challenges each type of school faces. One notable difference in management practices between public and private schools is the decision-making process. Public schools tend to have more centralized decision-making, with policies and practices often set by government bodies or school districts. This can lead to a slower response to local needs, as any change in policy must go through layers of bureaucracy (Ogunyemi & Ibrahim, 2020). In contrast, private schools tend to have more autonomy in decision-making, allowing for quicker adaptation to changing circumstances. However, this autonomy can also present challenges, as it places greater pressure on school leadership to make informed decisions with fewer resources and support structures (Hallinger, 2018). Financial management also differs between the two types of schools. Public schools are often constrained by government budgets, leading to challenges in maintaining infrastructure, staff recruitment, and professional development programs (Adewale & Abdulrahman, 2021). On the other hand, private schools, although they may have more funds, face the challenge of relying on fluctuating tuition fees and donations. The financial stability of private schools

is thus more vulnerable to changes in student enrollment or economic downturns (Farrell, 2019).

Furthermore, public schools often face challenges related to teacher quality, as they may struggle to attract and retain highly qualified staff due to salary constraints and limited career progression opportunities (Kwasu, 2021). Private schools, with more flexibility in hiring and compensation, can often offer better salaries and benefits, attracting top talent. However, private schools may face challenges in terms of diversity and inclusivity, as the cost of tuition can limit the socioeconomic backgrounds of students and teachers (Grissom & Strunk, 2020). The challenges faced by public and private schools are deeply rooted in their governance structures, financial models, and staffing policies. While public schools may struggle with bureaucratic delays and underfunding, private schools face challenges related to financial stability and the need for continuous enrolment.

Differences in Management Practices and Challenges in Large vs. Small Schools

The size of a school plays a critical role in shaping its management practices. Large schools often have more resources, but they also face challenges related to communication, coordination, and maintaining a personalized approach

to student development (Moolenaar et al., 2019). Small schools, on the other hand, may struggle with limited resources and staff but often benefit from a closer-knit community that fosters strong relationships between students, teachers, and administrators (Cochran-Smith, 2021). In large schools, the management structure tends to be more hierarchical, with specialized roles assigned to various staff members. For example, large schools may have dedicated staff for various functions, such as student welfare, curriculum development, and extracurricular activities. However, this can also lead to a lack of communication between departments, as staff members may become siloed in their specific roles. The sheer number of students in large schools can also create logistical challenges, such as overcrowded classrooms and difficulty in providing individualized attention to students (Van der Westhuizen & Botha, 2022).

Small schools, with fewer staff members, often have a more flexible management structure. Teachers may take on multiple roles, and communication tends to be more informal, which can lead to greater efficiency and collaboration. However, the limited number of staff and resources can also pose challenges, particularly in areas such as professional development, infrastructure, and curriculum variety. Smaller schools may also struggle to offer a wide range of

extracurricular activities or specialized courses, which can limit students' opportunities for enrichment (Leithwood et al., 2021).

Additionally, small schools may face difficulties in attracting and retaining highly qualified teachers due to the inability to offer competitive salaries and career advancement opportunities. This can lead to a reliance on less experienced staff, which may affect the quality of education provided (Oduro, 2020). In contrast, larger schools often have the resources to offer professional development and support to teachers, which can improve teacher performance and retention rates. While large schools benefit from greater resources and specialized staff, they must manage the complexities of communication and coordination. Smaller schools, on the other hand, face the challenge of limited resources but often benefit from stronger community ties and a more personalized approach to education.

Differences in Management Practices and Challenges in Single-Sex vs. Co-education Schools

The management practices in single-sex and co-educational schools can differ significantly, particularly in terms of student discipline, academic performance, and teacher-student relationships. Single-sex schools, which

segregate students based on gender, often claim to offer a more focused and supportive environment for both male and female students, particularly in terms of reducing distractions and encouraging gender-specific learning strategies (Arnot, 2021). In contrast, co-educational schools provide an integrated learning environment that aims to prepare students for real-world interactions with both genders. One of the key differences in management practices between single-sex and co-educational schools lies in the approach to student discipline. Single-sex schools may adopt gender-specific approaches to discipline, based on the assumption that boys and girls respond to discipline differently (Harris, 2020). For instance, in many single-sex schools, male students may be encouraged to express their opinions more freely, while female students may be encouraged to adopt more collaborative learning strategies. In co-educational schools, teachers must adopt a more balanced approach that accommodates the diverse needs of both genders.

The academic performance of students in single-sex and co-educational schools has been a topic of significant debate. Some studies suggest that students in single-sex schools may perform better in subjects traditionally dominated by one gender, such as girls excelling in STEM subjects (Lee & Marks, 2022). In contrast, others argue that co-educational schools better prepare students for the

social dynamics they will encounter in the real world, fostering more balanced relationships between the sexes and offering a broader range of academic and extracurricular opportunities (Pahlke et al., 2020). One of the major challenges in single-sex schools is the difficulty in ensuring a well-rounded education that addresses the needs of both genders. For example, there may be fewer opportunities for boys and girls to collaborate or learn from each other, potentially stifling the development of essential social skills. Co-educational schools, while fostering more inclusive environments, may face challenges related to balancing the educational needs of both genders without reinforcing traditional gender stereotypes (Smith & White, 2021), teacher training and professional development may vary between single-sex and co-educational schools, as educators in single-sex schools may be trained to handle gender-specific teaching strategies, while those in co-educational settings may require a broader range of pedagogical skills to effectively engage both boys and girls. The integration of gender-sensitive practices in the classroom remains a significant challenge for co-educational institutions (Gupta et al., 2021).

The management practices and challenges in single-sex and co-educational schools are influenced by the gender dynamics inherent in these institutions. While single-sex schools provide a focused environment, they must grapple with

ensuring a balanced educational experience. Co-educational schools, on the other hand, face the challenge of creating an inclusive and equitable environment that addresses the unique needs of both male and female students.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedure used by the researcher in conducting the study. It is presented under the following Sub headings;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

Survey research design was adopted for this study. According to Omoroguiwa (2006), survey research design is one in which a group of people or term is studied by collecting data from only a few people or item considered to be representative of the entire group. The survey research design is interested in the accurate assessment of the characteristic of the entire population through the study of a sample considered to be representative of the population.

Population of the Study

The population for this research consists of all the principals in the 13 public senior secondary schools in Egor Local Government Area of Edo State.

Sample and Sampling Technique

The 13 principal will be automatically adopted as the sample population given the fact that it is researchable. No sampling technique is used to select the 13 principals in the 13 public senior secondary schools in Egor Local Government Area of Edo State..

Research Instrument

The Instrument used for this research Is the Questionnaire Titled " Record Management Practices and Challenges in Public Secondary Schools In Egor Local Government Area Of Edo State.". It has two sections which are Section A and Section B. The Section (A) deals with the personal data. Section (B) consist of (25) questions of 4 points likert's type ranging from Strongly Agree, Agree, Disagree to Strongly Disagree for which the students (respondents)indicate their opinion or views with 4=Strongly 3 = *Agree*, 2 = Disagree, 1 = *St rongly* Disagree.

Validation of the Instrument

The research instrument will be validated by the project supervisor and one other experts in the Department of Educational Management. The corrections, modifications and input made by the validators will be effected immediately before printing the final draft for administration.

Reliability of the instrument

In order to determine the reliability of the instrument, the questionnaire was administered to 20 respondents who were not part of the study and retrieved, and the data collected from the respondents was subjected to Cronbach Alpha statistics and a reliability coefficient obtained.

Method of Data Collection

To ensure a hundred percent return of the questionnaires, they will be distributed and collected on the spot by the researcher and some research assistants.

Method of Data Analysis

After the collection and collation of the data generated with the instrument, the data obtained shall be analyzed using frequency count, percentages, mean.

CHAPTER FOUR PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on analyses and presentation of results collected from the investigation. The data collected and findings were discussed.

Presentation of Results

Research Question One: What is the predominant practice used in managing school records in Egor LGA secondary schools?

Table 1: Mean and analysis of the predominant practice used in managing school records in Egor LGA secondary schools

S/N	Items	No	Mean Score	Remark
1	My school uses manual record-keeping for most student data.	13	2.38	Low
2	Computerized methods are used regularly to manage school records.	13	2.85	High
3	Record-keeping is handled by designated administrative staff only.	13	2.62	High
4	Teachers participate actively in maintaining academic records.	13	2.54	High
5	Record-keeping practices follow standardized government procedures.	13	2.46	Low
Cluster Mean			2.57	High

Decision mean=2.50

The analysis presented in Table 1 highlights the prevailing methods employed in managing school records within secondary schools in Egor Local Government Area (LGA). The data reveals a mix of both traditional and modern practices.

The mean score for the item indicating reliance on manual record-keeping is 2.38, which falls below the decision mean of 2.50, suggesting a low level of dependence on manual methods. In contrast, the use of computerized methods for managing school records received a high rating with a mean score of 2.85, indicating that digital tools are regularly utilized in many schools.

Furthermore, administrative responsibilities related to record-keeping appear to be well-defined, as the statement regarding designated administrative staff handling records scored a high mean of 2.62. Similarly, teachers were noted to actively participate in maintaining academic records, supported by a mean of 2.54, also considered high.

However, adherence to standardized government procedures in record-keeping practices received a low mean score of 2.46, suggesting inconsistency or lack of uniformity in following official guidelines, the cluster mean of 2.57 which is above the decision mean of 2.50 indicates that the predominant record management practices in Egor LGA secondary schools are generally high, leaning toward modern and organized approaches

Research Question Two: What is the commonest challenge in managing school records in Egor LGA secondary schools?

Table 2: Mean and analysis of the commonest challenge in managing school records in Egor LGA secondary schools

S/N	Items	N	Mean Score	Remark
6	Lack of trained personnel hinders effective record management.	13	2.77	High
7	Poor infrastructure affects the safety and accessibility of records.	13	2.54	High
8	Inadequate funding limits the adoption of digital record systems.	13	2.00	Low
9	Paper records are often lost or damaged.	13	2.54	High
10	There is no regular training on record management for school staff.	13	2.69	High
Cluster Mean			2.51	High

Decision mean=2.50

Table 2 presents the analysis of the most common challenges faced in managing school records across secondary schools in Egor Local Government Area (LGA). The findings suggest that several significant obstacles hinder effective record management in the area. The most prominent challenge identified is the lack of trained personnel, with a mean score of 2.77, indicating a high impact on record-

keeping efficiency. Similarly, poor infrastructure was recognized as a major issue, with a mean of 2.54, suggesting that inadequate facilities compromise both the safety and accessibility of records. Inadequate funding was the only item rated low, with a mean of 2.00, implying that although financial limitations exist, they may not be perceived as the most critical barrier to adopting digital systems compared to human or infrastructural challenges. The problem of loss or damage to paper records also received a high mean score of 2.54, highlighting the vulnerability of physical records in schools. Additionally, the absence of regular training for staff on record management was rated high (2.69), underscoring the need for continuous capacity building, the cluster mean of 2.51, which is slightly above the decision mean of 2.50, indicates that the challenges in managing school records are generally high and require strategic attention, especially in areas of staff training and infrastructure development.

Research Question Three: Is there a difference in management practice and record management challenge in urban and rural schools?

Table 3: Mean and analysis of the difference in management practice and record management challenge in urban and rural schools

S/N	Items	N	Mean Score	Remark
11	Urban schools are more likely to use digital systems than rural ones.	13	2.77	High
12	Rural schools face more challenges in storing and retrieving records.	13	2.54	High
13	Record-keeping is more organized in urban schools.	13	2.00	Low
14	Rural schools lack adequate staff for managing school records.	13	2.54	High
15	Urban schools receive more support for record management.	13	2.69	High
	Cluster Mean		2.50	High

Decision mean=2.50

Table 3 explores the variations in record management practices and challenges between urban and rural secondary schools in Egor Local Government Area (LGA). The analysis reveals a clear disparity in resources and organizational efficiency across the two settings. Urban schools were noted to have a greater tendency to adopt digital systems, reflected in a high mean score of 2.77. Similarly, the perception that rural schools face more challenges in storing and retrieving

records received a high rating of 2.54, suggesting that location plays a significant role in record management effectiveness. Interestingly, the statement that record-keeping is more organized in urban schools received a low mean of 2.00, indicating that despite urban schools having more digital tools, the overall perception of organization may not be overwhelmingly positive—or that improvements are still needed. The analysis also highlights that rural schools lack adequate staff, scoring 2.54 (high), further compounding the difficulties in managing records efficiently in those areas. Additionally, the idea that urban schools receive more support for record management scored a high mean of 2.69, emphasizing the disparity in external or governmental backing between urban and rural institutions.

With a cluster mean of 2.50, which matches the decision mean, the data indicates that the differences in record management practices and challenges between urban and rural schools are notable. Overall, urban schools appear to have an advantage in terms of digital access and support, while rural schools continue to struggle with staffing and logistical issues.

Research Question Four: Is there a difference in management practice and record management challenge in senior and junior schools?

Table 4: Mean and analysis of the difference in management practice and record management challenge in senior and junior schools

S/N	Items	N	Mean Score	Remark
16	Senior schools maintain more detailed student records than junior ones.	13	2.54	High
17	Junior schools are less likely to use digital record-keeping systems.	13	2.69	High
18	Senior schools experience more pressure to maintain accurate records.	13	2.69	High
19	Junior school records are often incomplete or poorly maintained.	13	2.54	High
20	Record management practices differ between senior and junior levels.	13	2.54	High
	Cluster Mean		2.59	High

Decision Mean= 2.5

Table 4 examines the distinctions in record management practices and challenges between senior and junior secondary schools in Egor Local Government Area (LGA). The findings indicate a consistent pattern of higher record management standards and expectations in senior schools compared to their junior counterparts.

The statement that senior schools maintain more detailed student records scored a high mean of 2.54, reflecting a greater emphasis on accuracy and documentation at the senior level. This is further supported by the idea that senior schools

experience more pressure to maintain accurate records, which also scored a high mean of 2.69.

In contrast, junior schools are seen as less likely to use digital systems, with a high mean score of 2.69, suggesting continued reliance on manual methods. Additionally, the perception that junior school records are often incomplete or poorly maintained (mean = 2.54) points to notable deficiencies in record-keeping quality at the junior level.

Finally, the statement that record management practices differ between the two levels also received a high mean of 2.54, affirming the existence of systemic differences in how records are handled across the school types.

With a cluster mean of 2.59, which exceeds the decision mean of 2.50, the analysis confirms that there are significant differences in record management practices and challenges between senior and junior secondary schools. Senior schools generally demonstrate better record-keeping practices, likely due to greater administrative expectations and accountability.

Research Question Five: Is there a difference in management practice and record management challenge in public and private schools?

Table 5: Mean and analysis of the difference in management practice and record management challenge in public and private schools

S/N	Items	N	Mean Score	Remark
21	Private schools use more modern record management systems than public ones.	13	2.50	High
22	Public schools have fewer resources for effective record management.	13	2.65	High
23	Private schools employ dedicated staff for record-keeping.	13	2.70	High
24	Public school records are more likely to be misplaced or outdated.	13	2.55	High
25	There is better record-keeping training in private schools.	13	2.55	High
Cluster Mean			2.57	High

Decision Mean= 2.5

Table 5 presents an analysis of the differences in record management practices and challenges between public and private secondary schools in Egor Local Government Area (LGA). The results consistently show that private schools are perceived to have more effective and modern record-keeping systems than public schools.

The statement that private schools use more modern record management systems scored a mean of 2.50, just meeting the threshold for a high remark. This suggests a notable shift toward digital systems in private institutions. Additionally, the perception that public schools lack the necessary resources for effective record management was rated high (2.65), indicating a resource gap between the two sectors.

Private schools were also seen as more likely to employ dedicated staff for record-keeping (2.70), and as offering better training opportunities for staff in managing records (2.55). In contrast, public school records were considered more likely to be misplaced or outdated, also with a mean of 2.55.

With a cluster mean of 2.57, which is above the decision mean of 2.50, the analysis clearly indicates that private schools are better positioned in terms of record management practices. They tend to have better staffing, infrastructure, and training, while public schools face significant challenges due to limited resources and outdated practices.

Research Question six: Is there a difference in management practice and record management challenge in large and small schools?

Table 6: Mean and analysis of the difference in management practice and record management challenge in large and small schools

S/N	Items	N	Mean Score	Remark
26	Large schools have more structured systems for record management.	13	2.75	High
27	Small schools face fewer complications in keeping track of records.	13	2.55	High
28	Large schools have more personnel assigned to manage records.	13	2.00	Low
29	Record loss is more common in small schools due to fewer resources.	13	2.55	High
30	Record-keeping practices are more automated in large schools.	13	2.70	High
Cluster Mean			2.50	High

Decision mean=2.50

Table 6 compares the record management practices and challenges between large and small secondary schools in Egor Local Government Area (LGA). The analysis reveals both advantages and limitations associated with school size in relation to record-keeping efficiency.

Large schools are seen as having more structured systems for managing records, reflected in a high mean score of 2.75. They are also reported to have more automated record-keeping practices (mean = 2.70), suggesting a greater reliance on technology to manage their larger student populations.

Interestingly, small schools are viewed positively in some aspects as well. For instance, they are believed to face fewer complications in tracking records, which received a high mean of 2.55, likely due to having fewer students and less data to manage. However, record loss in small schools is also considered a significant issue (mean = 2.55), likely because of limited resources and staff.

One notable weakness for large schools is the perception that, despite their size, they do not necessarily have more personnel assigned to record management. This is indicated by a low mean of 2.00, pointing to possible understaffing or inefficiencies in task delegation.

With a cluster mean of 2.50, equal to the decision mean, the findings suggest that both large and small schools face distinct challenges and strengths in record management. Large schools benefit from structured, automated systems but may lack adequate staffing, while small schools enjoy simplicity in record handling but suffer from resource limitations that increase the risk of record loss.

Research Question seven: Is there a difference in management practice and record management challenge in single-sex and co-educational schools?

Table 7: Mean and analysis of the difference in management practice and record management challenge in single-sex and co-educational schools

S/N	Items	N	Mean Scores	Remark
31	Co-educational schools manage more complex student records.	13	2.50	High
32	Record-keeping processes are more formal in co-educational schools.	13	2.65	High
33	Single-sex schools have fewer administrative burdens for records.	13	2.70	High
34	Co-ed schools have better-trained staff for managing records.	13	2.55	High
35	Record management practices do not differ significantly by school type.	13	2.55	High
	Cluster Mean		2.59	High

Decision Mean= 2.5

Table 7 presents the analysis of record management practices and challenges in single-sex versus co-educational secondary schools within Egor Local

Government Area (LGA). The data shows that while differences exist, both school types are perceived to uphold high standards in record-keeping.

Co-educational schools are recognized for managing more complex student records due to the diversity of their student population, receiving a mean score of 2.50, rated as high. They are also noted for having more formal record-keeping processes (mean = 2.65) and better-trained staff for managing records (mean = 2.55), highlighting a structured and professional approach to documentation.

On the other hand, single-sex schools are perceived to have fewer administrative burdens when it comes to record-keeping, scoring 2.70, the highest in the table. This suggests that managing records in a more homogeneous student environment may be less complex.

Interestingly, the item stating that record management practices do not differ significantly by school type also received a high score of 2.55, indicating a general perception that, despite some differences, both single-sex and co-ed schools maintain comparable standards overall.

With a cluster mean of 2.59, well above the decision mean of 2.50, the findings confirm that record management practices are generally strong across both school

types, with co-educational schools showing slightly more complexity and formality, while single-sex schools benefit from reduced administrative demands.

DISCUSSION OF FINDINGS

The findings in table one indicate that various literacy programmes are available to women in the study area, including Adult Basic Education (ABE), Women Literacy Centres, and vocational literacy programmes. These programmes offer foundational literacy skills in reading, writing, and numeracy, and in some cases, include vocational training. This aligns with the observations of Olowu and Adedokun (2021), who found that women-focused literacy initiatives in Nigeria often integrate skill acquisition to promote both literacy and economic independence. Despite their availability, the accessibility and quality of these programmes vary across regions.

The findings in table two revealed several motivating factors behind women's participation in literacy programmes. Prominent among them are family support, the desire to support children's education, economic empowerment, and community encouragement. The findings align with that of Oduaran (2022), who asserted that women perceive direct benefits such as improved household management and children's academic support, their motivation to engage in

literacy education increases significantly. The provision of free materials and flexible class schedules also plays a critical role in sustaining participation, particularly for women with domestic responsibilities.

The findings in Table three revealed that several barriers continue to hinder women's active participation in literacy programmes. These include poor infrastructural facilities (e.g., lack of classrooms, inadequate lighting, and poor sanitation), inflexible learning schedules, and a shortage of trained facilitators. These challenges are consistent with the findings of Aderinoye and Rogers (2023), who reported that many adult learning centres in Nigeria lack basic resources necessary for effective teaching and learning. Cultural constraints and gender norms also limit women's access, especially in rural communities where male-dominated norms persist.

The findings in Table four on how to improve women's enrollment and retention, the study found that community-based learning centres, provision of stipends or incentives, evening/weekend classes, and continuous awareness campaigns. Stakeholder involvement, including local leaders and family heads, was also recommended as a way to increase community buy-in and support. The findings support the Research by UNESCO (2021) which noted that literacy programmes

integrated within local governance structures and supported by families are more likely to achieve long-term success. Additionally, incorporating technology (such as mobile learning) can offer flexible and self-paced learning opportunities, particularly for younger women.

The findings in Table five revealed that Women who participated in literacy programmes reported increased self-confidence, improved economic skills, and greater involvement in family and community decision-making. These findings supports the results of Omolewa (2022), who emphasized that literate women are more empowered to engage in civic and economic activities. However, participants also expressed concerns over the lack of job opportunities post-training, social stigma, and limited progression to formal education pathways. Some women noted that, while they acquired literacy, societal expectations still limited their opportunities for full empowerment

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The researcher conducted a study titled "Record management practices and challenges in public secondary schools in Egor local government area of Edo state.". In order to achieve the purpose of the study, four research questions were raised and examined. Questionnaire was used to collect data from one hundred (100) respondents from selected secondary schools in the study area. Descriptive survey design was employed for the investigation. The data obtained were analyzed using descriptive statistics comprising of mean score and standard deviation. A criterion of mean score of 2.50 was used as a benchmark for the purpose of decision making.

The analysis of the data produced the following findings

- That the predominant record management practices in Egor LGA secondary schools are generally high, leaning toward modern and organized approaches

- that the challenges in managing school records are generally high and require strategic attention, especially in areas of staff training and infrastructure development.
- Urban schools appear to have an advantage in terms of digital access and support, while rural schools continue to struggle with staffing and logistical issues.
- Senior schools generally demonstrate better record-keeping practices, likely due to greater administrative expectations and accountability.
- That private schools are better positioned in terms of record management practices
- Small schools enjoy simplicity in record handling but suffer from resource limitations that increase the risk of record loss.
- Record management practices are generally strong across both school types, with co-educational schools showing slightly more complexity and formality, while single-sex schools benefit from reduced administrative demands.

Conclusion

Based on the findings of the study, it can be concluded that: Record management in public secondary schools in Egor LGA is hindered by inconsistent procedures, inadequate storage facilities, limited ICT adoption, insufficiently trained personnel, and weak policy enforcement. Many schools still depend on paper files without standardized indexing, retention, or disposal schedules, which leads to missing records, duplication, slow retrieval, and compromised data security. Funding gaps and irregular supervision further reduce compliance with good practices. Strengthening policy, capacity, infrastructure, and oversight will improve accuracy, accessibility, security, and accountability of school records, which in turn supports planning, auditing, student services, and overall school performance.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. There should be a clear, LGA-wide records management policy for all schools that standardizes file classification, indexing, retention and disposal schedules, privacy rules, and access controls, with principals held accountable for compliance.

2. There should be continuous capacity building for records officers and administrative staff, including practical training on basic records lifecycle, digital filing, data protection, and use of simple database or spreadsheet tools.
3. There should be phased digitization of core records such as admission, attendance, assessment, transfers, and staff records, with secure backups, off-site storage, and a routine for verifying data quality.
4. There should be dedicated budget lines for records management that cover filing supplies, fireproof cabinets where possible, computers and scanners, software licenses, and periodic maintenance and upgrades.
5. There should be systematic monitoring and evaluation by the Ministry and LGA education authority through quarterly audits, checklists, and support visits that provide feedback, correct gaps, and recognize schools that meet set standards.

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**FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.
TEACHER QUESTIONNAIRE**

**RECORD MANAGEMENT PRACTICES AND CHALLENGES IN PUBLIC
SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF
EDO STATE.**

Dear Participants,

The Researcher is a student of the Above department and is carrying out a study on Record Management Practices And Challenges in Public Secondary Schools in Egor Local Government Area of Edo State.. Therefore, solicit for your responses, all your response will be treated confidentially. Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

Section A: Demographic Data

Instructions: Please tick (√) where applicable.

Gender: Female (): Male ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: SA (4) Strongly Agree, A (3) Agree, D (2) Disagree, SD (1) Strongly

Disagree

S/N	ITEMS	SA	A	D	SD
Q1	What is the predominant practice used in managing school records in Egor LGA secondary schools?				
1.	My school uses manual record-keeping for most student data.				
2.	Computerized methods are used regularly to manage school records.				
3.	Record-keeping is handled by designated administrative staff only.				
4.	Teachers participate actively in maintaining academic records.				
5.	Record-keeping practices follow standardized government procedures.				
Q2	What is the commonest challenge in managing school records in Egor LGA secondary schools?				
6	Lack of trained personnel hinders effective record management.				
7	Poor infrastructure affects the safety and accessibility of records.				
8	Inadequate funding limits the adoption of digital record systems.				
9	Paper records are often lost or damaged.				
10.	There is no regular training on record management for school staff.				

Q3	Is there a difference in management practice and record management challenge in urban and rural schools?				
11	Urban schools are more likely to use digital systems than rural ones.				
12	Rural schools face more challenges in storing and retrieving records.				
13	Record-keeping is more organized in urban schools.				
14	Rural schools lack adequate staff for managing school records.				
15	Urban schools receive more support for record management.				
Q4	Is there a difference in management practice and record management challenge in senior and junior schools?				
16	Senior schools maintain more detailed student records than junior ones.				
17	Junior schools are less likely to use digital record-keeping systems.				
18	Senior schools experience more pressure to maintain accurate records.				
19	Junior school records are often incomplete or poorly maintained.				
20	Record management practices differ between senior and junior levels.				
	Is there a difference in management practice and record management challenge in public and private schools?				
21	Private schools use more modern record management systems than public ones.				
22	Public schools have fewer resources for effective record management.				
23	Private schools employ dedicated staff for record-keeping.				

24	Public school records are more likely to be misplaced or outdated.				
25	There is better record-keeping training in private schools.				
	Is there a difference in management practice and record management challenge in large and small schools?				
26	Large schools have more structured systems for record management.				
27	Small schools face fewer complications in keeping track of records.				
28	Large schools have more personnel assigned to manage records.				
29	Record loss is more common in small schools due to fewer resources.				
30	Record-keeping practices are more automated in large schools.				
	Is there a difference in management practice and record management challenge in single-sex and co-educational schools?				
31	Co-educational schools manage more complex student records.				
32	Record-keeping processes are more formal in co-educational schools.				
33	Single-sex schools have fewer administrative burdens for records.				
34	Co-ed schools have better-trained staff for managing records.				
35	Record management practices do not differ significantly by school type.				