RECORDS MANAGEMENT AND SECONDARY SCHOOL ADMINISTRATION MBALE MUNICIPALITY, UGANDA

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a masters Degree in education Management
And administration.

By
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DECLARATION A

I hereby declare that this thesis report is my original work and has not been presented for a degree or any other award in any university or institution of learning

Name of the candidate

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Signature

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Reg.No: Med/39182/123/DU

Date_____

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DEDICATION

I dedicate this piece of work to my children Ahmed, Fatuma

Sumayiyyih and Lukman. Their presence in my life inspired me to work hard and aim higher.

May the Almighty God Bless them.

APPROVAL

This research was carried out under my supervision and is now ready for submission.

Dr. SARAH NABICCU

SUPERVISOR

Signature..

Date........25/11/13..

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The completion of this piece of work is as result of both explicit and implicit support of my people to whom I owe acknowledgement.

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ABSTRACT

The topic of the study was "Records management and secondary school administration" in Mbale municipality .The purpose of the study was to investigate records management practices and secondary school administration in Mbale municipality. The study was guided by six objectives, and these were: to determine the level of records keeping practices in secondary schools in Mbale municipality, establish the types of records kept, investigate the effect of qualifications of records managers on school administration, establish the significance of records, to investigate the level of school administration, and to establish whether there is a relationship between records management practices and school administration in Mbale municipality.

The methodology of the study was qualitative approach and employed a cross sectional survey research design. The questionnaire was used to collect primary data from key informants in secondary schools in Mbale municipality. The findings revealed that; Secondary schools in Mbale municipality create records of daily transactions between the schools and the clients.

Secondary schools keep various records that enhance the performance of school administrators.
The staff that handles records in schools is well qualified, to handle the task thus leading to good records management.
The records kept in schools are ultimately valuable for the operations of the schools.
Schools use these records in school administration on a day to day basis.
There is a positive relationship between record management practices and school administration in secondary schools in Mbale municipality. In view of the findings of the study a number of conclusions and recommendations were made in chapter five of this report.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background

The study focused mainly on records management practices and secondary school administration in mbale municipality.

Historical perspective of records keeping

Record keeping and information science as a field of management study is relatively young. In spite of this, the practice of record management itself has long been carried on.   For example according to Atika (1987), the Greeks pioneered it in the year 350 B.C followed by ancient Romans later by the Roman Catholic Church and also scholars of the re naissance practiced it. Therefore we examine below the development in this field.

Many scholars like Tsikata (1988), Johnson and Kallus(1982),agree that methods of record preservation had existed in one form or another since the beginning of written history. Unfortunately, however, there had been no consistent application of scientific methods to the subject of records management with a view of advancing this area of work.

Batty (1972), argues that even after post war period, the office still remained unattractive to the right caliber of staff particularly men. Thus introduction of science and technology in offices remained the only way of attracting competent personnel for the work; this is why we find out that records management as a field of study is still young.

In secondary schools however, records management is not new .In fact there has been records keeping since these schools were established. However, what is

significant is the method of records management that can facilitate efficient and effective handling of secondary school administration

The historical experience just described above correctly applies to secondary schools. It is generally acknowledged that records keeping has since been delegated to secretaries without due emphasis from top management. The concern of top managers only arises when records wanted cannot be found or when such records, forexample, are not delivered in time. Cronin (1985:p96) supports this view when he says that, People do not know what they want until a Particular set of circumstances arises and they Want very specific information instantly

Johnson and Kallaus (1982), confirms that records keeping existed in ancient periods. They further assert that various methods of records keeping included keeping records in stones or earthen ware, pots, engraving, evidence on wax, stone, parchment or urns.

Other developments in records keeping they continue to argue, included the spindle file, developed around the 15th century, the below file about the1860,and the box file in 1875.The Shannon file named after its inventor, was introduced in 1880,while the wooden version of the vertical filling cabinet appeared in 1892 followed by the steel version about 1990.

It is believed that the slow development in records keeping was as a result of the fact that work control techniques such as time and motion studies, work sampling and cost accounting procedures which were used by scientific managers took long to be applied to office management. Instead such application of work control techniques were reserved to factories, (Taylor, 1849)

According to Johnson and Kallaus (1982), scientific application of work control techniques in record management is a relatively recent development-a

feature of post war period. However, in secondary schools, many people do believe that prior to 1970 records keeping was more efficiently done than it is today, especially with the colonial schools. Indeed a clear look at past records of some of these schools reveals a real commitment of mangers of the time to preservation of information.

For example the availability of circulars from the ministry of education and sports at the time   clearly reflect a true and detailed picture of some of the correspondents. In turn this enables whoever would handle administration to do so with correct knowledge. With such a background, the absence of permanent records can jeopardize continuity and permanency of knowledge of people and time. Thus administration of secondary schools becomes difficult and sometimes impossible. Therefore additional knowledge through scientific management of records makes this study more necessary.

Theoretical perspective

The study was based on management theories, which look at records management as a complete administrative tool.

The contingent theory: This theory asserts that when managers make decisions they must make into account all the current situations and act on those aspects that are key to the situation at hand. Basically it is the approach that it depends. That is the continuing effort to identify the best leadership or more management style depends on the situation. For instance, if one is leading a university a more participative and facilitative style is probably the best. The implication of this is that the effectiveness and efficiency of the school administrators largely depends on the situation in the school he/she is heading. (htt:www.value basedmanagement.Net).

The systems theory: This has had a significant effect on management science and understanding organisations. A system is a collection of parts of unified units to accomplish an overall goal if one part of the system is changed as well, a system can be looked at as having input processes outputs and outcomes. Systems share feedback among each of these four aspects of the system. This overall framework applies to any system including sub-systems e.g. departments in the overall organisation. The system theory has brought a new perspective for the managers to interpret the various parts of the organisation and in particular the interrelation of parts and the coordination of the central administration with its programmes(htt:wwwvaluebasedmanagement.Net).

In these records help management to execute effective personal supervision in an efficient and desirable manner. It is what the manager's record that automatically increases the management ability, effectiveness and efficiency in handling his/her duty execution, in support of this view. Dollar and Benedon (1989),observe that records are accumulated by recording down the daily workloads executed and the period within which they are carried out and accomplished serve to indicate to the management who does what, how and when upon such a system management is enabled to direct or to delegate work and responsibilities to individual staff members(htt:wwwvaluebasedmanagement.Net).

Humble (1980), in his study on management by objectives draws attention to the use of records that information recorded as goals and performance targets of a department or unit of an organisation can't be ignored if managers are to perform their duties effectively. This information provides a systematic guide, known and consented to by the subordinates and an emphasis on it is what all needs to supervise execution of duties translated from it. Such information further practically strengthens the managers' influence over employees and aids him in

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making it possible for staff to respond to their assigned duties unreservedly. However Humble1980) views organisations in general and did not specify But this can act as basis for records management in secondary schools particularly in Mbale Municipality

The life cycle concept/ model of information encompasses phases ranging from creation to the final disposition of records either through the controlled destruction processes or by designation of time that a specific record is considered current , retained in storage, and destroyed (if applicable) varies basing on the function as well as the legal and regulatory requirements.

Although this model puts more emphasis on the life cycle of records, which sees records having a series of phases from creation to final disposition ultimately resulting either in their controlled destruction or being retained on a permanent basis as an archival record. It has been useful in promoting a sense of order, a systematic approach, to the overall management of recorded information. Also effective management of records throughout their lifecycle is a key issue in civil service reform. Without the life cycle concept, vast quantities of inactive records could clog up expensive offices and it is virtually impossible to retrieve important administrative, financial and legal information. It provides a basis upon which school administrators can manage records for effective and efficient school administration.

According to Wallace (1987) and Penn (1994), the life cycle of records management entails creation of usable records containing accurate   prevention of unnecessary records and availability of needed information .Systematic legal disposition of records that have out lived their usefulness and identification and Preservation of archival records.

According to the international standard ISO (2001), the principle reason for the application of the life cycle concept to records management is to ensure that the records being created and held by the institution are being maintained and managed in such a way that they; meet all internal business needs, enable the defense of the rights and interests of the institution and its stakeholders, enable the content of the records to be accessed, used and reused in a controlled and efficient manner.(wwww.national.archival.gov.z/rmsbespractices)

Complaint with all regulatory requirements, capable of providing evidence of a transaction or business process which is admissible in a court of law. Is kept and stored in the most economical way consistent with the above objectives. Is disposed off in a way which is auditable and meets all environmental and other requirements.

This model therefore is indirectly emphasizing the role of records management which makes records an inevitable component, whose absence would greatly affect planning, decision making, reporting, guidance and counseling accountability etc, in a school. Because records are a distinct category of information, they therefore require a specific type of management.

The records continuum model defined in Australia standard 4390, a record continuum is a consistent and coherent regime of management processes from the time of creation of records (and before creation, in the design of record keeping system) through to the preservation and use of records as archives .The international council defines the continuum concept as a consistent and coherent process of records management throughout the life of records from development of recordkeeping systems through the creation and preservation of records, to their retention and use as archives. These definitions suggest an ideal integration for documents, records and archival management. This concept was developed by

Frank Upward (1997) and it focuses on the unifying purpose shared by all record keeping professionals. It is used to explore the continuum of responsibilities that relates to record keeping regimes that capture manage, preserve, and represent records as evidence of social and cultural purposes for as long as they have value. This continuum based approach suggests integrated time- space dimensions. That records are fixed in time and space from the moment of their creation but record keeping regime carry forward and enable the use, for multiple purposes by delivering them to people living in different times and spaces. This model is mainly focusing on the relationship between record managers and archivists. But it provides a basis for record management in schools. If school administrators are well trained in records management, they will be in position to properly manage records that in turn enhance secondary school administration. Miller says the continuum concept as a whole must be administration efficiency. That records are not created to serve the interests of some future archives or historian. Or even to document for posterity some significant decision or operation. They are created and managed to serve immediate operational needs. (www.digita/commos.unl.edul

Conceptual perspective

Records management /keeping practices as the independent variable (I.V) of the study; according to the encyclopedia of library and information science volume 25; refers to the systematic control placed over the life cycle of recorded information from creation to ultimate disposition or permanent storage. While according to Partrige (1958), the word "records" originates from *latin "recordari"* which means "to bring back to mind signifying memory. It can also either be a tangible object or digital information for example birth certificate, medical x-rays office documents, data bases, application data, and email (.http.www.wikiipedia).

Records are also referred to as recorded information, regardless of the medium or characteristics, made or received by an organisation in pursuance of legal obligations or in the transaction of business. Similarly records are the documentary byproducts of work or life processes, they are like individual frames of motion pictures ,films, organic bodies of related material which cannot be used in isolation or separation from the other without loss of dignity and meaning. They are unself-conscious in that they are naturally occurring, contemporaneous and candid documents as opposed to individual documents created intentionally for the purpose of history(john.curtin.edu.au/society/archival/mgt: html.)

While Penn (1994), state that records are the memory of an administrator. That, people forget records remember and that the weakest ink is stronger than the strongest memory.

However a more applicable definition of record is given by Wallace et   al (1983). They define records as: "information that is recorded in reproducible form and is required for conducting business".

But, Pen et al (1989), emphasize that for records to serve any useful purpose, they need to be properly kept, in other words, they must be accessible, accurate, relevant, easy and possible to manipulate in the form required. Otherwise, improperly kept records are not worth more than the original data. Poorly kept records are merely a conglomeration of unrelated details and so doing not serve any useful purpose.

Records management is also the process of ensuring the proper creation maintenance use and disposal of records to achieve efficient transparent and accountable governance (wwww.national.archival.gov.z/rmsbest practices.)

Records management is further defined as the systematic administration of records and documented information for its entire life cycle, from creation /receipt, classification use, filing, retention storage, to final disposition (www.businessdictionary.comidefnrecordmgt.htm)

School administration is the dependent variable (DV) of the study;

A school: is a place where children and youth go to attain their education.

Administration: refer to the management of affairs either private or public. Administration is mainly concern with the means that are necessary for the accomplishment of predetermined goals.

However, according to Simons (1950), administration is defined as the activities of groups cooperating to accomplish a common goal. While Pfiffiner et el (1967), state that administration is the activity/process mainly concerned with the means of carrying out prescribed ends. Administration in it is management sense as the science and art of achieving organizational objectives in a fashion which is cost effective and which obtains sufficient teacher and consumer satisfaction and support. While school administration is the looking after the complex affairs related to school. In other wards it is the managerial skill for smooth functioning and execution of duties, responsibilities and rules of the school. (Segiovanni - www.slideshare. Net)

Contextual perspective

Uganda is the only country in east and southern Africa that does not have an independent national archive, although the institution was established by law and the first archived records acquired and preserved in 1955 in Entebbe. Today the country's official archives are still housed in the basement on the former colonial

secretariat building were English first set them up. However no government or institution can operate without records, because they document its actions. Additionally, school heads and teachers must account for their actions to learners. It would be impossible to be accountable without records, if school records were non-existent or poorly managed (Parer 2000) as reported by Dr, Constant Okello Obura this is possible if records are, appropriately managed preserved over time for accountability and historical reasons.This study therefore, focused mainly on records management practices and their effect on secondary school administration, in mbale municipality mbale district. This considered the main aspects in records management and these were; records keeping systems, types of record in schools, qualification of record managers, and significance of records. In addition the study also examined the differences between records management practices and secondary school administration. The study further examined the relationship between records management practices and secondary school administration.

Statement of the Problem

Records Management is a vital component for effective and proper running of secondary schools. Good records management in schools is the cornerstone of the school's records timely retrieval and utilization to ensure efficiency and effectiveness. Good records keeping practices in schools would lead to the existence of vital records pertinent to the schools operations, the records should be accurate, reliable, well kept and maintained that can be timely located wherever they are stored/ filed, retrieved and disseminated to the relevant authorities to support good decision making, planning, budgeting, reporting, coordination, supervision, control and implementation among others on a sustainable basis. It is feared that if the records keeping practices are compromised, it might negatively impact on the schools management and administration processes. With the normal

practice of Ministry of Education re-allocating head teachers and teachers to schools every year, if schools are to rely on oral memories of its staff then they become vulnerable. This study is set to find out how records management practices affect secondary school administration in Mbale municipality. In addition the relationship between records management practices and secondary school administration has not received adequate research and attention in Mbale municipality.

Purpose of the study

The purpose of the study is to investigate records management practices and secondary school administration in Mbale municipality

Research objectives

Specific: The specific objectives in this study will be as follows.

1. To determine the level of records keeping systems in place in Mbale municipality.

2. To investigate the types of records kept in secondary schools in Mbale Municipality.

3. To determine the effect of qualifications of record managers on school administration in Mbale municipality.

4. To establish the significance of records in secondary schools in Mbale municipality

5. To investigate the level of school administration in secondary schools in Mbale Municipality.

6. To establish whether there is a relationship between record management practices and school administration in Mbale municipality

Research Questions

1. What is the level of records keeping systems in Mbale municipality?

2. What types of records are kept in secondary schools in Mbale municipality?

3. What are the qualifications of records managers in secondary schools in Mbale municipality?

4. What is the significance of records kept in secondary schools in Mbale Municipality?

5. What is the level of school administration in secondary schools in Mbale Municipality?

5. Is there a relationship between record management practices and school administration in Mbale municipality?

Hypothesis

Null hypothesis

1.There is no significant relationship between records management practices and the level of secondary school administration in Mbale municipality

Scope of the study

Geographical scope:

This study was conducted within the three divisions of Mbale municipality (Industrial division, Wanaale and Northern division). Also the study focused on

both government aided and private secondary schools in Mbale municipality for the last five years from 2009 – 2013, in order to know the level of records management practices and their effect on secondary school administration.

Theoretical scope:

School record management practices according to Hayes (1983), is meant to enhance the performance of school administrators. And that adequate records management program coordinates and protects an institution's vital records that are central to its operations.

Content scope:

This study focused mainly on records management practices and their effect on secondary school administration. This study considered the main aspects in records management and these are; records keeping systems, types of record in schools, qualification of record managers, and significance of records. In addition the study also examined the differences between records management practices and secondary school administration.

Also the study examined the relationship between records management practices and secondary school administration.

Conceptual Scope:

This study attempted to establish the records management practices in secondary schools and its effect on secondary school administration.

Time scope:

The study covered 12 months starting from November 2012-November 2013

Significance of the Study

The beneficiaries of this study are the following:

1. *Ugandan government*; the findings shall provide good insights to all the policy makers and stake holders in the Ministry of Education and .education Curriculum so as to produce the products (Teachers, Principles, Head teachers etc) that value records and appreciate the vital need to well manage the records for the good of everybody.

2. *School managers /administrators:* Research findings will give guidance to secondary school administrators about the necessary record types that ought to be kept and maintained in schools and their access procedures for effective and efficient school administration / management.

3. *Researchers*: The research findings shall add vital literature to the body of knowledge that future scholars and researchers on the related subject matter might consult/ critique and build from.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter focuses mainly on the information given by different authors related to the subject under study. This literature was analysed under the following sub-headings: Recordkeeping systems and secondary school administration; Types of records in secondary schools; Qualification of record managers on secondary school administration; Significance of records in secondary schools

Records keeping system and Secondary School administration

The call for all the schools to implement a records management program that ensures reliable and adequate vital records in place is highly advocated for by Agheuta (2001). He points out that all the school staff should have accessibility to records relevant to their operations except confidential records if the schools are to function well. He advises that the Head teachers should make sure that all vital school records are kept and maintained safely to allow current and future school functioning. In support of the fore going (Iyede 2001), advises that every organisation / school must have structures and systems in place that support the proper management of records in compliance with the standards in place. Such a system, he suggests that should maintain a file index and appropriate file reference and track up systems to ease timely location and retrieval of documents. Batty (1992), also supports the foregoing records management arrangements for all organizations and adds that; in each department / organisation, a file reference

catalogue should be prepared and displayed in a convenient place for quick reference of all public records.

According to the Ministry of Education (1995), Records can either be kept in "open" or "confidential forms" Open files are places where records/ documents for public domain can be kept and freely accessed for example public libraries. These records/ files are readily available to any person in case of reference.

Confidential files on the other hand, contain information which is very sensitive and can be accessed only through authorized officials. Such information includes among others, staff performance, approval inspection reports, cases of indiscipline and cases of poor performance behaviors.

It is advisable that at least each member of staff has the two files i.e. one open file and the other confidential. It is advised that if the school can only afford one file, then such a file should be treated as confidential at all times.

Halliday (1990), observes that Record keeping systems in organisations take the following forms; Paper, Micrographic and Electronic formats.

He says that whereas the Electronic record keeping system is a system in which records are captured, stored and disseminated electronically through ICT gadgets like computers, scanners among others, the paper based records are very manual in operation and quite bulky to keep and be maintained, (www.ijeee.og/papes.nige). However, the form in schools was the gap to be filled by this study.

Types of records in Schools

Many daily transactions are done in school and in order to support efficient and effective functioning, many records have to be kept both electronic and paper

based. The records management practices in these Secondary Schools must be seen to support their continuity, timely decisions making, good planning, control and budgeting processes among others.

School records comprise of official documents, books of accounts and files containing crucial information that emanate from the day today school transaction processes. According to the Ministry of Local Government Manual 2005, the purpose of records keeping and management is to ensure that accurate and reliable records of organisations/ schools transactions are properly documented, kept and maintained so as to support timely decision making, planning, budgeting, and reporting functions when needed.

All information can be considered as records when they satisfy such characteristics as, genuine, originality, authority and authenticity such that the information that records give is seen and taken to be true, reliable and original (Iyede,2001). He suggested that, records must be comprehensive, available, and accessible and secured for present and future use. School records are grouped into statutory and non statutory categories; None Statutory records include admission lists, withdraw register, attendance register, scheme of work, time-table, logbook, visitor's book, time movement books, school diary, lesson plan/ note for teachers, examination record books among others. Statutory records are those records that by government law are mandatory to be kept and maintained by all organizations like cash books, books of accounts, ledgers, school calendars, inventory books, inspection/ supervision reports, revenue payment receipts among others

The Ministry of Education Management module (1995), identified two major types of records which school administrators must have and these are; Ministry of Education forms, (those that solicit various types of data) and other

records emanating from school transactions from time to time. Agheuta (2001), identifies the basic records that are a must for all schools: Log books, Student Admissions Register, Class Registers, Student's progress cards, visitors books, teachers' record of work books, end of year examination results, stock books, Inventory and records of minutes files etc. These can be seen in details as below;

Log book:

This is the book in which the Head teacher records all the important events or activities in the school. The records are entered nearly every day. The Head teacher records what he or she considers to be the a main activities or concerns of the day. The log book provides a permanent record of the main events that take place in the school, provides necessary information that can be used in evaluation during a given period and serves as an important historical document and as a reference for future demonstration of the schools. These are kept in the office of the Head teacher in the file cabinets.

Visitors' Book:

This is the book, which is signed by most important visitors who visit the school. It provides a useful record at the names and addressed at personalities who visits the school. It also facilitates follow-ups by the head of the institution in that some visitors come for specific reasons and therefore, such matters can be followed up easily. They are with the Secretary to the head teacher. It is kept in the office drawer or filing cabinet.

Admission Registers;

This is the book or file in which the names of the students admitted in the school each year per class are recorded. The admission register provided basic

information about each student. The class teacher can assist each student on the basis of the information given and the head teacher always uses this file when writing reports. This is kept in the office of the head teacher.

The Class Register

This is a booklet in which the names of students are recorded in an Alphabetical order.

The class teacher uses this register to roll call all the students like morning and in the afternoon. This is kept by the class teacher in his/her drawer.

Students' Progress Records

This is the record of the students' performance in a given period. It also thus called "pupils cumulative record". The students' academic activities can be assessed on the basis of the information given. This is kept by the Director of Studies in the filing cabinets.

Teachers' Work Book/ Record

This is the book in which the class teacher records works covered in each subject at the end of term. This record of work shows whether the teachers adheres to his/her schemes of work.

Examinations Results Record

The Head teacher should keep in his office a record book showing the term examination records and end of year examinations results.

An Inventory Book

This is the book which is normally kept by a class teacher or Heads of department showing the school property under their charge. Both types of records i.e. the consumable and non consumable are recorded.

The Ministry of Education Module 2 (1995), also states that "Head teachers should keep among others staff attendance register, school staff list, annual confidential reports, and teachers record cards."

A similar study was carried out was carried out in circular primary schools of metropolitan local government area of Kano state. The study revealed that all the schools studied generate and receive different kinds of records which includes administrative, financial, academic etc, over 70% of the schools either organize their records which includes serially or by subject matter, majority (56.5%)of the schools use storage facilities such drawers, cabinets and cupboards to preserve their records, some records such as log book, financial records admission register, store ledger, counterfoil of certificates, teachers' personal files etc were kept on close access by the head teachers; most of the head teachers(74%),use their discretion to appraise records for retention and disposition; it was also discovered that among those who dispose off their unwanted records,81.5%use burning methods; problems such as shortage of storage facilities, absence of computers, insufficient space and absence of records management policy were discovered to militate against effective records management in the schools studied. However, this study was carried out in circular primary school, and in Kano state. Not in Mbale district particularly in Mbale municipality. The situation in secondary schools was the main reason of this study.

Qualifications of record managers on secondary school administration

Record management function should be under management of a person who under stands the importance of records and the life cycle of the organisation. According to (Wallace 1987), and (Penn1994), many organisations have people directly involved with record management and this becomes a career ranging from operating to managerial positions. The situation existing in secondary schools was the purpose of this study.

Wallace (1987) notices that qualifications I records management is acquired through academic qualifications as well as through experiences. Office experience ,he observes that gives the manager an awareness of the flow and pattern of work and purpose of documents .Academic qualifications should include courses in office and administration and management, accounting, communication and information processing and history courses. Also the art of communication he adds helps the manager to update and write manuals, instructions and guidelines.

In Uganda the training course in basic management skills for teachers tackles personnel and financial records. The effect of qualifications in records management practices is yet to be established by the study.

A good records manager according to (Penn 1994), should create or discover functions and procedures to follow constantly seek out and work with all users of information in the organisation and be motivated. While the size of the records the manager must be an individual while will develop and expand it to match the

growth of the organisation and who will foster that growth through the effective management of its recorded information(Penn 1994).

A study carried out on records management practices in primary schools by Harriet N. (2006) in Kawempe division, Kampala district, revealed that an interview with head teachers on records training obtained, indicated that some head teachers were not trained teachers, that the TDMS(Teacher Development and Managements Systems), management training course made a slight difference-because of studying under tension, preference for paper qualification other than performance, lack of follow up by the Institute of Teacher Education Kyambogo (ITEK) and lack of resources. However, this study was conducted in primary schools and particularly in Kawempe Division Kampala district leaving the gap in Mbale municipality and particularly in secondary schools, which the study sought to investigate.

Significance of Records in Schools

It is widely agreed that if any human organisation is to function effectively it has to rely on reliable information. This is so because the decision making process which governs the growth and the day-to-day operations of organisations is largely dependent on information flow.

Various studies on information management have revealed that information enhances understanding of problems being faced and allows earlier identification of and response to potentially conflicting situations.

Lack of appropriate information on key aspects of organizational arrangements, therefore, undermines efficiency and effectiveness of any organisation. In order to avert such a situation from happening, information

management ought to become a significant pre–occupation of management in organization and secondary schools inclusive

Records, therefore, provide information on the past present and project future events in an organisation. Hence the overall objective of records management can be said to be the provision of contrary coordinated policies relating to the generation and keeping of records for use.

Simpson (1951) further underscores the role of records management. He says that, in the world where records are properly managed, one is able to transact business successfully without ever having personal contact with those he is dealing with.

Chester Barnad (1989), described communication as the life blood of every organisation and that such life blood is the drive of data, information and knowledge without which communication would lose meaning and that organizations would die. By this analogy the importance of records to organizational growth and sustainable development need no under estimation.

Similarly, Kallaus(1992), points out that records irrespective of the format in which they manifest themselves are the memory of organisations. That should therefore be kept so as present and future generations can keep track of what has been happening in organisations to enhance their operations.

Furthermore, Galiwango(1999), while spelling out the roles of record keeping in Schools, remarked that they provide a reference point, a legal frame work and foundation upon which sound decisions, plans, budgets, reports among others are base.

Tomer (2008) also holds a similar view when he stresses that records should be well kept since they convey instructions and procedures regarding organizational transactions.

In support of the foregoing observations, Wallace Et al (1983), adds that;"Information is a vital business tool as well as a business resource. That a business office would greatly be disorganised as well as vulnerable if it had to rely on the mortal memories of the officer's concerned to recall every transaction". This is because workers change jobs, organisations, they forget, die and can easily be corrupted.He advises that as such organizational records ought to be well managed following standards and procedures in place.

In light of the forgoing, (Hayes 1983), cautions that the entire process of records management in schools should be a deliberate effort and involving all key stake holders to ensure that the whole cycle of records management i.e. creation/ acquisition, processing, storage, dissemination, maintenance, protection, preservation, appraisal, archiving and disposal among others is appropriately managed.

Lawell (1988) summarizes the role or significance of record keeping as thus; "Records form the core principles and experiences upon which on which government actions/ functions are based, they provide crucial data on administering / implementing programmes. They protect rights at citizens and increase accountability of officers involved in organizational transactions.

Furthermore, Iyede(2001) highlights that the purpose of records keeping and management in schools is to ensure that accurate and proper records of students' achievements and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept and maintained

However, the extent to which Mbale Municipality Secondary school records keeping systems impact on their administration is yet to be ascertained.

Arora (2008) advises that all organisations/schools should exercise good records management practices if they are to function smoothly and achieve their set goals and objectives on a sustainable basis.

Unfortunately, the political and economic crisis which has generally, characterized Africa and in particular Uganda, has had negative implications on the system of records keeping in general. In the secondary schools the situation has not been different, such that the administration of secondary school has adversely been affected.

Even with the restoration of some relative peace/stability in the recent year, it has been difficult to manage information efficiently and effectively .This could be due to the fact that people are not quite sensitized about the importance and management of records, or it could be that they lack the skills of record keeping.

In these secondary schools it is common to visit offices including those of head teachers and witness the most wasteful and un methodological records management practices and procedures. For example ,provision for records keeping ,such as records storage space is inadequate .This sometimes leads to records being kept on office floors .in other instances ,materials for record work such paper ,file folder ,file labels and cabinets are not available. This in turn leads to considerable delays in information retrieval especially from semi-active stored records .In some cases it may take the whole day to locate a file while in some other cases there is temporary or permanent loss of important records.

It's even unfortunate that some departments claim that there is nothing like record management in their departments. So important documents are stored

haphazardly in spite of the importance secondary schools attaché to records in handling administration. No formal study has been carried out to examine records management practices and secondary school administration. Therefore, the question of records management practice and secondary school administration is the subject of this study.

A related study on records keeping, conducted on the government ministries in Tanzania; mainly to examine the current state of records management practices in fostering accountability in the implementation of the public service reform programme (PSRP), revealed that although the introduction of the PSRP had resulted in some efforts in the records management practices in the government ministries, records in the government ministries were not well managed.

As the findings of the study established that current record practices in the government ministries were accorded low priority. Registry personnel were not adequately trained and the absence of specific budgets allocated to registry sections hindered the effective operation of registries. The study also revealed that the record surveys were conducted irregularly and the majority of the government registries lacked records retention and disposition schedules which lead to the congestion of records which were also disorganized and poorly managed which hindered effective implementation of public service reform programme. (www.irmtorg/document.studies/ IRMT).This study was carried out in the government ministries of Tanzania; secondly it was carried out to find out the level of records management in fostering accountability and not in secondary schools particularly in Mbale municipality. As a result leaving the gap in secondary schools which the study sought to fill.

Level of school administration and records management in secondary schools

School administration provides a broad range of services to school administrators. The school administration department is directly responsible to the director of school administration.(wwwhrsb.n.s/content/id/182 htm).

The activities of the school administration department include staffing and administrative appointments, day today operated issues of schools an evaluator, identification, recruitment and professional development of current and aspiring school administrators, community based educational supports, international students and safe schools. Any school is only as strong as the school leadership and administration that runs it .being a school administrator to build trusting relationship with faculty staff, parents, and other pertinent community members. There other several basic tools to help school administrators be effective leaders like, among others school programs, teacher evaluation, and school policy.

However, leadership is an essential component of a school's successes or failure. The best schools will have an effective school leader or group of leaders .In a school setting   a leader must be multifaceted as they deal with other administrators, teachers, support staff, students and parents on the daily basis. What makes a school administrator an effective school leader, is not a single answer. Instead it is a blend of qualities and characteristics that individual possesses that yield an effective leader.

The administration/management of secondary schools involves creating, administering and maintaining conditions of work, which facilitates the wellbeing of employees of any organization (Batty1992 and Penn 1994).while Hayes, (1983),

argue that this task is the most complex of all. As more and more employees are recruited the system for handling their needs gets larger and demanding thereby posing an inevitable need for a systematic and unavoidable adoption and use of records. Records as Armstrong (1997), points out are necessary in management of financial expenditure and other forms of incentive advanced in order to meet both the staff and the students. The use of records has particularly been cited as indispensable in the management of organizational activities. In connection to Wellace (1987), states that financial records facilitates the accounting systems employed to advance payments to workers. The above observation indicates that recording down every bit or item of payment advanced to employees is a power full of managerial effectiveness .However this too general, the author did not state the conditions in secondary schools, which is the main purpose of the study. In their analysis of employee needs at work, which is similar to students needs in schools, Vanfleet and Peterson 1994), observe that the need for food is primary but managing the conditions for its satisfaction is the most challenging. http:www.ijeee.org/papers Nigeria. Net.

The writers argue that food is needed as far as a result of human biological craving. Which is the starting time in all forms of motivating employee and students' behavior? It should therefore be managed in the most efficient and effective manner. This according to (Owor 1991), calls attention to the use of records because they help management partition and operate a systematic and logical programme for the provision of food to staff members, indeed records guide managers on who is entitled to which meal, and at what cost .this they do by providing information on the entitlements on each member of staff. This is upon records that management will be able to effect the provision of breakfast, lunch or supper to any employee entitled to them.

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In case of medication reference to records have been cited as inevitable by a number of author amongst others is Armstrong(1997),Kothari (2004) and Akita (1987),argue in common that every staff member must have a file indicating their status, medical treatment received and how such treatments are administered. Haliiday (1990), in addition states that such files are needed to guide management on financial costs on the staff medication and their implication on the organization's profitability that they are also inevitable references for information required by medical personnel before administering treatment, although these observations are contextually relevant. They are demonstrating situations in general and not secondary schools in particular. What the situation is particularly in secondary schools was the purpose of this study.

Record keeping practices and school administration

Education record keeping practices vary substantially by size, institution, financial resource base and sophistication of their administrative practices (Aghuta, 2001). Further asserts that they also vary as students move long the continuum from pre-school towards post-graduate education because the role of educational institutions varies along the same continuum. He reveals that generally, school administrators tend to get more concerned about records emanating from higher school levels that is from colleges and post graduate institutes/ schools than at secondary schools and below. The reason for this is still un known. As to what extent this is obtaining in Mbale Municipal schools, it still remains a subject matter of this proposed investigation.

Agheuta (2001) further observes that, there seems to exist a relationship between good records system in schools and the school administration. In a survey done on students who for example had good access to well articulated school

Mission, Objectives, Motto and other good information say the library, church among others, had little troubles in managing those students. The literature in those records seemed to supplement a lot on the administrators tasks of explaining the school programs and even their discipline was seen to be better than those exposed to no good information.

The Ministry of Education School Inspectorate report, 2007, also point at an existence of a correlation between good records keeping systems and academic achievement. It was seen that schools that exhibited good records keeping systems were also doing well academically, accounting for funds in time and appropriately and generally had good/ cordial staff relations.

It should be noted however, that this report was over generalized and might not necessarily apply to the case of Mbale Municipal Schools given their setting and time span since the survey was conducted

In a related study carried out to establish the relationship between records management practice and decision making in Nigerian universities revealed that 16.7% were not aware of the organized system of records management programme.73.8% of the respondents also reported that the records are kept with various principle officers while 57.9%indicated that there is abridged protocol for handling records in the various institutions.

A sizable proportion of senate members of 84.7%indicated that they were not sure of the full ramifications of records management in their various institutions. While 59.7% respondents indicated that they are aware of government policy on records management and 67.1% of the respondents reported that they were not aware of any budgetary allocations for records management in their institutions for records management.

This implies that there were some forms of records management practices in place of all types of records. Further respondents' perceived records management practices and their decision making process showed a significant relationship between records management and administrative decision making process.

However, this study was carried out to establish the relationship between record keeping practices and decision making practices in Nigerian universities not secondary schools. And it was carried out in Nigeria not Uganda and particularly Mbale municipality. Therefore the study sought to find out the situation in secondary school administration in Mbale municipality.

CH APTER THREE

METHODOLOGY

INTRODUCTION

This focuses on the description of the methodology that was employed to in the study. It also specifies the area in which the study was conducted, instruments used in gathering the needed data. The study procedure, sampling technique and method of data analysis are also given.

Research Design

The objective of this study was to investigate the record management /keeping practices and secondary school administration in mbale municipality, mbale district.

In order to attempt to achieve this objective, the researcher adopted quantitative approach and employed a cross sectional and descriptive survey research design which found most appropriate. This design enabled the researcher to collect as many opinions as possible from the respondents with respect to records keeping vis-à-vis secondary school administration. And a *descriptive comparative design* that describes the level of differences between records management practices and secondary school administration. Also the researcher employed a *descriptive correlation design* to portray the level of relationship between records management and secondary school administration. Finally the *Ex-post* –facto was used in this study since the researcher has no control of the variables and only used the facts that she found in the field.

Research population

The target population of this study was 264 from the three divisions of Mbale municipality.   Of the target population, 160 of the target population of the selected schools were teachers   who teach in the selected secondary schools. And school administrators (head teachers, deputy head teachers, directors of studies, and heads of teaching departments and bursar etc,).

Sample size

As the target populations of the study were many, a sample was chosen from each category of the population. Table 1 below shows respondents of the study the school target population and sample size. Sloven's formula is used to determine the minimum sample size.

$$n = \frac{N}{1 + N(e^2)}$$

Where

n=the required sample size

N=the known population size&

e=the level of significance (which is given=0.05)

Table 1: Population and Sample size

SCHOOLS	TARGET POPULATION	SAMPLE SIZE
Mbale s ss	33	20
Nkoma s ss	33	20
Mbale high school	33	20
Mbale college school	33	20
Hamdan girls s s	33	20
Mt masaabaH.school	33	20
Mbale comprehensive school	33	20
Mbale standard H.school	33	20
TOTAL	264	160

Sampling procedure

The target population of 264which included the administrators, the teacher, being the respondents' sample of 160was drawn out. A purposive sampling procedure as advocated for by Patton, 1990, was used to select respondents. This strategy selects only information rich cases for inclusion to enrich the study. A random sampling procedure was also employed to select teachers since they are many in the selected schools; it also intended to give equal chance to every member in the study.

Research Instruments

The research instruments that was used to collect data include among others the following; the face sheet to gather data on the respondents' demographic characteristics (gender age qualifications and work period). A researcher devised questionnaires was used to determine the level of record management practices(IV) and secondary school administration (DV), which consist of the following, (record keeping systems, types of records, qualification of record managers, record qualifications in institutions and significance of records in schools).There were (12) items concerning records management practices and (5) items on school administration.

The questionnaires had both closed and open ended questions /items. The close ended questions will be based on the four Likert ranging from one to four: where 1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree. Open-ended items, on the other hand, provide the respondents an opportunity to substantiate their opinions or attitudes

Validity and Reliability of the instrument

Validity ,according wakapedia, is the extent to which a concept, conclusion or measurement is well found and corresponds accurately to the real world.it may also refer to the degree to which the test accurately measures what it claims to measure.(en.wikipedia.org/wiki/validity_statistics).

Therefore Content validity was ensured by applying the method of expert judgment, where different experts at Kampala International University in education

department tested the items to check whether they could test what they were supposed to measure.

The Content Validity Index (CVI) was measured using the formula

$$CVI = \frac{Total\ Number\ of\ Valid\ items}{Total\ Number\ of\ items\ in\ the\ instrument.}$$

After getting the CVI from three different experts, the researcher found the average, that gave CIV = 0.78

Reliability:this the extent to which the test actually measures whatit claims to measure(.people.ysu.edu/_hooverOAT-OGT/reliability_validity-html.

The test - retest technique was used to determine the reliability of the questionnaire. The researcher gave out 8 questions in the different sections of the questionnaire to 8 respondents. After a period of one week the same 8 questions were given again to the same respondents to ensure consistence in the results. The researcher then used SPSS to derive the Cronbach's Alpha. The Cronbach's Alpha was 0.898. Since it is greater than 0.6, then the instrument was reliable.

Data gathering procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the college of high degrees and research (CHDR) for the researcher to ask for approval to contact the relevant the selected secondary schools.
2. The respondents were explained to about the study and were requested to sign informed consent form.
3. The researcher produced more than enough questionnaires and interview guide for distribution for fear of loss.

4. The researcher selected research assistants who assisted in the data collection; they were briefed and oriented in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer all the questions and not to leave any part of the questionnaires unanswered.
2. The researcher emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered, and out of the160 questionnaires 144 were returned.

After the administration of the questionnaires

The data gathered were collected, edited, coded   and analysed using both quantitative and qualitative analysis tools.

Data Analysis

To determine the profile of the respondents, the frequency and percentage distribution were used. The collected data, the data, was analyzed using both quantitative and qualitative analysis tools. The quantitative analysis constituted the use of tallies to give a numerical picture of the opinions of the respondents. These were then arranged into a frequency distribution according to the responses from strongly agree to strongly disagree and each of the frequencies were standardized in percentages. The mean and standard deviation were used to compute the level of records management practices and secondary school administration. An item analysis was also used in this study to determine the strength and weaknesses of

the respondents based on the indicators in terms of mean and rank, to interpret the obtained data, the following numerical valves and descriptions were used.

Mean Range	Response	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	High
1.76-2.50	Disagree	Moderate
1.00-1.75	Strongly disagree	Low

Pearson's linear correlation coefficient (PLCC)was used to determine if there was a relationship between the level records management and secondary school administration at (0.05) level of significance. The regression analysis R^2 (coefficient of determination was computed to determine the variables on the dependent variables.

Ethical Considerations

To ensure utmost confidentiality for the respondents and the data provided by them to reflect ethics that will be practiced in this study, the following measures were done.

1. The entire questionnaire was coded to present of the respondents

2. The respondents were requested to sign the informed consent

3. Authors quoted in this study are recognized through citation and referencing

4. The researcher requested for permission through a written request to the concerned administrators of the selected secondary schools.

5. And finally, the researcher got clearance from the ethical body /ethics committee.

Limitations of the study

In view of the following threats to validity, the research claimed an allowable 5% margin of error at (0.05) level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous *variables*: which were beyond the researcher's control such as respondents' honesty personal biases and uncontrolled setting of the study?

2. *Instrumentation*: The research instrument is innovation which is not standardized. A validity and reliability tests were done to produce a credible research tool

3. *Testing*: the use of the research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and the explanations given to the respondents to minimize this threat, the research assistants were oriented and briefed on the procedures to be done in the data collection.

4.*Attrition* /*mortality*; not all questionnaires were returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization ,and refusal or withdraw to participate. In anticipation to this the researcher reserved more respondents by exceeding the required sample size. The respondents were also reminded not to leave any item in questionnaires unanswered and were closely followed, up to the date of retrieval.

CHAPTER FOUR

DATA PRESENATION, ANALYSIS AND INTERPRETATION

The study was based on six specific objectives. These objectives included the following; to determine the level of records keeping systems in place in Mbale municipality, to establish the types of records kept in secondary schools in Mbale Municipality, to establish the effect of qualifications of record managers on school administration in Mbale municipality, to establish the significance of records in secondary schools in Mbale municipality, to determine the level of school administration in secondary schools in Mbale Municipality, to establish whether there is a relationship between records keeping systems and school administration in Mbale municipality. To achieve these objectives, the researcher designed a questionnaire with a four Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree). The questionnaire was divided into three parts. Part one represented the demographic characteristics of respondents, part two was divided into four part that included status of record keeping systems in place (with 6 items), types of records kept in secondary school (with 2 items), qualification of record managers (2 items) and significance of records kept in secondary school (with 4 items). The analysis according to these objectives is explained below

The Level of Records Keeping Systems in Place in Secondary Schools in Mbale Municipality

The first objective of the study was to determine the level of record keeping systems in place in secondary schools in Mbale municipality of which the researcher wanted to determine its level. This part of the questionnaire had 6 items with a four Likert scale, that is, 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The results by using SPSS (Statistical Package for Social

Scientist) are shown below in table 4.1A and 4.1B, in terms of frequencies and percentages and in terms of mean

Table 4.1A: **Summary of Distribution of Respondents by Opinion on Level of Records Keeping Systems in Place in Secondary Schools in Mbale Municipality**

Items	Responses	Frequency	Percent
This school has records that emulate from its daily transaction	Strongly disagree	8	5.6
	Disagree	15	10.4
	Agree	81	56.2
	Strongly Agree	40	27.8
	Total	**144**	**100.0**
The records in this school are well kept	Strongly disagree	8	5.6
	Disagree	15	10.4
	Agree	99	68.8
	Strongly Agree	22	15.3
	Total	**144**	**100.0**
The work you do involve creation or generation of records	Strongly disagree	10	6.9
	Disagree	14	9.7
	Agree	80	55.6
	Strongly Agree	40	27.8
	Total	**144**	**100.0**
The work you do involves consultation of records for guidance	Strongly disagree	13	9.0
	Disagree	25	17.4
	Agree	69	47.9
	Strongly Agree	37	25.7
	Total	**144**	**100.0**
The school has good filing cabinet, open shelves for the keeping of records	Strongly disagree	9	6.2
	Disagree	28	19.4
	Agree	79	54.9
	Strongly Agree	28	19.4
	Total	**144**	**100.0**
The school has a store or register where most of its current ,semi current and past records are kept	Strongly disagree	10	6.9
	Disagree	23	16.0
	Agree	72	50.0
	Strongly Agree	39	27.1
	Total	**144**	**100.0**

Source: Primary data (2013)

Table 4.1A, above shows the respondents' opinions on the level of record keeping systems in place. It looks at the opinions on the status if record keeping systems in place in these secondary schools in Mbale Municipality. Concerning whether the school has records that emulate from its daily transaction, a big number of respondents of 81 (56.2%) agreed, 40 (27.8%) strongly agreed, 15 (10.4%) disagreed and 8 (5.6%) strongly disagreed. This means that the highest number of respondents actually agreed to the fact that the records kept by schools emulate from its daily transactions. This is a good sign as these records could be used for further decision making concerning school activities and can act as a source for future references. It should also be noted that the highest (56.2%) of the respondents followed by (27.8%) who strongly agreed with the item. This really shows the extent to which the respondents agreed with the item. Therefore, this shows that the schools have records that emulate from its daily transaction.

Concerning whether the records in schools are well kept, the overwhelming number of 99 (68.8%) agreed that records are well kept in schools. This was followed by 22 (15.3%) who strongly agreed. This was later followed by 15 (10.4%) who disagreed and lastly 8 (5.6%) who strongly disagreed. Looking at these outcomes, it shows that generally (68.8%), of the respondents agree that the records are well kept in schools. This may include good filing and packaging and even then, this was followed by (15.3%) who strongly agreed with the question. This shows that generally, records are well kept in secondary schools in Mbale municipality.

This is in support with (Iyede 2001), when advises that every organisation / school must have structures and systems in place that support the proper management of records in compliance with the standards in place.

Regarding whether the work you do involve creation or generation of records, a huge number (80 Or 55.6%) agreed to this fact. These were followed by 40 (27.8%) who strongly agreed, later followed by 14 (9.7%) who disagreed and lastly were 10 (6.9%) who strongly agreed. This means that most of the respondents (55.6%) actually were involved in creation or generation of records. This gives a clear insight and shows validity to this research as it centered on record keeping. This was followed by (27.8%) who strongly agreed. They were very much involved in the creation and generation of records. Last but not least was (9.7%) who disagreed. This means that 14 of respondents were not involved directly in the creation or generation of records. And lastly (6.9%) were not in any way involved in the creation and generation of records.

On the issue of whether the work they do involve consultation of records for guidance, 69 (47.9%) of the respondents agreed that the work they do involved consultation of records for guidance in issues that might involve economic, social and academics in schools. Issues of discipline always involve consultation with records to check on the performance of students as regard to discipline cases. They are also used in checking the performance of respondents in terms of academics. Out of the total respondent, 37 (25.7%) strongly agreed. This means that these respondents their work strictly involved consultation with the records for guidance. These may include head teachers, director of studies, and heads of departments alike. The second last rated respondents were 25 (17.4%), who disagreed and the later were 13 (9.0%) who strongly disagreed. For those who disagreed, they might have been not directly involved in consultations with the records for guidance in decision making and guidance. And the remaining (9.0%) of the respondents were not in any way involved with the consultation of records for guidance.

On the item "The school has good filing cabinet, open shelves for the keeping of records", of the total respondent, 79 (54.9%) of the respondents agreed, 28 (19.4%), strongly agreed. This was tied up with those who disagreed. And 9 (6.2%) of the respondents strongly disagreed. Since the highest percentage agree and is followed by strongly agree, this means that schools in Mbale municipality have good filling cabinets, open shelves for the keeping of records. This is good for record keeping. This has proved Batty (1992),'s statement right, that; in each department / organization, a file reference catalogue should be prepared and displayed in a convenient place for quick reference of all public records. Of the remaining respondents, (19.4%), disagreed. This means that there are still some need of improving as far as filling cabinets and open shelves are concerned and the rest (6.2%), strongly disagreed. For some school, there is a need to actually stock filling cabinets and open shelves.

The last item was on whether the school has a store or register where most of its current, semi current and past records are kept. The opinions regarding this were, (72 0r 50.0%) were those who agreed, (39 0r 27.1%) respondents strongly agreed, (23or 16.0%) respondents disagreed and lastly, (10 or 6.9%) of the respondents strongly disagreed. This means that many of the respondents, in their schools have stores or places where records were kept. These are shown by the 50.0% and 27.1% of respondents of those who agreed and strongly agreed respectively. The rest of the respondents, 16.0% of the respondents disagreed. This means that the existing places where they keep the records may not be regarded as stores of sort, but they exist, while for the remaining (6.9%) of the respondents, they strongly disagreed. The record keeping stores may not be in existence.

Table 4.1 B: **Level of Records Keeping Systems in Place in Secondary Schools in Mbale Municipality**

Record Keeping Systems	Mean	Rank	Interpretation
This school has records that emulate from its daily transaction	3.06	1	Good
The work you do involve creation or generation of records	3.04	2	Good
The school has a store or register where most of its current ,semi current and past records are kept	2.97	3	Good
The records in this school are well kept	2.94	4	Good
The work you do involves consultation of records for guidance	2.90	5	Good
The school has good filing cabinet, open shelves for the keeping of records	2.88	6	Good
Average	2.97		Good

Source: Primary data (2013)

Mean Range	Response	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Poor
1.00-1.75	Strongly disagree	Very Poor

The table 4.1B above shows the means of respondents regarding the level of record keeping in secondary schools in Mbale municipality. From the table above, the item that "This school has records that emulate from its daily transaction" was rated the highest with (mean = 3.06) interpreted as good. This means that secondary schools in Mbale municipality create records of daily transactions between the schools and the clients. The second rated item was about whether the work respondents do involves creation or generation of records with (mean = 3.04), interpreted as good. Inevitably, most of the work associated with schools

involves recording of information. So, it is no doubt that this item has a high mean. The item on whether the school has a store or register where most of its current, semi current and past records are kept. This item was rated the third with (mean = 2.97) interpreted as good. The item about whether the records in schools are well kept was rated the fourth with (mean = 2.94) interpreted as good. The last but not least was about whether the work respondents do involve consultations of records for guidance. With (mean = 2.90) interpreted as good. The last rated item was about filling cabinets and open shelves for keeping the records, rated the sixth with mean (2.88) interpreted as good. The overall average on determining the level of record keeping system was (2.97) interpreted as good. Overall, the record keeping systems of secondary schools in Mbale municipality were good. Even looking at different items in the table above, they are all interpreted as good. This implies that the record keeping systems in these schools is okay, however not excellent. They are still some weakness in this that needs attention.

The types of records kept in secondary schools in Mbale Municipality

The second objective of the study to establish the types of records kept in secondary schools in Mbale Municipality. The part of the questionnaire that was responsible for establishing this had 2 items rated on a four Likert scale, that is, 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The results by using SPSS (Statistical Package for Social Scientist) are shown below in table 4.2A and 4.2B, in terms of frequencies and percentages and in terms of means.

Table 4.2A: Summary of Distribution of Respondents by Opinion on Types of records kept in Secondary Schools in Mbale Municipality

Items	Response	Frequency	Percent
Some records kept in your school are related to financial transactions.	Strongly disagree	0	0
	Disagree	19	13.2
	Agree	77	53.5
	Strongly Agree	48	33.3
	Total	**144**	**100.0**
Some records kept by your school relate to personal matters	Strongly disagree	22	15.3
	Disagree	34	23.6
	Agree	68	47.2
	Strongly Agree	20	13.9
	Total	**144**	**100.0**

Source: Primary data (2013)

From the table above, concerning whether the records kept is schools are related to financial transactions, a big number of (77 or 53.5%) agreed. This was followed by (48 Or 33.3%) of respondents who strongly agreed, followed by (19 or 13.2%) who disagreed and (0 or 0%) of respondents strongly disagreed. This means that most (53.5 percent) of the records kept by these secondary school in Mbale municipality are financial related. The highest number or respondents say so. This was followed by absolute agreement (strongly agree) with (33.3%) of respondents strongly agreeing to this. However, at most (13.2%) of the respondents disagreed with the item. This indicates that there are other records kept in schools that are no financial related.

On the second and last item in establishing the type or records kept by these schools was about whether some records kept by the schools were related to personal matters. On the respondents equal to (68 or 47.2%) agreed, (34 or 23.6%) disagreed, (22 or 15.3%) strongly disagreed and lastly (20 or 13.9%) of the

respondents strongly agreed. As far as this item is concerned, the biggest number of respondents (47.2%) agreed that some of the records kept by the school relates to personal matters. This might cause reduced space for record keeping and thus showing the need for filing cabinets and open shelves in schools. The second rated on this item was those respondents (23.6%) who disagreed. Despite the big number of respondents who agreed, a sizeable number of respondents thought the opposite or do the opposite. They disagreed that records kept by schools are personal and therefore showing that records kept by the schools are mainly for the school issues not personal issues. The third rated opinion was those who strongly disagreed (15.3%) who believes that records kept by the school are strictly school related records, not personal matters. And lastly, (13.9%) of the respondents strongly agreed to the fact meaning that, they are fully in support of the fact that records kept in schools are of personal matter.

Table 4.2B: Types of records kept in secondary schools in Mbale Municipality

Types of records kept	Mean	Rank	Interpretation
Some records kept in your school are related to financial transactions.	3.20	1	High
Some records kept by your school relate to personal matters	2.60	2	High
Average	**2.9**		**High**

Source: Primary data (2013)

From the table above, the overall average of this section is (mean = 2.9) interpreted as high. This means that, according to the type of records kept in these schools, they are ether more financial records for the school or personal records. The highest rated item was about whether records kept in the schools were related to financial transactions with (mean = 3.20) interpreted as high. The last was about whether the records kept by the school related to personal matter with (mean =

2.60) interpreted as high. These results conquer with Agheuta (2000),'s basic records that are a must for all schools such as Log books, Student Admissions Register, Class Registers, Student's progress cards, visitors books, teachers' record of work books, end of year examination results, stock books, Inventory and records of minutes files etc. Even the researcher through observation was able to sight some of these records.

Effect of qualifications of record managers on school administration in Mbale municipality

The third objective of the study was to establish the effect of qualifications of record managers on school administration in Mbale municipality. The items that were designed to assess the effect of qualifications of record managers on school administration in Mbale municipality were two, and were based on a Likert scale, that is, 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The results by using SPSS (Statistical Package for Social Scientist) are shown below in table 4.3A and 4.3B, in terms of frequencies and percentages and in terms of means.

Table 4.3A: Summary of Distribution of Respondents by Opinion on Effect of qualifications of record managers on school administration in Mbale municipality

Items	Response	Frequency	Percent
The staff that handles record in the school is well qualified.	Strongly disagree	11	7.7
	Disagree	25	17.3
	Agree	33	22.9
	Strongly Agree	75	52.1
	Total	**144**	**100.0**
The people who handle records know their work.	Strongly disagree	2	1.4
	Disagree	29	20.1
	Agree	79	54.9
	Strongly Agree	34	23.6
	Total	**144**	**100.0**

Source: Primary data (2013)

The table above shows summary of distribution of respondents by opinion on effect of qualifications of record managers on school administration in Mbale municipality. Concerning whether the staff that handles records in the school is well qualified, the overwhelming number of 75 (52.1%) of the respondents strongly agreed. This means that records are mainly handled by trained and qualified personnel. Of the remaining, 33(22.9) of the respondents agreed that the staff that handles records are qualified to take care of records. This means that the highest of respondents in schools in Mbale municipality employ qualified personnel to take care of records. However, 25 (17.3%) of the respondents disagreed and 11 (7.7%) of the respondents strongly disagreed. This shows some discrepancies in reactions towards about qualification of respondents.

Regarding whether people who handle records know their work, 79 (54.9%) of the respondents agreed, 34 (23.6%) of the respondents strongly agreed, 29 (20.1%) disagreed and 2 (1.4%). This means that people who handle records in schools in Mbale municipality shows understanding and professionalism in their

handling of the records. This is showed by the fact that most of the respondents either agreed or strongly agreed. In some cases, there is a need to employ some experienced and professional record keepers.

Table 4.3B: Qualifications of Record Managers on School Administration in Mbale Municipality

Qualifications of record managers	Mean	Rank	Interpretation
The staff that handles record in the school is well qualified.	3.28	1	Very high
The people who handle records know their 11'work.	3.01	2	High
Average	**3.15**		**High**

Source: Primary data (2013)

From the table 4.3B above, it indicates the distribution of respondents by mean and ranks in terms of qualification of record managers on school administration in Mbale municipality. The overall average is (mean = 3.15), interpreted as high. This means that according to this part, as far as record managers are concerned, most of them are qualified. The highest rated item under qualification of record managers was "The staff that handles record in the school is well qualified" with (mean = 3.28), interpreted as very high. This means that the staff that handles records in secondary schools in Mbale municipality is highly qualified. The last was about people who handle records know their work. This had a (mean = 3.01), interpreted as high. This still agrees to the fact that record managers are qualified. In addition, in an interview with the head teachers on the qualification of records managers indicated that most record managers acquired the skills through academic qualifications and also as a result staying on the job for along time. The findings are in agreement with Wallace (1982), observations, that qualifications of record managers are acquired through academic qualifications as

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well as through experiences. That office experience gives the managers an awareness of the flow and pattern of work and purpose of documents.

Significance of Records in Secondary Schools in Mbale Municipality

The fourth objective of the study was to establish the significance of records in secondary schools in Mbale municipality. The items that were designed to assess the significance of records in secondary schools in Mbale municipality were two, and were based on a Likert scale, that is, 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The results by using SPSS (Statistical Package for Social Scientist) are shown below in table 4.4A and 4.4B, in terms of frequencies and percentages and in terms of means.

Table 4.4A: Summary of Distribution of Respondents by Opinion on Significance of Records in Secondary Schools in Mbale Municipality

Item	Response	Frequency	Percent
Your school keeps vital school documents for operations	Strongly disagree	4	2.8
	Disagree	9	6.2
	Agree	81	56.2
	Strongly Agree	50	34.7
	Total	**144**	**100.0**
All the records kept in your school are valuable.	Strongly disagree	0	0
	Disagree	13	9.0
	Agree	76	52.8
	Strongly Agree	55	38.2
	Total	**144**	**100.0**

Source: Primary data (2013)

The table above shows the Summary of Distribution of Respondents by Opinion on Significance of Records in Secondary Schools in Mbale Municipality. Concerning the item about whether the school keeps vital school documents for operations, 81 (56.2%) agreed that schools keep vital school documents for operations. 50 (34.7%) of the respondents strongly agreed, 9 (6.2%) of the

respondents disagreed, and 4 (2.8%) of the respondents strongly disagreed. This means that schools in concerning whether the vital school documents are kept by schools, (56.2%) of the respondents agrees to this. Further, 34.7% of the respondents strongly agree. This means that it is with no doubt that most schools keep vital records. Only a total of 9%, which is those that disagree and strongly disagree, are almost insignificant, though it shows some gaps.

Concerning whether all the records kept in your school are valuable, (76 or 52.8%) of the respondents agreed, (55 or 38.2%) of the respondents strongly agreed, (13 or 9%) of the respondents disagreed and none of the respondents strongly disagreed. This shows that most of the schools (131 – including agree and strongly agree) in Mbale municipality keep valuable records in their schools. This is shown by a total of (91%) of the total respondents. Only (9%) disagreed, showing some little in valuability of records kept in these schools.

Table 4.4B: The significance of records in secondary schools in Mbale municipality

Significance of records	Mean	Rank	Interpretation
Your school keeps vital school documents for operations	3.23	2	High
All the records kept in your school are valuable.	3.29	1	Very high
Average	**3.26**		**Very high**
Overall average	**3.033**		**Very high**

Source: Primary data (2013)

From table 4.4B, it show the mean values on determining the significance of records in secondary schools in Mbale Municipality. In terms of whether all records kept in schools are valuable, it was rated the highest with (mean = 3.29), interpreted as very high. This means that most of the records kept in schools in Mbale Municipality are very vital. The last item on determining the significance of records was about whether the school keeps vital school documents for operations

with (mean = 3.23), interpreted as high. The average, in determining the significance of records was (mean = 3.26), interpreted as very high. This means that generally the significance of records kept by secondary schools in Mbale municipality is high.

The overall average on record keeping systems was (mean = 3.033) interpreted as very high. In general the record keeping systems in secondary schools in Mbale municipality is high. This means that there is better record keeping ways, qualified record managers, among others. The highest rated item was "All the records kept in your school are valuable" with (mean = 3.29), interpreted as very high. The last rated item was "Some records kept by your school relate to personal matters" with (mean = 2.60) interpreted as high. Looking at the last rated item, it still shows that the record keeping systems are good in secondary schools in Mbale Municipality.

The level of school administration in secondary schools in Mbale Municipality

The fifth objective of the study was to determine the level of school administration in secondary schools in Mbale municipality. The items that were designed to determine the level of School Administration in Mbale Municipality were five, and were based on a Likert scale, that is, 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree. The results by using SPSS (Statistical Package for Social Scientist) are shown below in table 4.5A and 4.5B, in terms of frequencies and percentages and in terms of means.

Table 4.5A: Summary of Distribution of Respondents by Opinion on school administration in Secondary Schools in Mbale Municipality

Items	Response	Frequency	Percent
The records kept in your school help school administration in effecting their routine	Strongly disagree	0	0
	Disagree	11	7.6
	Agree	74	51.4
	Strongly Agree	59	41.0
	Total	144	100.0
The school records kept help the administrators in tracking school performance	Strongly disagree	0	0
	Disagree	39	27.1
	Agree	89	61.8
	Strongly Agree	16	11.1
	Total	144	100.0
The school records kept help administrators to account for school funds in time and appropriately	Strongly disagree	0	0
	Disagree	20	13.9
	Agree	81	56.2
	Strongly Agree	43	29.9
	Total	144	100.0
The school records kept enhance staff relations with the school administration.	Strongly Disagree	2	1.4
	Disagree	32	22.2
	Agree	86	59.7
	Strongly Agree	24	16.7
	Total	144	100.0
The records kept supplement on the administrators' task of explaining the school programmes.	Strongly disagree	5	3.5
	Disagree	29	20.1
	Agree	67	46.5
	Strongly Agree	43	29.9
	Total	144	100.0

Source: Primary data (2013)

The table above shows the Summary of Respondents by Opinion on school administration in Secondary Schools in Mbale Municipality. Concerning the item about whether there records kept in your school help school administration in effecting their routine 74 (51.4%) agreed that the records kept in school administration in effecting their routine, 59(41.0%) of the respondents strongly

agreed that records kept in school administration help in effecting their routine, 11 (7.6%) of the respondents disagreed and non of the respondents strongly disagreed that the school administration in effecting their routine. Only a total of 11%, which is those that disagree and strongly disagree, are almost insignificant, though it shows some gaps.

Concerning the item about whether the school records kept help the administrators in tracking school performance 89(61.8%) agreed that the school records kept help the administrators in tracking school performance, 39(27.1%) disagreed that the records kept help the administrators in tracking school performance, 16(11.1%)of the respondents strongly agreed and none of the respondents strongly disagreed. This means that it is with no doubt the school records kept help the administrators in tracking school performance. Only a total of 39%, which is those that disagree and strongly disagree, are almost insignificant, though it shows some gaps.

Concerning the item about whether the school records kept help administrators to account for school funds in time and appropriately 81(56.2%) agreed that the school records kept help administrators to account for school funds in time and appropriately, 43(29.9%) strongly agreed that the school records kept help administrators to account for school funds in time and appropriately, 20(13.9) of the respondents disagreed and non of the respondents strongly agreed. This means that it is with no doubt that the school records kept help administrators to account for school funds in time and appropriately. Only a total of 13.9% which of those disagree, are almost insignificant though it shows some gaps too.

With the school records kept enhancing staff relations with the school administration, 86 (59.7%) agreed that the school records kept enhance staff relations with the school administration, 32(22.2%) disagreed that the school records kept enhancing staff relations with the school administration, 24 (16.7%)

of the respondents strongly agreed and 2(1.4%) of the respondents strongly disagreed. A total of 23.6% of which that disagree and strongly disagree, are almost insignificant though it shows some gaps.

To do with the records kept whether they supplement on the administrators' task of explaining the school programmes, 67 (46.5%) agreed that the records kept supplement on the administrators' task of explaining the school programmes, 43 (29.9%) of the respondents strongly agreed that records kept supplement on the administrators' task of explaining the school programmes 29 (20.1%) of the respondents strongly disagreed and 5 (3.5%) of the respondents strongly disagreed that the records kept supplement on the administrators' task of explaining the school programmes.

Table 4.5B: Level of school administration in Secondary Schools in Mbale Municipality

Level of School administration	Mean	Rank	Interpretation
The records kept in your school help school administration in effecting their routine.	3.33	1	Very high
The school records kept help the administrators in tracking school performance	2.84	5	High
The school records kept help administrators to account for school funds in time and appropriately.	3.16	2	High
The school records kept enhance staff relations with the school administration.	2.92	4	High
The records kept supplement on the administrator's task of explaining the school programmes.	3.03	3	High
Overall Average	**3.056**		**High**

Source: Primary Data (2013)

The table above shows the level of school administration of secondary schools in Mbale municipality. The highest rated item is "The records kept in your school help school administration in effecting their routine" with (mean = 3.33), interpreted as very high. This means that schools in Mbale Municipality use

records kept in the running of the day to day needs of the schools. The second rated item was about whether school records kept help the administrators to account for school funds in time and appropriately with (mean = 3.16), interpreted as high. The third rated item was about whether the records kept supplement on the administrators' task of explaining the school programmes with (mean = 3.03), interpreted as high. The fourth rated item was about whether records kept enhance staff relations with the school administration with (mean = 2.92), interpreted as high. The last rated item was about whether records kept help the administrators in tracking school performance with (mean = 2.84), interpreted as high. The overall average (mean = 3.056), interpreted as high. This means that generally, the level of school administration is better in secondary schools in Mbale Municipality. This is shown by the overall average that is high.

Relationship between Records Management Practices and School Administration in Mbale Municipality

The last objective of the study was to find out whether there is a relationship between record management practices and school administration in secondary schools in Mbale municipality where the researcher wanted to find out the relationship between the two variables. To obtain this objective, the researcher correlated the means of the two variables (that is record management practices and school administration) using Pearson correlation coefficient and later workout regression analysis of the two variables to estimate the regression equation. The result w helped to test the hypothesis that there is no relationship between record management practices and School Administration in Mbale Municipality. The results were obtained at 0.05 level of significance and the results are shown in the tables 4.6A and 4.6B below.

Table 4.6A: The Correlational Analysis of Record Management Practicesand School Administration in Mbale Municipality

Variables Correlated	r – value	Sig. value	Interpretation	Decision on H_0
Record management practices Vs School administration	0.752	0.000	Relationship exists	Reject

Source: Primary data (2013)

From the table above, the results indicate that there is a relationship between record management practices and School Administration in Mbale Municipality since (r = 0752), which show that there is a significant relationship between the two variable. Since sig value (0.000 < 0.05), the hypothesis that there is no relationship between record management practices and School Administration in Mbale Municipality is rejected at 0.05 level of significance and therefore the researcher concluded that there is a relationship between the variables. This means as the record management practices improves, the school administration also improves.

Table 4.6B: The Regression Analysis of Record Management Practicesand School Administration in Mbale Municipality

Variables Regressed	Adj. r^2	F – value	Sig. Value	Interpretation	Decision on H_0
Record Keeping Systems And School Administration	0.563	185.086	0.000	Relation exists	Reject
Coefficients	**Beta**	**T – value**	**Sig. value**	**Interpretation**	**Decision on H_0**
Constant	0.605	3.319	0.001	Relation exists	Reject
Record keeping system	0.808	13.605	0.000	Relation exists	Reject

Source: Primary data (2013)

From table 4.6B above, since F – value (F = 185.086), at sig. value (sig = 0.000) is less that (sig = 0.05), we reject the null hypothesis that there is no relationship between record management practices and School Administration in Mbale municipality and therefore conclude that there is a relationship between these two variables. The extent to which record management practices affects school administration in Secondary schools in Mbale municipality is shown by the adjusted R^2 that is (Adj. r^2 =0.563). It therefore shows that 56.3% of the changes in the school administration are explained by the changes in record management practices. For the beta coefficients, the level of school administration that is not affected by record management practices is 0.605. The rate of change of school administration to change in record management practices is 0.808. This means that a unit change in record management practices by one unit, the change in school administration will be 0.808. The t – test values are (t = 3.319) for the constant and (t = 13.605) for record keeping systems at (sig. = 0.001) and (sig = 0.000) respectively, leading to the rejection of a null hypothesis since they are less than (sig = 0.05) level of significance.

CHAPTER FIVE
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
Introduction

In this chapter of the study, the researcher will discuss the findings of the research, make conclusions and recommendations, depending on the specific objectives that were: to determine the level of records keeping systems in place in Mbale municipality, to establish the types of records kept in secondary schools in Mbale Municipality, to investigate the effect of qualifications of record managers on school administration in Mbale municipality, to establish the significance of records in secondary schools in Mbale municipality, to find out the level of school administration in secondary schools in Mbale Municipality, to investigate whether there is a relationship between record management practices and school administration in Mbale municipality.

FINDINGS

The first objective of the study was to determine the level of record keeping in secondary schools in Mbale municipality. The researcher found out that regarding whether the schools have records that emulate from its daily transactions, was rated the highest with 56.2%. This means that secondary schools in Mbale municipality create records of daily transactions between the schools and the clients. These would help in future transactions and budgetary and other financial planning. These findings do agree with those of the Kano state. In its study carried out in circular primary schools in metropolitan local government area. The study revealed that all the schools studied generate and receive different kinds of records which includes administrative, financial, academic etc, that over 70% of the schools either organize their records serially or by subject matter. Other

researchers who made similar findings include; Dollar and Benedon (1989),Pen et al(1989).

The least rated item was about filling cabinets and open shelves for keeping the records. This shows that there is a need to improve on how records are kept in these schools in Mbale municipality. The overall average was high, indicating that the level of record keeping systems in secondary schools in Mbale municipality is actually high.

The second objective of the study was to identify the types of records kept in secondary schools in Mbale municipality. The researcher found out that regarding whether some records kept in secondary schools were financial transactions related was rated the highest, over whether some records kept in schools were related to personal matters. This means that the school keeps mostly financial related records over the personal ones, since in the first place personal documents has less to do with the operations of the schools. Overall, the average of these was high. This shows a balance between the personal and financial related records. It shows that the school also has some records that are not financial related. In general, the study indicates that secondary schools keep records that enhance the performance of school administrators. These findings do agree with the ministry of education management module (1995) and Agheuta(2001).

The third objective of the study was to establish the effect of qualification of record managers on school administration in Mbale municipality. The researcher found out that about whether the staff that handles records in schools is well qualified was very high. This implies that the personnel working in record keeping and management are well trained to handle the task. Concerning whether the people who handle the records know their work was next or second also was high. The overall under this objective was high implying that the qualification of records managers is high thus leading to good record management.

The fourth objective of the study was to establish the significance of records in secondary schools in Mbale municipality. The researcher found out that concerning whether all the records kept in schools are valuable was very high. This Indicates that records kept in schools are ultimately valuable for the operations of the schools. On the other hand, in terms of whether the schools keeps vital school documents for operations, this was high. In general, concerning the significance of the records kept by schools was high.

Over all, looking at the entire record management practices as a variable, the highest rated item was about whether all records kept by the schools are valuable and the last rated item was about whether some records kept in schools were personal items. The overall average of the entire variable was very high. This means that in terms of record keeping systems in secondary schools in Mbale municipality was very high. This means, decision making is easy, follow up is simplified, and planning is also soften. This is in agreement with Simpson (1951), when he says that, in the world where records are properly managed, one is able to transact business successfully without ever having personal contact with those he is dealing with .Similarly the findings conquer with Tomer(2008), Galiwango (1999), Lawell (1988) and Kallus' (1992), when he points out that, Records irrespective of the format in which they manifest themselves are the memory of organizations.

The fifth objective of the study was to determine the level of school administration in secondary schools in Mable municipality. The researcher found out that concerning whether the records kept in school help in school administration in affecting routine was very high. This implies that the schools use these records in school administration on a day to day basis. The last rated item was about whether records kept help the administrators in tracking school performance that was high. In general, the level of school administration was high.

These findings comply with Armstrong's (1997), literature when he points out that records are necessary in management of financial expenditure and other forms of incentive advanced in order to meet both the staff and the students. That the use of records has particularly been cited as indispensable in the management of organizational activities .This is in agreement with ,Stahl (1987),Ujeke(1990), and Richard compbell (1990),pp28&29.respectively.

The sixth objective of the study was to establish whether there is a relationship between record management practices and school administration in secondary schools in Mbale municipality. The researcher found out that there is a positive relationship between record management practices and school administration in secondary schools in Mbale municipality and therefore the null hypothesis that there I no relationship between record keeping systems and school administration was rejected. This is similar to a related study carried out to establish the relationship between records management practice and decision making in Nigerian universities. The study revealed that, 73.8% that there were some forms of records management practices in place of all types of records. Further respondents' perceived records management practices and their decision making process showed a significant relationship between records management and administrative decision is making process. This is also in agreement with Agheuta (2001), were he observed that there seems to exist a relationship between good records system in schools and the school administration, that a survey done on students who for example had good access to well articulated school Mission, Objectives, Motto and other good information say the library, church among others, had little troubles in managing those students. That the literature in those records seemed to supplement a lot on the administrator's tasks of explaining the

school programs and even their discipline was seen to be better than those exposed to no good information.

In addition the Ministry of Education School Inspectorate report, 2007, also supports the findings when it points at an existence of a correlation between good records keeping systems and academic achievement. That it was seen that schools that exhibited good records keeping systems were also doing well academically, accounting for funds in time and appropriately and generally had good/ cordial staff relations.

CONCLUSIONS

From the findings of the study the researcher reached the following conclusions:

Secondary schools in Mbale municipality create records of daily transactions between the schools and the clients.

Secondary schools keep various records that enhance the performance of school administrators.
The staff that handles records in schools is well qualified, to handle the task.
The records kept in schools are ultimately valuable for the operations of the schools.
Schools use these records in school administration on a day to day basis.
There is a positive relationship between record management practices and school administration in secondary schools in Mbale municipality.

Basing on the purpose of the study, the researcher found out the following strength and weaknesses.

Strength

Concerning the level of record keeping systems in secondary schools in Mable Municipality, schools have records that emulate from its daily transactions, was highest.

In terms of the types of records kept by the secondary schools in Mbale municipality, regarding whether some records kept in secondary schools were financial transactions related was high.

In terms of the effect of record managers' qualifications in secondary schools in Mbale municipality, the staff that handles records in schools is well qualified. This implies that the personnel working in record keeping and management are well trained to handle the task.

Regarding the significance of records in secondary schools in Mbale municipality, concerning whether all the records kept in schools are valuable was very high. This Indicates that records kept in schools are ultimately valuable for the operations of the schools.

As for the fifth objective, this was to determine the level of school administration in secondary schools in Mable municipality, concerning whether the records kept in school help in school administration in affecting routine was very high.

Weaknesses

Concerning the level of record keeping systems in secondary schools in Mable Municipality, in terms of whether the schools have filling cabinets and open shelves for keeping the records was the least ranked item. This implied that record keeping facilities were not enough to effectively keep these records.

In terms of the types of records kept by the secondary schools in Mbale municipality, some records kept in schools were related to personal matters was high, though lower than financial records kept in schools for financial reasons.

In terms of the effect of record managers' qualifications in secondary schools in Mbale municipality, Concerning whether the people who handle the records know their work was high.

Concerning the level of school administration in secondary schools in Mable municipality, the last rated item was about whether records kept help the administrators in tracking school performance that was high.

Regarding the significance of records in secondary schools in Mbale municipality, in terms of whether the schools keep vital school documents for operations, this was high. In general, concerning the significance of the records kept by schools was high.

Testing Hypothesis

In terms of the relationship between record management practices and school administration in secondary schools in Mbale municipality, the researcher found out that there is a relationship between the record management practices and school administration in secondary schools in Mbale municipality. Hence the null hypothesis that "there is no relationship between the record management practices and school administration in secondary schools in Mbale municipality" was rejected.

RECOMMENDATIONS

Basing on the conclusions, the researcher made the following recommendations; The content for teacher training at all level should be adjusted to cover all school records and their management, and also further train those on the ground to effectively handle records

School administrators should provide to their schools enough shelves and filling cabinets so as to ensure proper record keeping. And be able to store the necessary record types needed for effective and efficient school administration.

Secondary schools should develop a records management policy to guide record management. This should spell out the major types of records that should not fail to be kept, procedure governing the movement and circulation of records.

Areas for Further Research

Having noticed that record keeping systems only account for 56.3% of the variations in school administration, it suggests that there are other factors that affect school administration. The following are recommended study areas

1. Leadership styles and school academic performance
2. Leadership styles and staff effectiveness in secondary schools in Mbale Municipality.
3. Motivation and teachers responsiveness towards growth and development of schools in Mbale Municipality.

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APPENDICES

Appendix I

CURRICULUM VITAE
PERSONAL DATA

Surname : Kissa

Other Names : Amina

Sex : Female

Date of Birth : 29th March, 1979

Marital status : Married

Nationality : Ugandan

Contact Address : C/o. P. O. Box 225 Mbale

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EDUCATION BACKGROUND

Year   Institution   Award

Currently Kampala international University   Awaiting for the
Award of Masters Degree in Education management and
administration

2000-2003	Islamic University in Uganda	Bachelor of Arts Degree in Education Degree
1998-1999	Mbale Secondary School – Mbale	U. A. C. E ('A' level)
1994-1997	Nkoma Secondary School – Mbale	U. A. E ('O' level)
1987-1993	Fairway Primary School	P. L. E

WORKING EXPERIENCE

Head teacher Peace High school Matugga

Najja Progressive Secondary School......... Teaching Economics

SemeiKakungulu High School Mbale....... Teaching Economics

Mashariki High school.................... Teaching Economics & commerce

OTHER RESPONSIBILITIES.

2002-2004   Pan African Movement (IUIU) Desk   Secretary for Women Affairs

2002-2003   Islamic University BugisuStudents Association Treasurer

2002-2003   Islamic University Education Student Association (IUIU) – Mbale   Treasurer

| 2000-2001 | Namanyonyi Primary School | - Mbale | Vice Chairperson |

| 2000-2001 | Nabweya Parish – Mbale | Education Minister |

2000-2001   Namanyonyi Sub-county – Mbale   Member
works Committee.

1996-2001   Namanyonyi Sub-county   Youth Councilor

1996-1997   Nkoma Muslim Students Association   Assistant
General Secretary

SEMINARS AND WORKSHOPS.

1997 Islamic university Annual Ramadhan Convention held from 30th January to   February 1997

1996 Paralegal training workshop Uganda Human rights Activities

Training in participatory planning methodologies / participatory rural appraisal organized by private sector promotion Centre, Mbale Branch under Bugishu Civil Network (BUCINET)

LANGUAGES

Language	Spoken	Writing
English	Fluent	Good
Luganda	Fluent	Good
Gishu	Fluent	Fair

HOBBIES

Traveling

Reading News papers, Novels, and Football

REFEREES

1. Dr. Halimah. W. Akbar

   Dean Faculty of Education

   Islamic University

   Mbale

   Tel: 0772-888338

2. Mr. NdagiAbubakarMuhammed,

   Assistant Dean of Faculty of Education

   Islmic University

   Mbale

   Tel: 0712-912946

3. Mr. KigenyiErisa

   Deputy Headmaster

   Mbale Secondary School

   Tel: 0772-604983

4. Mr. Rutangye Martin & Madam

   NagudiErinaRutangye

Director Peace High School

Tel: 0772-424719 / 0772-624137

APPENDIX: II

TRANSMITAL LETTER FROM CHDR

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)

COLLEGE OF HIGH DEGREES AND RESEARCH (CHDR)

Dear sir/madam,

RE: **INTRODUCTION** **LETTER** **FOR** *MsskissaAmina* **REG.NO.MED/39183/123/DU,TO** **CONDUCT** **RESEARCH** **IN** **YOUR** **INSTITUTION**

The above mentioned is a bonafidde student of Kampala international university pursuing a masters degree in education management and administration.

She is currently conducting a field research for her thesis entitled, **recordsmanagement practices and secondary school administration in mbale municipality Mbale district.**

Your institution has been identified as valuable source of information pertaining to her research project. The purpose of this study is then to request you to avail her with the pertinent information she may need.

Any data availed to her will be used for academic purposes only and shall be kept utmost confidentiality.

Any assistance rendered to her will be highly appreciate

Yours truly

Novembrieta .Sumil, phD

Vice chancellor,CDHR

APPENDIX III

TRANSMITAL LETTER FOR THE RESPONDENTS

Dear sir /madam,

Greetings

Am a master student in education management and administration candidate of Kampala international university .part of the requirement for the award is a Thesis. My study is entitled **records management practices and secondary school administration in Mbale municipality Mbale district.** Within this context may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaires in five days.

Thanks in advance.

Yours faithfully

Miss Kissa Amina

APPENDIX IV

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg _____

Course _____

Title of the study._____

_____

Ethical Review Checklist

The study reviewed considered the following:

___Physical safety of human subject

___Physiological safety

___Emotional security

___Privacy

___Written request for Author of standardised instrument

___Coding of questionnaires/Anonymity/confidentiality

___Permission to conduct the study

___Informed consent

___Citations

___approved

___conditional(to provide the ethical committee with corrections)

___disapproved/resubmit proposal

Ethics committee name and signature

Chairperson_____

Members _____

APPENDIX V

QUESTIONNAIRES

I am master student (MED) of Kampala international university. I am carrying out a study on records management and secondary school administration in selected government and private secondary school in Mbale Municipality Mbale district. I request `you to participate in this study by answering and ticking the best option. Any data you provide shall be for academic purposes only and no information of such kind shall be disclosed to others

SECTION I

FACE SHEET: DEMOGRPHIC CHARACTERISTICS OF FRESPONDENTS

Instructions; please you are kindly requested to **Tick** appropriately

Gender:

____ (1) Male

____ (2) Female

A ge:_____

Qualification under education discipline (please specify)

_____ (1) Certificate

_____ (2) Diploma

_____ (3) Bachelor

_____ (4) Masters

_____ (5) P h.D

Other qualifications, other than education discipline_____

Number of years spent in this school?

_____(1)Less than 2 years

_____(2)Between 2-5 years

_____(3) More than 10years

Status in this school

_____ (1) Head teacher

_____ (2) Deputy head teacher

_____(3) Director of studies

_____ (4) Bursar

_____(5) Teacher

SECTION II

QUESTIONAIRE ON RECORDS MANAGEMENT

Directions please respond to each item by using the scoring guide below. kindly tick your best choice on the number before each item.

Response mode	Rating	Interpretation
Strongly agree	4	Agree with no doubt
Agree	3	Agree with some doubt
Disagree	2	Disagree with some doubt
Strongly disagree	1	Disagree with no doubt at all

Status of record keeping systems in place

_____1.This school has records that emulate from its daily transaction

_____2.The records in this school are well kept

_____3.The work you do involve creation or generation of records

_____4.The work you do involves consultation of records for guidance

_____5.The school has good filing cabinet, open shelves for the keeping of records

_____6. The school has a store or register where most of its current ,semi current and past records are kept

Types of records kept in secondary schools

_____7.Some records kept in your school are related to financial transactions.

_____8.Some records kept by your school relate to personal matters

Qualification of record managers

_____9.The staff that handles record in the school is well qualified.

_____10.The people who handle records know their work.

significance of records kept in secondary school

_____11.Your school keeps vital school documents for operations

_____ 12. All the records kept in your school are valuable.

SECTION III

QUESTIONAIRE ON SCHOOL ADMINISTRATION

Directions please respond to each item by using the scoring guide below. Kindly write your best choice on the space provided before each item.

Kindly use the rating scale below.

Response mode	Rating	Interpretation
Strongly agree	4	Agree with no doubt
Agree	3	Agree with some doubt
Disagree	2	Disagree with some doubt
Strongly disagree	1	Disagree with no doubt at all

Records keeping practices and school administration

_____1.The records kept in your school help school administration in effecting their routine.

_____2.The school records kept help the administrators in tracking school performance

_____3. The school records kept help administrators to account for school funds in time and appropriately.

_____4.The school records kept enhance staff relations with the school administration.

_____5.The records kept supplement on the administrators' task of explaining the school programmes.

APPENDIX VI

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Gender	Frequency	Percent
Male	91	63.2
Female	53	36.8
Total	**144**	**100.0**
Age		
20 – 29	45	31.2
30 – 39	77	53.5
40 – 49	19	13.2
50 above	3	2.1
Total	**144**	**100.0**
Qualification under education discipline		
Diploma	57	39.6
Bachelors	76	52.8
Masters	5	3.5
PhD	6	4.2
Total	**144**	**100.0**
Number of years spend in this school		
Less than 2 years	39	27.1
Between 2 to 5 years	76	52.8
Between 5 to 10 years	23	16.0
More than 10 years	6	4.2
Total	**144**	**100.0**
Status in this school		
Head teacher	3	2.1
Deputy Head teacher	3	2.1
Director of studies	12	8.3
Burser	6	4.2
Teacher	109	75.7
Other	11	7.6
Total	**144**	**100.0**

Source: Primary Data (2013)

APPENDIX VII

DATA ANALYSIS

Frequencies

Statistics

		Number of years spent in this school	Gender	Age	Qualification under education discipline	Status in this school
N	Valid	144	144	144	144	144
	Missing	0	0	0	0	0

Frequency Table I

Number of years spent in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	39	27.1	27.1	27.1
	Between 2 to 5 years	76	52.8	52.8	79.9
	Between 5 to 10 years	23	16.0	16.0	95.8
	Moer than 10 years	6	4.2	4.2	100.0
	Total	144	100.0	100.0	

Table II
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	63.2	63.2	63.2
	Female	53	36.8	36.8	100.0
	Total	144	100.0	100.0	

Table III   **Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 – 29	45	31.2	31.2	31.2
	30 – 39	77	53.5	53.5	84.7
	40 – 49	19	13.2	13.2	97.9
	50 above	3	2.1	2.1	100.0
	Total	144	100.0	100.0	

Table iv   **Qualification under**
education discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	57	39.6	39.6	39.6
	Bachelors	76	52.8	52.8	92.4
	Masters	5	3.5	3.5	95.8
	PhD	6	4.2	4.2	100.0
	Total	144	100.0	100.0	

Table V   **Status in this school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Head teacher	3	2.1	2.1	2.1
	Deputy Head teacher	3	2.1	2.1	4.2
	Director of studies	12	8.3	8.3	12.5
	Bursar	6	4.2	4.2	16.7
	Teacher	109	75.7	75.7	92.4
	Other	11	7.6	7.6	100.0
	Total	144	100.0	100.0	

	N	Minimum	Maximum	Mean	Std. Deviation
This school has records that emulate from its daily transaction	144	1	4	3.06	.777
The records in this school are well kept	144	1	4	2.94	.692
The work you do involve creation or generation of records	144	1	4	3.04	.810
The work you do involves consultation of records for guidance	144	1	4	2.90	.888
The school has good filing cabinet, open shelves for the keeping of records	144	1	4	2.88	.792
The school has a store or register where most of its current ,semi current and past records are kept	144	1	4	2.97	.844
Some records kept in your school are related to financial transactions.	144	2	4	3.20	.654
Some records kept by your school relate to personal matters	144	1	4	2.60	.911
The staff that handles record in the school is well qualified.	144	1	5	3.28	.964
The people who handle records know their work.	144	1	4	3.01	.705
Your school keeps vital school documents for operations	144	1	4	3.23	.687
All the records kept in your school are valuable.	144	2	4	3.29	.624
Valid N (likewise)	144				

FREQUENCIES VARIABLES=IV1 IV2 IV3 IV4 IV5 IV6 IV7 IV8 IV9 IV10 I
V11 IV12 /ORDER=ANALYSIS.

Frequencies
Frequency Tables

This school has records that emulate from its daily transaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	5.6	5.6	5.6
	D	15	10.4	10.4	16.0
	A	81	56.2	56.2	72.2
	SA	40	27.8	27.8	100.0
	Total	144	100.0	100.0	

The records in this school are well kept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	5.6	5.6	5.6
	D	15	10.4	10.4	16.0
	A	99	68.8	68.8	84.7
	SA	22	15.3	15.3	100.0
	Total	144	100.0	100.0	

The work you do involve creation or generation of records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.9	6.9	6.9
	D	14	9.7	9.7	16.7
	A	80	55.6	55.6	72.2
	SA	40	27.8	27.8	100.0
	Total	144	100.0	100.0	

The work you do involves consultation of records for guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	9.0	9.0	9.0
	D	25	17.4	17.4	26.4
	A	69	47.9	47.9	74.3
	SA	37	25.7	25.7	100.0
	Total	144	100.0	100.0	

The school has good filing cabinet, open shelves for the keeping of records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	6.2	6.2	6.2
	D	28	19.4	19.4	25.7
	A	79	54.9	54.9	80.6
	SA	28	19.4	19.4	100.0
	Total	144	100.0	100.0	

The school has a store or register where most of its current ,semi current and past records are kept

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.9	6.9	6.9
	D	23	16.0	16.0	22.9
	A	72	50.0	50.0	72.9
	SA	39	27.1	27.1	100.0
	Total	144	100.0	100.0	

Some records kept in your school are related to financial transactions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	19	13.2	13.2	13.2
	A	77	53.5	53.5	66.7
	SA	48	33.3	33.3	100.0
	Total	144	100.0	100.0	

Some records kept by your school relate to personal matters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	15.3	15.3	15.3
	D	34	23.6	23.6	38.9
	A	68	47.2	47.2	86.1
	SA	20	13.9	13.9	100.0
	Total	144	100.0	100.0	

The staff that handles record in the school is well qualified.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	5.6	5.6	5.6
	D	25	17.4	17.4	22.9
	A	33	22.9	22.9	45.8
	SA	75	52.1	52.1	97.9
	5	3	2.1	2.1	100.0
	Total	144	100.0	100.0	

The people who handle records know their work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.4	1.4	1.4
	D	29	20.1	20.1	21.5
	A	79	54.9	54.9	76.4
	SA	34	23.6	23.6	100.0
	Total	144	100.0	100.0	

Your school keeps vital school documents for operations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	2.8	2.8	2.8
	D	9	6.2	6.2	9.0
	A	81	56.2	56.2	65.3
	SA	50	34.7	34.7	100.0
	Total	144	100.0	100.0	

All the records kept in your school are valuable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	13	9.0	9.0	9.0
	A	76	52.8	52.8	61.8
	SA	55	38.2	38.2	100.0
	Total	144	100.0	100.0	

Descriptive Statistics table

	N	Minimum	Maximum	Mean	Std. Deviation
The records kept in your school help school administration in effecting their routine.	144	2	4	3.33	.615
The school records kept help the administrators in tracking school performance	144	2	4	2.84	.599
The school records kept help administrators to account for school funds in time and appropriately.	144	2	4	3.16	.644
The school records kept enhance staff relations with the school administration.	144	1	4	2.92	.664
The records kept supplement on the administrators task of explaining the school programmes.	144	1	4	3.03	.802
Valid N (listwise)	144				

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Correlations

		The records kept in your school help school administration in effecting their routine.	The school records kept help the administrators in tracking school performance	The school records kept help administrators to account for school funds in time and appropriately.	The school records kept enhance staff relations with the school administration.	The records kept supplement on the administrators task of explaining the school programmes.
he records kept in your chool help school dministration in ffecting their routine.	Pearson Correlation	1	.336**	.518**	.377**	.421**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	144	144	144	144	144
he school records kept elp the administrators ı tracking school erformance	Pearson Correlation	.336**	1	.483**	.336**	.621**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	144	144	144	144	144
he school records kept elp administrators to ccount for school funds ı time and ppropriately.	Pearson Correlation	.518**	.483**	1	.522**	.655**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	144	144	144	144	144
he school records kept nhance staff relations ıth the school dministration	Pearson Correlation	.377**	.336**	.522**	1	.662**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	144	144	144	144	144
he records kept upplement on the dministrators' task of xplaining the school rogrammes.	Pearson Correlation	.421**	.621**	.655**	.662**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	144	144	144	144	144

*.

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

93

Correlations

		IV	DV
IV	Pearson Correlation	1	.752**
	Sig. (2-tailed)		.000
	N	144	144
DV	Pearson Correlation	.752**	1
	Sig. (2-tailed)	.000	
	N	144	144

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

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT DV
  /METHOD=ENTER IV.
```

Regression

Variables Entered/Removed^{b}

Model	Variables Entered	Variables Removed	Method
1	IV^{a}	.	Enter

a. All requested variables entered.

b. Dependent Variable: DV

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752[a]	.566	.563	.34172

a. Predictors: (Constant), IV

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.613	1	21.613	185.086	.000[a]
	Residual	16.582	142	.117		
	Total	38.196	143			

a. Predictors: (Constant), IV

b. Dependent Variable: DV

Coefficients[a]

Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	-Beta		
1	(Constant)	.605	.182		3.319	.001
	IV	.808	.059	.752	13.605	.000

a. Dependent Variable: DV

95

APPENDEX VIII

Reliability

Case Processing Summary

		N	%
Cases	Valid	144	100.0
	Excluded[a]	0	.0
	Total	144	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.898	17