



## ASSESSMENT OF ADMINISTRATIVE CONSTRAINTS ON INNOVATIVE RECORD KEEPING IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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<p><b>Received:</b> October 18<sup>th</sup> 2023 <b>Accepted:</b> November 17<sup>th</sup> 2023 <b>Published:</b> December 23<sup>rd</sup> 2023</p>	<p>The study examined the relationship between administrative constraints and innovative record-keeping in public secondary schools in Delta State, Nigeria. Two research questions were raised, and two hypotheses were tested. The study covered all public secondary school principals and teachers in Delta State. The sample size of the study was 237 principals and 589 teachers in Delta State public secondary schools. The sampling procedure used is the stratified random sampling technique. Two questionnaires were used to collect data from the respondents, and the data were analyzed using a descriptive statistic of mean scores and standard deviation to provide answers to the research questions. Pearson product moment correlation statistics were used to test the hypotheses at the 0.05 level of significance. The findings from the study showed that there is a significant relationship between staff training and innovative record-keeping in public secondary schools in Delta State. There is also a significant relationship between poor funding and innovative record-keeping in public secondary schools in Delta State. It was concluded that staff training and funding significantly relate to innovative record-keeping. It was recommended, among others, that schools should evaluate the effectiveness of staff training programs in schools, measuring the impact of different training initiatives on the adoption of innovative record-keeping practices</p>

### Keywords:

### INTRODUCTION

Education has been the bedrock of development all over the world, and it is believed that the way out of the series of problems plaguing nations and individuals is through education. Education in all countries of the world has been considered very important for personal and societal development. Thus, the educational standard set up for schools must be challenging in order to meet the needs of students and society (Adekoya, Balogun, Adeogun, & Adedoyin., 2008). Secondary education does not only occupy an important place in the Nigerian education system; it also serves as a link between the primary and tertiary levels. Its program has functional roles such as giving students access to higher education as well as preparing them for the world of work.

Administrative constraints faced by innovative record-keeping are hindrances to modern ways of keeping secondary school records. That is, the problems encountered by principals and staff in the course of record-keeping could affect the smooth running of the school. Life is full of challenges, and how well a person is able to cope with and subdue such challenges will determine their success. The principal, as the head of administration in most secondary schools, is often faced with myriad challenges in performing his or her duties, which could lead to the non-accomplishment of educational goals.

Administrative constraint refers to a cutback on the level of independence needed to perform a task in an organization. According to Andrew (2018), administrative constraints are anything that thwarts an organization from reaching its aims and objectives, i.e., inadequacy for reaching the maximum result. Administrative constraints are whatever put hindrances to accomplishing stipulated objectives of an organization and blockade to maximizing productivity in an organization (Adeniyi, 2018).

Administrative constraints (Ayodele, 2012) are hindrances to effective record-keeping and not achieving the stipulated goals of that organization. Administrative constraints are limitations that reduce the process of realizing laid-down objectives (Balogun, 2020). He further explained that administrative constraints are an impediment to realizing organizational purpose and goals. Record keeping is very important in school administration because it affects all other

aspects of school administration, such as planning, budgeting, staffing, facilities, discipline, etc. Even if the school is a primary, secondary, or tertiary institution, the keeping of records cannot be ignored because it boosts the administrative effectiveness of the school, and so record-keeping is not exclusive to any level of education. Dennis (2009) identified records that are kept in secondary school, such as the admission register, attendance register, the log book, syllabus/curriculum, teachers' record of work (diary), lesson plan/notes, the school timetable, staff record book, teachers' time book, visitors' book, staff movement book, cash book, stock book, punishment book, staff minutes' book, continuous assessment book, school inventory, and national policy on education.

With the world as a global village and the recent trend toward information and communication technology in education, there is a need for innovative record-keeping in schools. However, there could be an administrative constraint on experienced or trained staff to handle this modern equipment, such as computers, scanners, and printers. This problem affects proper innovative record-keeping and record-management both in secondary schools in the Delta State and in Nigeria at large. It is observed that skilled manpower such as computer scientists, system designers, system analysts, system engineers, and archivists and records managers are either lacking or very few in Delta State public secondary schools (Onerhime, 2017).

Dzidonu (2018) submitted that in many African countries, a lack of well-trained teachers and low levels of teachers' ICT skills and knowledge have been recognized as major obstacles to the implementation of innovative record-keeping in secondary schools. Iwhiwhu (2005) stresses the insufficient quality and quantity of manpower for innovative record-keeping in Nigerian schools. He emphasized that manpower is employed without prejudice to qualitative record-keeping. Some of the available staff acquired basic skills through in-service training from other administrative staff, and this cannot be likened to training in record-keeping.

Emetarom (2011) asserts that the shortage of skilled staff is a major and almost permanent problem in African and especially Nigerian schools in the area of designing, implementing, and maintaining administrative data systems. Nevertheless, in order to accomplish high organizational goals, staff members must have a high morale or attitude toward work. High morale results from unity of effort and total commitment to a common cause. Roy (2020), who noted that a shortage of trained staff in modern facilities is preventing the effective implementation of innovative record-keeping in secondary schools in Nigeria,

According to the Online Business Dictionary (2013), funding is the provision of financial resources in order to meet a need, project, or program. Adequate funding for education guarantees staff development through academic programs like workshops, seminars, conferences, and scholarships. Most importantly, staff welfare and retention through regular payment of staff salaries and allowances are assured. It guarantees the protection of students' welfare by providing playgrounds, refectories, lavatories, hostels, resource centers, etc.; and the maintenance of a healthy school environment via a good sanitary environment to avert multiple disciplinary problems, regular maintenance, etc. (Agabi, 2014; Ololube, 2013).

However, financing the education sector in Nigeria has to do with the allocation and effective use of resources garnered from both internal and external sources. The state of education in Nigeria remains poor and disappointing after all these years. This can be traced to many issues, including poor financing of the education sector (Sowho, 2019).

Poor funding, misappropriation, and mismanagement can negatively impact innovative record-keeping. Realizing this, the government and some concerned stakeholders have over the years done their best to remedy the situation by providing funding for education management, yet the effort seems to be rather inadequate considering the phenomenal increase in student enrollment and the increasing cost of governance. Poor funding and the misappropriation of funds within the educational system have led to dysfunctional and unethical practices that have generated limitations across Nigeria's educational system, especially in secondary school education. They further assert that poor funding and inadequate implementation of budgetary allocations have led to incidences of backlogs of results, late preparation of results, insufficient staffing, non-availability of most important instructional materials, poor record-keeping and management, etc. Okpara (2020), who noted that inadequate funding by the different levels of government hinders innovative record-keeping in secondary schools, this has been identified as the primary reason for the setback in the educational sector.

There have been a number of problems confronting innovative record-keeping in secondary school education. School administrators are faced with complex administrative challenges that hinder innovative record-keeping. This could be a result of staff training and funding. Administrators are to ensure the quality and timely delivery of educational services for the successful realization of school goals. Hence, there is a need for school stakeholders to tackle these administrative constraints that hinder innovative record-keeping in secondary schools. On this background, therefore, the study tends to investigate the relationship between administrative constraints and innovative record-keeping in public secondary schools in Delta State.

### Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between staff training and innovative record keeping in public secondary schools in Delta State?
2. What is the relationship between fund and innovative record keeping in public secondary schools in Delta State?

### Hypotheses

The following hypotheses are formulated to guide the study.

1. There is no significant relationship between staff training and innovative record keeping in public secondary schools in Delta State.
2. There is no significant relationship between funding and innovative record keeping in public secondary schools in Delta State.

**Method**

The correlational survey research design was employed in carrying out the study. This design is relevant and appropriate for the study because it involved the use of a questionnaire to collect data on administrative constraints and innovative record-keeping from a sample of respondents. The population of the study consisted of 473 principals and 11,777 teachers in public secondary schools in the three senatorial districts of Delta State. That is 170 schools and principals with 4,272 teachers in the nine local government areas of Delta North senatorial district, 187 schools and principals with 5,242 teachers in the eight local government areas of Delta Central senatorial district, and 115 schools and principals with a total number of 2,257 teachers in the eight local government areas of Delta South senatorial district, all in Delta State. The sample of the study consisted of 237 principals and 589 teachers in public secondary schools in Delta State. The sampling technique adopted is stratified sampling. Two research instruments were used for the collection of data in this study. The instruments are self-developed questionnaires titled: (i) Administrative Constraints Questionnaire (ACQ) and (ii) Administrative Constraints and Innovative Record Keeping (ACIRKQ) questionnaires. The Administrative Constraints Questionnaire (ACQ) is made up of Section A (Bio Data) and Section B, which seeks out information on the administrative constraints with four items. The "Administrative Constraints and Innovative Record Keeping (ACIRKQ) questionnaire consists of two components.

The instrument was given to the project supervisor to determine the relevance of each item and the scope of the items. This is to ensure the content and face validity of the questionnaire. The instrument was also given to two other professors in the Department of Educational Management and Foundations at Delta State University, Abraka, to vet or scrutinize the appropriateness of the items. The questionnaire was administered to 30 respondents (10 principals and 20 teachers) in public schools in Edo State in order to ensure reliability. Edo State was chosen because the study is in Delta State, and Delta State shares the same social and geographical characteristics as Edo State. They formally belong to one state. The principals and teachers in Edo State are not part of the study. Their responses were scored and analyzed using the Cronbach's alpha formula. A value of 0.81 was obtained, thus making it suitable for the study. The researcher employed descriptive statistics of mean scores and standard deviation to provide answers to the research questions. Pearson Product Moment Correlation statistics were used to test the hypotheses at the 0.05 level of significance.

**RESULTS**

**Research Question One:** What is the relationship between staff training and innovative record keeping in public secondary schools in Delta State?

**Table 1: Mean rating and standard deviation on Staff training and Innovative Record Keeping**

S/N	Staff training and Innovative Record Keeping	Mean	SD	Remarks
1	Lack of trained staff to handle this modern equipment such as computers, scanners and printers	2.83	1.07	Agreed
2	Lack of induction programme for new staff	2.92	1.07	Agreed
3	Negligence of duties by staff	2.99	1.01	Agreed
4	Accessibilities of modern facilities	3.10	0.97	Agreed
5	Limited functional ICT facilities	3.09	0.89	Agreed
6	Lack of in-service training of staff	2.95	0.93	Agreed
7	Lack of opportunities for professionalism of staff	3.18	0.69	Agreed
	<b>GRAND TOTAL</b>	<b>3.01</b>	<b>0.95</b>	<b>Accept</b>

**Source:** Fieldwork (2023); **Benchmark = 2.50**

Table 1 shows the mean rating and standard deviation on staff training and innovative record keeping. The result shows that the respondents agreed that lack of trained staff to handle this modern equipment such as computers, scanners and printers (Mean = 2.83, SD = 1.07), lack of induction programme for new staff (Mean = 2.92, SD = 1.07), negligence of duties by staff (Mean = 2.99, SD = 1.01), accessibilities of modern facilities (Mean = 3.10, SD = 0.97), limited functional ICT facilities (Mean = 3.09, SD = 0.89), lack of in-service training of staff (Mean = 2.95, SD = 0.93) and lack of opportunities for professionalism of staff (Mean = 3.01, SD = 0.69). With a grand mean of 3.01 which is above the benchmark of 2.50. This means that there is positive relationship between staff training and innovative record keeping in public secondary schools in Delta State.

**Research Question Two:** What is the relationship between funding and innovative record keeping in public secondary schools in Delta State?

**Table 2: Mean rating and standard deviation on Funding and Innovative Record Keeping**

S/N	Funding and Innovative Record Keeping	Mean	SD	Remarks
7	Poor funding by the government	3.22	0.75	Agreed
8	Poor budgeting on the path of the government	3.34	0.47	Agreed
9	Poor handling of released fund	3.13	0.80	Agreed
10	Lack of accountability amongst the levels of government	3.36	0.77	Agreed
11	Lack of political instability	2.16	0.82	Disagree
12	Inadequate statistical data	3.12	0.86	Agreed
13	Corruption	3.26	0.56	Agreed
14	Unclear delineation of intergovernmental roles	2.60	1.09	Agreed
	<b>GRAND TOTAL</b>	<b>3.02</b>	<b>0.77</b>	<b>Accept</b>

Source: Fieldwork (2023); Benchmark = 2.50

Table 2 shows the mean rating and standard deviation on funding and innovative record keeping. The result revealed that the respondents agreed that poor funding by the government (Mean = 3.22, SD = 0.75), poor budgeting on the path of the government (Mean = 3.34, SD = 0.47), poor handling of released fund (Mean = 3.13, SD = 0.80), lack of accountability amongst the levels of government (Mean = 3.36, SD = 0.77), inadequate statistical data (Mean = 3.12, SD = 0.82), corruption (Mean = 3.26, SD = 0.56) and unclear delineation of intergovernmental roles (Mean = 2.60, SD = 1.09). With a grand mean of 3.02 which is above the benchmark of 2.50. This shows that there is negative relationship between funding and innovative record keeping in public secondary schools in Delta State.

**Hypothesis One:** There is no significant relationship between staff training and innovative record keeping in public secondary schools in Delta State.

**Table 3: Relationship between Staff Training and Innovative Record Keeping**

Variables	N	Mean	SD	r-cal	Sig	Decision
Staff Training	695	<b>3.01</b>	<b>0.95</b>	.635	.000	Ho is significant
Innovative record Keeping	695					

Source: Field work, 2023

From table 3, the value of r is 0.635; at an alpha level of .05, the p-value is .000; since the p-value is less than the alpha level, the null hypothesis is rejected. Thus, there is a significant relationship between staff training and innovative record keeping in public secondary schools in Delta State.

**Hypothesis Two**

There is no significant relationship between funding and innovative record keeping in public secondary schools in Delta State.

**Table 4: Relationship between Funding and Innovative Record Keeping**

Variables	N	Mean	SD	r-cal	Sig	Decision
Funding	695	<b>3.02</b>	<b>0.77</b>	.510	.000	Ho is significant
Innovative record Keeping	695					

Source: Field work, 2023

From table 4, the value of r is 0.510; at an alpha level of .05, the p-value is .000; since the p-value is less than the alpha level, the null hypothesis is rejected. Thus, there is a significant relationship between funding and innovative record-keeping in public secondary schools in Delta State.

**DISCUSSION OF FINDINGS**

The study’s findings are discussed under the following sub-headings:

**Staff Training and Innovative Record-Keeping**

The study revealed that there is a significant relationship between staff training and innovative record-keeping in public secondary schools in Delta State. The connection means that by enhancing the skills and knowledge of school staff, it can lead to more effective and creative ways of managing records and information within the school system. The findings confirm those of Roy (2020), who noted that a shortage of trained staff in modern facilities is preventing the

effective implementation of innovative record-keeping in secondary schools in Nigeria. Similarly, Dzionu (2018) submitted that in many African countries, a lack of well-trained teachers and low levels of teachers' ICT skills and knowledge have been recognized as major obstacles to the implementation of innovative record-keeping in secondary schools.

In consonance with Roy (2020), he noted that a shortage of trained staff in modern facilities is preventing the effective implementation of innovative record-keeping in secondary schools in Nigeria. In agreement with Onerhime (2017), it is observed that skilled manpower such as computer scientists, system engineers, system analysts, system designers, archivists, or record managers are either lacking or are very few.

### **Funding and Innovative Record-Keeping**

The findings of the study showed that there is a significant relationship between funding and innovative record-keeping in public secondary schools in Delta State. The implication is that allocating more resources enhances the school's ability to implement and maintain advanced record-keeping systems. This will lead to better data management, improved insights, and overall educational advancements. This finding supports Agabi, Ekankumo, and Kemebaradikumo (2014), who discovered that the inadequate funding of secondary school education by the government has contributed immensely to the decay in the sector, especially since the country is unable to meet the recommended UNESCO's benchmark of 26 percent of every developing country's annual budget to be invested in funding education. Poor funding, misappropriation, and mismanagement can negatively impact innovative record-keeping.

The findings also support Okpara (2020), who noted that inadequate funding by the different levels of government hinders innovative record-keeping in secondary schools. This has been identified as the primary reason for the setback in the educational sector.

### **CONCLUSION**

In conclusion, the assessment of administrative constraints on innovative record-keeping in public secondary schools in Delta State, Nigeria, has revealed critical insights into the challenges faced by educational institutions in maintaining effective and modern record-keeping systems. The findings underscore the significance of addressing these constraints to enhance overall administrative efficiency and support educational innovation.

The administrative constraints identified in the study, including inadequate infrastructure, limited technological resources, and a lack of training opportunities for staff, pose significant hurdles to the implementation of innovative record-keeping practices. These challenges hinder schools from fully embracing digital solutions and leveraging technology to streamline administrative processes.

In conclusion, addressing the administrative constraints on innovative record-keeping in public secondary schools in Delta State requires a multi-faceted approach that combines infrastructural improvements, technological investments, and strategic policy reforms. By implementing these recommendations, educational institutions can position themselves to effectively harness the benefits of modern record-keeping practices, ultimately contributing to the overall advancement of the education system in the region.

### **RECOMMENDATIONS**

The following recommendations were made based on the findings:

1. Schools should evaluate the effectiveness of staff training programs in schools, measuring the impact of different training initiatives on the adoption of innovative record-keeping practices.
2. Schools should ensure adequate allocation of resources, including adequate funding to support innovative record-keeping practices. Schools should have access to finance in order to make record-keeping more efficient.

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