



Factors Influencing Heads of Primary Schools in Managing Students Academic Records in Chalinze District, Tanzania

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Abstract: *This study examined factors influencing head teachers in the management of students' academic records in public primary schools in Chalinze District, and identified the challenges faced by head teachers in managing students' academic records in Chalinze public primary schools. This study employed mixed research methods, applying a descriptive research design to collect and analyse data. The questionnaire and interview were used as tools in the data collection. Data were collected from 87 respondents, including school heads, assistant head teachers, and academic teachers. Data analysis involved mean scores and t-tests to assess significance levels. Findings indicate the factors that influence head teachers in managing students' academic records in primary schools, include cooperation among staff, availability of record-keeping equipment, staff possessing computer skills, security at schools, and government support. Findings indicate challenges facing head teachers in academic records management, including inadequate funds, lack of e-records keeping equipment, lack of reliable electricity, and lack of good infrastructure in schools. The study recommends the provision of funds for purchasing modern record-keeping equipment in primary schools and training teaching staff on the best record management practices. The government should employ trained records managers in primary schools to ensure better academic records management. The study concludes that effective students' academic records are essential for school management and administration. This study offers informed recommendations to address the challenges faced by head teachers in managing students' academic records in Chalinze public primary schools in Tanzania.*

Keywords: *Records, Records Management, School Administration, School Management, Students' Academic Records.*

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1. Introduction

Students' academic records are vital for tracing students' academic progress. Alabi et al. (2022) showed that students' academic records are important aspects of school management because they affect all other aspects, like facilities, scheduling, accounting, staffing, and punishment. There are several types of academic records found in schools. Ozigi (2021) identified pupil admission

and withdrawal records, school pupils' presence records, staff attendance records, log book records, visitors' book, school daily routine, school subject syllabus, scheme, and record of workbook, punishment book, school rules and regulations as important academic records found in schools. These students' academic records are required to be properly managed at school to fulfil different academic activities. The process of records management involves creation, maintenance, storage, retrieval and disposal of academic records (Yidana and Akuna, 2025). Also, students' academic records are needed for

decision-making in schools. Likewise, Asogwa (2018), in a study conducted in Kenya, revealed that proper academic records management will help proper control in all primary schools. Proper student record-keeping is vital for decision-making in primary schools. Furthermore, Matina and Ngulube (2019) indicate that students' academic records management forms the base for articulating rules, creating strategies for the upcoming and decision-making in primary schools. Similarly, Ofeimu et al. (2018) claimed that many primary school head teachers need an effective mechanism for proper student academic record keeping in schools. This can involve the use of modern equipment in student records keeping, such as electronic systems and lockers. Moreover, Osakwe (2018) revealed that the profit of school records is reached when recorded data is correctly achieved through proper record management practices. Without academic records management, schools can experience challenges.

Inefficient students' academic records management in primary schools may result in several impacts on primary school administration. Alabi (2017) found that without good and satisfactory record management, there can be no actual and well-organised management of educational institutions. Likewise, Thegu et al (2021) and Alabi (2017) suggested that failure to properly manage the students' academic records in primary schools will affect decision-making in the aspect of students' academic achievement, interfere with the implementation of government policies related to education management, and administration in schools. Therefore, effective student academic records management can have positive results, and vice versa.

The student's academic records belong to schools; therefore, they must be managed appropriately in the school environment so as to be effectively used. According to Oyewobi Alabi (2022), students' academic records are not the individual goods of any school teachers or even the school head to be kept at their home or removed from the school in any way. They belong to the school administration and should be kept in the school premises and secured. School heads are responsible for planning how students' academic records will be managed in their school's vicinity. Tella (2019) states that the school heads are the ones who determine the records management techniques to be used in the school for students' record-keeping. Despite the fact that school heads lack record-keeping skills, they are responsible for ensuring that files are provided for each aspect of administration, ensuring files are labelled appropriately, and reference numbers are created for each file for the proper filing of essential papers and documents (Ozigi, 2021). Tella (2019) explains that to ensure the security of sensitive students' academic records, the school heads should plan and supervise to ensure that drawers or cabinets are provided to store students' academic records and labelled to facilitate identification, storage and retrieval of files, also strong

locks and keys should be provided to gain access by authorized persons and the keys should be kept in such a way that no unauthorized person can access them.

Several studies have revealed the existing situation of how schools in Tanzania manage their academic records. Chachage & Ngulube (2021) pointed out that it is obvious that the precision, reliability and accuracy of records that fulfil education are being produced but are not correctly handled by heads of primary schools in Tanzania. Additionally, Mohamed (2018) pointed out that, regardless of the role of school records in the attainment of educational goals, these records do not seem to be sufficiently managed. This is due to the limitations among school heads and teachers who lack proper record management skills because they are not trained for this role.

Several previous studies focused on several viewpoints regarding students' academic records management in primary schools in Tanzania. Kavuta and Nyamanga (2020), Chachage & Ngulube (2021) and Falolo et al. (2022). These studies focused on student records based on the registration process and records management services towards digitization. Thus, despite this little exposure of the existing situation of record-keeping in schools, there is limited literature that focuses on the factors that influence heads of primary schools in their records management in the Chalinze district primary schools. Thus, based on this problem, it is not yet known what factors influence heads of primary schools to observe proper student records management in schools. Therefore, the current study seeks to fill in this gap to find out the factors that influence heads of schools to observe proper student academic records keeping practices in public primary schools in Chalinze District.

2. Literature Review

Literature review means the works the researcher consulted in order to understand and investigate the research problem. It is an account of what has been published on a topic by accredited scholars and researchers. This chapter provides a review of related literature on factors that influence head teachers in managing students' academic records in the Chalinze district. The chapter presents a definition of key terms, a theoretical literature review, an empirical literature review, a research gap and a conceptual framework.

2.1 Role theory

Role theory was developed by Getzels and Guba in 1957. The role theory or organizational theory states that the school is a social system with two basic elements: individual and institution, respectively; for them, management is an organizational structure made up of a hierarchy of top-down relationships that are independent

and interactive. Based on their arguments, leadership creates a basis for assigning responsibilities and helping to achieve organizational goals, such as ensuring proper academic records management in schools by following the line of record management, record lifecycle and records appraisal. Therefore, the theory of responsibility based on the analysis of human behavior is suitable for explaining the role played by the head teacher in the management of the educational performance.

Role theory is a valuable framework for understanding the behavior and functions of individuals within specific social contexts. This can help define and understand the expectations, responsibilities and behaviors associated with a specific role. In the context of public primary schools, role theory helps researchers identify the key functions related to the management of students' academic records and how these responsibilities impact the overall functioning of the school. Role theory is relevant to the current study because school heads should be trained to use appropriate equipment for keeping school records. Also, school heads should be equipped with adequate security measures to protect records, to make it very easy to access and use for reference, and to monitor when needed.

2.2 Empirical Literature Review

The literature review is based on the objectives of the study, namely, factors which influence the head teacher of primary schools to manage academic records. The purpose of these literature reviews is to provide a research gap for the current study.

2.3 Factors Influencing Heads of Public Primary Schools to Manage Students Academic Records

Abikwi, (2022) studied factors influencing school record keeping in secondary schools in Nigeria. The population of the study comprised teaching and administrative staff in all the secondary schools selected in the study area. The study used several research designs. The result of the findings clearly showed that: record keeping was influenced by several factors such as use of difference strategies by school staff towards record keeping, in-depth supervision by school heads, security of the school environment, continuous training on record management, adequate knowledge by staff on proper records keeping, experience on the part of school staff, and security of the school environment. Koskei, et al. (2020) conducted a study on the relationship between head teachers' leadership competencies and effective school management in public primary schools in Kenya. The convergent mixed method research design was used in this study. Questionnaire method, interview methods,

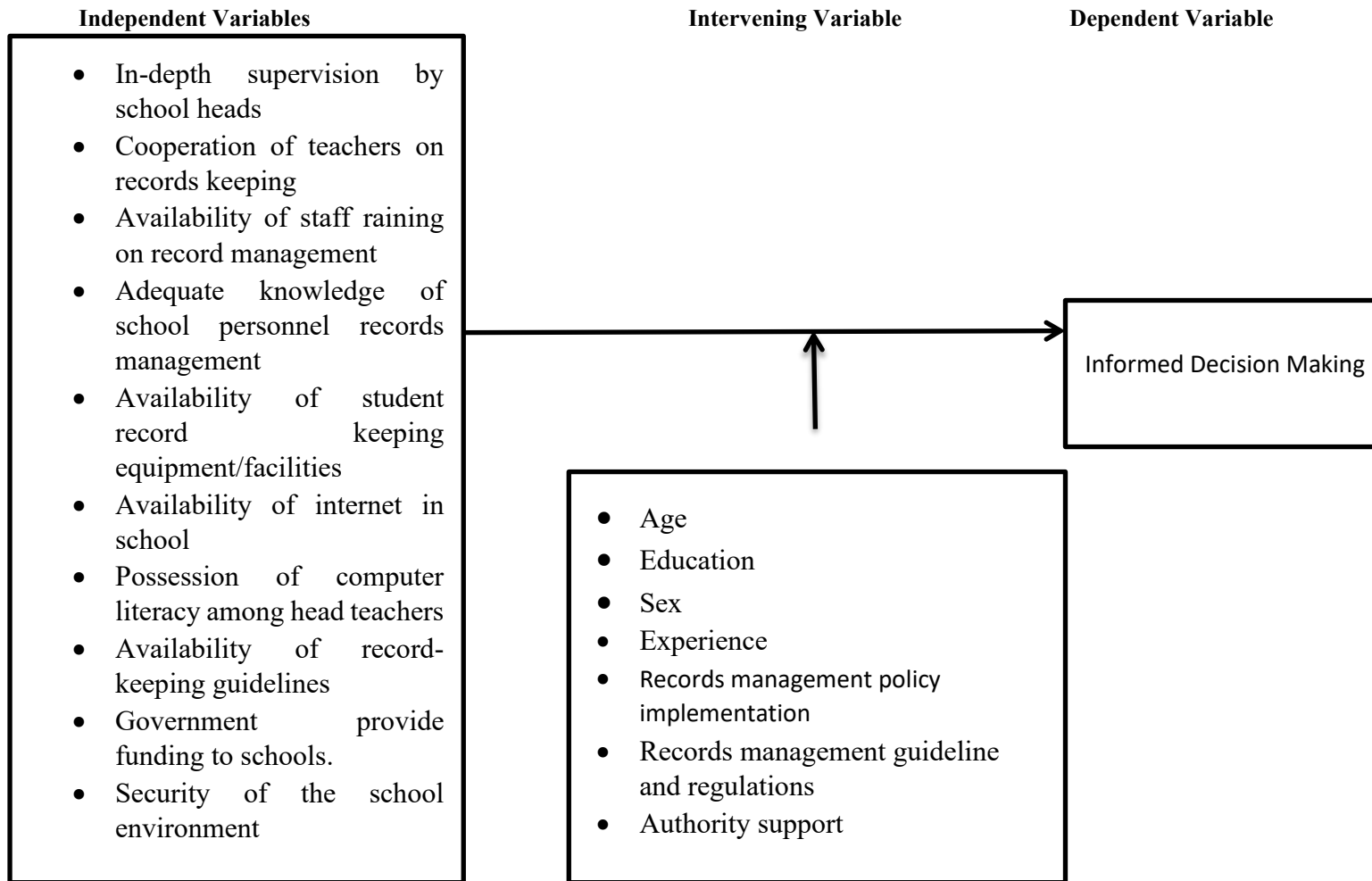
and the checklist methods were used to collect data for findings. The study reveals the factors which influence school heads in the management of records. Such factors included the availability of training and retraining of both management and staff to ensure proper record keeping, trained and evenly distributed to avoid a shortage of staff, and provision of appropriate facilities for record keeping in schools.

Thegu et al. (2021) studied management of students' academic records for best practice in Kenya. A descriptive research design was used in this study. Also, both qualitative and quantitative approaches were applied, and data collection was conducted through the interview method and the questionnaire method, respectively. The results of the study showed that the procedures of formation and capture include organizing records according to type, correct volume and storage. Also, the factors that require the management of records include the provision of evidence, risk management and institutional management. Lokuruka (2017) studied the role of head teachers in the management of the Kenya Certificate of Secondary Education performance in public secondary schools. A descriptive survey design was adopted in this study, with a total of 160 teachers selected from 16 public secondary schools. The study findings suggested that factors that influence the heads of primary schools to manage students' academic records included easy-to-use school teaching and learning materials, good working association with the head teacher, teacher quality and advice-giving decision-making process.

2.5 Research Gap

From the theoretical and empirical review of prior studies by Abikwi (2022), Koskei et al (2020), Thegu et al (2021), Lokuruka (2021), Azmetii (2025: 2013), Tetteh & Azumah (2019), Hanior (2019), Amachukwu and Ololude (2015) and Assaf et al (2022), and many others used different contexts such as secondary schools and universities to study factors that influence school and university management to observe proper student record-keeping practices. Most of these previous studies were conducted in countries such as Nigeria, Ghana, Kenya and Turkey. On the other hand, many researchers used surveys and convergent research design, but the current study used a survey research design to find out factors influencing and hindering heads of primary schools in proper student academic records management in Tanzania. Equally, record management continues to be a problem in many primary schools in Tanzania, and there is little known about the factors influencing and hindering heads of primary schools in proper student records management in Tanzania, specifically in Chalinze District.

Conceptual Framework Showing the Relationship Existing Between the Variable for this Study



A conceptual framework exemplifies the link among dependent, independent and intervening variables for this study. In this, the conceptual framework is shown in Figure. 1 above shows the relationship between independent factors influencing the head of schools in proper students' academic records management and (dependent variables) informed decision making in schools. The intervening variables include different aspects such as policy, support from the authorities and records guidelines and regulations, which intervene in the independent and dependent variables.

3. Methodology

This study employed a quantitative and qualitative (mixed) research approach in data gathering and analysis. This study uses a survey research design to examine the role of the public primary head teacher in managing academic records in Chalinze District. Research design is defined as an arrangement of procedures and methods that describe precisely what is going to occur in the study (Alvi, 2023). This study was conducted in few primary schools in Chalinze District. In this study, the target population was 339 respondents from 113 government primary schools, including all

school heads, vice-school heads, academic teachers and 1 District education officer (DEO). The sample size comprises the number of people to be selected from the population to constitute a sample. The sample size for this study was 85 respondents. The sample size was obtained using Roscoe's rule of thumb for sample size estimation, based on the rule of thumb by Roscoe (1975) and was improved by Praharaj & Ameen (2024) revealed the rule of thumb for sample size estimation according to Roscoe's rule of thumb, a sample size of less than 30 and less than 500 is sufficient for most research. That means:

If, $1=100\%$

What is $1/4$ of the total population?

$$1 = 339$$

$$1/4 = q$$

$$\text{Which is: } 1 \times q = 1/4 \times 339 =$$

$$q = 84.7$$

Therefore, 85 respondents were the sample size.

Table.1: The Sampling Frame

Sample of population	Primary schools	Sample size
District education officer	-	01
School heads	113	28
Vice-school heads	113	28
Academic teachers	113	28
Total	339	85

3.1 Data Collection Methods

Before embarking to data collection process the reliability of the instrument was ensured using the Cronbach's Alpha test. In the present study, the Cronbach's Alpha test yielded a value of 0.720, thus indicating that the constructs were correct to measure the attributes under study. Data collection is the process of collecting data, aiming to gain insights regarding the research topic. There are different types of data collection methods accordingly (Taherdoost, 2021). Both quantitative and qualitative data were collected by the researchers. Quantitative data were collected through a questionnaire 5-point Likert Scale Instrument and was

administered to the Head teacher, Vice-Head teacher and Academic teacher. Qualitative data were collected through face-to-face interviews with the District Educational Officer (DEO) to get in-depth responses. The quantitative data were analysed into frequency and percentage by using the Statistical Package for the Social Sciences (SPSS) version 25. The qualitative data were analyzed through thematic analysis as per the research objectives. In data collection, ethical considerations were ensured through informed consent, observed privacy, confidentiality and freedom of voluntary participation of the participants.

4. Results and Discussion

4.1 Academic Records Management in Public Primary Schools in Chalinze District

Table 2 below presents factors influencing head teachers' ability to effectively manage students' academic records

in public primary schools across different wards in Chalinze District. Factors such as cooperation among school staff in record-keeping, availability of record-keeping equipment, level of computer knowledge among head teachers, school security measures, availability of record-keeping guidelines, and government support through funding for equipment were analysed. Each factor is assessed based on responses indicating agreement, uncertainty, or disagreement among Talawanda, Msoga, Vigwaza, Bwilingu, and Ubena Zomozi wards' respondents.

Table.2: Factors that Influence Head Teachers Achieve Proper Academic records Management in Public Primary Schools in Chalinze District

Factor	Ward/School	N	Mean	Decision	Chi-square p-values
School heads cooperate with vice heads, academics and all teachers in keeping academic records	Talawanda/Msoga	24	1.4167	Agree	.000**
	Vigwaza	21	2.3810	Agree	
	Bwilingu	21	2.7143	Agree	
	Ubena/Ubena zomozi	21	1.2381	Agree	
	Total	87	1.9195	Agree	
Availability of record keeping equipment influence the management of academic records	Talawanda/Msoga	24	2.3333	Agree	.001**
	Vigwaza	21	2.7143		
	Bwilingu	21	3.3333	Agree	
	Ubena/Ubena zomozi	21	1.5714	Agree	
	Total	87	2.4828	Agree	
Level of computer knowledge for the heads of Primary school has influence on managing academic records	Talawanda/Msoga	24	2.6667	Agree	.002**
	Vigwaza	21	3.4286	Agree	
	Bwilingu	21	3.3810	Agree	
	Ubena/Ubena zomozi	21	1.8571	Agree	
	Total	87	2.8276	Agree	
Security at school has influence on managing academic records	Talawanda/Msoga	24	2.5000	Agree	.002**
	Vigwaza	21	3.3333	Agree	
	Bwilingu	21	3.2857	Agree	
	Ubena/Ubena zomozi	21	1.9048	Agree	
	Total	87	2.7471	Agree	
Availability of record-keeping guidelines	Talawanda/Msoga	24	2.6667	Do not know	0.048*
	Vigwaza	21	2.9524	Agree	

Factor	Ward/School	N	Mean	Decision	Chi-square p-values
influences the management of academic records	Bwilingu	21	3.3333	Agree	.004**
	Ubena/Ubena zomozi	21	2.0952	Agree	
	Total	87	2.7586	Agree	
	Talawanda/Msoga	24	2.2917	Agree	
The government provide support through funding for record-keeping equipment	Vigwaza	21	3.1905	Agree	
	Bwilingu	21	3.0000	Agree	
	Ubena/Ubena zomozi	21	1.8571	Agree	
	Total	87	2.5747	Agree	

Note: ** significant at 1% level and * is significant at 5% level

The following analyses of responses from different wards indicate varying levels of agreement or uncertainty regarding these factors, shedding light on head teachers' complexities and challenges in maintaining comprehensive academic records in their respective schools.

4.1.1 Cooperation among School Staff in Record-Keeping

Table 2 above highlights the importance of cooperation among school staff in effective academic records management across various wards in Chalenze District. The findings reveal a strong consensus on cooperation in Talawanda/Msoga and Ubena/Ubena Zomozi wards, with mean scores of 1.4167 and 1.2381, respectively, indicating a high level of agreement. Schools in these wards may have better leadership and more structured collaboration practices, fostering a supportive environment for records management. In contrast, respondents from schools in Vigwaza and Bwilingu wards show varying degrees of uncertainty, with mean scores of 2.3810 and 2.7143, respectively. This may be due to less cohesive staff relationships, communication challenges, or a lack of clearly defined roles and responsibilities in records management. The significant Chi-square value ($p = .000^{**}$) underscores that cooperation levels significantly differ across the schools in wards, suggesting that the extent of collaborative efforts among staff in managing academic records is not uniform throughout the district. In a study by Devecchi and Rouse (2010), it was found that the effectiveness of collaboration when doing tasks like record keeping in a school is not only the result of clearly defined roles and responsibilities but also the ability of team members to respect and trust each other's knowledge, competence and experience.

4.1.2 Availability of Record-Keeping Equipment

The variation in responses regarding the availability of record-keeping equipment reflects differing levels of resource access and infrastructure across the schools in wards. Talawanda/Msoga and Ubena/Ubena Zomozi wards report strong agreement on the influence of equipment availability, with mean scores of 2.3333 and 1.5714, respectively. These wards probably have better access to and implementation of necessary equipment, leading to stronger agreement on its positive impact on academic records management. On the other hand, respondents from schools in Vigwaza and Bwilingu wards exhibit uncertainty, with mean scores of 2.7143 and 3.3333. The overall mean score of 2.4828 indicates general agreement on the importance of equipment, and the significant Chi-square value ($p = .001^{**}$) confirms that equipment availability significantly impacts records management practices across the schools in wards.

4.2.3 Computer Knowledge of Head Teachers

The influence of head teachers' computer knowledge on records management practices shows a trend of uncertainty among respondents from most wards. Mean scores range from 2.6667 to 3.4286, indicating that respondents are generally unsure about the impact of computer literacy on effective records management. However, respondents from schools in Ubena/Ubena Zomozi wards show more agreement, with a mean score of 1.8571. Schools in these wards may have better access to technology and training, leading to a higher level of agreement on the importance of computer skills. Other schools may lack these resources, resulting in uncertainty

about the impact. The overall mean score of 2.8276 reflects this uncertainty, and the significant Chi-square value ($p = .002^{**}$) suggests considerable variability in perceptions across different wards. A study by Oredein (2008) in Nigeria found that the relationship between ICT utilization and records management in secondary schools in the Sheema District is influenced by computer literacy among school principals and vice-principals, and those who are phobic of computers are not conversant with record-keeping practices using this technology.

4.2.4 Security Measures at Schools

The varying perceptions of security measures' impact on records management in Chalinze District's public primary schools can be attributed to differences in local conditions and resources. Schools from Talawanda/Msoga and Ubena/Ubena Zomozi wards show significant agreement on the positive influence of security (mean scores of 2.5000 and 1.9048, respectively), may have more robust security infrastructures or greater awareness and enforcement of security protocols. In contrast, respondents from schools in Vigwaza and Bwilingu wards display uncertainty, with mean scores of 3.3333 and 3.2857, likely due to less effective security measures, lack of resources, or inadequate training on the importance of security in records management. The overall mean score of 2.7471 indicates general uncertainty regarding the influence of security on records management. The significant Chi-square value ($p = .002^{**}$) also indicates that perceptions of security's impact differ significantly across the schools in different wards. These disparities highlight the need for targeted improvements and consistent security standards across schools in all wards to ensure effective academic records management. Several security measures have been documented elsewhere, including safety and security measures such as flooring and lighting; the number of furniture according to the number of users; stable portable equipment, i.e., TV and Computers; the good practice of computers among students; fire-fighting equipment, fire evacuation procedures, the evacuation drill; testing of water samples, Remedial actions against exceed limits for bacteria, cold water is used for preparing foods and beverages; emission inspection stickers; Natural disasters, Fires, Chemical or hazardous material spills or releases, Major transportation accidents, Incidents of violence, Bomb threats and acts of terror are most common measure in both public and private school at secondary level (Ali and Fatma, 2016).

4.2.5 Availability of Record-Keeping Guidelines

The uncertainty surrounding the impact of record-keeping guidelines across most respondents in schools from all wards, as indicated by mean scores ranging from 2.6667 to 3.3333, indicates inconsistent implementation

and awareness of these guidelines. Schools in Ubena/Ubena Zomozi wards, where respondents showed more agreement (mean score of 2.0952), it was likely that the guidelines were more effectively communicated and adhered to. The overall mean score of 2.7586 suggests a general lack of clarity and possibly insufficient training or use of these guidelines in records management. The marginally significant Chi-square value ($p = 0.048^{*}$) indicates that while there is some variance in perceptions, it is not substantial, pointing to a need for more consistent and comprehensive dissemination of record-keeping guidelines across all schools in all wards. Ojo, Idakwo & Sanga (2019) reported that the presence of record policy guidelines in schools positively influenced record management in Nigerian libraries.

4.2.6 Government Support through Funding

Government support through funding for record-keeping equipment shows significant agreement in respondents from schools in Talawanda/Msoga and Ubena/Ubena Zomozi wards, with mean scores of 2.2917 and 1.8571, respectively. Likely, these wards benefit from the more visible and effective allocation of funds towards improving record-keeping infrastructure. In contrast, respondents from schools in Vigwaza and Bwilingu wards express uncertainty, with mean scores of 3.1905 and 3.0000, which may stem from inconsistencies or perceived inadequacies in distributing or utilizing such funds within their respective school contexts. The overall mean score of 2.5747 reflects mixed perceptions of the impact of government funding on records management practices, suggesting that while some perceive tangible benefits from government support, others may feel that the impact is not as substantial or equitable across all schools. The significant Chi-square value ($p = .004^{**}$) reveals notable differences across wards, emphasizing the need for more equitable distribution and transparent use of funding to ensure that all public primary schools receive adequate support for enhancing their records management practices effectively. Lack of support from top management has been reported by Ojo et al (2019) to affect record-keeping in many educational institutions in Nigeria.

Interviews with the DEO of the Chalinze district regarding academic records management in her district's primary schools highlighted significant challenges. According to the DEO,

"Lack of financial capital and other record-keeping facilities are major challenges in managing academic records in public primary schools," emphasizing the critical need for adequate resources to support effective records management practices. Additionally, the DEO pointed out that "lack of record keeping training is a major concern"

The findings align with prior research by Abikwi (2022) and Koskei et al. (2020), who investigated factors influencing school record-keeping in Nigerian secondary schools. They identified several influential factors, including varying attitudes among school staff towards record-keeping, rigorous supervision by school leaders, the security of school environments, ongoing training in record management, adequate familiarity among school personnel with record-keeping practices, staff experience levels, staffing numbers, and overall school security. However, the primary challenges observed in the Chalinze district were notably the limited computer literacy among primary school heads and the absence of comprehensive record-keeping guidelines.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of this study, several key conclusions emerge. Proper students' academic record-keeping is the cornerstone for school administrators to make the right decision on academic issues at schools. Head teachers are responsible to ensure better infrastructure and conditions for academic record-keeping in schools. Neglecting accurate academic record-keeping within the school system can hinder heads of schools from making the right decisions. As a result, heads of schools will face different criticism from staff, students, school boards, and other education authorities. Head teachers and staff need to ensure that academic record-keeping practices are maintained in order to achieve the educational and training goals.

5.2 Recommendations

Based on the study objectives and conclusions, the following are our recommendations.

1. The Ministry of Education and Technology should employ records-keeping staffs who have skills and knowledge in proper record-keeping in primary schools.
2. The DEO and Heads of schools should ensure that records management guidelines and regulations are available and used by staff for records management in primary schools.
3. The Government, through its responsible ministry, should allocate enough funds for purchasing electronic modern record-keeping equipment in all primary schools in Tanzania.
4. School Heads should ensure all important facilities for students' academic records are available in schools.
5. The Heads of primary schools should coordinate and plan for training for teaching staff on proper student academic records management in schools.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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