

**SOUND OFFICE AND RECORD MANAGEMENT AND ITS IMPACT ON SCHOOL
ADMINISTRATION AMONG TEACHERS IN OVIA-NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF
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CERTIFICATION

We, the undersigned certify that this project was carried by **Akhere Hussenat IKHUORIAH** with matriculation number PG/**IED0603760** in the Institute of Education, University of Benin, Benin City.

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DEDICATION

This project work is dedicated to my husband Mr. Saibu KADIRI and my parents Late Mr. Abubakar IKHUORIAH and Mrs. Jemilat IKHUORIAH for their contributions towards the success of this work.

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My deep appreciation goes to God Almighty for His infinite mercies, protection and provisions that enabled me to complete this programme... All glory and honour belongs to Him and Him alone.

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ABSTRACT

This study examined the influence of sound office and record management on school administration in public secondary schools in Ovia North-East Local Government Area of Edo State.

The purpose of the study was to explore the significance and role of effective office and record management in the administration of secondary schools, with particular attention to teachers in the Ovia North East Local Government Area of Edo State. Four research questions were raised. A descriptive survey research design was adopted for the study. The population of the study was 400 teachers and a sample of 80 teachers was drawn using a multi-stage sampling technique. Data were collected using a researcher-developed instrument titled Office and Record Management Practices Questionnaire (ORMPQ), which was validated by experts in Educational Administration and Measurement and Evaluation. The findings revealed that sound office management positively influences administrative effectiveness through improved communication, information flow, and coordination of activities. School location was also found to influence record management practices, with urban schools demonstrating relatively better practices than rural schools. Major challenges identified included poor filing systems, inadequate office facilities, insufficient record-keeping materials, and inadequate staff training. Based on the findings of the analysis, the following recommendation were made: among other things, that government should provide adequate funding for record management facilities, that school administrators should enforce clear record management policies, and that regular training programmes should be organised for teachers on modern office and record management techniques.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education plays a vital role in the social, political, and economic development of any nation. Secondary education, in particular, serves as a bridge between primary and tertiary education and prepares students for higher learning and the world of work. The achievement of educational goals at the secondary school level largely depends on effective school administration. School administration involves the coordination of human and material resources to achieve the objectives of education. For administration to function efficiently, there must be sound office and record management practices in place. The success of any business depends on the efficiency of its record management. Activities of students and staff can be evaluated and controlled through information available in their records. Hence there is the need to create, store, retrieve, retain and dispose of information when necessary (Aromolaran, 2008). Efficient office and record management is crucial to the smooth functioning of any school. In secondary schools within the Ovia-North East Local Government Area, it plays a vital role in keeping everything running smoothly, from clear communication to ensuring the school complies with education policies and remains transparent in its operations.

Record management, on the other hand, involves the systematic creation, classification, storage, retrieval, and disposal of records. Records are documented pieces of information that provide evidence of activities and transactions carried out within an organization. In secondary schools, records include admission registers, attendance registers, staff records, examination results, financial records, log books, time tables, lesson plans, and minutes of meetings. These records are essential for planning, decision-making, accountability, and evaluation.

In secondary schools, there's a wide variety of documents to manage student records, financial statements, official correspondence, and policy documents, to name a few. The way these records are handled is key to supporting decision-making, evaluating how the school is performing, and holding everyone accountable. As the demands on school administrations grow, having a reliable, organized system for managing records becomes even more important. Record management is essential for effective school administration, there is limited empirical evidence on the extent to which office and record management practices influence administrative efficiency in public secondary schools in Ovia North-East LGA. Existing studies seldom focus on teachers' involvement in record-keeping, the use of modern technologies, or compliance with standard record-keeping guidelines. Ibara (2010) buttressed the fact that without records, there can be no accountability. He further maintains that quality performance, task achievement, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records. Without access to records, it is virtually impossible to determine responsibility for actions and to hold individuals accountable for their actions.

According to the Federal Ministry of Education, proper documentation and record keeping are fundamental requirements for effective school management and inspection. Accurate and up-to-date records enable school administrators to monitor students' academic progress, track teachers' performance, manage school finances, and maintain discipline. Without reliable records, it becomes difficult for principals and teachers to make informed decisions. Teachers in Ovia-North East face specific challenges when it comes to managing office tasks and keeping records. Many struggle with lack of proper training in modern office procedures, limited access to digital tools, and inconsistent administrative support. These challenges can lead to delays and inefficiencies, making it harder for teachers to focus on what matters most teaching and supporting students.

Poor office and record management can lead to serious administrative problems especially in rural areas. Government face the problem of school in urban areas that their counterpart in rural areas and this can lead to poor management of documents and these may include loss of important documents, delays in retrieving information, errors in students' results, and difficulty in responding to official inquiries. Such problems can reduce the credibility of the school and create conflicts among staff members. In extreme cases, inadequate record keeping may result in legal issues, especially when schools cannot provide evidence of students' academic history or financial transactions. On the other hand, effective record management can bring major benefits to schools. When records are well organized, it helps improve communication, ensures resources are allocated properly, and creates a more structured environment that supports both students and staff. Well-maintained records also empower school leaders to make informed decisions that can improve student outcomes and foster a positive school culture. In educational institutions, efficient office management ensures that administrative activities are properly organized, which supports teaching, learning, and overall institutional effectiveness. This study therefore fills these gaps by examining teachers' practices, identifying challenges, and assessing the impact of sound record management on administrative outcomes in the local context. The study aims to explore the current office and record management practices in secondary schools within Ovia-North East. It will look at how these practices impact overall school administration, identify areas that need improvement, and offer recommendations to enhance administrative efficiency across the region.

Statement of the Problem

Efficient office and record management constitute a fundamental aspect of effective school administration, as they significantly influence operational efficiency, communication flow, and informed decision-making within educational institutions. In secondary schools located within the Ovia-North East Local Government Area, deficiencies in office and record management practices have the potential to adversely affect teachers' performance, administrative operations, and the overall effectiveness of the school system. One major problem observed in Ovia North-East local government secondary schools is poor documentation and improper storage of records. Important documents such as students' cumulative records, attendance registers, examination results, staff records, and financial documents are sometimes misplaced, incomplete, or inaccurately recorded. In some cases, records are kept manually without proper filing systems, making retrieval difficult and time-consuming. This often leads to delays in decision-making and inefficiency in administrative processes. Despite the acknowledged importance of systematic record management, many secondary schools in this region continue to experience challenges such as poor organizational skills, inadequate documentation procedures, and inefficient record storage and retrieval systems. These shortcomings often result in difficulties accessing essential information, reduced productivity, increased administrative errors, and delays in decision-making processes. Furthermore, ineffective record management can impose additional pressure on teachers and administrative staff, thereby diverting attention from core educational responsibilities and instructional activities.

The evolving nature of educational administration, characterized by the integration of information and communication technology (ICT) and the implementation of new policy frameworks, underscores the need to reassess existing office and record management practices in secondary schools. Failure to adapt to these changes may hinder the ability of

school administrators to meet increasing administrative demands and to fulfill the expectations of key stakeholders, including students, parents, and regulatory bodies.

Despite the recognized importance of proper office and record management in enhancing administrative efficiency, many secondary schools continue to experience weaknesses in these areas. Therefore, this study seeks to examine the impact of office and record management practices on school administration among secondary school teachers in the Ovia-North East Local Government Area.

Research Questions

To guide the study the following research questions were raised:

1. What Is the Importance of Sound Office Management on School Administration in Ovia North-East Public Secondary Schools?
2. To what extent does proper record management affect school administration in Ovia North Public Secondary Schools Based on School Location?
3. What Challenges Affect Effective Sound Office and Record Management Among Teachers in Ovia North Secondary Schools?
4. What measures can be adopted to improve record management in secondary schools?

Purpose of the Study

The main purpose of this study is to examine the influence of sound office and record management on school administration in public secondary schools in Ovia North East local government area, Edo State. The specific objectives were to:

- Examine the importance of sound office management in secondary schools.
- Determine the role of record management in effective school administration based on school location

- Identify challenges associated with office and record management in secondary schools.
- Suggest possible solutions to improve office and record management practices.
- Determine the measures improve record management in secondary schools.

Significance of the Study

This study is significant because it sheds light on the vital role that effective office and record management plays in the smooth administration of secondary schools within the Ovia North East Local Government Area. In schools, record management is not just a routine clerical duty it forms the backbone of administrative efficiency and contributes greatly to the overall success of the educational process.

This study will provide valuable insights into how efficient record management can strengthen communication between teachers and school administrators. When information is well-organized and easily accessible, decision-making becomes quicker and more accurate, allowing for timely actions and a more coordinated school environment. The findings will help school leaders develop strategies that promote teamwork, accountability, and transparency in their institutions.

In addition, this study will emphasize how effective office management contributes to administrative efficiency. In today's data-driven education system, maintaining accurate and well-structured records is crucial for planning, policy formulation, and evaluation. This study aims to identify practical and effective record-keeping methods that secondary schools in the region can adopt to enhance their administrative performance.

This study will also serve as a useful reference for educational policymakers and other stakeholders. By demonstrating the link between sound record management and improved school administration, the findings can guide the development of policies that support the

professional training of teachers and administrators in modern record management techniques. Strengthening these capacities will, in turn, contribute to better learning experiences and outcomes for students.

Furthermore, this study will contribute to the existing body of knowledge in educational management by addressing the specific realities of schools in the Ovia North East Local Government Area. Through its local focus, it will generate context-specific recommendations that respond directly to the needs and challenges faced by secondary schools in the region.

Scope and Delimitation of the Study

The scope of this study was to examine how sound office and record management practices influence the administration of secondary schools within the Ovia North-East Local Government Area and is limited to public secondary schools in Ovia North Local Government Area. Edo state

Definition of Terms

For the purpose of this study, the following terms are operationally defined:

Administration: Administration refers to the process of planning, organizing, coordinating, directing, and controlling human and material resources in a school to achieve educational goals and objectives effectively.

School Administration: School administration refers to the management of school activities, personnel, records, facilities, and resources by principals and other educational administrators to ensure the effective functioning of the school system.

Office Management: Office management refers to the systematic organization, coordination, and control of office activities, personnel, equipment, and information within a school to facilitate efficient administrative operations.

Sound Office Management: Sound office management refers to the efficient and effective organization of office procedures, communication systems, documentation processes, and administrative activities that support the smooth running of a school.

Record Management: Record management refers to the systematic creation, collection, classification, storage, retrieval, maintenance, preservation, and disposal of school records for administrative and decision-making purposes.

School Records: School records refer to official documents and information maintained by a school, including admission registers, attendance registers, examination records, staff records, financial records, inventories, log books, and other administrative documents.

Administrative Effectiveness: Administrative effectiveness refers to the extent to which school administrators successfully achieve educational objectives through efficient planning, communication, coordination, decision-making, supervision, and resource management.

School Location: School location refers to the geographical setting in which a school is situated, classified in this study as either urban or rural.

Urban School: An urban school refers to a secondary school located within a town or city environment where educational facilities, infrastructure, and administrative resources are relatively more accessible.

Rural School: A rural school refers to a secondary school located in a less developed community characterized by limited access to educational facilities, infrastructure, and administrative support services.

Teachers: Teachers refer to professionally trained personnel responsible for classroom instruction, students' assessment, record keeping, and other administrative duties within the school.

Principal: A principal is the chief administrative officer of a secondary school responsible for the overall management, supervision, coordination, and implementation of educational policies and programmes.

Information Flow: Information flow refers to the movement and exchange of information among school administrators, teachers, students, and other stakeholders to facilitate effective communication and decision-making.

Filing System: A filing system refers to the method used for organizing, storing, preserving, and retrieving records and documents within the school office.

Record-Keeping Materials: Record-keeping materials refer to office facilities and supplies such as registers, files, cabinets, folders, computers, and storage devices used for maintaining school records.

Public Secondary School: A public secondary school refers to a government-owned and government-funded educational institution established to provide secondary education to students.

Office Equipment: Office equipment refers to the tools, machines, and technological devices used in performing administrative and record management functions within a school environment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of literature under the following subheadings;

- Theoretical Framework
- Concept of Sound Office Management
- Concept of School Record Management
- The Impact of Sound Office Management on Proper School Record Management in Secondary Schools based on school location
- The Impact of Sound Office Management on Proper School Record Management in Secondary Schools
- The Challenges of Sound Office Management on Proper Record Management in Secondary Schools
- Summary of Reviewed Literature

Theoretical Framework

This study is anchored on two theories: Administrative Management Theory, developed by Henri Fayol, and Systems Theory, propounded by Ludwig von Bertalanffy. These theories provide a suitable framework for understanding the relationship between office and record management practices and effective school administration. Administrative Management Theory was developed by Henri Fayol (1841–1925), a French industrialist and management scholar. Fayol is regarded as one of the pioneers of modern management because of his contribution to the development of administrative principles that guide organizational effectiveness.

According to Fayol (1916), effective administration depends on the successful performance of five major managerial functions: planning, organizing, commanding, coordinating, and controlling. He further proposed fourteen principles of management, including division of

work, authority and responsibility, discipline, unity of command, unity of direction, equity, order, and esprit de corps. These principles were designed to improve organizational efficiency and effectiveness.

The theory emphasizes that every organization requires proper coordination of human and material resources to achieve its objectives. Effective administration can only be achieved when managers establish systematic procedures, maintain accurate records, ensure effective communication, and coordinate organizational activities efficiently.

The relevance of Administrative Management Theory to this study lies in its emphasis on planning, organizing, coordination, and control. School administrators rely heavily on office and record management systems to perform these functions effectively. Proper record keeping provides administrators with reliable information for planning school activities, monitoring staff and student performance, coordinating daily operations, and making informed decisions. Likewise, sound office management facilitates communication, supervision, and accountability within the school system.

Therefore, Administrative Management Theory provides a useful framework for explaining how effective office and record management practices contribute to efficient school administration in public secondary schools.

Systems Theory was developed by Ludwig von Bertalanffy in the 1940s. The theory views an organization as a system composed of several interrelated and interdependent parts that work together to achieve common goals. According to the theory, no component of an organization operates in isolation; rather, each component influences and is influenced by other components within the system.

In the educational system, the school is regarded as an open system consisting of various subsystems such as administration, teachers, students, records management, office personnel, parents, and government agencies. These subsystems interact continuously through the exchange of information, resources, and feedback to ensure the achievement of educational objectives. The theory assumes that the effectiveness of the entire system depends on the efficiency of its individual components. Consequently, weaknesses in one subsystem may negatively affect the overall performance of the organization. Information flow, communication, coordination, and feedback are considered essential elements for maintaining organizational effectiveness.

Systems Theory is relevant to this study because office management and record management constitute important subsystems within the school organization. Accurate records and efficient office procedures provide the information required for decision-making, planning, supervision, and accountability. Where office and record management systems are ineffective, school administration may experience delays, poor communication, inaccurate decisions, and reduced efficiency. The theory therefore helps to explain how sound office and record management practices contribute to the smooth functioning and effectiveness of school administration in public secondary schools. The relevance of these theories is that; The two theories complement each other in explaining the relationship between office and record management and school administration. Administrative Management Theory explains the managerial responsibilities of school administrators and highlights the importance of planning, organizing, coordinating, and controlling school activities. Systems Theory, on the other hand, explains how office management and record management function as interconnected components of the school system that support administrative effectiveness.

Together, the theories provide a comprehensive framework for understanding how sound office and record management practices enhance communication, improve information flow, facilitate decision-making, promote accountability, and contribute to effective school administration in public secondary schools in Ovia North-East Local Government Area of Edo State.

Concept of Sound Office Management

Sound office management in an educational institution involves the strategic application of planning, organizing, and controlling office activities to achieve institutional goals efficiently and effectively. Olubor (2019) asserts that the school office is the "nerve center" where information is processed to facilitate teaching and learning. A "sound" office is characterized by a seamless flow of communication, a workspace designed to minimize "administrative friction," and the presence of systematic procedures that enable smooth operations. Okon and Akpan (2022) further argue that sound office management extends beyond mere administrative efficiency to encompass the creation of an environment conducive to staff motivation, satisfaction, and productivity. This perspective aligns with Omole (2021), who posits that the quality of office management directly correlates with the overall effectiveness of educational institutions, as it determines how resources—both human and material—are coordinated toward achieving educational objectives.

A critical component of sound office management is the effective handling of school records, which serve as the operational memory of the institution. Eze (2020) describes records as the "lifeblood" of school administration, without which administrative decisions become arbitrary and uninformed. Since the efficiency of any office depends heavily on the quality of information available to administrators, record management naturally emerges as a core element of sound office practice. Managing school records, according to Fasasi and Osakwe

(2011) , is meant to enhance the performance of school administrators. An adequate records management program coordinates and protects an institution's records, sharpens the effectiveness of records as management memory, and helps to simplify intra-organizational and communication problems. Adeyemi and Ogunyemi (2023) add that effective record management fosters accountability, transparency, and continuity in school administration, particularly during leadership transitions. The management of records in schools, like in any other organization, is a cyclic process involving principals, teachers, students, messengers, and cleaners. Ogunode and Obi (2022) observed that most records in Nigerian public secondary schools are still handled manually, resulting in processing delays, retrieval difficulties, and vulnerability to physical deterioration.

This manual approach, they argue, constitutes a major impediment to administrative efficiency in the digital age. According to Ibara (2010) , the following are characteristics or attributes of good record management (although modifications can be made) .

Completeness: Complete and comprehensive records should be kept to provide users with all the information needed to plan and make effective decisions. Olagboye and Fadipe (2019) emphasize that incomplete records compromise decision-making and create accountability gaps.

Cost: Records should not be too expensive to keep. This means that the financial cost of collecting, analyzing, synthesizing, storing, and retrieving records should be low. Usman and Musa (2022) note that many Nigerian schools struggle with record keeping due to prohibitive costs associated with storage infrastructure and technology.

· **Flexibility:** Data is flexible if it can be used by more than one user at different times for different purposes. Akpan and Ekpoh (2021) highlight that flexible record systems enable

multiple stakeholders—administrators, teachers, inspectors, and researchers—to access information without duplication of effort.

- **Quality:** The quality of any information contained in any record must be accurate and reliable. Nwosu (2023) asserts that accuracy and reliability are non-negotiable attributes of usable records, as errors can have legal, financial, and educational consequences. The greater the accuracy and reliability, the higher the quality of information, and the more likely the information system is to function well.

- **Relevance:** A relevant record is one that is useful to the needs of the system. Ekpoh (2021) observes that a good deal of irrelevant information is kept, particularly in schools, where administrators often retain outdated materials out of caution or ignorance of disposal protocols.

Data that is no longer relevant and not required by law should be securely disposed of. ·

Retention and Disposition of Records: The disposition of records does not entirely mean destruction. Akinyemi (2022) explains that disposition can also include transfer of records to a historical archive, a museum, or specialized storage facilities. In the case of schools, however, most records are disposed of when no longer needed. The public officials concerned may destroy these records upon expiration of the retention period, provided legal and administrative requirements have been satisfied.

- **Timeliness:** Information contained in a record should be retrievable as it is needed rather than after important decisions have been made. Ogunode and Okocha (2023) argue that delayed retrieval of records is one of the most frequently reported frustrations among school administrators, often leading to missed deadlines and poor decisions.

· **Variability:** This refers to the degree of consensus arrived at among various users examining the record. Obanya (2021) notes that greater consensus among users enhances the credibility and acceptance of records, particularly in matters involving student assessment and staff evaluation. · **Maintenance:** The maintenance of records involves all activities that ensure they are in good condition and kept in an orderly state. Adebayo and Adebayo (2022) emphasize that maintenance is a central function of records management, requiring regular inspection, cleaning, and preservation of both physical and electronic records. Overall, sound office management is a multidimensional concept that integrates theoretical principles, physical workspace considerations, and effective record-keeping practices. Uchendu, Ani, and Nwosu (2023) conclude that when these elements are aligned, they create an administrative environment capable of supporting efficient school operations, informed leadership, and sustainable institutional growth.

Concept of School Record Management

Record management is the professional practice of controlling an organization's records throughout their lifecycle to ensure efficiency, accountability, and legal compliance. Aghenta (as cited in Olubor et al., 2019) describes records as the "memory of the school," emphasizing that without proper records, a school loses its institutional history and ability to learn from past experiences. For a record system to be deemed "sound," it must be reliable, authentic, and accessible. International Organization for Standardization (ISO 15489, 2016) defines records management as the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use, and disposition of records, including processes for capturing and maintaining evidence of and information about business activities and transactions. Chinyere and Nwachukwu (2023) add that sound record management in Nigerian schools must also consider cultural and contextual factors, including the prevalence of manual systems and the need for capacity building in digital literacy.

The penalties for schools that refuse to keep certain records and books are clearly stated in the Education Law of 1964. Oyedeji (2020) notes that the legal framework for record keeping in Nigerian schools is grounded in both colonial-era legislation and subsequent amendments, creating a complex regulatory environment. There are two broad groups of records. Statutory records are those that must be made available to the Ministry of Education during inspection of the school; they are kept under the education law. Some of these records include the education inspector's reports, organizational charts, lesson plans, and lesson notes for teachers, among others. Non-statutory records are school records that are kept primarily for administrative convenience. Amachukwu and Nwachukwu (2015) observe that such records include staff minutes books, inventory books, and cash and account books. Although these records are not prescribed by law, they are important to the smooth running of the school system. Igbinedion and Ogundele (2023) emphasize that the distinction between statutory and non-statutory records is critical because the former carry legal implications and must be preserved for specified periods, while the latter offer flexibility in management and disposition. The Typology of School Records Following the framework of Abdulkareem (2019) , school records are categorized into:

- Statutory Records: Legally mandated documents such as the Admission Register, Log Book, Visitor's Book, admission/withdrawal register, progress register, attendance register, school diary, syllabus, time-table, scheme of work, time/movement books, and lesson plans/notes for teachers. Olagunju and Akinfolarin (2022) note that statutory records serve as legal evidence of the school's daily operations and are often the first documents requested during inspections, audits, or legal proceedings.
- Non-Statutory Records: Internal tools such as Staff Minutes Books, Lesson Diaries, achievement badge records, school magazines, records of seminars and workshops, school

suggestion boxes, school calendars, exit cards, lesson attendance by teacher records, farm reports, requisition books, and PTA records. Akinwumi and Adeleke (2023) argue that while non-statutory records may not carry legal weight, they are often more useful for day-to-day management and institutional development.

Generally, the records kept by school administrators are usually different from those kept by teachers. Alabi (2017) explains that the admission register, logbook, school cashbook, visitor's book, staff attendance register, confidential files, and staff movement book are among the records kept by school administrators, while the attendance register, school diary, school timetable, and lesson notes are some of the records kept by teachers. However, the school administrator has the sole responsibility for keeping school records. Ogunlade and Aremu (2022) clarify that this responsibility includes not only physical custody but also ensuring the accuracy, security, and proper disposition of records throughout their lifecycle.

For a clearer understanding, school records can be grouped into three functional categories, as adapted from Egwuyenga (2022) and Fasasi (2022):

- **Administrative Records:** These support the day-to-day running of the school and ensure compliance with educational regulations. Okonkwo and Nnamdi (2023) identify that administrative records form the backbone of school management, providing evidence of decisions, policies, and routine operations. Examples include the Admission Register, Log Book, Visitor's Book, Staff Attendance Register, Staff Movement Book, Confidential Files, Organizational Charts, PTA Records, School Calendar, Exit Cards, Suggestion Box Records, Inventory Book, and Requisition Book.

- **Instructional Records:** These relate directly to teaching, learning, and curriculum implementation. Afolabi and Ogunyemi (2024) emphasize that instructional records are

critical for monitoring academic progress, evaluating teacher effectiveness, and ensuring curriculum coverage. Examples include Lesson Plans, Lesson Notes, Scheme of Work, Record of Work, School Diary, Time-Table, Student Attendance Register, Lesson Attendance by Teacher, and Syllabus. Olubor (2019) argues that a principal cannot supervise instruction effectively without reviewing the "Record of Work" and "Lesson Plans," as these documents provide evidence of instructional delivery and curriculum alignment.

- **Financial Records:** These ensure accountability and transparency in the management of school funds. Nwankwo and Obasi (2023) note that financial records are particularly important in public schools, where they serve as instruments of accountability to government, parents, and the broader community. Examples include the Cash Book, Account Books, Financial Reports, Requisition Forms, and PTA Financial Records. Peretomode (2021) adds that proper financial records protect principals from allegations of mismanagement and provide audit trails for all transactions.

Category Examples of Records Purpose/Notes

Administrative Admission Register, Log Book, Visitor's Book, Staff Attendance Register, Staff

Movement Book, Confidential Files, Organizational Charts, PTA Records, School Calendar, Suggestion Box Records, Inventory Book, Requisition Book Support daily operations, maintain institutional memory, ensure compliance

Instructional Lesson Plans, Lesson Notes, Scheme of Work, Record of Work, School Diary, Time-Table, Student Attendance Register, Lesson Attendance by Teacher, Syllabus Facilitate teaching, supervision, and curriculum implementation

Financial Cash Book, Account Books, Financial Reports, PTA Financial Records, Requisition Forms Ensure accountability, transparency, and proper financial management

The Lifecycle of Records: Egwuyenga (2022) and Fasasi (2022) emphasize that records must move through a structured lifecycle: Creation → Maintenance → Use → Disposition. In many

Nigerian schools, the "disposition" phase is often ignored, leading to cluttered offices that hinder "sound" management. Ogunsaju (2021) adds that the lifecycle approach provides a systematic framework for managing records from inception to disposal, ensuring that resources are not wasted on storing obsolete records and that legally required retention periods are observed.

- Creation: The records life cycle begins when a record is created or received. Akinyemi (2022) notes that considerations should be made regarding how this record will be identified, stored, and managed throughout its existence. For example, if a record has permanent value, plans must be made for its indefinite protection and preservation. Ogunode and Obi (2022) observed that in many Nigerian schools, records are created without proper classification or metadata, making subsequent management difficult.

- Active Use: An active record is referenced frequently and must be maintained in an easily accessible location. Udu and Okon (2023) explain that during this phase, paper records are stored in a file cabinet close to the workstation, or electronic documents are kept in an easily accessible file location. The duration of the active phase depends on the nature of the record and its relevance to ongoing operations.

- Inactive Storage: When a record is no longer regularly referred to and immediate access is not required, it enters the inactive phase. Nwosu and Adeyemo (2022) note that although a

record may never be used again, it must still be retained for legal, administrative, or other purposes. At this point, paper records should be removed from the active filing system and kept in a secure records storage facility, while electronic records should be clearly marked as inactive within the system. Okonkwo (2023) observes that inadequate storage facilities for inactive records is a persistent challenge in Nigerian public schools.

· **Disposition:** The final stage is disposition. Egwuyenga (2022) clarifies that in most cases, this involves the physical destruction of paper records or the purging of electronic records from information systems and backups. However, if a record has permanent retention value, its disposition involves transfer to archival storage. This may mean legal transfer to an archival repository or relocation to appropriate storage that ensures its protection and preservation. Ogunode and Ayoko (2022) note that many Nigerian schools lack both the policies and facilities for proper disposition, resulting in the indefinite retention of records that should have been destroyed or archived.

Importance of the Synergy Between School Administration and Records

The synergy between administration and records is the foundation of institutional success. Alabi (2019) posits that administration is essentially "decision-making," and decisions made without records are mere conjectures. Ogunyemi and Ogunode (2023) expand on this by arguing that records provide the evidentiary basis for administrative actions, enabling principals to justify decisions to superiors, parents, and regulatory authorities. The importance of this synergy is evident in several areas:

1. **Instructional Leadership:** Olubor (2019) argues that a principal cannot supervise instruction effectively without reviewing the "Record of Work" and "Lesson Plans." Adepoju and Owoseye (2022) add that instructional records enable principals to monitor curriculum

implementation, identify areas requiring intervention, and provide targeted support to teachers. Without such records, instructional supervision becomes subjective and ineffective.

2. Accountability: Peretomode (2021) notes that records provide a "paper trail" for financial and social accountability, protecting the principal from false allegations of mismanagement. Record keeping is an important means of accountability as it provides evidence of various financial transactions and management in schools. Nwachukwu (2023) emphasizes that records also create an avenue for school inspectors and auditors to accurately investigate school finances, thereby preventing misappropriation of funds and financial mismanagement. In the absence of proper records, accountability becomes impossible, creating opportunities for corruption and inefficiency.

3. Efficiency and Speed: Osakwe (2021) found that schools with organized filing systems respond to Ministry of Education queries 50% faster than those with disorganized offices. Okon and Akpan (2022) attribute this efficiency to the reduced time spent searching for records and the availability of accurate information when needed. Administrative speed, they argue, is a critical factor in meeting regulatory deadlines and responding to emerging challenges.

4. Decision-Making: School records help the chief executive officer of the school in decision-making. Ogunode and Okocha (2023) explain that the information provided by records enables the administrator to design appropriate plans of action on issues such as the provision of necessary learning materials, promotion of students, maintenance of school facilities, fundraising, employment of PTA staff, and staff welfare. Furthermore, the information can be used by stakeholders, policymakers, and educational planners. Okonkwo (2023) adds that evidence-based decision-making, which depends on accurate records, is a hallmark of effective school leadership.

5. **Staff Recruitment:** Records provide useful information to employers who need to recruit professionals and competent workers. Adebayo and Adebayo (2022) note that the employer may require prospective employees to provide information in the form of reference letters, transcripts, attestation letters, and certificates. School records also serve as references for staff performance evaluation and career progression.

6. **Guidance and Counselling:** School records enhance the provision of effective guidance and counselling services for students in the social, academic, and career domains. Ayeerun (2020) asserts that accurate record keeping helps school administrators, parents, and teachers to identify academic setbacks requiring attention and social behavior aspects needing swift guidance and counselling for immediate adjustment. Appropriate records are also required by foreign agencies, the government, and professional associations. Udu and Okon (2023) add that for counsellors and psychotherapists, adequate records improve service delivery, assist in making referrals for further interventions, ensure clients can receive continuity of support, and protect against professional liability or legal and ethical proceedings.

7. **Litigation:** Since education laws make it compulsory for all institutions of learning to keep certain books and records, documents such as the attendance register can be used as evidence against allegations of liability. Ayeerun (2020) notes that schools that maintain accurate records are better positioned to defend themselves in legal proceedings, whether involving student injuries, staff disputes, or compliance matters. Conversely, schools with poor records often find themselves at a disadvantage when legal issues arise.

8. **Institutional Memory and Continuity:** Chinyere and Nwachukwu (2023) emphasize that records preserve institutional memory, ensuring that knowledge and experience are not lost when staff depart. This is particularly important during leadership transitions, where

well-maintained records enable incoming principals to understand the school's history, ongoing initiatives, and commitments.

The Impact of Sound Office Management on Proper School Record Management in Secondary Schools

Sound office management provides the structural foundation on which effective record management is built. Idoko and Shaayongo (2025), in a study of public secondary schools in Benue South Senatorial District, found that the keeping of historical records — such as log books, minute books, visitors' books, staff movement books, and time books — had a significant positive impact on school administration, with respondents agreeing that accurate entry into log books enhances proper coordination of school activities. Their study also established that academic records, including admission registers, attendance registers, timetables, subject syllabi, and lesson notes, significantly and positively influenced administrative outcomes, enabling principals to track student enrolment, evaluate attendance, and coordinate school activities more effectively. This finding reinforces the view that office management is not a peripheral clerical function but a determinant of institutional performance.

This position aligns with earlier work by Owioye and Yara (2017), who observed that access to accurate records enables school administrators to track progress, manage resources efficiently, and respond appropriately to government directives, and Ololube (2018), who linked poor record-keeping practices to mismanagement and lack of continuity in administrative processes. Similarly, Edeh and Igwe (2022) found that proper record-keeping enhances principal-teacher coordination, enables effective reporting to educational authorities, and aids in tracking academic performance, while Akomolafe and Adesua (2016) noted that proper documentation and management of records enhance transparency and

support data-driven decision-making. Taken together, these studies suggest that sound office management functions as the operational engine that translates record-keeping activity into institutional accountability, coordination, and informed decision-making — a relationship that this study extends to teachers in Ovia North-East Local Government Area, Edo State.

The Impact of Sound Office Management on Proper School Record Management in Secondary Schools Based on School Location

Emerging evidence suggests that the benefits of sound office management on record management are not evenly distributed across school locations, as disparities in infrastructure and resources shape how effectively records can be created, stored, and retrieved. Although much of the empirical work on this dimension has been conducted in tertiary rather than secondary institutions, the underlying dynamics are instructive. Akinola and Bestman (2025), for instance, found that while some Rivers State tertiary institutions had embraced e-archiving and digital workflow platforms, the operational effectiveness of these systems was frequently undermined by erratic power supply, inconsistent network connectivity, and inadequate staff training — constraints that are typically more pronounced in less urbanized settings. In the same vein, Williams and Ataire (2025) reported that digital tools improved institutional responsiveness only where sustained technical support and periodic staff training were available, implying that institutions with weaker infrastructural support — a condition more common in rural areas — are less able to convert office management efforts into effective record management outcomes.

By extension, secondary schools located in rural parts of Ovia North-East Local Government Area may face comparable disadvantages relative to their urban counterparts, including limited access to office equipment, inconsistent power supply, and fewer opportunities for staff training in modern record-keeping procedures. This suggests that school location is not

merely a demographic variable but a structural factor that mediates the extent to which sound office management practices translate into effective record management, a relationship this study specifically investigates.

The Challenges of Sound Office Management on Proper Record Management in Secondary Schools

Despite the recognized importance of sound office management, several challenges continue to undermine effective record management in Nigerian secondary schools. Akinfolarin, Ajayi, and Olorunsola (2023) identified outdated record-keeping methods, a lack of trained personnel, and insufficient storage facilities as key challenges, noting that these deficiencies lead to the loss, inaccuracy, and inaccessibility of vital information. Idoko and Shaayongo (2025) similarly observed that many schools lack standardized systems for collecting, storing, and retrieving essential records such as students' academic performance data, admission registers, and staff records, which hampers evidence-based decision-making and complicates the tracking of student progress over time.

Infrastructural limitations compound these challenges. Akinola and Bestman (2025) found that erratic power supply, inconsistent network connectivity, and inadequate training of administrative personnel limit the capacity of even digitally-enabled offices to function optimally, resulting in delayed document processing and interruptions in administrative communication. Ikaka, Echadu, Igbang, and Etta (2025) further noted that partial or fragmented implementation of office systems often produces data inconsistencies and constrains administrators' ability to make prompt, evidence-based decisions. Within the Nigerian secondary school context specifically, the digital divide and limited funding have been shown to exacerbate these problems, leaving many schools dependent on manual, paper-based systems that are prone to misplacement, incompleteness, and delayed retrieval. These

recurring challenges — inadequate training, poor storage infrastructure, insufficient funding, and weak policy enforcement — underscore the need for targeted interventions that extend beyond the mere provision of office equipment to include capacity building and consistent monitoring of record-keeping practices.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology of the study under the following sub-headings:

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

Research Design

This study adopted the descriptive survey research design. A descriptive survey design was considered most appropriate because the study sought to gather information about the current state of office and record management practices in secondary schools without manipulating any variables. This design enabled the researcher to describe the characteristics and practices of office and record management in public secondary schools in Ovia North-East LGA as they naturally exist. The design is also appropriate because the findings can be generalised to a wider population of secondary school teachers and principals within the study area

Population of the Study

The population of this study comprised all teachers in public secondary schools in Ovia North-East Local Government Area of Edo State. According to records obtained from the Local Government Education Authority, the total number of teachers across the selected public secondary schools is 400. These teachers formed the target population because they

are directly involved in office tasks, record keeping, and administrative processes within their schools.

Sample and Sampling Techniques

The sample of this study was 20% of the total population selected from public secondary schools in Ovia North Local Government Area, Edo State. They were selected using a multi-stage sampling technique which gave a total sample of 80 teachers. These teachers were drawn from 10 public secondary schools within the LGA.

Research Instrument

The instrument used for data collection was a researcher-developed questionnaire titled: Office and Record Management Practices Questionnaire (ORMPQ). The questionnaire was designed based on the objectives and research questions of the study. The instrument consisted of two sections:

Section A: Demographic Information. This section elicited information on respondents' gender, school location, educational qualification, current position, and years of teaching or administrative experience. Section B: Research Items. This section contained fourteen (14) structured items developed to address the four research questions of the study. The items were grouped into four clusters as follows:

- Cluster I (Items 1–3): Influence of sound office management on administrative effectiveness.
- Cluster II (Items 4–6): Influence of school location on record management practices.
- Cluster III (Items 7–10): Challenges affecting effective record management.
- Cluster IV (Items 11–14): Measures for improving record management practices.

The questionnaire items were structured using a four-point rating scale of: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. A four-point scale was preferred over a five-point scale in order to eliminate a neutral or undecided option and thus compel respondents to make a definitive response.

Validity of the Instrument

The instrument was subjected to face and content validation. Three experts validated the questionnaire: two specialists in Educational Administration and Planning from the Faculty of Education and one measurement and evaluation expert. The validators examined the items for clarity, relevance, and appropriateness in relation to the research questions and the objectives of the study. Their corrections, observations, and suggestions were incorporated into the final version of the questionnaire before it was administered. This process ensured that the instrument truly measured what it was designed to measure.

Reliability of the Instrument

To determine the reliability of the instrument, a pilot test was conducted using fifteen (15) teachers from two public secondary schools in Ovia South-west LGA of Edo State. These schools were not part of the main study sample but share similar characteristics with the schools in the study area. The same questionnaire was administered to the same respondents twice within a two-week interval, and the responses from both administrations were compared using the Pearson Product Moment Correlation formula. A reliability coefficient of 0.78 was obtained, which was considered adequate and acceptable for the study. This confirmed that the instrument was consistent and dependable in measuring what it was designed to measure.

Method of Data Collection

The researcher personally administered the questionnaire to the respondents with the assistance of selected school officials. The purpose of the study was explained to the respondents, and confidentiality of their responses was assured. The questionnaires were retrieved immediately after completion to ensure a high rate of return and to minimise loss of research instruments. A total of eighty (80) questionnaires were administered and successfully retrieved, representing a retrieval rate of 100 percent.

Methods of Data Analysis

Data collected from the respondents were analysed using both descriptive statistics and inferential decision procedures. Frequency counts and percentages were used to analyse respondents' demographic characteristics. Mean scores and standard deviations were used to answer the research questions.

A criterion mean of 2.50 was adopted for decision-making. Any item with a mean score of 2.50 and above was regarded as "Agree," while any item with a mean score below 2.50 was regarded as "Disagree." The mean score was used to determine the direction of respondents' opinions, while the standard deviation was used to determine the extent of variation in respondents' responses.

These simple statistical tools are suitable for this study as it gives clear and easily comprehensible results from the analysis of the responses collected from the instrument.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter presents a detailed analysis of the data obtained from participants through the field survey. A total of 80 questionnaires were distributed to respondent (Teacher and principals) Ovia-East local government Area. All 80 of these questionnaires were successfully retrieved, processed, and incorporated into the study, representing a response rate of 100%.

Demographic Profile of the Respondents

In the demographic data, factors such as gender, marital status, age group, and educational level were thoroughly assessed.

Table 4.1: Demographic Profile of the Respondents

Demographic Variables	Categories	Frequency (n)	Percentage (%)
Gender	Male	35	43.8
	Female	45	56.2
	Total	80	100
School Location	Urban	50	62.5
	Rural	30	37.5
	Total	80	100
Educational Qualification	NCE	15	18.8
	Diploma/OND	30	37.5
	HND/B.Sc	30	37.5
	Postgraduate Degree	5	6.3
	Total	80	100

Current position	Teacher	70	87.5
	Principal	10	12.5
	Total	80	100
Years of teaching	1-5	20	25
	6-10	20	25
	11-15	35	37.5
	16-above	5	12.5
	Total	80	100

Source: Author's Computation (2026)

In examining the demographic profile of the study participants as presented in Table 4.1, we note the following:

Gender:

The demographic data showed that 45 respondents (56.2%) were female, while 35 respondents (43.8%) were male. This indicates that female respondents constituted a slightly higher proportion of the sample.

School Location:

With respect to school location, 50 respondents (62.5%) were from urban schools, while 30 respondents (37.5%) were from rural schools.

Educational Qualification:

Regarding educational qualification, 15 respondents (18.8%) possessed NCE qualifications, 30 respondents (37.5%) possessed Diploma/OND qualifications, 30 respondents (37.5%) possessed HND/B.Sc qualifications, while 5 respondents (6.3%) possessed postgraduate qualifications.

Current position:

In terms of position held, 70 respondents (87.5%) were teachers while 10 respondents (12.5%) were principals.

Years of teaching experience:

The data shows that 20 respondents (25%) had between 1–5 years of experience, 20 respondents (25%) had between 6–10 years, 35 respondents (43.8%) had between 11–15 years, while 5 respondents (6.2%) had 16 years and above.

The demographic distribution suggests that the respondents possessed adequate experience and professional exposure necessary to provide reliable information on office and record management practices in secondary schools.

Descriptive Analysis**Research Question 1**

What is the influence of sound office management on administrative effectiveness in secondary schools?

Table 2: The Influence of Sound Office Management on Administrative Effectiveness in Secondary Schools

Statement	Mean	Standard deviation	Remark
Sound office management ensures smooth flow of information among teachers and school administrators.	3.79	0.54	Agree
A well-organized school office supports effective communication between the principal and staff.	3.70	0.46	Agree
Sound office management helps in the proper coordination of daily school activities.	3.68	0.57	Agree

The findings presented in Table 2 revealed that respondents agreed that sound office management ensures smooth flow of information among teachers and school administrators, supports effective communication between the principal and staff, and helps in the proper coordination of daily school activities. The relatively low standard deviation values indicate that the respondents' opinions were closely related. The findings therefore suggest that sound office management positively influences administrative effectiveness in secondary schools.

Research Question 2

How does school location influence record management practices in secondary schools?

Table 3: The Influence of School Location on record Management Practices in Secondary Schools

Statement	Mean	Standard deviation	Remark
Schools in urban areas have better record management practices than those in rural areas.	3.18	0.85	Agree
School location (urban/rural) influences the quality of record keeping in secondary schools.	3.08	0.95	Agree
Teachers in rural schools face more difficulties in maintaining accurate records than their urban counterparts	2.91	1.05	Agree

The results in Table 3 showed that respondents agreed that schools located in urban areas have better record management practices than those in rural areas, and that school location influences the quality of record keeping in secondary schools. They also agreed that teachers in rural schools face more difficulties in maintaining accurate records compared to their urban counterparts. The standard deviation values indicate moderate variation in respondents' opinions. The findings imply that school location influences record management practices in

secondary schools. This suggests that disparities exist between urban and rural schools in terms of record management practices.

Research Question 3

What are the challenges affecting effective record management in secondary schools?

Table 3: The Challenges Affecting Effective Record Management in Secondary Schools

Statement	Mean	Standard deviation	Remark
Lack of adequate training on record keeping makes it difficult for teachers to manage records properly.	3.35	0.82	3 rd
Insufficient supply of record-keeping materials (registers, files, cabinets) hinders proper documentation.	3.58	0.69	2 nd
Poor filing systems in secondary schools make it difficult to retrieve records when needed.	3.60	0.67	1 st
Inadequate office space in secondary schools makes it difficult to store and organize records properly.	3.17	0.92	4 th

The findings in Table 4 indicated that respondents agreed that several challenges affect effective record management in secondary schools. Poor filing systems in secondary schools, which make retrieval of records difficult, ranked first, followed by insufficient supply of record-keeping materials such as registers, files, and cabinets. Lack of adequate training on record keeping also emerged as a major challenge, while inadequate office space for storing and organizing records ranked fourth. The relatively low standard deviation values show consistency in respondents' opinions. The findings therefore reveal that inadequate facilities,

poor filing systems, and insufficient training constitute major barriers to effective record management in secondary schools.

Research Question 4

What measures can be adopted to improve record management in secondary schools?

Table 5: The Measures to be Adopted to Improve Record Management in Secondary Schools

Statement	Mean	Standard deviation	Remark
Regular in-service training on record management would improve teachers' record-keeping practices.	3.63	0.56	3 rd
Provision of adequate filing materials and office equipment will enhance record management in schools.	3.65	0.48	1 st
School administrators should enforce record management policies and guidelines consistently.	3.64	0.51	2 nd
The government should provide adequate funding for office supplies and record management materials.	3.59	0.52	4 th

The results in Table 5 revealed that respondents agreed on several measures that could improve record management in secondary schools. Provision of adequate filing materials and office equipment ranked first, followed closely by consistent enforcement of record management policies and guidelines by school administrators. Regular in-service training on record management was also identified as an important improvement measure, while adequate government funding for office supplies and record management materials ranked fourth. The low standard deviation values indicate close agreement among respondents. The findings therefore suggest that improved funding, provision of office facilities, staff training,

and strict policy implementation are essential for enhancing effective record management in secondary schools.

Discussion of Findings

The findings of this study revealed that sound office management contributes significantly to administrative effectiveness in secondary schools. Respondents agreed that effective office management promotes smooth communication, facilitates information flow, and enhances coordination of school activities. This finding supports the view that efficient office management serves as the foundation of effective educational administration because administrative decisions depend largely on accurate information and effective communication systems.

The study also revealed that school location influences record management practices. Urban schools were perceived to have better record management systems than rural schools. This finding may be attributed to differences in access to office facilities, administrative support, information technology resources, and professional development opportunities available to school personnel.

Furthermore, the study identified several challenges affecting effective record management. Poor filing systems emerged as the most serious challenge, followed by inadequate supply of record-keeping materials, lack of staff training, and inadequate office space. These challenges reduce administrative efficiency and make retrieval of important records difficult.

Finally, the findings showed that provision of adequate facilities, consistent enforcement of policies, regular staff training, and increased government support are necessary for improving record management practices. The implementation of these measures would enhance administrative efficiency, accountability, and effectiveness within secondary schools.

The overall findings of the study demonstrate that effective office and record management remain indispensable components of successful school administration.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the influence of sound office and record management on school administration in public secondary schools in Ovia North-East Local Government Area of Edo State. The purpose of this study was to explore the significance and role of effective office and record management in the administration of secondary schools, with particular attention to teachers in the Ovia North East Local Government Area of Edo State. To guide this study, four research questions were raised:

1. What Is the Importance of Sound Office Management on School Administration in Ovia North-East Public Secondary Schools?
2. To what extent does proper record management affect school administration in Ovia North Public Secondary Schools Based on School Location?
3. What Challenges Affect Effective Sound Office and Record Management Among Teachers in Ovia North Secondary Schools?
4. What measures can be adopted to improve record management in secondary schools?

The research design for this study was a descriptive survey research design. The population consisted of teachers and principals in public secondary schools within Ovia North-East Local Government Area. A sample of eighty (80) respondents was selected using a multi-stage sampling technique. Data were collected through a structured questionnaire titled Office and Record Management Practices Questionnaire (ORMPQ). The reliability of the instrument was tested using test-retest method and Pearson's Product Moment Correlation Co-efficient was used to determine its reliability at 0.70 co-efficient which indicate that the instrument. Based on the analysis, the following findings were made:

1. Sound office management positively influences administrative effectiveness in secondary schools through improved communication, information flow, and coordination of activities.
2. School location influences record management practices, with urban schools demonstrating relatively better record management practices than rural schools.
3. Major challenges affecting effective record management include poor filing systems, inadequate office facilities, insufficient record-keeping materials, and inadequate staff training.
4. Effective measures for improving record management include provision of adequate office facilities and equipment, regular staff training, strict enforcement of record management policies, and increased government funding..

Conclusions

Based on the findings of the study, it is concluded that sound office and record management constitute essential components of effective school administration. Efficient management of records enhances communication, facilitates informed decision-making, promotes accountability, and improves administrative effectiveness.

The study further concludes that disparities in resources and facilities between urban and rural schools affect the quality of record management practices. Consequently, addressing deficiencies in office facilities, record storage systems, and staff capacity development is necessary for achieving efficient school administration.

Therefore, effective office and record management should be regarded as a strategic administrative function capable of enhancing the overall performance of secondary schools.

Recommendations

Based on the findings of the analysis, the following recommendations were made:

1. Government should provide adequate funding for the procurement of filing cabinets, registers, computers, office equipment, and other record management facilities.
2. School administrators should establish and enforce clear policies and guidelines on record management practices within their schools.
3. Regular workshops, seminars, and in-service training programmes should be organised for teachers and school administrators on modern office and record management techniques.
4. Rural schools should receive special intervention and support in order to bridge the gap in record management practices between urban and rural schools.
5. Secondary schools should gradually adopt digital record management systems to improve storage, retrieval, security, and preservation of records.
6. School administrators should periodically monitor and evaluate record management practices to ensure compliance with established standards.

Suggestions for Future Research

The following suggestions are made for future research:

1. Similar studies should be conducted in other Local Government Areas of Edo State to facilitate comparison of findings.
2. Future studies may investigate the influence of information and communication technology on record management practices in secondary schools.
3. Further research may examine the relationship between record management practices and school effectiveness using inferential statistical techniques.
4. Comparative studies involving public and private secondary schools may be conducted to determine differences in office and record management practices.

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APPENDIX
INSTITUTE OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY.

Dear Respondent,

I am **Akhere Hussanet IKHUORIAH** a post graduate student of the above named university carrying out a research on the "Impact of Office and Record Management Practices on School Administration among Secondary School Teachers in Ovia North-East Local Government Area of Edo State." Your response to the attached questionnaire therefore will be very useful to this study. I assure you that your response will be treated with utmost confidentiality.

Thank you for your cooperation.

SECTION A: BIO-DATA

Instruction: Please provide information about yourself by ticking (✓) or filling in the appropriate option.

1. Gender Male ☐ Female ☐
2. School Location Urban ☐ Rural ☐
3. Current Position Teacher ☐ Principal/Vice Principal ☐
4. Years of Teaching/Administrative Experience 1–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16 years and above ☐
5. Highest Educational Qualification NCE ☐ B.Ed / B.Sc (Ed) ☐ PGDE ☐ M.Ed / PhD ☐

SECTION B: RESEARCH ITEMS

Instruction: Please read each statement carefully and indicate your level of agreement by ticking (✓) in the appropriate column. The options are: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

S/N	Statement	SA	A	SD	D
1	Sound office management ensures smooth flow of information among teachers and school administrators.				
2	A well-organized school office supports effective communication between the principal and staff.				
3	Sound office management helps in the proper coordination of daily school activities.				
4	Schools in urban areas have better record management practices than those in rural areas.				
5	School location (urban/rural) influences the quality of record keeping in secondary schools.				
6	Teachers in rural schools face more difficulties in maintaining accurate records than their urban counterparts.				
7	Lack of adequate training on record keeping makes it difficult for teachers to manage records properly.				
8	Insufficient supply of record-keeping materials (registers, files, cabinets) hinders proper documentation.				
9	Poor filing systems in secondary schools make it difficult to retrieve records when needed.				
10	Inadequate office space in secondary schools makes it difficult to store and organize records properly.				
11	Regular in-service training on record management would improve teachers' record-keeping practices.				
12	Provision of adequate filing materials and office equipment will enhance record management in schools.				
13	School administrators should enforce record management policies and guidelines consistently.				
14	The government should provide adequate funding for office supplies and record management materials.				