



RESEARCH ARTICLE

<https://doi.org/10.56868/jadhur.v2i1.38>

**A Correlational Analysis of School Inventories Management and Teacher Efficiency
among Primary Schools of Zamfara State, Nigeria**

Jibril Almustapha^{1*}, Abbas Sani Dahiru², Murtala Ibrahim Bungudu³, & Anas Hamisu Lawal⁴

1&2. Department of Educational Foundations, Federal University Gusau, Nigeria

3. National Open University of Nigeria, Gusau Study Centre

4. Zamfara State Investments and Property Development Company Limited, Gusau, Nigeria

* Correspondence: Jibrilalmustapha@gmail.com (J.A).

Abstract

This study was conducted with a fundamental objective to determine the correlation between school inventory management and teacher efficiency among primary schools in Bungudu LGA, Zamfara State, Nigeria. The study employed a correlational [survey] research design. The study population comprised 1117 teachers in 126 government-owned public primary schools in Bungudu Local Government Area of Zamfara State, Nigeria. 230 teachers were sampled through a random sampling technique using Krejcie and Morgan's Sample Size Determining Table. A semi-structured questionnaire was developed as an instrument for data collection from the respondents. The data analysis was made using inferential statistics (Pearson Product Moment Correlation Coefficient) through Statistical Package for Social Science (SPSS) version 22. The study found a strong correlation between school inventory management and teacher efficiency among public primary schools in Bungudu LGA, Zamfara State, concerning the Pearson Moment Product Correlation Analysis results from ($r=0.739$, $P<0.05$). Analytically, based on findings, this study recommends that government should provide all the relevant/essential materials required for school inventory management at the disposal of in-service teachers and other school personnel.

Keywords: School Inventories, Teacher Efficiency, Primary School

INTRODUCTION

School is an important social institution of learning universally recognized for its responsibility in shaping the characters, manners and mannerisms of the societies acquired through physical, psychological, moral, intellectual and emotional development and advancement. Recognizing the social structure, a school environment and its activities can be effectively managed and maintained through the proper school inventory management (Chinyere, Ogbonnaya, Love, & Education, 2019). According to (M. U. I. Oluwole, E.D. , 2015), systematic school inventory management is a significant administrative characteristic in any given institution as it adds value to the process of the actualization of effective management of the organizational operations. Professionally, teachers (as instructors) are the key players at all strata of education in governing and achieving all school activities (be they curricular or extra-curricular). To effectively implement the established programs, goals, objectives and policies in a formal education setting, teachers are the essential elements through whose competence and efficiency the success of the educational sector of every society and community can be determined



being the main actors' (Adeyemo, 1999). Hence, teachers' professional attributes influence the effectiveness of teaching and learning instruction in a school environment (Kosgei, Mise, Odera, & Ayugi, 2013). Teachers' responsibilities are enormous and crucial in nature. Thus, they are required to offer a dedicative, patriotic, and selfless commitment in discharging their duties (Adeyemo, 1999)

Experimentally, the below-average attitudes of some school administrators/leaders and in-service teachers toward school inventory management have been critical of the school administration for years (Adegbesan, 2020). Thus, school personnel (comprising instructional teachers and school administrators) find it challenging to compile, keep, retrieve, and manage school inventories professionally, especially in decision-making proceedings under a school environment (Adegbesan, 2020). Zamfara State is one of the educationally challenged states in the country (Lawal, Dahiru, & Almustapha, 2020; Zamfara State Government 2017). According to Zamfara State Government (2017), School inventories are indispensable for the smooth running of any school. However, despite the significant school inventory management, prior research investigations revealed a general shortage of the required statutory and non-statutory school inventory facilities in most of the public schools in Zamfara State. Furthermore, even where such inventory management facilities are somewhat available, such inventories should be regularly updated. Also, most teachers in urban areas have lesson plans in various subjects. Still, such plans either need to be updated or are replete with official language issues such as spelling or grammatical errors and have not been vetted by the school administrators or other relevant personnel. Some older teachers and most young ones often do not write a lesson plan. In light of this background, several prior research investigations were conducted to analyze the organizational motives related to school inventory and teachers' efficiency. For example, Ibrahim (2014) assessed record keeping in Nigerian primary schools. (Chinyere et al., 2019) school records in primary schools. (A. S. Oluwole et al., 2015) researched record keeping and effective management of secondary schools in Zone B Senatorial District of Benue State, Nigeria. Furthermore, (Wheeler, 2018) conducted a study on the effects of record-keeping on teacher self-efficacy and student self-regulation in the Primary Montessori Classroom. However, only a few research investigations were conducted on the aforementioned research variables with special reference to Zamfara state (Nigeria., 2012).

This study, therefore, attempts to fill this literature gap by examining the correlation between school inventory management and teacher efficiency among public primary schools in Bungudu LGA, Zamfara state-Nigeria.

Research Hypothesis

Ho1: There is no significant correlation between inventory management and teacher efficiency among primary schools in Bungudu Local Government Area, Zamfara State.



LITERATURE REVIEW

Concept of School Inventories

School inventories are the written official report documents kept in a school purposely to provide and store all detailed information related to the school's development and growth, from historical reports to contemporary motives (Bello, 2012). According to (Osakwe, Egara, Inweregbugh, Nzeadibe, & Emefo, 2023), school inventories are systematically written documents containing all relevant data and information of essential school activities purposely kept and managed for retrieval at a later time for authoritative referencing. School inventories are to be drafted, compiled, stored, and made available (when the need arises) by the responsible or assigned school personnel, nobly the classroom teachers, school administrators, and other supporting administrative staff. (Ololube, 2013) dedicated that school inventories entail comprehensive, meaningful, valid written documents that relate to all school system activities. Hence, the documents can be in different forms and nature, like open file diaries, journals, reports, visual portraits, and video facilities. From an administrative perspective, school inventories are the official documentaries of daily activities of formal school proceedings extensively to be retrieved or made available for future official utilization the school inventories are significantly more relevant and requisite for school administrative duties, like educational planning, discipline, evaluation of curriculum implementation, evaluation of teachers' professional course delivery, evaluation learners' academic performance(s), and most significantly to assess the extent to which school goals and objectives have been achieved and realized. There is no specific method(s) of putting school inventories into place. They could be in a handwritten document or electronically captured through advanced technology devices at the disposal of the responsible school personnel.

Types of School Inventories

Generally, school inventories are broadly divided into two main categories they are:

Statutory School Inventories

Statutory inventories are the mandatory official instruments of taking essential school activities into account in accordance with the educational authorities' laws, principles, and directives (including the ministry of education, directorates, and agencies) in a particular society. This type of inventory is necessary and must be presented whenever the need arises at any given time (Dorcas, 2013; Godwin, 2013). Statutory inventories contribute toward achieving effective school administration and management; thus, they are significantly required by the law, and they must be taken, kept, and effectively managed daily for future use (Adebayo, 2014).



Non-statutory School Inventories

Non-statutory inventories are the documentaries kept for the purpose of internal administrative convinces (Dorcas, 2013; Godwin, 2013). Such inventories serve as supplementary filings of school proceedings that add value to instruction's successful teaching and learning. The school administrators are the professionals who have the autonomy to choose the type of such records to be employed. Non-statutory inventories are not mandatory however, they play a vital role in actualizing an effective and efficient school administration. The quality of the non-statutory records of information, according to (Obadara, 2013) depends solely on the school manager's capacity for information management. Exclusively, UBE School Record Manual (2019) and (Ololube, 2013) highlighted the constructs of both statutory and non-statutory inventories in their research investigations as thus:

1. National Policy on Education: In Nigeria, National Policy on Education (NPE) is a policy formulated by the government to promote education across the country. The policy covers early childhood, primary (elementary), secondary, and higher education (Chinyere et al., 2019). This policy is an essential requirement for becoming a professional teacher, teacher educator, or school administrator in the country. This facility explains Nigeria's philosophy of education, aims, and objectives of education as a mechanism for national development. Furthermore, all institutions of learning must possess a copy of the document.

2. Log-Book: This is a document provided by the school administrators to record the essential information of the scenario that occurred within the school premises. The logbook is the most comprehensive in nature as it entails the information of all participants in the school activities, the teachers, learners and other supporting personnel. Furthermore, the logbook accounts for school opening and closure dates, public holidays, and students' excursion field trip (Amanchukwu & Ololube, 2015).

3. Class Daily Attendance Register: This document accounts for the frequency of the student's presence or absence from the school. The register captures the given names and family names of the students in alphabetical order alongside their admission numbers. The attendance register also provides the contact information of the parents/guardians of the students. Class teachers are the responsible actors for taking and managing such records twice a day (morning and afternoon) through the guidance of a head teacher who inspects and endorses the document on a weekly and termly basis (Alabi & Bakare, 2017).

4. A Movement Book: This is an instrument that provides information on the entrance or outings of teachers or learners (Amanchukwu & Ololube, 2015).



5. School Timetable: A school timetable is a document designed by experts in educational administration that systematically presents several instructional periods to be covered daily to weekly. It also contains the time allotted to all instructional periods for all subjects (Nweze, 2014).

6. The School Diary: This is an official document in which teachers give a concise account of the systematic methodologies they follow in the implementation of a school curriculum contents under the control of classroom instructions (Amanchukwu & Ololube, 2015; Godwin, 2013).

7. Learners' Cumulative Record: Refers to the document wherein the learners' academic performances are recorded. Therefore, it is an outcome-oriented and result-driven (Kissa, 2013).

8. Visitor's Book: The log book contains the full name of a visitor, his affiliation, rank, purpose of the visit, date and actual time of the visitor's arrival at the school premises (Amanchukwu & Ololube, 2015; Nigeria, 2014).

9. School Cash Book: This is a document wherein all financial transactions (like the school's revenue generation, expenditures, debts, taxes, and staff entitlements) are recorded by indicating the dates, purpose, and nature of the transaction made in carrying out a specific school activity (Amanchukwu & Ololube, 2015).

Specifically, based on the literature reviewed in this study, other school inventories include Students' Enrollment Register, Students' Withdrawal Register, Transfer and/or Leaving Certificates, Lesson Plans, Scheme of Work, Disciplinary Records, Health Records, Curriculum, Syllabus, and Class Timetable.

Qualities of a Good School Inventory Management

(Bello, 2012; Ibrahim, 2014) dedicated in their studies that a school inventory management must possess the following attributes:

- i. Should be simple to store, manage, and available for future use;
- ii. Should be characterized by easy understanding and interpretation based on shared knowledge;
- iii. Should always be accessible whenever the need arises;
- iv. Should be comprehensive in nature;
- v. Should be extensive and accurate; and
- iv. Should accommodate problem-solving techniques.



Concept of Teacher Efficiency

Teacher Efficiency refers to the systematic measurement of teachers' professional characteristics required to achieve successful teaching and learning activities (Kosgei et al., 2013). According to (Dahiru & Gbolahan, 2022), efficiency is a concept that deals with all professional techniques capable of adding value toward actualizing the established goals of a particular organization. In the educational system, teachers have been regarded as the main capacity to deliver teaching and learning services (Dahiru & Gbolahan, 2022). An efficient teacher is a skillfully trained professional who is determined to fully contribute towards the actualization of effective teaching service delivery and advancement of learners' academic achievement. This adds value to the effectiveness of the school administration (Darling-Hammond, 2010). The Federal Government of Nigeria (2012) described teacher efficiency as a significant mechanism that contributes to achieving the country's aims, objectives, and philosophy of education. Therefore, to achieve proper development of education in the country, teacher efficiency should be maintained through consistent monitoring and evaluation of the teacher's professional duties within and outside of the school environment. Based on existing related literature reviewed in the current study, it was gathered that educational development is unrealistic without efficient teachers. The Nigeria's National Policy confirmed this assertion on Education (2014) by stating that "No education system can rise above the quality of its teachers". On this account, the Nigerian government through the Federal Ministry of Education, established a policy document titled "National Teacher Education Policy," wherein detailed guidelines for producing efficient teachers in the country were portrayed right from the responsibilities of teacher training colleges and universities, requirements of becoming a skillfully trained teacher, training of pre-service teachers, induction of teachers into the teaching profession, responsibilities of in-service teachers as well as the responsibilities of relevant education authorities in achieving a good atmosphere of teaching and learning that would lead to the accomplishment of the country's educational goals (Nigeria., 2012). The policy document also proclaims the need for monitoring and evaluation of teachers' and students' performances in the educational arena (Lawal et al., 2020).

Furthermore, the Federal Government of Nigeria established teacher education authorities under the control of the Ministry of Education like "The Teachers Registration Council of Nigeria (TRCN)" this council produced a policy document titled "Professional Standards for Nigerian Teachers" the policy document extensively explained nature of knowledge and professional skills that are to be acquired by individuals persons seeking to become professional teachers across all levels of educational institutions in the country (Teachers Registration Council of Nigeria, n.d.). Despite the aforementioned efforts made by the Nigerian government, the quality of education is below average; implementation of policies in the education sector is also below expectations (Adeyemi, Oribabor, & Adeyemi, 2012). Teacher efficiency faces impediments such as recruitment of unqualified teachers, low remuneration for teachers, the undemocratic relationship between in-service teachers and school supervisors, poor



implementation of post-supervision reports, lack of adequate school inventories, lack of public recognition of teachers' efforts in educating the nation. Generally, there are many problems affecting Nigeria's education sector, such as inadequate funding, poor teacher welfare, lack of political will, absence of consistent follow-up assessment of educational policy implementation, lack of adequate instructional materials/realia, and insufficiency of school inventories (Birabil & Nwankwo, 2020).

RESEARCH METHODOLOGY

To examine the correlation that exists between the independent variable (School Inventory Management) and dependent variable (Teacher Efficiency) covered in the current study. The study employed a correlational [survey] research design. The study population consisted of 1117 teachers in 126 government-owned public primary schools in Bungudu Local Government Area of Zamfara State, Nigeria. 230 teachers were sampled through a random sampling technique using Krejcie and Morgan's Sample Size Determining Table (1974). A semi-structured questionnaire was developed as an instrument for data collection from the participants. The interview was conducted in English; the data was taken in the form of a written note. The questionnaire entails items related to the study's variables, i.e., school inventory management and teacher efficiency. The questionnaire has a total number of 32 items on Likert's four-rating scale i.e. 1. Strongly Agree 2. Agree 3. Disagree, and 4. Strongly Disagree. For data analysis, inferential statistics were employed and computed through Pearson Product Moment Correlation Coefficient on Statistical Package for Social Science (SPSS) Version 22. This study was conducted in the year 2022.

Furthermore, the study was conducted in Bungudu Local Government Area (29 Kilometers away from the capital city of Zamfara State, Nigeria). This geographical location was selected because Bungudu Local Government Area has the highest number of government-owned primary schools in Zamfara state. All the sampled schools were selected within the Bungudu metropolis due to lingering insecurity issues affecting Zamfara state for over a decade. Before the commencement of this study, the researchers sought for the approval of relevant authorities, notably the National Open University of Nigeria and the Zamfara State Ministry of Education. After their approval, the researchers embarked upon a data collection exercise. The interview was observed on the premises of each school that was selected to participate

RESULTS

Table 1. Descriptive Analysis of the Demographic Data of the Respondents

Demography	Category	Frequency (n=230)	Percentage (%)
Gender	Male	188	82
	Female	42	18
Qualification	B.Sc/B.Ed	18	08
	NCE	190	82
	Diploma	22	10
Years of Experience	2-5	21	09
	6-10	58	25
	11 and above	151	66
	Total	230	100%

Source: Researchers' Field Survey, 2022.

Table 1 presented above revealed that 188 (82%) of the respondents were males and 42 (18%) respondents were females. This denotes most of the respondents were males and females were few in number.

On the respondents' academic qualifications, it was revealed in table 1 that 18 (8%) of the respondents were bachelor's degree holders; 190 (82%) of the respondents were holders of Nigeria Certificate in Education (NCE); while 22 (10%) were Diploma holders. This describes that most of the respondents were the holders of Nigeria Certificate in Education (NCE) and very few of them were holders of either a Bachelor's Degree or a Diploma Certificate.

On the respondents' years of professional experiences, table 1 presented above showed that 21 (9%) of the respondents had 2 to 5 years of experience; 58 (25%) of the respondents had 6 to 10 years; while 151 (66%) of the respondents had 11 years and above. This translates that, the majority of the respondents had professional experience of 11 years and above; followed by those who had professional experience of 6 to 10 years; and finally those with professional experience of 2 to 5 years were the least.

Table 2. Correlational Analysis of School Inventory Management and Teacher Efficiency

Variable	Teacher Efficiency	School Inventory Management
Teacher Efficiency	1	0.739
Sig. (2-tailed)		0.05
N	230	230
School Inventory Management	0.739	1
Sig. (2-tailed)	0.05	
N	230	230

Source: Researchers' Field Survey, 2022. Note: Correlation is significant at $p=0.05$ (2-tailed)

The results from the table 2 presented above, it was explored that, there exists a strong significant correlation between the study variables (School Inventory Management and Teacher Efficiency) among government-owned primary schools in Bungudu LGA, Zamfara State-Nigeria with a statistical value of ($r=0.739$, $P<0.05$). Therefore, the null hypothesis in this study which stated that there is no significant correlation between school inventory management and teacher efficiency is rejected.

DISCUSSIONS

The current study found a strong significant correlation between school inventory management and teacher efficiency among government-owned primary schools in Bungudu metropolis of Zamfara State with reference to the statistical results from table obtained from table 1 ($r=0.739$, $P<0.05$); thus, rejected the null hypothesis of the study. Relatively, this finding is in agreement to that of (Wheeler, 2018), who established that there was a significant correlation between school inventory management and the efficiency of teachers in discharging their professional duties. Wheeler added that putting school inventory management into practice contributes to the enhancement of teachers' productivity and the learners' academic achievement. (Fasanmoye, 2021) revealed that school inventory management has a positive and notable relationship with teachers' efficiency and administrative effectiveness among public schools in Osun State, Nigeria. Furthermore, (Godwin, 2013) stated in his study that, for teachers to be considered as efficient, proper management of school inventories should be placed into practice. In a study conducted by (A. S. Oluwole et al., 2015) a significant correlation was found between school inventory management and comprehensive efficiency of school services delivery that entails teachers' efficiency as a cantered chain of school goals achievement. In the same vein, (SAMUEL, 2018) found in his study that, more than 90% of school teachers and school administrators agreed that there was a significant correlation between school inventory management and teachers' efficiency among public secondary schools in Nyanza District of Rwanda. (Omoha, 2013) dedicated that, effective inventory



management in a school setting is of paramount significance, as a result of which it contributes in the adjustment of the extent of teachers' efficiency and effective management of the entire school system and its practices.

CONCLUSION

This study analyzed the correlation that exists between school inventory management and teacher efficiency through a correlational survey research design. Comprehensively, the major finding of this research confirmed that, school inventory management has a highly significant influence on teacher efficiency. Hence, school inventory management could be regarded as the industrial machinery that strengthens the standards of educational proceedings and helps in the achievement of the established school's goals. School inventory management and teacher efficiency were correlated. Thus, in order to enhance the extent of teachers' efficiency, proper school inventory management could be regarded as an input. Analytically, based on the aforementioned findings the following recommendations were extracted:

1. Government should provide all the relevant/essential materials required for school inventory management at the disposal of in-service teachers and other school personnel deployed in the public primary schools.
2. Government should organize timely trainings, workshops, seminars, and other relevant refresher courses for primary school administrators and classroom teachers on the significant of school inventory management. And give them decorum to learn the effective way of filling such school inventory management facilities in a professional way.
3. Policymakers in the educational sector should establish bylaws that will empower head teachers to ensure regular updates of school inventory management as appropriately as possible by the respective classroom teachers in their schools.
4. In-service teachers should support school administrators in the process of effective management of school inventories.

Data (and Software) Availability

This study was analyzed using (Statistical Package for Social Science (SPSS) Version 22, Microsoft Excel 2013). All data underlying the result are available as part of the article through a request from the corresponding author.

Authors Contributions

All the authors contributed equally in conducting this research study.

Competing Interests

Upon the publication of this study, no conflict of interest was declared by the researchers.



Ethical Statement

Prior to the conduct of this research work, the researchers obtained approval by the National University of Nigeria, Gusau Study Centre, and Zamfara State Ministry of Education before each qualified participant was interviewed. The management of each selected primary school granted the request of the researchers. The researchers conducted a face-to-face interview with the participants. During the interview, the researchers took notes of the responses of the participants.

Acknowledgment

We would like to extend our appreciation to our research team lead and adviser, Abbas Sani Dahiru, PhD.

REFERENCES

- Adebayo, S. A. (2014). *Principles, process and practice of inspection in the command school system*. Nigerian: Lagos:
- Adegbesan, S. O., Balogun, Z.B., Ajao R. L. & Olawale, S.S. (2020). Keeping as a Measure of Effective Administration in Secondary Schools: Planning Strategies. *Journal of Contemporary Issues in Educational Planning and Administration*, 5(2),(1-7).
- Adeyemi, B., Oribabor, O., & Adeyemi, B. (2012). An overview of educational issues in Nigeria: thoughts and reflections. *JEP| eJournal of Educational Policy, Northern Arizona University, South San Francisco. USA*, 1-6.
- Adeyemo, B. (1999). *Managing teacher professional growth and productivity in the New Millennium Education in Nigeria a futuristic reflection.*: Abeokuta visual resources publishers.
- Alabi, A. O., & Bakare, A. A. (2017). Genetic damage induced by electronic waste leachates and contaminated underground water in two prokaryotic systems. *Toxicology Mechanisms and Methods*, 27(9), 657-665.
- Amanchukwu, R. N., & Ololube, N. P. (2015). Excellent school records behaviour for effective management of educational systems. *Human Resource Management Research*, 5(1), 12-17.
- Bello, S. M. (2012). Impact of ethical leadership on employee job performance. *International Journal of Business and Social Science*, 3(11), 228-236.
- Birabil, S. T., & Nwankwo, N. B. (2020). Social Studies education: A linchpin for sustainable national development in Nigeria. *European Journal of Education Studies*.
- Chinyere, A. C., Ogbonnaya, C., Love, O., & Education, O. N. (2019). School Records in Basic Schools.
- Dahiru, A. S., & Gbolahan, K. O. (2022). Mediating Role of Teacher Empowerment on the Relationship between Instructional Leadership and School Effectiveness. *International Journal of Academic Research in Business and Social Sciences*, 12(2), 514-528.
- Darling-Hammond, L. (2010). Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching. *Center for American Progress*.
- Dorcas, O. F. (2013). *Management of school records in secondary schools in Otukpo education zone*. Thesis,
- Fasanmoye, G. Y. (2021). *Published Manuscript, Obafemi Awolowo University*. Retrieved from
- Godwin, O. (2013). Record Keeping in Nigerian Schools. . *Dynamics Educational Administration and Management Awka: Meks publishers*.



- Ibrahim, A. Z. (2014). Record keeping in Nigerian Primary Schools. *Sokoto Educational Review*, 15(2), 104-118.
- Kissa, A. (2013). *Records management and secondary school administration Mbale Municipality, Uganda*. Kampala International University, College of Education, Open and Distance ... ,
- Kosgei, A., Mise, J. K., Odera, O., & Ayugi, M. E. (2013). Influence of teacher characteristics on students' academic achievement among secondary schools.
- Lawal, A. H., Dahiru, A. S., & Almustapha, J. (2020). EXPLORING THE RELATIONSHIP BETWEEN SCHOOL SUPERVISION AND TEACHERS' COMMITMENT IN ZAMFARA STATE, NIGERIA.
- Nigeria, F. R. o. (2014). *National Teacher Education Policy*. Nigeria: Federal Ministry of Education Publication
- Nigeria., F. G. o. (2012). *National Teacher Education Policy*. Nigeria: A Publication Federal Ministry of Education Headquarters
- Nweze, J. N. O. T. (2014). Record keeping in Nigerian educational institutions: Issues and significance. *Journal of Educational Policy and Entrepreneurial Research*, 1(2), 317-323.
- Obadara, O. E. (2013). Relationship between distributed leadership and sustainable school improvement. *International Journal of Educational Sciences*, 5(1), 69-74.
- Ololube, N. P. (2013). The problems and approaches to educational planning in Nigeria: A theoretical observation. *Mediterranean Journal of Social Sciences*, 4(12), 37.
- Oluwole, A. S., Ekpo, U. F., Karagiannis-Voules, D.-A., Abe, E. M., Olamiju, F. O., Isiyaku, S., . . . Braide, E. I. (2015). Bayesian geostatistical model-based estimates of soil-transmitted helminth infection in Nigeria, including annual deworming requirements. *PLoS neglected tropical diseases*, 9(4), e0003740.
- Oluwole, M. U. I., E.D. . (2015). Record Keeping and Effective Management of Secondary Schools in Zone B Senatorial District of Benue State. *Nigeria. European Open Educational Research Journal*, 1(1), (1- 13.).
- Omoha, F. D., Nsukka. (2013). *Management of School Records in Secondary Schools in Otukpo Education Zone*. University of Nigeria, Nigeria.
- Osakwe, I. J., Egara, F. O., Inweregbuh, O. C., Nzeadibe, A. C., & Emefo, C. N. (2023). Interaction patterns: An approach for enhancing students' retention in geometric construction. *International Electronic Journal of Mathematics Education*, 18(1), em0720.
- SAMUEL, B. (2018). *RECORDS MANAGEMENT PRACTICES AND SCHOOL ADMINISTRATION PERFORMANCE IN SECONDARY SCHOOLS IN RWANDA A CASE STUDY OF NYANZA DISTRICT*. Mount Kenya University.
- Wheeler, M. W. (2018). The Effects of Record-Keeping On Teacher Self-Efficacy and Student Self-Regulation in The Primary Montessori Classroom.
- Zamfara State Government (2017). *Education Sector Medium Term Sector Strategy*. Unpublished Official Document of Zamfara State Ministry of Education.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations or the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim made by its manufacturer, is not guaranteed or endorsed by the publisher.