

A SURVEY OF PRIMARY SCHOOL FILING AND RECORD
KEEPING SYSTEMS IN MOMBASA DISTRICT
OF COAST PROVINCE, KENYA.

BY

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school filing and*



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DECLARATION

THIS PROJECT REPORT IS MY ORIGINAL WORK
AND HAS NOT BEEN PRESENTED FOR A DEGREE
IN ANY OTHER UNIVERSITY.

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DEDICATION

This dissertation is sincerely dedicated to my wife Phanice .G. Makokha who not only consistently reminded me never to let her down, but also gave me optimum support and untiring encouragement throughout my two years of study. It is also dedicated to my daughter Laura Khakasa Makokha and my son Derek Wambulwa Makokha who dearly missed my fatherly presence during my studies, and to my parents Jonathan Simatwa Wambulwa and Pilisila Makonjo Simatwa who sacrificed alot to have me educated.

ABSTRACT

The purpose of this study was to analyse the filing and record keeping systems at primary school level in Mombasa District of Coast Province, Kenya. Due to financial and time constraints, only fourteen primary schools were used for this study.

Three instruments were used:

- (1) The questionnaire, which was personally administered to the headteachers.
- (2) Oral interview, which was conducted by the researcher to back the questionnaire.
- (3) Observation, which was undertaken by the researcher to confirm the responses made by the subjects in connection with the questionnaires and oral interviews.

The study revealed that:

- (i) the headteacher, is the only person in the school empowered to authorize the filing of documents.
- (i i) procedures for indexing and codifying documents in schools, vary from one school to another.

- (iii) files and record books in schools are classified and arranged sub-alphabetically, numerically and chronologically.
- (i v) vertical system of filing is more popular than horizontal system of filing in majority of schools that were used in the study.
- (v) school records play a very important role in school administration. There is not even a single school that can exist without school records.
- (v i) There is no consistency and uniformity in filing and record keeping practices in primary schools in Mombasa District.
- (vii) A lot of problems are incurred in filing and record keeping practices in the schools.

In the light of these findings, the researcher recommends that the inspectorate section of the Ministry of Education, Science and Technology should start supervising and inspecting records management in schools as they are highly invaluable.

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CHAPTER 1

1.0 INTRODUCTION TO THE RESEARCH PROBLEM

1.1 BACKGROUND INFORMATION TO THE PROBLEM

Filing and record keeping systems are very important organs of school administration. For instance in the manual for Heads of secondary schools in Kenya (1979:3) it is stated that "An efficient filing system is an important aid to good administration".

The success of any institution depends on among other factors , how efficient and effective the filing and record keeping systems are. It is in view of this that it is stated in the manual for Heads of secondary schools in Kenya (1979:16) that "A comprehensive and carefully maintained filing system is essential in any well run institution".

Filing and record keeping practices are of crucial importance in the running of the schools. In this respect Mbiti (1974:61) has observed that:

One of the most important aspects of school administration is the keeping of records. School records include all the books and files containing information relating to what goes on in that school, who is in the school, as well as what types of property the school owns.

1.2

STATEMENT OF THE PROBLEM

The new trends in the Kenyan Education system have posed many challenges to school administrators' accountability for public funds and other resources. With the launching of the 8:4:4 Education system in particular, headteachers cannot dodge the significance of effective and efficient filing and record keeping practices in their expanded schools.

The survey, therefore, was directed to:-

- (a) investigate the actual filing and record keeping practices in primary schools in Mombasa District.
- (b) assess the role of filing and record keeping systems in the overall effectiveness of primary school administration.

1.3

PURPOSE OF THE STUDY

The purpose of this study was to analyse the filing and record keeping systems at primary school level in Mombasa District with a view to:

- (i) finding out how efficiently the filing and record keeping systems are administered in

- primary schools in Mombasa District;
- (i i) assessing the uniformity or lack of uniformity in filing and record keeping practices at primary school level in Mombasa District;
 - (iii) identifying the problems associated with the filing and record keeping practices and how such problems affect the running of the schools in Mombasa District; and,
 - (i v) suggesting possible solutions to the problems identified in (iii) above with a view to improving filing and record keeping practices in primary schools.

1.4

RESEARCH QUESTIONS

The following questions were used to guide the researcher in carrying out this study.

- 1.4.1: What types (or categories) of school records are kept in primary schools in Mombasa District?
- 1.4.2: Who is/are responsible for keeping the school records?

- 1.4.3: What are the procedures for filing documents in primary schools in Mombasa District?
- 1.4.4: How efficient are the filing systems?
- 1.4.5: Who is/are entrusted with the duty of checking the school records to ensure that they are up-to-date?
- 1.4.6: To what extent is there consistency in the filing and record keeping practices in the fourteen selected primary schools?
- 1.4.7: Is there any relationship between the filing and record keeping practices and administration of primary schools in Mombasa District?
- 1.4.8: What problems are incurred in school filing and record keeping practices in primary schools in Mombasa District?
- 1.4.9: What measures are being taken to curb some of these problems?

1.5 SIGNIFICANCE OF THE STUDY

This is an educational administration project which aimed at giving a systematic analysis of the filing and

record keeping practices at primary school level in Mombasa District.

Apparently little research has been done in this area of school administration.

Although this study was focussed on primary schools, its findings are valuable even at secondary school level and to other institutions of higher learning.

This study provides information on the current filing and record keeping practices in primary schools in Mombasa District.

The findings in this study are valuable to the policy makers, headteachers, inspectors of schools, primary school advisers and future researchers. In which case the information from this study provides the basis for discussions on the steps that need to be taken to improve upon these practices.

In short the significance of this study is:-

- (i) to provide information on filing and record keeping practices in primary schools in Mombasa District.
- (i i) to serve as a model for investigating filing and record keeping systems.

- (iii) to encourage further research to be conducted to gain more understanding about the variation in the school administrative practices and trends with respect to filing and record keeping systems.
- (i v) to be used as a reference by future researchers working on the overall area of educational administration at primary school level.
- (v) to provide insight into some of the otherwise unknown constraints/problems that impede administrative practices especially in the filing and record keeping systems.

1.6 MAJOR ASSUMPTIONS UNDERLYING THE STUDY:

- 1.6.1: Most of the primary school headteachers are conversant with their duties as headteachers.
- 1.6.2: Most of the primary school headteachers have no formal training in filing and record keeping apart from what they have learned on the job, in seminars and hints from colleagues.

- 1.6.3: Primary school headteachers are aware of the fact that school records are an integral part of school administration.
- 1.6.4: Primary school headteachers, school clerks and most of the teachers in primary schools are aware of all types of records which are kept in their schools.
- 1.6.5: Primary school headteachers are aware of the fact that to be competent in school administration, they must develop good filing and record keeping systems.
- 1.6.6: Primary school headteachers, clerks and teachers are aware of the fact that for school records to be of value, they must be always up-to-date; easily accessible and dependable in indicating favourable and unfavourable information concerning matters in the school.
- 1.6.7: School records provide accurate information which help the headteachers to assess the functions and progress of activities in the school.
- 1.6.8: Primary school headteachers have direct responsibilities which are related to their

role as filing and record keeping officers of their schools. They are physically involved and they know that they cannot afford to totally delegate these duties for accountability purposes. In essence, the headteachers are aware of the fact that their role as clerks to their schools is an important one.

1.6.9: Primary school headteachers have read and comprehended the relevant sections of documents listed below that guide their involvement in filing and record keeping.

- 1968 Education Act
- 1966 Teachers Service Commission Act.
- Revised 1976 code of regulations for teachers.
- 1979 manual for Heads of secondary schools in Kenya.

1.7.

LIMITATIONS OF THE STUDY

1.7.1: The study was confined to Mombasa District where only fourteen schools (20% of all the primary schools in Mombasa District) were used. This would therefore, not allow for generalisations to be made from

the findings for the province let alone all primary schools in the country.

1.7.2: Time factor was another limitation. Time allocated for this project of 8 weeks was too short to allow a detailed study.

1.7.3: The amount of money allocated for this project could not allow the researcher to handle a large sample.

1.7.4: Only three approaches were adapted for data collection purposes:-

(i) observation

(i i) oral interview

(iii) Questionnaire (for Headteachers).

1.8 DEFINITIONS OF SIGNIFICANT TERMS

For the purpose of this study the following terms are used in the contexts listed below.

Active File: is a file that is in perpetual use.

It contains the records that are needed all the time.

Centralised Filing System: is a system of keeping the files of correspondence and other information storage in a specialized central

filing section in the Headteacher's/Deputy Headteacher's/clerk's office which serves the rest of the school. Whenever any department needs any file, it asks the central filing section for it. When action has been taken on the file, it is once again returned to the central filing section, otherwise known as registry in larger organisations.

Classification: means assigning category or label to individual items on the basis of similarity or common characteristics.

Dead Record: Is one that is completely valueless. That is, it has no longer enough value to justify retaining it.

Decentralised Filing System: Is a system of filing which allows each department to keep its own relevant files and folders of correspondence.

Documents: - refers to written papers, statements, invoices, vouchers, correspondence, books of accounts, minutes books, record books and any other records providing information on school activities and administrative endeavours.

Filing:- is a process of grouping, organising, and storing records so that they can be easily

retrieved when needed.

Filing System: is a way of storing documents in an organised and standardised fashion so that they can be retrieved by following some logical procedure.

Headteacher: - the teacher with overall administrative responsibilities over the school - otherwise known as "the headmaster" for male headteacher and "the headmistress" for female headteacher.

Inactive File: is the file kept nearby for reference. It contains records which are needed to be nearby for reference to the more recent items.

Index: is a guide to locating the whereabouts of files and records in a school filing system or organisation.

Indexing: refers to the manner of classifying documents. It is applied in deciding where to file particular documents.

Master Index: is an index which shows where all documents are stored and how they are indexed.

Method: a method is a detailed specification of how to accomplish a single procedural step. It is concerned with the sequence of motions used in performing an operation and with the specific equipment used in performing the said operation.

Micro-filming: is a process under which records are photographed at high speed on narrow safety film, permits records to be reduced in size so that they require little space and to be retained indefinitely. If a copy of the record is needed, a photographic device on the reader will permit a copy to be made.

Ministry of Education, Science and Technology: is the Ministry which deals with matters pertaining to education in Kenya.

Office: is a unit where relevant records for the purpose of control, planning and efficient management of school/organisation are prepared, handed and preserved. Office provides facilities for internal and external communication and co-ordinates activities of different departments of the school or organisation.

Office Management: is the organisation of an office in order to achieve a specified purpose and to make the best use of the personnel by using the most appropriate machines and equipment, the best possible methods of work and by providing the most suitable environment for the same work.

Outguides: are cards which bear notations concerning dates of records withdraw and the names of persons who have the records.

Primary school: is a formal institution of learning with classes ranging from standard one to standard eight.

Procedure: is a specific work sequence. It is a series of operations pointed towards achieving a particular objective.

Record: has the same meaning as document.

Records Management: is the preserving and arranging of documents in such a manner that they become readily available when needed by the management. In short record management is the responsibility of filing records, retrieving information, establishing retention and destroying schedules and microfilming.

School: means an institution in which not less than ten pupils receive regular instruction.

School Administration: means all that is done at school to try and satisfy pupil, subordinate staff and teaching staff needs. This involves planning, organising, decision-making, co-ordinating, communicating, influencing, evaluating of school program, staff personnel, pupil personnel, commity realtions, organisation of physical facilities, financial and business management.

System: is a planned approach to the activities needed to attain desired objectives. Any enterprise operates through a net work of systems.

Tickler File: is that file that contains outguides.

1.9 ORGANISATION OF THE DISSERTATION

This dissertation is organised into chapters as follows:-

Chapter 1: Introduction to the Research problem.

This Chapter subsumes the statement of the problem and significance of the study under the following main topics. Background information

to the problem; statement of the problem; purpose of the study; Research Questions; significance of the study; Major assumptions underlying the study; Limitations of the study; Definitions of significant terms and Organisation of the dissertation.

Chapter 2; Review of Related Literature.

This Chapter contains literature in the following areas: Filing and Record keeping systems in general; Filing and record keeping systems in schools with specific reference to Kenyan schools; and types of school records.

Chapter 3: Research Design and Methodology.

This Chapter describes the design of the study and incorporates the methodology used, the sample, the instrumentation and methodology of treatment of data.

Chapter 4: Analysis and Interpretation of data.

This Chapter covers analysis of data , interpretation of data, findings of the study, and discussion of the findings.

Chapter 5: Summary of the research, conclusions,
Recommendations and suggestions for further
Research.

This is the final Chapter.

Summary of the research falls in this Chapter.

It also contains conclusions, recommendations
and suggestions for further research.

The final section of this dissertation is
dedicated to bibliography and appendices.

CHAPTER 2

2.0: REVIEW OF RELATED LITERATURE

2.1: INTRODUCTION.

There is a lot of literature on filing and record keeping systems in view of business administration. Apparently only a few studies have been conducted in school systems in Kenya to indicate the actual practices. Nevertheless, the Ministry of Education, Science and Technology, Nairobi City Education Department and Mbiti, author of the book "Foundations of School Administration" have recommended strongly the need for school filing and record keeping practices in schools. They have further indicated how filing and record keeping can be managed.

The Review of related literature presented in this chapter is under two subheadings:-

- (a) Filing and record keeping systems in general and,
- (b) Filing and record keeping systems in schools with specific reference to Kenyan schools.

2.2: FILING AND RECORD KEEPING SYSTEMS IN GENERAL.

2.2.1: Introduction

Littlefield, Rachel and Caruth (1976) have indicated that files and records form the memory of the

office. John Cox (1969) on the other hand has described the office as the "brain" of management because here information is kept in such a way that it is readily available. Filing and record keeping systems should be of interest to everyone within an organisation because they are the users of stored information and they must therefore know where and how to get stored information when needed. In this respect, Littlefield Rachel and Caruth (1976:313) have stated that:-

One of the best ways to appreciate the contribution made by filing and records storage program is to attempt to conceive of a situation where no such program would exist. If no records were maintained of sales, purchases, ..., plans for products and services or a multitude of other items, the situation would be chaotic, considering the limit of the human memory.

These authors, however also caution that:-

Almost as bad is a poor filing program folders bulging with mainly unused material, free access by anyone to the files, no control over material out of files, et cet-era. Under such circumstances, locating a necessary item comes near to being an accident.

2.2.2: Types of Records

Organisations depend heavily on management of files and records storage. Sahai (1980) has listed six categories of records. These include:-

- (a) Correspondence records
- (b) Accounting records
- (c) Legal records
- (d) Personal records
- (e) Progress records
- (f) Miscellaneous records

Let us discuss each one of these records:-

- (a) Correspondence Records include letters, circulars, notices, office orders, memoranda and such like items either sent by the organisation or received by it.
- (b) Accounting Records include records concerned with financial aspects of the enterprise like accounts relating to sales, purchases, profit, and loss or assets and liabilities. They include supporting vouchers for various accounting transactions like invoices, cash memos and so on.
- (c) Legal Records include records of copies of legal purposes or requirements of contract mortgage deeds and statements required to be kept under laws, income tax, sales tax and so on.

- (d) Personal Records are records of employees like their personal histories, leave account, confidential reports and so on.
- (e) Progress Records are records about progress of the organisation. These may be concerned with production, sales, labour turnover, accident data et cet-era.
- (f) Miscellaneous Records are records relating to the activities of the enterprise which are not covered by above categories. For example records about advertising campaign, marketing research and so on.

2.2.3: Purposes of Records

The purposes of records as reported by Sahai (1980:112-113) are: -

- (a) To Know the state of affairs of the business.

The true position of any business, at any time, can be known only through records. If there are faults or mistakes these will be revealed by records. Information supplied by records will disclose the direction in which the enterprise is going. Corrective actions can therefore be taken on the bases of results

shown by records.

- (b) To keep an orderly account of progress. The object of retaining information regarding financial and other kinds of transactions is to measure the progress of the business. The history of the organisation is preserved in its records. Study of past records. Study of past records of an enterprise will show the direction in which it has been moving.
- (c) To facilitate comparisons. Performance of one period can be compared with that of the other only through records. If an enterprise has more than one unit or wing, comparison about their working can only be made through records. We can know from comparison whether the business has increased or decreased, whether the enterprise is having more sale in one region or the other. Comparison can also be made with other competitors.
- (d) For detection of errors and wastes. Where the deals are numerous, mistakes and errors are bound to creep in. A record of financial transactions in the form of book-keeping system can help in the detection of errors

and omissions. Records of costs help in checking wastages.

- (e) Aid to decision making. For taking management decisions there is the need for detailed and up-to-date information regarding the matter to be decided. Records provides this information. It is risky to base decisions on guesses instead of proper facts and figures.
- (f) Statutory obligation. Records have to be kept for a certain period as per the requirements of various laws. Records regarding sales, income, company matters have compulsorily to be kept for specified period.

Summarily, the purposes of record control are to store, preserve and provide promptly the documents actually needed by management and employees. Specifically, the basic purposes of such a program are those of use (present and future) and protection (chiefly legal). Both are important, but factors of use greatly outweigh legal considerations for the great majority of records. Legal protection alone would probably justify only an extremely small portion of the records now maintained in the typical firm. Records control program is very important in view of the mounting tide of paper work which

confront management with serious challenges. One of the most important challenges is the need for establishing records retention program, which applies a timetable to all documents. This ensures that records are retained when justified - and - destroyed when no longer worth their cost in human effort and physical facilities. Of pressing concern is the factor of costs. Other problems are interference with rapid location of needed records (clerks having to search through a lot of inactive or dead items to find those they need). The heart of an effective records retention program is a suitable schedule, tailored to the needs of the firm. Such a schedule specifies for each class of documents the following minimum items of information:-

- (i) Its active life during which it should be readily accessible in original form.
- (i i) Its inactive life, during which it should be retained, but probably transferred to less costly space and equipment or microfilmed.
- (iii) Its destruction, when further retention is not justified by use or law.

Many routine items, should not be filed at all. Many others should be retained only for very short periods, such as much of the supporting details for basic records that will be retained.

2.2.4. Retention Schedules.

The work of developing a retention schedule should usually begin with a complete inventory of records. Then should come the development of a schedule of suggested retention periods which specifies for each class of documents the active life, inactive life, microfilming where desirable and time for destruction or culling of dead records should then follow on the schedule.

Microfilming offers many advantages; these can be grouped into the categories of records storage and information retrieval.

- (a) Space-saving: - This is the greatest single advantage. Microfilming permits more than 99% saving in space. Documents may be reduced in size as much as 40 to 1. Such savings in space mean direct cost reduction of substantial proportions and they free space for more productive use.
- (b) Legal protection: - Filmed records are admissible in most law courts as primary evidence.
- (c) Records preservation and safety. The passage of time causes less deterioration of film than would occur with original paper documents.

Copies of important records can be made and stored in a small space away from the original location to protect against fire, loss, theft and bombing. Some late model microfilming equipment does double filming, making one copy for active use and one for security.

Information retrieval is the area of most rapid advancement in microfilming today, despite the substantial advantages in records storage cited above. These developments and other new uses being found for microfilming promise a bright future for active use and one for security. Thus microfilming allows:-

- (a) Rapid "look up": - Large volume of information may be projected in a matter of seconds. For example utilizing roll microfilm stored in special cartridges, the film reader advances or-rewinds microfilm at variable speeds as high as 182.874 m or 600 feet per second.
- (b) Duplication: - Rapid exact printing can be done from film with existing equipment.
- (c) Communication: - Low cost rapid transportation of information in quantity.

2.2.5: Designs of Filing Systems

The design of a particular filing system is usually a joint effort of qualified personnel and representatives of firms which offer supplies and equipment. Chief elements of the systems to be designed for specific needs include:-

- (a) the method or combinations of methods of indexing.
- (b) suitable equipment and supplies chosen from the wide range of types available.
- (c) The basic procedure for filing and finding material.

Much of the success of filing installations depend upon the care with which systems and equipment are fitted to needs. In fitting, the indexing scheme must be built into the original design of the system, and then it is applied in deciding where to file particular documents.

There are two basic indexing methods, Alphabetical and numerical. Alphabetical filing is the most widely used method. File drawers or other containers are divided into alphabetical subdivisions, with guide cards or markers indicating the proper location of any given item to be filed or removed from the file. Numerical

filing in various forms is also very widely used. In its "pure" form, numerical filing is most often used for materials, such as orders, invoices and cheques, file guides or markers are arranged by numerical groupings and individual items are filed in sequence. The method is also widely used in assigning code numbers to customer accounts, insurance policies or other subjects; basic filing is done according to these numbers and alphabetical or another form of cross-referencing is maintained where needed.

Adaptations and combinations of alphabetic and numeric methods are numerous and often ingenious.

The diversity of indexing methods and physical dispersion of files throughout an organisation point strongly to the need for a master index. Such an index shows where all documents are stored and how they are indexed. Thus it serves as an inventory of all files maintained and as a control medium helpful in producing duplication of filed material. It is frequently expanded to include retention schedules for material by having an elaborate procedure for users to obtain and return materials. Maintenance of a master index may be one of the major responsibilities of - and justification for - a records administrator within the organisation structure.

Of vital importance in effective filing and records management are supplies and equipment. Filing supplies include cards, folders, guides, labels and a large variety of other items. Folders are justified when original correspondence or other documents are to be obtained either for future reference requirements or to avoid the step of summarising and transferring to card forms./ Guides are of particular importance for guiding the eye in finding and filing papers. They also facilitate orderliness of files. Labels are used in identifying individual guides, folders, drawers and so on.

Equipment for filing include cabinets, trays, shelves, stools, stands, sorter equipment and other items available in a wider range of types and sizes to accommodate virtually every filing need.

2.2.6: Filing Procedures

Littlefield et al (1976:321) have outlined the basic filing procedures as follows:-

- (a) Read and record over quickly to determine the proper filing classification;
- (b) Mark the record according to its classification; this may be done using a coloured pencil and encircling certain key words or

numbers on the record or by stamping or writing an appropriate notation on it. At this point a cross-reference sheet should be prepared if considered necessary, also, if the record will require follow-up on a later date, a follow-up slip should be made out and filed by a tickler file;

- (c) Sort the records into various classifications to facilitate filing;
- (d) File the records under the proper classification - the newest addition to the file should always be placed on top at the front of other papers in a file;
- (e) Make a record of withdrawals from the file by inserting in place of the withdrawal record on "Out card" which bears a notation concerning the date of the withdrawal and the name of the person who has the record;
- (f) The final step - that of recording withdrawals and controlling materials out of files - may justify special attention in some situations dependent upon the need to know where particular material is and to ensure its prompt return. Specific requisitioning, formal

charge out, follow up through use of a tickler file or by a colour system for out-guides and other steps may be justified to meet special needs.

2.2.7: Qualities of a Good Filing System.

There are two main types of filing systems, centralised and decentralised filing systems. Every office therefore, has to adopt one filing system or the other. In this respect Sahai (1980:116-117) has stated that there is no filing system which can ideally suit all offices but he has cautioned that a good system should possess the following qualities:-

- (a) Adequacy:- It is essential that the filing system should be adequate for the purpose for which it is to be used An inadequate filing system can defeat the very purpose of filing and can cause delays and loss of business.
- (b) Simplicity:- The system of filing should be simple to understand and easy to operate. It does not, however, mean that if the needs of the office demand a complex or an elaborate type of filing system, it should, not be

adopted because it is not simple. An office must adopt a system suitable for it but efforts should be made to make it simpler and less abstract.

- (c) Accessibility:- Records should, always be within the reach of the users within reasonable time.
- (d) Economy:- The filing system should not be too expensive to install or costly to operate. The cost of installing and operating the filing system should commensurate with benefits accruing from it.
- (e) Elasticity:- The system should be capable of expanding and contracting with the needs of the organisation.
- (f) Ease of Location:- Records should be so located that they can be traced without delay.
- (g) Safety:- Records should be kept safe from dust, insects, weather, theft, fraud and mishandling.
- (h) Facility of Cross-reference:- The filing system should permit cross referencing.

- (i) Proper Classification: Systematic classification of records reduce chances of misfiling and facilitates easy and quick location of records in case of need.

2.3: FILING AND RECORD-KEEPING SYSTEMS IN SCHOOLS WITH SPECIFIC REFERENCE TO KENYAN SCHOOLS.

2.3.1: Introduction.

Studies that have been conducted in school systems indicate the importance of efficient school filing and record keeping practices in school administration. In this respect Mbiti (1974:61) has observed that:-

One of the most important aspects of school administration is the keeping of records. School records include all the books and files containing information relating to what is in the school, who is in the school, as well as what types of property the school owns.

The City Education Department, Nairobi (1979:9) in related studies has pointed out that "to be competent the headteacher must develop a good filing system".

The Ministry of Education, Science and Technology in its manual for Heads of secondary schools in Kenya (1979:16) on the other hand has indicated that "a comprehensive

and carefully maintained filing system is essential in any well-run institution.

Ozigi (1979) in discussing school administration and management indicates that the Education Law demands that every Education institution should keep certain records. That there are other records not required by law but which are kept because they provide a useful source of information not only for members of the school community, but also for people outside it.

Employers, for example may be interested in having particular information about pupils they want to recruit for an important job; higher educational institutions may seek information about scholarstic achievements; parents may be interested in knowing how their children behave and perform in the school; auditors may be interested in checking on details of financial transactions; inspectors may need to go through the record of work of a particular teacher who is facing disciplinary action; the headteacher too may need to collate some information about a pupil or member of staff to back up a case he is putting to the school board.

Because of their usefulness, school records should be easily accessible, but at the same time they should

be safely kept where they cannot be easily destroyed. The usefulness of school records depends on their being accurate, complete and reliable.

2.3.2: Types of School Records

There is a wide range of school records. Mbiti (1974); Nairobi City Education Department (1979); A manual for Heads of secondary schools in Kenya (1979) and Ozigi (1977) have listed and described the features of some of the most important school records kept and/or expected to be kept in schools. These include:-

- (a) Records showing what goes on in the school;
- (b) Records showing attendance; and
- (c) Records showing what property the school owns.

2.3.1: Records Showing What goes on in the School.

These include:-

(a) The Log Book

This book provides a record of the main and important events that take place when the school is in session, such as open day, sports day, visits by officers from the Education Department, inservice courses, Kenya Music Festival, and so on. An example is shown below.

DATE	EVENTS REPORTED
12-1-79	The school opened today with 202 pupils on roll. Two members of staff were absent Mr. Omuse has been transferred to Kwale primary school.
16-1-79	Inspector of schools, Mr. Ibuutu, visited school to inspect Mrs. M. Konji.

* Sources: A handbook for primary school Headteachers in Kenya. By City Education Department Nairobi (1979:14).

(b) The Visitors Book.

This book, is a record of the names and addresses of distinguished people who come to visit the school. The record is in fact a permanent record of the interest taken in the school by outsiders. The headteacher keeps it at hand in his office and invites distinguished visitors to sign it whenever they visit the school. An example is shown below.

DATE	NAME	ADDRESS	REMARKS
23-7-79	J.J. Wamae	D.E.O. Kwale	Addressed parent-teachers' association meeting at the school.
28-8-79	Mr. Langat	Tsavo Education Centre, P.O Box 21, Voi.	Visited school to give talk on wildlife conservation in Kenya.

* Source: A handbook for primary school headteachers in Kenya. By City Education Department, Nairobi (1979:14).

(c) Punishment Records

The purpose of these records is to protect the child from unreasonable punishment from teachers and to safeguard the teacher from unjust criticism by parents and others.

The occasions when punishment is administered is recorded.

A sample of the record is shown below.

DATE	PUPIL'S NAME	SEX	AGE	STD	OFFENCE	PUNI- SH- MENT	BY WHOM GIVEN	WIT- NESS
2.3.79	Peter Omedi	Male	12	VI	Stole money from ano- ther child.	caned by Head- mas- ter	Mr. P Olloo Head- mas- ter	Mrs. Olale
17.6.79	Joyce Masare	Fe- male	12	VI	Repea- ted Inso- lence tea- cher	to work in sch- ool gar- den	Mrs. Omon- di class- tea- cher	

* Source: A handbook for primary school headteachers in Kenya. By City Education Dept. (1979:12).

(d) Staff Diary.

This record is filled by any member of staff every time he/she leaves the school during school hours (with permission of the headteacher). A hard-covered book for this purpose could be kept in the staffroom. The staff Diary, along with the staff attendance Registrar, indicate where each member of staff is at any-moment during the working hours.

Features of a sample page from the staff Diary are shown below.

DATE	NAME	PURPOSE OF JOUR- NEY	TIME OUT	SIGNA- TURE	TIME IN	SIGNA- TURE	REMARKS

(e) Record of Work.

Each subject teacher must keep a record of work, showing the areas of the syllabus covered.

It must be up-to-date, as it is an essential record when a teacher is transferred or when his subject is taken over by another teacher

A specimen Record of work is shown below:

DATE	STD	SUBJECT	TOPIC	BOOKS USED E.T.C.	REMARKS
6.9.79	VII	Maths	Propor- tion Revision Lesson	Kenya Primary Mathematics	Children need more practices on ques- tion in- volving 3:7 e.t.c.
7.9.79	VII	English Reading	Indirect Speech	Key English	-
7.9.79	VII	Science	Air	Primary Science	to continue with expe- riment

* Source: A handbook for primary school headteachers in Kenya. City Education Department (1979:13).

(f) Terminal Report Forms.

The terminal report forms are the record of pupils' scholarstic performance and conduct for each term or session. Most report forms show the performance of the pupil in each subject area, his position in the class, and his academic progress. There is space allowed for comments by the subject teacher, class teacher, housemaster and the school headteacher. Two copies are filled in. One copy is given to the pupil, and the other one is kept in the institution.

(g) Cumulative Record.

This is a continuous record or combination of records which contain comprehensive information about each pupil, and which provide a summary of the pupil's career in the institution; it includes such items as the date of admission, school marks achieved, attendance record, family bakcground, health record, social activities and interests. Cumulative record cards, thus show full particulars of the progress of each pupil.

(h) Scheme of Work.

This is a book showing the plan of work to be covered by each class during the term or year. The work envisaged for the year is usually contained in a prescribed syllabus, but it is the responsibility of the subject teacher to break down the syllabus for each class outlining the topics to be covered each week.

(i) Announcement Book.

This book is a permanent record of all important announcements and notices originating from the headteacher's office. It serves as a historical record for the school.

(j) Health Record Book.

A health record book shows the names of all pupils who fall sick and for how long. It also shows the nature of their illnesses and treatment given to them. This may be kept by the teacher in charge of pupils' health.

(k) The Staff Record Book.

This book is a permanent record of all teachers, with details of their qualifications, teaching experience, date of joining the school, main interests, date of leaving and reasons for leaving. These facts

about individual members of staff are very useful and make it easier for headteachers to fulfil their administrative obligation.

(1) Pupils Personal Files.

A pupil's personal file contains all correspondence and documents about a particular pupil. Some of the documents kept in these files include cumulative records, pupils' report forms, and names and signatures of persons who have collected the pupils' testimonials and certificates.

(m) Confidential Staff Report Forms

These are forms provided by the Teachers Service Commission to their staff (headteachers in particular) and have instructions about the time for their submission, usually monthly or annually.

(n) Duty Master and Duty Prefect Report Book

This contains the observations of each day's activities as reported by Duty Master and Duty prefect.

(o) Staff Meeting Minutes Book

This is a permanent record of minutes of staff meetings, and is kept by the headteacher or Deputy Headteacher.

(q) Parent-Teachers' Association (P.T.A.)
Minutes Book.

This is a permanent record of the minutes of P.T.A. meetings.

2.3.2.2: Records Showing Attendance in The School

These include:-

(a) Pupils' Admissions Register.

This is the register of admissions into the school. The register shows the list of all the pupils enrolled each year, their age, dates of enrolment, their admission numbers, previous schools and home addresses. It also shows the dates of leaving, reasons for leaving and school leaving certificate number.

(b) Class Attendance Register.

This is the register of class attendance each day. It contains the names of all the pupils in the class and provide a record of attendance for the whole year, week by week, and term by term. The class roll is usually taken by the class teacher who keeps and marks the register. Pupils are marked either present or absent at the beginning of morning session and afternoon session of each week except week-ends.

(c) Pupils' Attendance Record

This is the record extracted from the class attendance register daily. It shows the total number of pupils in the school each school day of the week. An example is shown below.

CLASS	NUMBER ENROLLED		TOTAL	PRESENT		TOTAL	ABSENT		TOTAL
	BOYS	GIRLS		BOYS	GIRLS		BOYS	GIRLS	
IV A	26	20	46	25	18	43	1	2	3
IV B	23	20	43	21	20	41	2	0	2
IV C	16	23	39	15	23	38	1	0	1
V A	12	32	44	12	32	44	0	0	0
V B	22	12	34	22	11	33	0	1	1
TOTAL	99	107	206	95	104	199	4	3	7

Source: A handbook for primary school headteachers in Kenya. By City Education Department Nairobi (1979:75)

(d) Staff Attendance Register.

This is a record of Attendance of the members of teaching staff. It must be signed by all staff members including the headteacher himself. The deputy headteacher can be assigned the duty of checking the staff attendance as soon after the morning session begins and at the beginning of the afternoon session.

A format of such a register is shown below.

DATE		MORNING		AFTERNOON		REMARKS
DESIGNATION	NAME	SIGNATURE	TIME IN	SIGNATURE	TIME IN	

2.3.2.3: Records Showing What Property the School Owns

These include:-

(a) Permanent Stores Ledger.

This is a record of items whose usefulness exceeds two years, such as furniture, typewriters, sewing machines, Radios and so on.

(b) Consumable Stores Ledger

This is a record of items which are in constant use and which need frequent replacement, for example chalk, pencils, exercise books, handicraft materials et cet-era.

(c) Expendable Stores Ledger

This is a record of items which wear out or are broken through normal use, for example, gardening tools, textbooks, blackboard compasses, paper-punches and so on.

(d) Inventories.

An inventory is a record book showing all the permanent or consumable equipment that has been issued to a class teacher.

(e) Write-off Form.

Write-off form is a record of books and equipment no longer useful or lost. An example is shown below.

NO	DATE	DESCRIP- TION	QUAN- TITY	WHEN PURCHASED	ORI GINAL PRICE	LED- GER	INS- TRUC- TION
1	10/12/79	Around and About Africa Geo. Std. 4 pupils' Book	13	16/2/76	Sh.9.75	ES/ 1/ 96	Dama- ged beyond repair. Lost by
2	10/12/79	Start, Fin- ding Out- pupils' book for std. 4	6	23/3/75	Sh.10.50	ES/7/ 4	pupils Money to be reco- vered.

Source: A handbook for primary school headteachers in Kenya. By City Education Department, Nairobi (1979: 18).

(f) Handing over/Taking Over Certificates.

These are records that show the school property handed over by the teacher on transfer to the teacher who replaces him/her. An example is shown below.

NO	DATE	OFFICER HANDING OVER	OFFICER TAKING OVER	DISCREPANCIES
1	20/8/79	Mr. John Kipokosgei	Mr. John Wachira	2 copies of New Peak Reader 3 to be collected from class/ have not been handed over.
2	29/8/79	Mrs. Juma	Miss Muthoni Waitthaka	None

* Source: A handbook for primary school headteachers in Kenya. By City Education Department. Nairobi (1979:18).

(g) Financial Records.

These include receipt books, paying in books, cash books, payment vouchers, petty cash account, building fund account, P.T.A. account, Domestic Science account, Harambee, fund/donations account.

2.3.3: The Filing System.

The filling system recommended for Kenyan schools by the Ministry of Education, Science and Technology is outlined in the manual for Heads of secondary schools in Kenya (1979). It is noted in the manual that:

- (a) A comprehensive and carefully maintained filing system is essential in school administration.
- (b) All correspondence must be filed promptly and each letter filed should be given a consecutive number. If correspondence put on a file concerns particular teachers, they should be shown the file and should initial it on attending to the matter before returning the file to the school office.

- (c) Files should be started when required. The file index should be amended when a new file is started.
- (d) Confidential files should always be kept in a locked cabinet and should be in the care of the Headteacher. Staff who handle confidential files must be aware of the need for discretion.
- (e) A personal confidential file should be kept for each member of staff. This file should be forwarded under Registered cover to the receiving institution when a teacher is transferred.
- (f) There should be three subject files for every subject in the curriculum, containing:-
 - (i) Syllabuses and schemes of work.
 - (i i) Subject circulars.
 - (iii) Examinations: past papers.

Samples of the filing systems are listed below.

- A. A/1/1 Admissions : Form one selection
- A/1/2 Admissions : Form 2,3 and 4
- A/2/1 Accounts : Instructions
- A/2/2 Accounts : Bank Statements.
- A/3/1 Agriculture: Syllabuses and Schemes.

- B. B/1 Boarding : General
- B/2/1 Board of Governors: General
- B/2/2 Board of Governors: Minutes
- C. C/7/2 Circulars: Financial.
- D. D/1 Debates
- D/2 Discipline

* Source: A Manual For Heads of Secondary Schools in Kenya - Ministry of Education, Nairobi (1979:16-18).

The filing system outlined above may be expanded as required, and may be modified to suit the needs of an individual institution.

2.4. SUMMARY AND IMPLICATIONS OF THE RELATED LITERATURE

2.4.1: Summary of the related Literature

In the review of the related literature on filing and record keeping systems, the following findings were found to be relevant to this study.

- (i) Files and records form the memory of the office and the office is the brain of management.

- (i i) Retention schedule is very important in any organisation or enterprise.
- (iii) If no records are maintained in any institution or organisation, its administration can collapse.
- (i v) The usefulness of records lie in their being accurate complete and reliable.
- (v) The purposes of records control are to store, preserve and provide promptly the documents actually needed by the management and employees,
- (v i) Records are prone to destruction by bad weather, dust, Fire, theft and pests.
- (vii) Centralised filing system is adopted in small enterprises.
- (viii) Master index is essential in filing and record keeping systems.
- (ix) Lists of school records are almost inexhaustive, but functionally they can be classified into three broad categories.
Viz. Records showing who is in the school;
Records showing what goes on in the school;
and Records showing the resources owned by the school.

- (x i) Filing and record keeping is one of the most important aspects of school administration.

2.4.2: Implications of the Related Literature

Implications of the literature review for this study may be enumerated as follows:

- (i) Filing and record keeping in schools and other enterprises is invaluable and indispensable.
- (i i) A poor filing system in a school and in any other enterprise is just as bad as not having the records at all.
- (iii) Human memory is limited and therefore, administrators cannot run their institutions or enterprises effectively and efficiently without records. Hence filing and record keeping systems are very important organs of school administration.
- (i v) Records are kept for use (present and future) and legal (protection) purposes. Both are important, but factors of the use greatly

outweigh legal considerations for the great majority of records. Legal protection alone would probably justify only a small portion of the records now maintained in any typical enterprise or institution.

- (v) For the records to be of value they must be easily accessible and dependable in showing favourable and unfavourable information concerning matters in an institution or a firm.
- (v i) For filing and record keeping personnel to be effective and efficient in records management, they must be well trained and qualified in filing and record keeping.
- (vii) For headteachers of schools to be effective and efficient in school administration, they must develop good filing systems in their schools.

From the above listed implications, we can extrapolate the significant contributions that the findings of a study such as this can make to efficient administration of school records and filing procedures.

The research questions probe into these areas with such precision that it is hoped will encourage the respondents to provide useful information regarding this very important aspect of school administration, particularly at the primary school level.

CHAPTER 3

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 DESIGN OF THE STUDY

This study was conducted using a survey design. Specifically, it was a simple survey of primary school filing and record keeping systems in Mombasa District of Coast Province, Kenya. The information was collected from a representative sample of all primary schools in Mombasa District.

The school offices were the focus of the study and a description of the following factors was used to evaluate the filing and record keeping systems:-

1. Procedures used in a comprehensive filing system. For example,
 - (i) A/1/1 Admissions. Standard I Selection.
 - (i i) B/1 Boarding: general
 - (iii) C/4 Caution money
2. Procedures and facilities used in storing the records, for instance filing cabinets, filing racks, cupboards.
3. Formats adopted for different types of record, as indicated in the literature.
4. Who does the actual day - to - day filing ?

5. Who keeps the school records?
6. How often are school records checked?
7. Headteachers' concepts of filing systems and record keeping.

3.2 SAMPLING PROCEDURE

A sample of 14 of the total 70 primary schools in the District was used for the study. Of these, fourteen schools, seven were government maintained; Four were government assisted; and three were private schools.

In choosing schools to be visited, their accessibility in terms of distance was taken into account to enable the researcher to spend minimal time in travelling. In this respect, schools that were located in "clusters", that is, two or more schools in proximity were preferred since the researcher could have the chance to visit at least two of them in a day. The headteachers (Deputy headteachers and school clerks, where necessary), were involved in the study.

3.3 INSTRUMENTATION

Three instruments were used to gather information. These included:

The Questionnaire.

The Interview Schedule; and

Observation.

3.3.1: The Questionnaire

Thirty questions covering relevant aspects of the research were constructed in relation to the research questions. Some of the questions were structured while the others were unstructured (open-ended) requiring the subject to make individual explanations.

Piloting was done to evaluate the appropriateness of the questionnaire. The necessary changes were made in the Questionnaire to suit its purpose. All the questions which the subjects found to be vague and ambiguous were corrected accordingly. The pilot testing was conducted in Kakamega District of Western Province, Kenya.

The schools used in the pilot study were not included in the actual study sample.

3.3.2: The Interview Schedule

The subjects were interviewed at the time of collecting the completed questionnaires. The interview schedule was not an alternative to the questionnaire,

but was employed for the purpose of establishing rapport with the subjects in order to gauge the reliability of the responses they had made in the questionnaires. The interview also gave an opportunity for soliciting slightly more details than the questionnaire gave. Basically the interviews covered the same aspects that the questionnaire covered, but allowance was made for the subjects to respond in detail through open-ended and probing questions.

3.3.3: Observations:

The researcher physically inspected the file indices, filing titles, filing cabinets, filing racks and other filing equipment and also physically observed mail handling. The observations were carried out in the headteachers' and clerks' offices with express permission from the headteachers. The researcher made these physical observations to confirm or disapprove the relationship between the responses made in the Questionnaires and the actual practices.

The other purpose of observation was to find out those aspects of filing and record keeping that were not well covered in the Questionnaires and interview schedules. For instance:

- (1) Formats adopted for different types of records as indicated in the literature review.
- (2) Procedures used in a comprehensive filing system as shown in 3.1 above.

3.4 DATA COLLECTION METHODOLOGY

The researcher made an application to the office of the president (Republic of Kenya) through the Ministry of Education, Science and Technology for permission to collect data from primary schools in Mombasa District.

The research permit was obtained on the 9th June, 1986.

The researcher also reported to the District Commissioner and Municipal Education Officer, Mombasa District for further permission to collect data from the schools in the District.

The questionnaires were distributed by the researcher and the appointments were made when the questionnaires would be collected by the researcher in person.

Schedules for the interviews and for observations of filing and record keeping systems in the schools were established on the second visits to the schools.

Actual collection of data started on the 4th of July, 1986 and was conducted by the researcher. The gathering of data was carried out within two weeks (see Appendix A).

In all cases, the questionnaires were personally administered to the subjects and to ensure full response, the researcher again personally collected the completed questionnaires from the headteachers.

Headteachers were informed on the questionnaires of the purpose of the study they were participating in, in order to enlist their co-operation.

During the interviews, the researcher had a chance to present the subjects in slightly more detail with these purposes. They were also informed that the information provided was to be used only for statistical analyses and not evaluating or assessing them individually. They were therefore, not required to give their names on the questionnaires as these were not relevant to the study and also as an assurance of confidentiality.

3.5 TREATMENT OF DATA AND
INTERPRETATION OF RESULTS.

Each item in the questionnaire belonged to one of the areas under research, the responses to it were totalled up and grouped according to the type of responses made. The response types were expressed as percentages of the survey sample and tabulated where applicable. But response types that did not require tabulation were simply stated and analysed as findings under appropriate sub-headings.

CHAPTER 4

4.0 ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data are considered in this chapter under the following headings:

- (i) Introduction
- (i i) Types of school records kept at primary school level in Mombasa District.
- (iii) Filing and Record keeping systems in primary schools in Mombasa District.
- (i v) Records management in primary schools in Mombasa District.
- (v) Purposes of Filing and Record keeping in primary schools in Mombasa District.
- (v i) The role of filing and record keeping practices in school administration at primary school level in Mombasa District.

4.1: INTRODUCTION

The study revealed that effective and efficient school filing and record keeping practices are very important in school administration. Thus school records

are invaluable and indispensable in schools. The school records show accurately who is in the school, what goes on in the school and what property the school owns.

The Ministry of Education, Science and Technology demands that every education institution keeps certain basic records. There are, however, other records not required by the Ministry of Education, Science and Technology, but are kept because they provide a useful source of information not only for members of the school community, but also for people outside it. Parents for example, are more often than not interested in knowing how their children behave and perform in the school; auditors are interested in checking on the details of financial transaction; primary school inspectors need to go through the record of work of a particular teacher who is facing disciplinary action and so on.

Because of their usefulness, files are started when required, made easily accessible and are kept safely where they cannot be easily destroyed. The usefulness of school records depends on their being accurate, complete and reliable.

4.2 TYPES OF SCHOOL RECORDS KEPT AT
PRIMARY SCHOOL LEVEL IN MOMBASA
DISTRICT.

The findings in this section pertain to research question number 1.4.1.

There is a wide range of school records kept at primary school level in Mombasa District. A sum total of sixty-two different types of school records were found kept and maintained in the fourteen primary schools used in the study.

Twenty-six out of the total of sixty-two school records were kept by each of the fourteen primary schools. These included:-

- (1) Records showing Attendance in the School.
viz. Pupils Admission Register
Pupils Class Attendance Register
- (2) Records showing what goes on in the school.
viz. Log Book; pupil's progress records
Visitors book; Delivery notes file
Mark books; Teachers record of work
subjects Files (Examinations); Schemes of work
Subjects Files (Circulars); Delivery book

Staff meetings minutes book
current official correspondence File
Inspection report files
Subordinate staff files
Municipal Education Officer's Files
Pupils/Teachers returns Files.
Standard I to VIII Application
forms/letters.
Games/Sports files.
Coast primary schools Association
Activities Files.

- (3) Records showing what property the school
owns. viz. permanent stores Ledger*
permanent and expendable
stores/ Ledger.*
Consumable stores Ledger.*
Inventory books.
Handing/Taking over certificates.

N.B./ * means in one school these records were
present but not in operation.

Twenty-five out of the total of sixty-two school
records were found kept by most of the fourteen schools
used in the study. This can be seen in table 1 shown
below.

TABLE 1

Types of School Records kept
by most of the fourteen
primary schools.

Types of School Records	Schools serial numbers														Percentage of schools keeping each type of Record (%)
	Government Maintained Schools							Government Assisted Schools				Private Schools			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Testimonials and Certificates File	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	92.9
Punishment book	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		92.9
School Rules and Regulations	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	92.9
Teachers Service Commission File	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	92.9
Subjects Panels File	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	85.7
Bank Accounts Records Books	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	85.7
School Broadcasts File	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	85.7

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Parents Association Minutes Book			✓		✓			✓	✓	✓	✓			✓	50.0
Staff Attendance Register (marked by Deputy head head-teachers)	✓				✓	✓	✓	✓		✓		✓			50.0
Kenya School equipment supplies Record Books	*✓	*✓	*✓	*✓	*✓	*✓	*✓				*	*	*	*	50.0
Invoice Files								✓	✓	✓	✓	✓	✓	✓	50.0
Harambee funds Records	✓	✓			✓	✓	✓	✓			✓				50.0

Key: (i) ✓ Means records exist and are in full operation.

(i i) * ✓ Means the Records were present but not in operation.

(iii) Blank spaces means such records do not exist. Eleven out of the total of sixty-two school records were found kept by only a few of the fourteen schools used in the study. (see table 2 below)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Pupils Class Files.													✓		7.1
Order Books											✓				7.1
Duty Teachers report Book.	✓														7.1

Key:

- (i) Blank spaces means no existence of such records.
- (i i) ✓ Means records exist and are in full operation.

From the tables 1 and 2 above, it is clear that there is no uniformity in the types of records kept in primary schools in Mombasa District. Each school using its own discretion keeps and maintains the types of records that are essential to it. This further implies that there is no clear policy regarding the keeping and maintaining of the types of records listed in tables 1 and 2.

4.3 FILING AND RECORD KEEPING SYSTEMS IN PRIMARY SCHOOLS IN MOMBASA DISTRICT.

The findings in this section pertain to research questions numbers 1.4.2, 1.4.3, 1.4.4. and 1.4.6.

The filing system adopted by all schools studied was that of centralised filing system. Thus all the filing is done in the headteachers' offices by either the headteachers themselves and/or school clerks. The records are however, not kept in one place. Records are kept in places according to needs. Those pertaining to headteachers are kept in the headteachers offices, those pertaining to the staff, like staff circulars are kept in the staffroom and so on. Inactive records are kept in the school stores in some schools, but not in others. Documents are bound together by strings and stuffed into bulky cartons crudely marked and placed into the stores. Documents that are treated this way are those which are visualised by headteachers as having no future need for certain information and/or same information they are carrying is available elsewhere. But because they are always in doubt, they play safe and keep them. As a matter of fact all headteachers interviewed were of the opinion that there is nothing like dead records, because they believe that someday they will need one or more of these records which of course have no future value to-date strictly speaking.

4.3.1 Procedures for Filing Documents.

Establishment of procedures for filing is necessary to avoid misfiling and misplacement of files.

Virtually, all headteachers were of the opinion that for maintaining the efficiency of the filing system, it is necessary that filing routine should be strictly followed.

The filing procedure in the schools studied generally comprised of four steps.

Step 1:- Authority to File Documents in Files- After the documents have been utilized, seen by relevant persons or necessary actions have been taken on the documents, authority to file is issued by the headteachers. The headteachers write "File" on the documents to be filed and put on their signatures with date.

Step 2:- Filing Documents in Proper Files

After filing orders, the headteachers sent the documents to the school clerk's offices or desks. The clerks decide in which particular files the documents should be filed or placed.

Step 3:- Indexing and Coding.

After classification has been done, the code numbers and/or titles of the files in which the documents are to be filed are put on the documents. This is done by the clerks. In case of any doubt, the clerks consult the headteachers or master indices for classification.

All the schools used in the study use traditional method of manually indexing. A Sample of indices; titles and code numbers that were written on documents is shown below.

(1) GNP/E/1: - Mombasa Island

Centralised Examinations

This means:-

Guru Nanak primary school Mombasa Island
Centralised Examinations file number
one. All Mombasa Island Centralised
Examinations Circulars and samples of
past paper Question papers filed in
this file.

(2) MPS/59:- Postings of teachers and transfers.

This means:-

Mombasa primary school file code numbers 59. All letters of postings of teachers to this school are filed in this file and also letters of transfers of teachers to and from this school.

(3) M.E.O.

This means:-

Municipal Education office. This is the title of the file into which all letters and circulars to and from the Municipal Education Office are filed.

(4) File No. 21 MV/21/2 - Syllabuses and Guidelines to syllabuses.

This means:-

Mvita primary school.

File code number 21 and its reference is MV/21/2 1985/86. This file contains syllabuses and guidelines to syllabuses for years 1985 and 1986.

- (5) GH. 39/SC/Vol. II School Committee Minutes

This means:-

Changamwe primary school file number 39 Volume II. This is the file in which school committee minutes are filed.

- (6) L.P.5/5/Vol. 2. School milk 1982 - 85.

This means:-

Likoni primary school file number 5 Volume 2. This file contains all the records for school milk supplies from 1982 up to 1985.

Step 4:- Putting Documents in files

After orders have been given on the documents and they have been classified and codified they are put in the appropriate files or folders.

The documents in the file are placed one over the other in chronological order with the result that the oldest document lies at the bottom and is given folio number "1" and the latest at the top and given latest folio number e.g. 80, if it is the 80th document in the file.

The equipment for filing documents consist of:-
Folders, Cabinets, Box files, Spring files, Clip files
and Master index is used in indexing of documents and
files.

4.3.2

Master Index

Master index shows all documents stored in the school and how they are indexed. Nine of the fourteen schools used in the study were found to have the master index as shown in table 3 below. Master index is very important in that, it serves as an inventory of all files maintained and as a control medium helpful in duplication of filed material. Filing of documents and retrieval of records cannot be accomplished effectively and efficiently in absence of master index. Maintenance of master index is infact one of the major responsibilities or obligations of the headteachers within the schools.

TABLE 3

Schools with and without
Master Indices

	Schools serial numbers														Percentage of schools with master Indices	
	Government Maintained Schools							Government Assisted School			Private Schools					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Master Index		✓	✓		✓	✓	✓		✓	✓				✓	✓	64.29

Key: ✓ Schools with Master Indices

Blank space means schools without master Indices.

From table 3 above, it is clear that the decision to have or not to have a master index in a school for its records rests with the school administrators. This implies that it is not compulsory that every primary school in Mombasa District must have a master index for its records.

4.3.3 Classification and Arrangement
 of Files and Record Books in
 Filing Equipment.

Files in the schools used for the study were classified and arranged Sub-Alphabetically, numerically and Chronologically.

4.3.3.1. Sub-Alphabetically

Under this method, the files are classified and arranged on the basis of subjects and alphabetical order. For instance files relating to different subjects like school committee minutes, staff meetings minutes, school accounts are kept together, but arranged in alphabetical order. They are filed under letter "S". Thus the system is a combination of subject and alphabetical classification and arrangement. This was the most commonly used method.

Advantages of this Method

- (1) This method is simple to understand and easy to operate.
- (2) Required files can be easily found if their subject is known.

- (3) It is flexible, new files can be added and old files destroyed without disturbing existing arrangement.
- (4) It permits unlimited expansion.
- (5) The need for maintaining an index of files does not arise. Infact schools that had adopted this method did not have master indices (see table 3)

Limitation of this method

If there is a large number of files, especially on the same subject, an index to files will have to be prepared and it will have to be referred to every time a file is to be traced, Thus it takes time to be traced out.

4.3.3.2: Numerically

Under this system, each file or the folder is given a code number (Reference number) and the files are placed strictly in that serial order, this is known as "consecutive filing". Sometimes a subject is given one number and different files of that subject are given additional numbers preceded by strokes. This is called "Terminal digit filing". For instance, the digit "1"

in one of the schools stood for Finance and

1/1 stood for Accounts.

1/2 stood for Fees-budget.

1/3 stood for Building.

It is essential to have a master index of files which show serial numbers of particular files. Infact schools using this system had master indices (see table 3).

If there are more than one file of any correspondent the number is allotted in volumes. For example, if there are four files relating to Accounts, and the code number of accounts is "1/1", the four files will be numbered as:-

1/1 Vol. 1

1/1 Vol. 2

1/1 Vol. 3

1/1 Vol. 4

The main advantage of "Terminal digit filing" is that even if many files become dead, there will not be gaps in serial, serial numbers will not unnecessarily increase, and no need to reallocate serial number will be felt.

Advantages of this system

- (1) Under this system greater accuracy is ensured.
- (2) It permits unlimited expansion as the numbers added are preceded by strokes and allotted in volumes.
- (3) There is ease in giving reference numbers to outgoing letters and circulars.
- (4) This method is simple to operate and easy to install.

Limitations of this method

- (1) For locating any particular file, the index must be referred to every time.
- (2) Slight mistake in putting the number of the file can cause much inconvenience and lead to misfiling. Much difficulty can be experienced in locating the file if the outside party commits a mistake in citing the reference number of the letter sent to him.
- (3) Some files become dead after sometimes, but their serial numbers continue to exist in the list. With addition of new files the serial numbers keep on swelling with the result that lists of

current and dead files become too voluminous to be quickly located.

4.3.3.3 Chronologically

Under this system files relating to different years or periods are arranged datewise. This method is generally used in combination with other methods. For example, files for Delivery notes from different suppliers are arranged firstly in chronological order and then in alphabetical order with the result that there are different files for the same supplier for stores, namely permanent, Expednable and consumable stores supplied to the school in different years.

It is useful when time element is important as in the case of recovery of outstanding dues, but this method can be of very little use when practised in its totality.

4.3.4 Methods of Storing Files, Folders and Record books in the Filing Equipment.

The methods of storing (filing) files, folders, record books adopted in the schools were:-

- (1) Horizontal Filing
- (2) Vertical Filing

4.3.4.1 Horizontal Filing Method

Under this method the Files, Folders and Record books are kept in the filing equipment (namely Filing cabinets, drawers, cupboards, Filing racks, Filing shelves and Desk drawers) one over the other so that they lie parallel to the horizon. This is also called "Flat filing method", because Files are placed flat on the shelves or in drawers. The files are placed one over the other in chronological order, or Alphabetical order or Numerical order depending on how they are classified with the result that the oldest file, folder or record book lies at the bottom and the latest at the top.

Horizontal System of Filing

offers the following advantages

- (1) It is simple. It does not require costly filing equipment. Any office clerk can understand its operation easily.
- (2) It affords quick referencing of current documents, files, record books and folders. As the documents, files, record books and folders are arranged either in chronological order, or alphabetical order or numerical order it is easy to locate the current documents, files, folders and record books which are at the top.

- (3) As the files remain stored over the other, more files can be stored in limited space.
- (4) There is less chances of their loss or misplacement. Important files can be kept under lock and key.
- (5) As the files are arranged in a classified manner according to the requirements of the school, it becomes easy to locate them.

Limitations of this method

- (1) It is difficult to locate files when they are lying in a heap. To find a relevant file, all other files lying over the required file must be seen and removed.
- (2) It is difficult to remove files, record books, folders lying between others for removing those files, folders or record books in the middle all others over them must be removed which may disturb their order.
- (3) The whole operation of locating and removing a required file or record book or folder takes a lot of time.

- (4) Much inconvenience is experienced with every increase in filing requirements. The whole arrangement might be disturbed and require reorganisation in case of expanding schools.

4.3.4.2 Vertical Filing Method

Under this system of filing, Files; Record books; Folders and other documents are arranged in vertical upright position, according to different methods of classification. On the top of each folder or file there is a projected tap on which the code number or an indication of the contents of the folder or file are mentioned. Guides are also placed in between the files, folders et cet-era to demarcate one class of correspondence from the other. Guides help eyes in finding the relevant file, folder and record book as the case may be. The files are put in the filing equipment in either chronological, or Alphabetical or Numerical order depending on the classification and arrangement method adopted by the school. The latest files are put in front.

Advantages of Vertical Filing Method

- (1) It facilitates quick referencing, because the files lie vertically exposing projected edges which bear the titles and code numbers of the files. It becomes easy to find the wanted file by just having a look at the drawer, filing rack or whatever storage type the school operates. There is no need to shuffle bundles of files.
- (2) Under vertical filing method, more files can be stored in less space. A drawer can store more files with greater safety. No doubt the initial cost of the filing equipment is more, but due to its long life and economy in space, it ultimately works out to be cheaper than other storage facilities.
- (3) Flexibility:- If need arises this system can be easily expanded. More files, folders et cet-era can be accommodated in the same drawers. If need be, more cabinets can be ordered. This method is very suitable for expanding schools.
- (4) Safety - The files are kept in lockable steel cabinets, hence the files remain safe against dust, bad weather and pests. As the drawers of cabinets can be locked, there is no chance of theft of important or confidential files.

- (5) Adaptability - The folders, files can be arranged and rearranged on the basis of any classification.
- (6) Wide applicability - This system is suitable for storing any kind of papers like orders, invoices, tenders, quotations, letters and many more such records.

Limitations of Vertical Filing Method.

- (1) There is danger of files sagging under other files with the result that they may not become readily traceable.
- (2) Some of the equipment required for this system (viz. cabinets, folders) is quite costly hence only financially able schools afford it (see table 4).
- (3) As the documents in the folders are left loose, there is danger of their falling out or their order being disturbed.

Vertical system of filing, because of its convenience was the most popular method of filing in the majority of schools visited. It has greater advantages over the horizontal system of filing.

4.3.5: Filing Equipment and Supplies

Filing equipment and supplies used in the schools that were used in the study included:-

Lockable and unlockable cupboards
Wooden File shelves
Wooden File racks
Lockable wooden desk drawers
Lockable steel cabinets
Tables
Box files
Spring files
clip files
Folders.

All the fourteen schools used in the study had the following filing equipment and supplies:-

Lockable wooden cupboards.
Lockable wooden Desk drawers.
Wooden File Shelves
Box Files
Spring Files and
Clip Files.

As for the other types of filing and record keeping equipment and supplies some school had, but some did not

y

Key

✓ means school had Filing equipment and supply.

Blank space means such Filing equipment and supply did not exist.

Private and government Assited schools had better filing equipment and supplies than goverment maintained schools both in quantity and quality. This may be attributed to the fact that in private and government assisted schools, headteachers play a bigger role in prioritising and determining all items bought in the school. But in government maintained schools, the headteachers only propose what should be bought for the school to the Municipal Council. It is the Municipal Council which determines the items to be bought for the government maintained schools.

4.4: RECORDS MANAGEMENT IN PRIMARY
SCHOOLS IN MOMBASA DISTRICT.

The research findings in this section pertain to research questions numbers 1.4.5, 1.4.6, 1.4.8 and 1.4.9.

4.4.1: Filing and Record Keeping Personnel

Records management in the schools is the responsibility of the headteacher. Now that schools are much

larger than they used to be the headteachers unavoidably delegate records management duties, accompanied by a considerable degree of freedom, to their deputies, senior teachers, secretaries, Assistant secretaries, Accounts clerks and clerks, much aware that they are accountable for the mistakes they make.

The headteachers generally speaking file and keep only very important private and confidential records in their offices (see table 5 below). These important records that they keep include:-

(1) Records showing who is in the school; namely:-

Staff Attendance Register

Pupils/Teachers returns file

Subordinate staff files

Teachers personal confidential files

Teachers personal open files

Pupils admission register

Pupils class attendance register

T.S.C - Teachers appointment and casualty returns records.

(2) Records showing what goes on in the school, namely:-

Log books, visitors books,

Staff Diary, Mark books,

Inspection records, Pupils' Progress records,

Delivery books, Delivery notes,
Local Purchase orders, Indent,
punishment books, staff meetings
minutes books , Testimonials and
certificates, order books, school
committee minutes books.

(3) Records showing what resources the school owns,
namely:-

Permanent stores ledgers,
permanent and Expendable stores ledgers.
consumable stores ledgers
inventory books
Handing/Taking over Certificates
Write - off forms.

The deputy headteachers file and keep the following
records in their offices and in the school stores:-

Duty teacher report books.
Stores ledgers
Kenya school equipment supplies
record books. (see table 5 below)

The senior teachers/teachers file and keep the
following records in the staffroom and/or school stores:-

Milk supplies records

Newsletter files

School Broadcast documents

Staff circulars

Staff reference books - records.

(see table 5 below).

The Accounts clerks file and keep finance records in their offices and/or in the headteachers' offices as required. (Table 5).

School clerks also file and keep in their offices and headteachers' offices as required in the following records:-

Teachers records of work.

Schemes of work.

School Education Board files.

School rules and regulations,

Correspondence files

Municipal Education Office Files

Teachers Service Commission Files

Application letters files

Scouting files

Red Cross files

Games/Sports files

Staff circulars

Daily occurrences record books.

Staff reference books records

(Table 5)

Secretaries and Assistant secretaries file and keep records as those mentioned above under school clerks.

Summarily, all records and files started in the schools are kept there permanently except Teachers personal confidential files and Teachers personal open files which are forwarded to the receiving institutions when individual teachers are transferred. The filing and record keeping personnel are responsible for maintenance of records in order and condition. This is done on the weekly and monthly bases, or when need arises.

TABLE 5

Filing and Record Keeping personnel
in the fourteen primary schools
used in the study.

Schools Serial numbers	Filing and Record keeping personnel						
	H/T	D/HT	S.C	A.C	S	A.S	S.T/T
1	✓*	✓	✓				✓
2	✓*	✓	✓				✓
3	✓*	✓	✓				✓
4	✓*	✓	✓				✓
5	✓*	✓	✓				✓
6	✓*	✓	✓				✓
7	✓*	✓	✓				✓
8	✓**	✓	✓				*
9	✓**	✓		✓	✓		✓
10	✓**	*	✓				* ✓
11	✓**	✓	✓		✓		*
12	✓**	*	✓	✓	✓		*
13	✓**	*		✓	✓	✓	*
14	✓**	✓		✓	✓		*

Key H/T - Headteacher
D/HT - Deputy headteacher
S.C - School clerk
A.C. - Accounts clerk
S - Secretary

- A.S - Assistant secretary
- S.T/T - Senior teacher/Teacher
- 1 - 7 - Government maintained schools
- 8 - 11- " assisted schools
- 12 - 14- " private schools.
- ✓ - File and keep records entrusted to them as required
- ✓* - File and keep confidential records
- ✓** - Keep important and confidential records.
- * - Does not participate in filing, but keeps temporarily certain documents entrusted to him/her, for example class attendance register.

Blank space - Does not exist in the school.

From table 5 above, it is clear that headteachers in maintained schools perform a slightly different role in filing and record keeping from that of headteachers in assisted and private schools. Thus, whereas headteachers in maintained schools file and keep confidential records, their counterparts in some assisted and private schools just keep important and confidential records and do not participate in filing.

4.4.2: Problems incurred in Records Management in Primary Schools in Mombasa District.

The researcher found out that quite a number of problems are incurred in records management in primary schools in Mombasa District. Some of the major problems encountered included:

- (i) Lack of stores. Quite a number of schools do not have stores specifically for school records storage. Hence school records are kept together with games and sports equipment, Domestic science equipment and tools for cleaning the school premises and compound like jembes, rakes, pangas, slashers, brooms, buckets, and so on. Those schools with stores for school records are very few and the stores usually very small.
- (i i) Lack of Filing and Record Keeping Equipment and Supplies.

Most schools, particularly government maintained schools, lack adequate filing and record keeping equipment and supplies (see table 4) This is a serious problem in that, some of the records like circulars,

letters and so forth are not filed at all, they are simply kept in cartons. This makes it difficult for one to locate some records when needed.

(iii) Lack of Prompt Filing

In most schools letters and circulars are not filed promptly. This results into misfiling and sometimes loss of some of these documents.

(i v) Lack of Professionally Qualified Filing and Record Keeping Personnel.

This is a serious problem because it usually results into misfiling and file misplacement.

(v) Poor Security. Many schools have limited filing equipment that are lockable. Hence some records are lost through theft.

(v i) Inadequate Filing Personnel.

Large schools and very old schools have too many files for the limited filing personnel to handle with the result that many documents are misfiled and misplaced.

(vii) Pests. Silver fish, cockroaches and rats damage school records in most schools particularly those schools that do not have lockable filing and record keeping equipment. The outstanding pest is silver fish. Silver fish damage documents by burrowing- into them.

(viii) Dust and roof leakage

These damage records by rendering them illegible.

4.4.3: Solutions to the problems!

Solutions to the problems above are being sought by the headteachers. Some of the solutions already being provided for these problems are:

(i) Filing and Record keeping Equipment and Supplies.

Headteachers and school boards are trying to purchase filing cabinets, cupboards, files et cet-era to meet the demand. Each school is badly in need of these equipment.

(i i) Inservice Training

The filing and record keeping personnel, particularly headteachers, attend seminars on filing and record keeping organised by Kenya Education Staff Institute to acquire relevant skills.

(iii) Security

Watchmen are employed to guard school property and premises when the school is not in session. Inactive files and record books are tied up in cartons with strings and kept in the stores. Very important and confidential documents are kept in steel cabinets or cupboards under Lock and key.

(i v) Qualified Filing and Record Keeping Personnel

Some schools, particularly private schools are trying to employ professionally qualified secretaries with good knowledge on filing and record keeping.

(v) Pests: School compounds are treated for pests like termites. Insect repellent chemicals like moth balls are placed in

filing cabinets, cupboards and desk drawers to keep off pests like cockroaches and so forth. School records and filing equipment are thoroughly inspected and dusted regularly, on fortnight basis or as need arises.

4.4.4: Responsibility and Accountability for School Records.

Essentially, the headteachers are accountable for school records, but to some degree the other personnel mentioned above are also accountable.

Officers from the Municipal Education Office are also accountable for the school records when they are delivered to them for one reason or another. These officers like the Municipal Education Officer and the deputy Municipal Education Officer see to it that after using the school records delivered to them, they are promptly returned to schools.

4.5: PURPOSES OF FILING AND RECORD
 KEEPING AT PRIMARY SCHOOL LEVEL

The findings in this section pertain to research question number 1.4.7.

There are three basic purposes of filing and record keeping in schools.

(1) Statutory Obligation:- The state requires that certain essential records must be kept in schools. Such compulsory school records include: - Finance records, pupils Admissions Registers, Teachers Personal Confidential files and school equipment records.

(2) Facilitation of decision - Making:-

For taking school management decisions there is great need for detailed and up-to-date information regarding the matter to be decided. For instance, admission of pupils in standards I to VIII or interdiction of a teacher. Records provide this information. It is risky to base decisions on guesses and personal opinions instead of proper facts and figures.

(3) To Know State of Affairs of the School:-

The true position of any school, at any time, can be known only through records. The school records showing who is in the school, what goes on in the school and what property the school owns determine the status of the school. Thus if there are

mistakes, these will be revealed by records. The information supplied by records disclose the direction in which the school is going/moving. Corrective measures can therefore, be taken on the bases of results shown by records.

4.6: THE ROLE OF FILING AND RECORD
KEEPING SYSTEMS IN SCHOOL
ADMINISTRATION AT PRIMARY
SCHOOL LEVEL.

The findings in this section pertain to research question number 1.4.7.

4.6.1: Introduction

Administration of any given school embodies all that is done at school to try and satisfy and/or satisfice pupils' subordinate staff's and teachers' needs. Such needs generally include:- good teaching; good conditions of work, study, learning, sports, games and athletics; opportunities for co-curricular activities particularly those that provide psychic income or satisfaction such as dancing, both traditional and foreign; music; contacts with the surrounding community in terms of service as deemed desirable (for example during youth week) and supervised contacts with other pupils from other

schools; Recognition by the headteacher for good work, discipline and the less obvious emotional and human needs.

Put simply, school administration implies processes through which appropriate human and material resources are made available and made effective for accomplishment of the purposes of the school.

School records form the nucleus of school administration.

4.6.2: The Role of School Filing and Record Keeping Systems in School administration.

Effective and efficient school filing and record keeping systems in schools play a major role in school administration. As implied in the definition of school administration above, the headteacher is required to perform six tasks as a school administrator. Thus he has the following obligations of:-

- (1) Constructing school programme.
- (2) dealing with staff personnel.
- (3) dealing with pupil personnel.
- (4) promoting health community relations.
- (5) providing and maintaining physical facilities and
- (6) managing school finance.

With the introduction of the 8:4:4 Education System and now that schools are much larger than they used to be, the headteachers cannot possibly perform effectively and efficiently any of the above tasks of school administration in the absence of school records.

The accomplishment of these six tasks of school administration involves the seven processes of administration. viz. planning, organising, Decision-making, co-ordinating, communicating, influencing and evaluating. None of these processes can be performed effectively and efficiently without school records. School records are the gist of school administration because they show who is in the school, what goes on in the school and what property the school owns.

School records help the headteacher to administer the following essential services in the schools.

(1) School Programme.

The headteachers arrange the academic curriculum and syllabus of the school, having due to the general instructions of the Ministry of Education, Science and Technology and advice of the inspectors of schools and school advisers. Curriculum and syllabus are determined by the Ministry of Education,

Science and Technology and the Kenya National Examinations Council respectively. The records used in the construction of school programme include:- subjects circulars, subjects panels records, Log books, Examinations time tables, inspection reports, pupils admission register and Finance records.

(2) Staffing, Admissions and Grants

The headteachers deal squarely with matters affecting schools such as, staffing, admission of pupils, reporting on staff (confidential reports), receipt of money grants for the school. The school records the headteachers use in dealing with these matters include:- Log books, T.S.C posting records, T.S.C. Appointment and casualty returns, Teachers and pupils returns, Admission register, Application forms/letters for admissions, inspection reports, Teachers confidential files, subordinate staff files, staff attendance register, pupils attendance registers and Finance records.

(3) School Finance

Before the end of each school year, the head-teacher is required to lay before the school board for assisted and private schools and school committee for government maintained schools proposals for expenditure or estimates and notes thereon, for the coming school year for discussion. The school boards and committees study the estimates carefully item by item and ask questions for clarification, and finally approve the estimates with modifications.

Primary schools in Mombasa District have different sources of income:-

Government maintained schools do not get capitation grants in money form, but in material form calculated on the basis of thirty shillings per pupil. The other sources are Harambee funds and personal donations.

Government assisted schools get their capitation money from parents associations, sponsors and personal donations.

Private schools get their income from school fees and the school owners.

It is the duty of the headteacher to ensure that he/she gets these funds. The headteacher further controls the expenditure and makes sure that school accounts are audited and reported by registered auditors. Even if the school has a good and competent accounts clerk, or bursar, the responsibility for the administration of funds rests squarely on the shoulders of the headteacher.

For the purposes of school finance management, the headteacher uses the following records:- Trial balances, Balance sheets, paying in receipts books, Bank account books, petty cash records, payment vouchers and invoices, and financial reports.

(4) Discipline

It is the responsibility of the headteachers to ensure discipline in schools. Headteachers determine or evaluate the level of discipline in their schools using staff attendance registers, pupils attendance registers, punishment books, Log books, staff Diary, pupils cumulative records, Teachers' records of work, schemes of work and other related records.

Then they take appropriate measures depending on the level of discipline.

(5) Supervision

In schools the task of supervision of teachers, sub-ordinate staff and pupils is assigned to the headteacher. In practice, however, headteachers supervise teachers and subordinate staff while teachers supervise pupils on school premises, including periods of recreation. To be effective and efficient in supervision, headteachers and teachers use the following records:- pupils attendance registers, staff attendance registers, staff Diary, cumulative records, teachers records, Teachers records of work, schemes of work, Admission registers and Finance records.

(6) Inspection

Headteachers acts as inspectors in their schools. Thus they do what is known as "partial inspection". This is undertaken to discipline a teacher who neglects his class-room duties or the purpose may be to obtain impartial professional assessment of a

teacher's performance, useful in recommending for his/her promotion, terminating his/her service or keeping him as requested by the Teachers Service Commission.

To do this the headteacher consults the following records:- staff Diary, Teacher's confidential file, Teachers attendance register, Teachers record of work, Teacher's records, schemes of work, pupils progress records, mark books, Lesson plans, Lesson notes, Log books and other related records.

(7) Insurance

Occurrences of burglary and robbery of school funds and property common nowadays have caused most schools, private schools in particular to take insurance policies like burglary and Fire. To recommend to the school board or school owners to insure school property the headteachers consult the following records:- Finance records, Daily occurrences record books, stores ledgers, and the Log books.

4.7: DISCUSSION OF THE RESEARCH FINDINGS

Findings in this study imply that in this decade and perhaps decades to come one of the biggest challenges to the school administration is filing and record keeping. This is particularly so because with the introduction of the 8:4:4 Education system the school settings are becoming more and more complex than ever. More complex in the sense that enrolments are rising, teachers are increasing in numbers, school curricula are changing and the methods of evaluation are drastically changing. All these changes are causing changes in filing and recording keeping systems with the consequences that they are also becoming more and more complex as the tide of paper is rising and more highly varied stores are being acquired. All these stores have to be accounted for, and they cannot be accounted for without school records.

In essence, school records play a key role in school administration. There is not even a single school that can operate without school records, which of course, show who is in the school, what goes on in the school and what resources the school owns.

The responsibility for the administration of school records rests squarely on the shoulders of the headteachers. The headteachers play a supervisory role in filing and record keeping. Those who do the actual day-to-day filing and record keeping are clerks, secretaries and assistant secretaries depending on the type of school (see table 5). Nevertheless, headteachers, deputy headteachers and teachers also file and keep certain records which in the opinion of headteachers should not be handled by the clerks, secretaries or assistant secretaries, for instance Log books, visitors books, stores ledgers and the like.

There is a crisis in most primary schools' filing and record keeping systems. When one examines the performance by the filing and record keeping personnel in most schools, one is struck by inadequacy of performance in filing and record keeping. The performance is inadequate not only in quantitative sense of there being insufficient numbers of suitably qualified filing personnel to fill existing posts, but also in qualitative sense of existing personnel being unable to perform sufficiently well in those posts.

One is also struck by the fact that more often than not filing and record keeping personnel are ineffective in the sense that they have few useful results to show

for their labours. Some of the ineffectiveness is a direct consequence, of the personnel's quantitative inadequacy and some stems from the circumstances in which the personnel are obliged to function. Those circumstances like inadequacy of filing and record keeping equipment and supplies, often prevent effective action by even the most competent filing and record keeping personnel.

The situation in some schools is such that filing and record keeping personnel provide much less reason for optimism. Some of the records cannot be retrieved without a day's notice. In some schools one finds well developed master indices, but so far they are not utilized at all. Master indices are meant for high degree effectiveness and efficiency in filing and record keeping systems.

Training of filing personnel, particularly head-teachers is very important. Thus the training liberates them from the uncertainties and vagaries of filing and record keeping. They know very well where to file, keep and retrieve records as need arises.

The school filing and record keeping practices in schools, by and large, fall short of consistency and uniformity. With seminars organised by Kenya Education Staff Institute on filing and record keeping coupled with long experience of some of the filing personnel in schools, one would expect consistency and uniformity in filing and

record keeping practices. One probable reason for this inconsistency would be lack of supervision and inspection by school advisers and school inspectors. Nevertheless, in private schools and some government assisted schools, there is consistency in filing and record keeping practices.

Security of documents in school offices and stores poses a big challenge to school administrators, particularly headteachers. Nothing can be more disastrous for a school, whatever the size, than the loss of school records ranging from admission registers to financial records through fire and/or theft. To ensure that very important and highly confidential documents are kept safely, headteachers are now purchasing lockable safe steel cabinets. This was observed in private schools. Safe steel cabinets ensure exceptional protection against fire and a wide range of sophisticated and unsophisticated weapons available to a modern criminal. The design in which they are constructed ensures not only maximum resistance to mechanical forces attacks, so prevalent in Kenya, but also to more sophisticated attacks using oxyacetylene, oxy-arc, explosives or drilling. Infact, of all the filing and record keeping equipment in schools, steel cabinets are probably the single most powerful deterrent a criminal can be confronted with.

As for disposable confidential documents, total destruction by a responsible person is the only secure way of achieving confidentiality.

Virtually all teachers in a school fully and sincerely participate in school filing and record keeping. Administration of school records in schools can collapse, if teachers, however, small the number may be, do not participate fully. Nevertheless, a teacher who does not mark class attendance register, fill mark books et cet-era cannot claim to be contributing to school filing and record keeping of a school.

CHAPTER 5

5.0: SUMMARY OF THE RESEARCH, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1: Introduction

This chapter comprises of the following subheadings: summary of the research; conclusions, recommendations and suggestions for further research.

5.2: SUMMARY OF THE RESEARCH

The primary concern of this study was to analyse the filing and record keeping systems in primary schools in Mombasa District of Coast Province, Kenya. Three instruments were used in the study. These included the questionnaire, oral interview and observation.

This study was limited by three factors:- Firstly it was carried out in one District, Mombasa District; Secondly the time allocated for it was only 8 weeks; and thirdly, the amount of money for this project was too little to allow the researcher to use a large sample; only a total of 14 primary schools were used for this study. The respondents included mainly the headteachers.

The Literature related to this study was reviewed under two subheadings: Filing and record keeping systems

in general; and Filing and record keeping systems in schools with specific reference to Kenyan schools.

This study provides information on the current filing and record keeping practices in primary schools in Mombasa District. This information is very important to policy makers, headteachers, the inspectorate and future researchers in the field of educational administration.

The report of the research is compiled into five chapters.

The major findings of the research were as follows:

- (i) There is a wide range of school records kept at primary school level in Mombasa District. A sum total of 62 different types of school records were found kept and maintained in the fourteen primary schools that were used in the study.
- (ii) The headteacher, is the only person in the school empowered to authorize the filing of documents. Headteachers are responsible and accountable for all school records in their schools.
- (iii) Procedures for indexing and codifying documents in schools vary from one school to another.

- (iv) Files and record books in schools were classified and arranged sub-Alphabetically, numerically and chronologically.
- (v) Horizontal filing and vertical filing were the two methods used in storing folders, files, and record books in the filing equipment. Vertical system of filing, however, was more popular than horizontal system of filing in the majority of the schools that were visited.
- (vi) The filing equipment and supplies used in the schools that were used for the study included: Lockable steel cabinets; Lockable and unlockable wooden cupboards; Desk drawers; wooden filing racks; wooden file shelves; Tables; Box files; spring files; clip files; and folders.
- (vii) The filing and record keeping personnel in schools included: Headteachers; Deputy headteachers; Teachers; Clerks; secretaries and copy typists.
- (viii) The major problems encountered in filing and record keeping practices included:-
- Lack of qualified filing and record keeping personnel
 - Lack of adequate filing equipment and supplies;
 - poor security; pests; roof leakage; and dust. The solutions to these problems are being provided by headteachers in conjunction with school boards and committees.

- (ix) Filing and record keeping systems in schools are very important organs of school administration. There is not even a single school that can exist without school records.
- (x) The Ministry of Education Science and Technology demands that certain basic records be kept in schools for use and legal purposes.
- (xi) There is no consistency and uniformity in filing and record keeping practices in primary schools in Mombasa District.

5.3: CONCLUSIONS

The following conclusions can be extrapolated (or inferred) from the research findings.

- (1) Filing and record keeping systems in primary schools in Mombasa District are very important organs of school administration. Thus/school records form the memory of the school office; and without them school administration can be in chaos as human memory is limited. Nevertheless, the usefulness of school records depends on their being accurate complete and reliable.

(ii) In this decade and perhaps decades to come one of the biggest challenges to the school administration is filing and record keeping. This is particularly so because with the introduction of the 8:4:4 Education system the school settings are becoming more and more complex than ever. More complex in the sense that enrolments are rising, teachers are increasing in numbers, there are changes in curricula and methods of evaluation and there are more highly varied and expensive school equipment. All these have to be accounted for, and they cannot be accounted for without school records.

(iii) Apart from lack of training and expertise, the most important specific cause of ineffectiveness among school filing personnel is the inadequacy of material resources. Often the remuneration of school filing and record keeping personnel (school clerks in particular) in government maintained and assisted schools falls far short of the threshold at which they cease to engage in side activities aimed at supplementing their income. Thus, unlike their counter parts in private schools they are not totally committed to their work.

- (iv) Training and expertise are necessary conditions, but not sufficient conditions for filing and record keeping personnel to perform their duties effectively and efficiently. This stems from the fact that a number of headteachers could explain how documents are supposed to be filed, but physical check up revealed that there was a big difference between what they know and what they practice.
- (v) Virtually all teachers in a school contribute to school filing and record keeping. Thus, when a teacher finishes the teacher training and goes to school to start teaching, the headteacher at once involves him/her in the management of school records. He does not give him an office or a desk in his own office, but he gives him/her a wide range of records management duties. Besides teaching in the classroom where performance is expected to be of high standard, he may be assigned duties of a store master, Games Master, Class Master and the like. If he is in charge of school store it is obligatory that he files and keeps delivery notes, delivery books, stores ledgers and inventory books.

5.4:

RECOMMENDATIONS

From the findings of the study the following recommendations would be useful in improving and strengthening the effectiveness and efficiency of filing and record keeping systems in schools.

- (i) School administrators should up-date the filing and record keeping practices in their schools. This can be done by starting essential records which they have not been having like Duty teacher and Duty prefect report books, staff record books and the like.
- (ii) Headteachers should develop retention schedules for each class of documents. The retention schedule specifies for each class of documents the active life, inactive life and time for the destruction or culling dead records. Such a schedule ensures that only valuable documents are kept. As dead records are destroyed, room is created for the incoming valuable records.
- (iii) The filing and record keeping personnel in schools, particularly headteachers, should be attending seminars organised by Kenya Education Staff Institute on filing and record keeping.

- (iv) Headteachers should attach due importance to filing and record keeping practices in their schools. They should not just delegate such duties to school clerks, secretaries and members of teaching staff, but should also supervise it. The most important and confidential records should be kept in safe steel cabinets under lock and key.

- (v) The inspectorate section of the Ministry of Education, Science and Technology should start supervising and inspecting school records as they are important organs of school administration.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Since very little research has been conducted in filing and record keeping systems in Kenyan Institutions of learning, the researcher recommends further research in the following areas:

- (1) Filing and record keeping systems in primary schools in rural areas.
- (2) Filing and record keeping systems in rural and urban secondary schools.
- (3) Filing and record keeping systems in Teacher Training Colleges.
- (4) Filing and record keeping systems in Kenyan Universities.

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APPENDIX A.

TIME LINE FOR THE STUDY

PHASE	ACTIVITY	MONTH	DATE
I	1. Instrumentation		
	(a) Construction	May	5 - 25
	(b) Pilot testing,	June	23 - 27
	Revision and Final	June	
	(c) Typing	June	28 - 30
	2. Data Collection		
	- Administration of		
	Questionnaires and	July	3 - 17
	Interviews to Head-		
	teachers.		
II	1. Statistical Analysis	July	19 - 24
	2. Writing Report	July	25 - 30
	3. Checking Report		
	by Supervisor	August	3 - 10
	4. Revision of Report		
	and Final typing	August	12-20
III	1. Binding Report	August	21 - 26
	2. Handing Report		
	to Supervisor	August	28 - 30

APPENDIX B

ESTIMATED EXPENDITURE.

AUTHOR: Enose Makokha Simatwa

DURATION OF PROPOSED SURVEY: 2½ months.

INSTITUTION: Kenyatta University.

BEGINNING: 1st July, 1986.

ENDING: 30th August, 1986.

CATEGORY	COST	
	<u>KSH.</u>	<u>CTS</u>
1. Secretary:		
(a) Typing proposal	400	00
(b) Typing Report	800	00
2. Stationery:		
(a) Foolscap papers	400	00
(b) Stencils	200	00
(c) Typing papers A ₄	200	00
(d) Biro pens, pencils and Erasers	40	00
3. Running Stencils	100	00
4. Travelling:		
(a) To administer questionnaires	300	00
(b) To collect questionnaires	300	00
(c) To meet supervisor	600	00
(d) Pilot Testing	300	00
5. Binding report (6-copies @ 80/- each)	480	00
6. Subsistence for 2½ months @ 40/- a day	3000	00
TOTAL	7,120	00

APPENDIX C

QUESTIONNAIRE FOR HEADTEACHERS

NOTE.

The aim of this research is to find out the current filing and record keeping practices in primary schools in Mombasa District. Your co-operation and openness in responding to the questions given below will be greatly appreciated. All your responses and information obtained will be treated with utmost confidentiality and will be used for the purposes of the study only.

Please tick or fill in as appropriate.

PART I

GENERAL INFORMATION

1. (a) Name of the school _____
- (b) Zone _____
- (c) Division _____

PARTICULARS OF HEADTEACHER RESPONDING TO THE QUESTION-
NAIRE.

2. Your sex (a) Male ()
(b) Female ()
3. Your age _____ years.
4. Your highest professional qualification _____

5. Your teaching experience _____ years.
6. For how long have you been a headteacher?
(a) in this school _____ years.
(b) in other schools _____ years.
7. Total number of teachers in the school (including headteacher) _____
8. Total number of pupils in the school _____
9. How many teachers are:-
(a) Female _____
(b) Male _____
10. How many teachers are:-
(a) Untrained C.P.E. _____
(b) " K.J.S.E. _____
(c) " K.C.E. _____
(d) " K.A.C.E. _____
(e) P_{4s} _____

- (f) P_{3s} _____
- (g) P_{2s} _____
- (h) P_{1s} _____
- (i) S_{1s} _____

PART II

SPECIFIC INFORMATION ON FILING AND RECORD KEEPING SYSTEMS.

11. Please place a tick against as many of the following records as you think are kept in your school.

(a) Records showing what goes on in the school:-

- Log Book. ()
- Terminal Report forms files ()
- Teachers' Record of work ()
- School committee minutes book ()
- Staff meetings minutes book ()
- Punishment record book ()
- Staff diary ()
- Visitors book ()
- Pupils cumulative records ()
- Announcement book ()
- Schemes of work records ()
- Pupils health records ()

Testimonials and certificates	()
Inspection Records	()
Milk scheme supplies records	()
School rules and regulations	()
Teachers personal open files	()
Teachers personal confidential files	()
Official correspondence files	()
Subordinate staff files	()
P.T.A. Minutes book	()

(b) Records showing attendance in the school:-

Pupils admissions register	()
Pupils class registers	()
Pupils admission cards	()
Staff attendance register	()

(c) Records showing what property the school owns:-

Permanent stores ledger	()
Consumable stores ledger	()
Expendable stores ledger	()
Inventories	()
Handing over/taking over certificates	()
Write - off	()
Paying in books	()
Harambee funds records	()

- Payment vouchers ()
- Bank account record book ()
- Petty cash record ()
- Local purchase orders ()
- Kenya school equipment scheme
supplies record ()

Any others (specify) _____

12. Briefly describe the filing system adopted in your school.

13. Assuming that you have received three letters, one from T.S.C., the other from K.P. & T. and the other from Chief Inspector of schools in Kenya. How would you index and file them?

(b) Please specify the non-teaching staff (if any) responsible for filing and record keeping in the school.

Designation of Filing/Record keeping officer.

Types of Files/Records kept

(i) _____

(ii) _____

17. Please indicate the types of files/records stored/kept in the following places:-

(a) Staffroom _____

(b) Headteacher's office _____

(c) Deputy H/T's Office _____

(d) School store _____

(e) Library _____

(f) Any others (specify) _____

18. Please list some of the major problems associated with the use of the places you have indicated above for the storage of school records/files.

<u>Place of storage</u>	<u>Problems</u>
-------------------------	-----------------

(a) Staffroom	_____

(b) Headteacher's office	_____

(c) Deputy H/T's Office _____

(d) School store _____

(e) Library _____

(f) Others _____

19. Which of the following members of staff are accountable for school records and files?

Headteacher ()

Deputy headteacher ()

A member of staff (please specify)

20. Which of the following members of non-teaching staff are accountable for school records and files?

A.P.S.I. ()

Clerk ()

Copy typist ()

Any others (please specify) _____

21 (a) Please indicate the types of files and records checked within the school on the following bases:-

Daily _____

Weekly _____

Monthly _____

Annually _____

Any other (specify) _____

(b) Please indicate the types of files and records checked by outsiders, for instance A.P.S.I. on the following bases.

(b). For what reasons are the files and records checked by external persons/bodies.

23. Please state some of the important remarks external persons/bodies have made on the filing and record keeping practices in your school.

24. (a) Indicate the number of times each year the school has lost some files/records.

Year	Types of Files/Records	Numbers of times.
1982		
1983		
1984		
1985		
1986		

(b) Please describe the procedures you normally take when files/records get lost.

(c) What measures do you take to ensure that files/records do not get lost?

(d) What precautions do you take to guard against leakage of confidential information?

(b) If yes describe the type of training they undergo.

28. In your opinion state which ones of the school records named in (11) above are important to you as a headteacher.

29. What recommendations would you as a headteacher make for a more effective maintenance of filing and record keeping systems in primary schools in Kenya?
