



DIGITAL RECORDS AND ADMINISTRATION OF EDUCATIONAL TERTIARY INSTITUTIONS IN RIVERS STATE

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ABSTRACT

The study investigated digital records and administration of educational tertiary institutions in Rivers State. The research design adopted for this study was correlational design. The population of the study consisted of 274 and 548 administrative staff in educational tertiary institutions in Rivers State. A sample size of 391 following stratified sampling technique in which 17 respondents were chosen from each of tertiary institutions in Rivers State. Out of the 391 copies of questionnaires distributed, 350 or 92% were duly completed and returned. The study therefore based its analysis on the returned copies of questionnaire. Two sets of questionnaires were distributed to the two sets of respondents (principals and administrative staff). The questionnaire was titled: 'Digital Records and Tertiary Institutions Administration in Rivers State' (DRSSAPRV). The modified four point Likert Scale of Strongly Agree (SA) –4 points Agree (A) – 3 points, Disagree (D) –2 points and Strongly Disagree (SD) – 1 point with the total number of twelve (12) items in the questionnaire. The reliability of the instrument was done using Cronbach Alpha (SPSS) version 23) and obtained .911>.71 which showed that the instrument was highly reliable. The method of analysis used for the study was Pearson Product Moment Correlation Coefficient used in testing the three hypotheses at .05 significance level, while mean and standard deviation was used in answering the research questions. The findings of the study showed that there is very minimal digital records system in public secondary in Rivers State. The study recommended that educational tertiary institutions in Rivers State should be equipped with e-facilities and the staff trained for the use of such facilities for administration of educational tertiary institutions in Rivers State.

Key Words: Digital records, Administration, Educational tertiary Institutions, Rivers State

INTRODUCTION

As enrollment in schools increases globally on a daily bases, the available resources may become over-stressed. The situation becomes even more frightening when universal education program in Nigeria is been implemented. Therefore, adequate record keeping of the human and

material resources through electronic storage and dissemination is needed to address the issue of ever-increasing enrollment. As well as the need to provide schools with human and material resources that can help them achieve sustainable educational objectives. Additionally, the rising cost of running school systems leaves some schools with low quality and inadequate human and material resources. This is because there is no cheap education the world over.

Thus, the need for alternative ways of utilizing slim resources to attain set objectives makes school e-record keeping imperative. The complexity in school administration, its constraints, contingencies, and other difficulties also make recording keeping a necessity. The scarce resources in schools may be wasted if their utilization and underutilization is not properly recorded. There is a need to keep record of all school activities as part of effective school administration. Record keeping and the management of records is a vital responsibility of the school administrator because of the indispensable role of records and information in the day-to-day activities of the school system. School managers rely on the short and long-term data captured in records to make effective decisions about immediate issues and more comprehensive school policies. Digital records otherwise called digital records adopt information technology for quality performance, task accomplishment, 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.

Tertiary institutions records are official documents, students' enrollment, school results, certificates and transcripts. Digital records ensures that information are kept and preserved and retrieved anywhere within and outside the school environment. Such records are kept by principals, teachers, counselors and administrative staff. The purpose of record keeping for effective school management is to ensure that accurate and proper records are kept of student achievement and growth, school activities and matters that will promote school efficiency and effectiveness.



Record keeping otherwise known as storage of information is important functions of both the administration and teaching staff of a school.

Statement of the Problem

Electronic records or digital records have been discovered to be very convenient, fast and accurate in generating, storing and disseminating required information in the school system. Information and communication technology is almost taking over every facet of human activity. However, it is very unlikely that digital records are implemented in safe keeping of information in educational tertiary institutions in Rivers State. Heads of tertiary institutions appear to struggle with information retrieval. Students' enrollment figures are suspected to be very uncertain. Staff files and details seems not be easily captured and presented during routine inspections and accreditation. Students who may require transfer or certification seem to encounter delay as a result of the manual process involved in transferring their information in their new schools. This study therefore seeks to investigate the status of use of digital records in educational tertiary institutions in Rivers State with a view of proffering recommendations on to operate a smoother tertiary institutions records administration with the use of information and communication technologies.

Purpose of the Study

The purpose of the study is to investigate digital records and school administration in educational tertiary institutions in Rivers State; with the following specific objectives:

1. To find out the relationship between use of digital records in students enrollments and school administration in educational tertiary institutions in Rivers State.
2. To find out the relationship between use of digital records in students results and certificates and school administration in educational tertiary institutions in Rivers State.
3. To determine the relationship between use of digital records in staff records and school administration in educational tertiary institutions in Rivers State.

Research Questions

The following research questions guided the study:

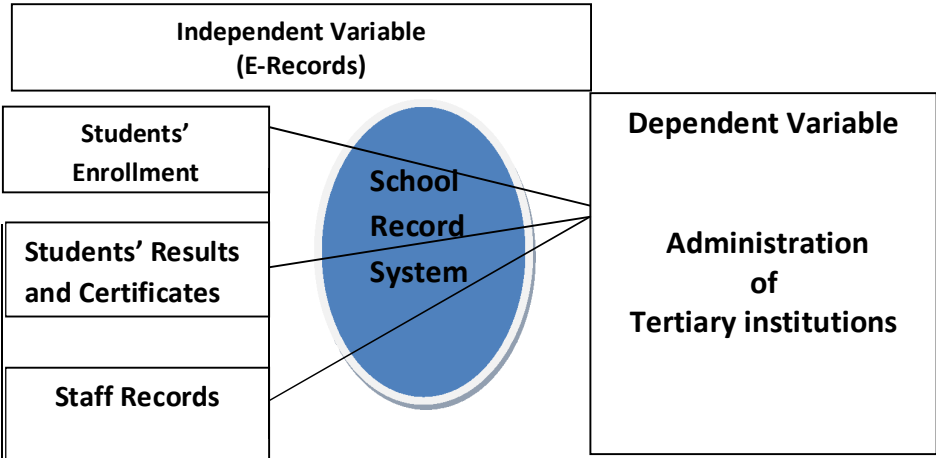
1. How does use of digital records in students' enrollments relate to school administration in educational tertiary institutions in Rivers State?
2. How does use of digital records in students' results and certificates relate to school administration in educational tertiary institutions in Rivers State?
3. How does use of digital records in Staff records relate to school administration in educational tertiary institutions in Rivers State?

Research Hypotheses

The following null hypotheses guided the study:

1. There is no significant relationship between use of digital records in students' enrollments and school administration in educational tertiary institutions in Rivers State.
2. There is no significant relationship between use of digital records in students' results and certificates and school administration in educational tertiary institutions in Rivers State.
3. There is no significant relationship between use of digital records in staff records and school administration in educational tertiary institutions in Rivers State.

Conceptual Clarification



Researcher's Guide, 2021



The Concept of Digital Records

Digital records otherwise called electronic records are the recorded information, documents or data that provide evidence of policies, transactions and activities carried out in school organizations, Osakwe (2004). Digital records may be categorized as text files (files produced by word processing programmes or by other software); data files (computer processable files that store numeric and sometimes textual information as quantitative values so that numbers can be manipulated using arithmetic processes); analogue audio and visual records (sound documents and images to be played back); disaggregated data (information collected through remote sensing systems); databases (structured collection of interrelated data); machine instruction sets (records created by the action of intelligent machines); image files (records containing computer processable images that generally exist as hard copy before being converted into images) and digital documents (files consisting of numeric data, images or sound recorded digitally in one uniform structure). The increasing use of ICT, especially the Internet, in government operations around the world driven by public sector reform, has given impetus to the generation of e-records.

Most school e-record systems consist of eight activities, namely: create, store, update, retrieve, use, appraise and retain, archive, and dispose (UNESCO 2018). An electronic record is defined as records in electronic or digital form that are created, captured, maintained or the government kept carrying out the function in accordance with the definition of records given in the National Archives Act 2003 including school use and reference (National Archives of Malaysia (NAM) 2003; Osakwe 2011). Records include but are not limited to papers, official documents, files, lists, informational materials, books, maps, plans, drawings, photographs and sound recordings in electronic or digital form. DIGITAL RECORDS is a form of electronic records management system and may include information in various mediums such as paper records and any computer records (Johnston & Bowen 2005). DIGITAL RECORDS is also referred to as a form of automation system that serves to manage the creation, use, maintenance and disposition of electronic records created for the purpose

of providing proof of business activity. The system must be able to maintain and protect contextual information (metadata), the sharing of information in the records, access secure, and control the relationship between the records (National Archives of Australia 2005). However, according to the International Standards Organization (ISO 15489 2016), the implementation of ICT can assist E-RECORDS, while it's improper design can cause problems rather than supporting its management.

An effective school digital records system is defined as the 'organised classification and filing of the school records in a way that makes it easy to search, access, retrieve and use the recorded data and information' (UNESCO 2018). An effective school digital records can ease and support the management of the school and other stakeholders including policy makers, teachers and parents, particularly in decision making. School records also provide useful data and input for planning and establishment of new programs, activities or policies (Sunmola 2008). Student enrolment and school facilities data from school records can be referred to, to determine the appropriate number of teacher recruitment or justification for upgrading school facilities.

Given that schools are accountable for creating, using, managing, classifying, storing, and archiving record and information, all records including student records, student academic files and reports, teacher and staff records, financial records, assets, building and school facilities and school board of management must be managed appropriately in accordance with policy, procedures, Act, and enforced laws (Umi & Zawiyah 2009; Umi & Zawiyah 2017). Jeladze et al. (2017) identified information management as the most enabling factor for digital learning transformation. Institutions with ineffective and poor digital records are prone to various risks and implications such as record inaccessibility and redundancy, costly maintainability, and institutional inefficiency (Kemoni & Wamukoya 2000). The lack of digital records awareness in aspects such as record classification, record storage duration, unclear record management policy, limited storage space and skilled officers, training in



managing school records, and being overly focused on technology may contribute to the failure of digital records initiatives.

Theoretical Foundation

The study is anchored on Information Theory. Information theory is the scientific study of the quantification, storage, and communication of information which is directly linked to the purpose of the study. The theory was propounded by Harry Nyquist and Ralph Hartley, in the 1920s, and Claude Shannon in the 1940s. The field is at the intersection of probability theory, statistics, computer science, statistical mechanics, information engineering, and electrical engineering. A key measure in information theory is entropy. Entropy quantifies the amount of uncertainty involved in the value of a random variable or the outcome of a random process. For example, identifying the outcome of a fair coin flip (with two equally likely outcomes) provides less information (lower entropy) than specifying the outcome from a roll of a die (with six equally likely outcomes). Some other important measures in information theory are mutual information, channel capacity, error exponents, and relative entropy. Important sub-fields of information theory include source coding, algorithmic complexity theory, algorithmic information theory, and information-theoretic security.

Applications of fundamental topics of information theory include lossless data compression (e.g. ZIP files), lossy data compression (e.g. MP3s and JPEGs), and channel coding (e.g. for DSL). Its impact has been crucial to the success of the Voyager missions to deep space, the invention of the compact disc, the feasibility of mobile phones and the development of the Internet. The theory has also found applications in other areas, including statistical inference, cryptography, neurobiology, perception, linguistics, the evolution and function of molecular codes (bioinformatics), thermal physics, quantum computing, black holes, information retrieval, intelligence gathering, plagiarism detection, pattern recognition, anomaly detection and even art creation (Wikipedia, 2021).

Students' Enrollment and Tertiary Institutions Administration

Tertiary education is the education given to children after their primary education. It is a bridge between primary and tertiary education (FRN, 2014). The focus of tertiary education is to prepare the individual to be a useful member of the society. In order to achieve the above focused idea, FRN (2017) states: Tertiary education shall, cater for the differences in talents, opportunities and future roles, inspire students with a desire for self-improvement and achievement of excellence; raise a generation of people who can think for themselves, respect the dignity of labour; provide, skills necessary for agricultural, industrial, commercial and economic development (p.14). These lofty goals may not be attained in an over-enrolled classroom. Digital records ensure that the required number of students of 40 -1 lecturer is maintained as threshold and the system logs out for individual school in the event of over enrollment.

A classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching and learning process. In Nigeria tertiary education, the burden of overcrowding is overwhelming to the point of having 100 students for one teacher as against the UNESCO benchmark of 35 students per teacher culminating in students learning under trees for lack of classrooms. Overcrowded classroom does not allow teacher to have enough personal office space for lesson preparation, teaching in a small space is stressful for the teacher, making the teacher to focus more on the work students can complete at their desk instead of group work or team projects that require more space. Overcrowded classrooms also prevents students from concentrating on the lessons, this is because when students seat chose to each other attention is distracted making them have difficulty focusing on the lessons which leads to low academic performance. Overcrowding is one of the most significant issues facing tertiary institutions and teachers today. This problem is a combination of an increase in population, a shortage of teachers and a decrease in funding which has caused class sizes to soar. Teaching in an overcrowded classroom brings stress and frustration for teachers and students.



Staff Records and School Administration

The State ministry of education is the ministry directly responsible for all matter concerning education at the state level. While the federal ministry of education shares similar functions as the federal ministry with some exception. The management and supervision of tertiary education in Nigeria is done by state ministry of education and its school's board in various state. The school boards are responsible for the management of primary and tertiary institutions in the state. The National Policy on Education (FRN, 2014) defines the functions of the board as:

- Selection, recruitment and appointment of teachers
- Posting, transfer and discipline of teachers
- Transmission of information in respect to curriculum
- Enrolment
- Quality of educational facilities
- Supervision of schools.

The manual processes involved in all this roles of the school administration could be handled using e-records. Staff transfers, staff files, postings, transmission of curricular, instructional facility information are expected to be captured through digital records for the purpose of speed and quick dispatch of duties (Osakwe, 2011). Technology has become essential in the management of schools and other organizations. For the human resources management in particular, HR technology is used to attract, hire, retain and maintain talent, support workforce administration, and optimize workforce management. The goal from automating the following functions is to help managers work faster and more efficiently. HR technology is used by managers, employees, HR professionals, IT and operations departments all in different ways to improve the way school organization is run (Jaledzel, 2017). Implementing HR technology within an organization enables managers to gather, collect, and deliver information, as well as communicate with employees more easily and efficiently. Automating certain business processes can greatly reduce the amount of administrative work and allow managers to focus more of their time and energy on managing their workforce. Human resources technology also provides school managers with the necessary decision making tools to allow them to make more effective HR-related decisions.

Achieving a strong relationship between HR and technology can help companies achieve the following key objectives. Overall, HR technology provides schools administrators with decision making tools to help manage costs and enables them to reduce the time spent on administrative and legal compliance work, while maintaining an efficient and effective workforce to deliver quality service (Bown, 2007).

Students' Results and Certificates

Educational technology has demonstrated a significant positive effect on achievement. Positive effects have been found for all major subject areas, in preschool through higher education, and for both regular education and special needs students. Evidence suggests that interactive video is especially effective when the skills and concepts to be learned have a visual component and when the software incorporates a research-based instructional design. Use of online telecommunications for collaboration across schools in different geographic locations has also been shown to improve academic skills and quicken admission process. Digital records ensure that students' results and certificates are transmitted online and in real time (Langemd, 2002).

Bown (2007) revealed that technology is being integrated into education, its use for teaching and learning still remains a challenge. Despite the fact that many schools today are privileged to have ready access to technology, trained teachers, and a favourable policy environment, the use of technology in the classroom is still low. Some attribute low levels of technology use in education to the pedagogical beliefs of teachers. With that said, the potential of technology to enhance learning cannot be overemphasized. The use of technology is something that started a long time ago for students with special needs. For example, brail machines have been utilized for the visually impaired. In addition, special needs programs that help children with autism use technology to enhance learning. By integrating technology into education, educators aim to engender pedagogical change and address fundamental issues that affect learners with special needs. Technology can therefore be seen as both a tool and a catalyst for change (Khdega, 2013).



Today, technologies used to improve and facilitate learning can be found everywhere. Leaving other contextual factors to the side such as unequal access to technological innovations and connected technologies across schools and districts, we can only say that we have embraced technology in education when it is used for both teaching and learning. With the incorporation of technology into schools, the main purpose is to change how teachers and students gather, access, analyse, present and transmit information. This can democratize information in classrooms as well as help differentiate instruction, particularly for students with special needs. Assistive technology can be defined as an item, piece of equipment or product system that can be used to maintain, increase or improve functional capabilities for any person with a special need. Thus, the incorporation of educational technology can also provide benefits to students with disabilities who may be in a better position to interact with the lesson through technology. Moreover, technology can place teachers in a better position to customize learning for students with special needs (Osakwe, 2011).

Dorothee (2019), illustrated that many educators have had a hard time integrating technology into education. This may be because many educators have yet to explore the relationship between technology and pedagogy. Doing so could play a huge part in encouraging critical thinking by teachers as they attempt to integrate technology into education. At the same time, for technology to work effectively, it should only be incorporated in classroom if it is appropriate for a given instructional task. Also, technology can only be an effective teaching tool if teachers participate in decisions to adopt technology. This is because teachers have the responsibility of facilitating instruction and incorporating technology at the classroom level, yet many school administrators tend to make decisions related to technology adoption/training without consulting teachers.

The following are ways that technology could be better leveraged to improve learning:

- With the widespread availability of student databases that are able to track individual progress, teachers are encouraged to identify learning objectives and differentiate instruction based on the needs of their students.
- Whenever teachers attempt to present instruction using technology, they should do so using a channel that is relevant to the objectives, the learning style, mode and the technology selected.
- When evaluating technology-based instruction, there needs to be appropriate evaluation techniques that are in line with the methods of instruction, objectives and the technology.
- Teachers can design follow-up activities when using technology to evaluate students' learning and the role technology played in that process.

Khdega, (2013) revealed that overall, technology is central to many sectors of society and its integration into the education process has great promise for student learning. With technology, one can expect increased efficiency and effectiveness on both the part of teachers and students. Technology can also prompt pedagogical change and address issues that affect learning, teaching and social organization. Technology can therefore be seen as both a tool and a catalyst for change. School administrators can embrace technology of preparing school result by teachers and transmitting same online for the quick access (Smallwood, 2014).

METHODOLOGY

The research design adopted for this study was correlational design. The population of the study consist of 274 and 548 administrative staff in educational tertiary institutions in Rivers State (RSPPSB, 2019). A sample size of 391 following stratified sampling technique a in which 17 respondents were chosen from each of the tertiary institutions in Rivers State. Out of the 391copies of questionnaires distributed, 350 or 92% were duly completed and returned. The study therefore based its analysis on the returned copies of questionnaire.

Two sets of questionnaires were distributed to the two sets of respondents (principals and administrative staff of educational tertiary institutions in



Rivers State). The questionnaire was titled: 'Use of Digital records and tertiary institutions administration in Educational tertiary institutions in Rivers State'. The instrument was coded with modified four point Likert Scale of Strongly Agree (SA) –4 points Agree (A) – 3 points, Disagree (D) –2 points and Strongly Disagree (SD)– 1 point with the total number of twenty-four(24) items in the questionnaire. Fifteen for teachers and fifteen for proprietors to ensure face and content validity of the instrument, the first copy of the questionnaire was given out the supervisor for thorough checking and mistakes were corrected. The reliability of the instrument was done using Crombach Alpha (SPSS) version 23) and obtained .911>.71. It was obtained which showed that the instrument was highly reliable. The method of analysis used for the study was Pearson Product Moment Correlation Coefficient to test the hypotheses at .05 significance level while mean and standard deviation was used in the research questions at 2.5 mean benchmark.

RESULTS

Research Question 1: How does use of digital records in students' enrollments relate to school administration in educational tertiary institutions in Rivers State?

Table 5: Answer to research question 1

S/N Items	N=35 0	Mean	Std. Deviation	Remark
1. My students are enrolled via internet		2.229	1.24046	Disagreed
2. Admission process is monitored online		1.897	1.1853	Disagreed
3. My students are issued serial numbers as they are admitted automatically		2.0257	1.19786	Disagreed
4. My students do have a maintained electronic records		1.4457	.67384	Disagreed
Grand Total		2.03		

Table 1 above shows in item 1 mean score of 2.229 and SD 1.24046 which shows that the respondents disagreed that they students are enrolled via

internet. In item 2 mean score of 1.897 and SD 1.1853 shows that the respondents disagreed that admission process is monitored online. In item 3 mean score of 2.0257 and SD 1.19786 which shows that the respondents disagreed that they students are issued serial numbers as they are admitted automatically. In item 4 mean score of 1.4457 and SD .67384 equally proved that the students do have a maintained electronic records.

Thus, grand mean score of 2.03 < 2.5 which proves that the respondents disagreed on the use of digital records in students' enrollments relate to school administration in educational tertiary institutions in Rivers State.

Research 2: How does use of digital records in students' results and certificates relate to school administration in educational tertiary institutions in Rivers State?

Table 2: Answer to research question 2

S/N ITEMS	N=350	Mean	Std. Deviation	Remark
5. I maintain online school report cards		1.8943	1.18381	Disagreed
6. My students generate their results online		1.3457	.70846	Disagreed
7. My students can download their school records in their new schools		2.4629	1.24046	Disagreed
8. My students get their transcripts and academic records online.		1.9314	1.14351	Disagreed
Grand Mean		1.83		

Table 2 shows in item 5 mean score of 1.8943 and SD 1.18381 showing that the respondents disagreed that they maintain online school report cards. In item 6 mean score of 1.3457 and SD .70846 showing that the respondents disagreed that their students generate their results online. In item 7 mean score 2.4629 and SD 1.24046 implying that the respondent disagreed that students download their school records in their new schools. In item 8 mean score of 1.9314 and SD 1.14351 showing that the



respondents disagreed that students get their transcripts and academic records online.

Thus, the grand mean of $1.83 < 2.5$ shows that the respondents disagreed on use of digital records in students' results and certificates relate to school administration in educational tertiary institutions in Rivers State.

Research Question 3: How does use of digital records in Staff records relate to school administration in educational tertiary institutions in Rivers State?

Table 3: Answer to research question 3

S/N ITEMS	N=350	Mean	Std. Deviation	Remark
9. My staff file have online duplicate		1.9286	1.22908	Disagreed
10. My staff records of nominal roll and salaries matters are in electronic copy		1.1743	.37990	Disagreed
11. I send e-mails to my staff instead of hardcopy memo		2.0257	1.19786	Disagreed
12. My staff issues have report history online		1.9286	1.22908	Disagreed
Grand Mean		1.76		

Table 3 shows in item 9 mean score of 1.9286 and SD 1.22908 which shows that the respondents disagreed that staff file have online duplicate. In item 10 mean score of 1.1743 and SD .37990 shows that the respondents disagreed that staff records of nominal roll and salaries matters are in electronic copy t. In item 11 mean score of 2.0257 and SD 1.19786 shows that the respondents disagreed that staff are disengaged send e-mails to my staff instead of hardcopy memo. Similarly, in item 26 mean score of 1.9286 and SD 1.22908 shows that the respondents disagreed that staff issues have report history online. Thus, the grand mean of $1.76 < 2.5$ indicate that the respondents disagreed use of digital records in Staff records relate to school administration in educational tertiary institutions in Rivers State.

Test of Hypotheses

Ho1: There is no significant relationship between use of digital records in students' enrollments and school administration in educational tertiary institutions in Rivers State

Table 4: Correlation between use of digital records in students' enrollments and school administration in educational tertiary institutions in Rivers State

		Correlations			
		School Administration			
use of digital records in students' enrollments	Correlation Coefficient	1.000	.016	-.182**	.585**
	Sig. (2-tailed)	.	.764	.001	.000
	N	350	350	350	350
	Correlation Coefficient	.016	1.000	.619**	.139**
	Sig. (2-tailed)	.764	.	.000	.009
	N	350	350	350	350
	Correlation Coefficient	-.182**	.619**	1.000	-.206**
	Sig. (2-tailed)	.001	.000	.	.000
	N	350	350	350	350
	Correlation Coefficient	.585**	.139**	-.206**	1.000
	Sig. (2-tailed)	.000	.009	.000	.
	N	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 above shows a correlate value of .837, N-value of 350 and p-value of .002 < than .05 shows that there is a significant relationship between use of digital records in students' enrollments and school administration in educational tertiary institutions in Rivers State.

Ho2: There is no significant relationship between use of digital records in students' results and certificates and school administration in educational tertiary institutions in Rivers State.



Table 5: Correlation between use of digital records in students' results and certificates and school administration

		Correlations		
		School Administration		
<i>use of digital records in students' results and certificates</i>	Correlation Coefficient	1.000	.015	.620**
	Sig. (2-tailed)	.	.000	.000
	N	350	350	350
	Correlation Coefficient	.015	1.000	.546**
	Sig. (2-tailed)	.000	.	.000
	N	350	350	350
	Correlation Coefficient	.620**	.546**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 above shows there correlate value of .680, N-value of 350, p-value of .000<.05 shows that there is a significant relationship between use of digital records in students' results and certificates and school administration in educational tertiary institutions in Rivers State.

Ho3: There is no significant relationship between use of digital records in staff records and school administration in educational tertiary institutions in Rivers State

Table 6: Correlation of between use of digital records in staff records and school administration

		Correlations			
		School Administration			
<i>Use of Digital records in Staff Records</i>	Correlation Coefficient	1.000	-.180**	.791**	.532**
	Sig. (2-tailed)	.	.001	.000	.000
	N	350	350	350	350
	Correlation Coefficient	-.180**	1.000	-.099	.062
	Sig. (2-tailed)	.001	.	.064	.251
	N	350	350	350	350
	Correlation Coefficient	.791**	-.099	1.000	.791**
	Sig. (2-tailed)	.000	.001	.	.000

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N	350	350	350	350
Correlation Coefficient	.532**	.062	.791**	1.000
Sig. (2-tailed)	.000	.001	.000	.
N	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 above shows correlate value of .989, n-value of 350, p-value of .001<.05 which prove that there is a significant relationship between use of digital records in staff records and school administration in educational tertiary institutions in Rivers State.

Summary of Findings

The findings of the study are hereunder itemized:

- There a significant relationship between use of digital records in students’ enrollments and school administration in educational tertiary institutions in Rivers State.
- There a significant relationship between use of digital records in students’ results and certificates and school administration in educational tertiary institutions in Rivers State.
- There is a significant relationship between use of digital records in staff records and school administration in educational tertiary institutions in Rivers State.

DISCUSSION OF FINDINGS

The findings of the study are hereunder discussed:

Use of Digital records in Students’ Enrollments and School Administration

The findings of the study showed that there is a significant relationship between use of digital records in students’ enrollment and school administration in Rivers State. The position of the respondents is supported by Abreu (2012) stating that Digital records ensure that the required number of students of 40 -1 teacher is maintained as threshold and the system logs out for individual school in the event of over enrollment. In order to realize the above goals tertiary education is divided into two stages-tertiary education one, two and three (JSI-JSIII) and tertiary education one to three (SSI-SSIII). The tertiary education is



responsible for equipping students with prevocational and academic skills. After completing tertiary education the students should be streamed into technical schools, out-of school vocational training centre, and apprenticeship scheme. Unfortunately there is now a growing culture of dropping out of school especially among tertiary institutions graduates. After completing the school some of the students who ought to be enrolled into higher education drop out of school only to re-appear for trades. Some of them transfer to another school to enroll in other training institutions without passing through taking full lessons from previous schools. Bown (2012) also buttressed the position of the respondents stating that a classroom is said to be overcrowded in which the number of students exceeds the optimum level such that it causes hindrance in the teaching and learning process. In Nigeria tertiary education, the burden of overcrowding is overwhelming to the point of having 100 students for one teacher as against the UNESCO benchmark of 35 students per teacher culminating in students learning under trees for lack of classrooms. Overcrowded classroom does not allow teacher to have enough personal office space for lesson preparation, teaching in a small space is stressful for the teacher, making the teacher to focus more on the work students can complete at their desk instead of group work or team projects that require more space. Overcrowded classrooms also prevents students from concentrating on the lessons, this is because when students seat chose to each other attention is distracted making them have difficulty focusing on the lessons which leads to low academic performance

Use of Digital records in Students' Results and Certificates and School Administration

The findings of the study showed that there is significant relationship between use of digital records in students' result and certificates and school administration. The position of the respondents was contrasted by Bown (2007) revealing that technology is being integrated into education, its use for teaching and learning still remains a challenge. Despite the fact that many schools today are privileged to have ready access to technology, trained teachers, and a favourable policy environment, the use of

technology in the students result preparation is low. Some attribute low levels of technology use in education to the pedagogical beliefs of teachers. He went further to state that with that said, the potential of technology to enhance learning cannot be overemphasized. The use of technology is something that started a long time ago for students with special needs. For example, brail machines have been utilized for the visually impaired. In addition, special needs programs that help children with autism use technology to enhance learning. By integrating technology into education, educators aim to engender pedagogical change and address fundamental issues that affect learners with special needs. Technology can therefore be seen as both a tool and a catalyst for change (Khdega, 2013). Today, technologies used to improve and facilitate learning can be found everywhere. Leaving other contextual factors to the side such as unequal access to technological innovations and connected technologies across schools and districts, we can only say that we have embraced technology in education when it is used for both teaching and learning

Use of Digital records in Staff Records and School Administration

The findings of the study equally showed that use of digital records in staff records is significantly related to school administration. The stance of Osakwe (2011) buttressed the position of the respondents, stating that The manual processes involved in all this roles of the school administration could be handled using e-records. Staff transfers, staff files, postings, transmission of curricular, instructional facility information are expected to be captured through digital records for the purpose of speed and quick dispatch of duties (Osakwe, 2011). Technology has become essential in the management of schools and other organizations. For the human resources management in particular, HR technology is used to attract, hire, retain and maintain talent, support workforce administration, and optimize workforce management.

The goal from automating the following functions is to help managers work faster and more efficiently. HR technology is used by managers, employees, HR professionals, IT and operations departments all in different ways to improve the way school organization is run (Jaledzel, 2017).



Implementing HR technology within an organization enables managers to gather, collect, and deliver information, as well as communicate with employees more easily and efficiently. Automating certain business processes can greatly reduce the amount of administrative work and allow managers to focus more of their time and energy on managing their workforce. Human resources technology also provides school managers with the necessary decision making tools to allow them to make more effective HR-related decisions

CONCLUSION

The purpose of the study is to find out how use of digital record enable tertiary institutions administration in Rivers State. The findings of the study have shown that digital records is required in students enrollment to avoid school over population and other administrative hitches. It equally reached that students results and certificates when done online can enhance school administration process and improve students' admission process in a new school. The study also found that staff records when done electronically can enhance the resolution of staff issues and foster competence and speed amongst staff members.

RECOMMENDATIONS

Based on the findings, the following recommendations have been made:

- School administrators should deploy internet facilities for digital record system of school processes.
- Management should train staff on the use of computer facilities.
- Government should legislate on the need for online school administration to allow for improved administration in tertiary institutions in Rivers State.

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