

Principals' Records-Keeping Practices and School Effectiveness in Ilorin Metropolis Secondary Schools

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ABSTRACT

The research focuses on the record-keeping practices of principals in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. Two research questions and one research hypothesis were raised to guide the study. A descriptive survey research design was employed, allowing for self-reporting of information without manipulating variables. The sample included 121 principals and 155 vice principals from four Local Government Areas. The research instrument was a structured questionnaire, "Principals' Records Keeping Practices and School Effectiveness Questionnaire (PRMPSEQ)," developed from a literature review. The data was analyzed using both descriptive and inferential statistics. The study found a positive correlation between these two aspects, indicating that effective records management is crucial for achieving high levels of school effectiveness. The study found a moderate level of effectiveness in principals' records-keeping practices, with areas for improvement identified in record retrieval, disposal, use, and archiving. The Pearson Product Moment Correlation analysis reveals a significant positive correlation between principals' record-keeping practices and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. Overall, the findings provide valuable information for policymakers and school administrators in the Ilorin metropolis, suggesting that enhancing records management practices could be a strategic approach to improving school effectiveness and ultimately, the quality of education for students. The findings suggest that schools should prioritize continuous improvement in their records management systems, focusing on enhancing retrieval, disposal, utilization, and archiving practices. Recommendations include enhancing records management training, implementing standardized systems, investing in technology, and conducting regular audits.

Keywords: Principals' Record Keeping Practices, Record Keeping, School Effectiveness

INTRODUCTION

Education is a crucial global service that every nation strives to provide for its citizens, as it serves as a tool for socio-economic development and societal transformation. Education is instrumental in developing one's potential and skills to become a productive member of society (Ukaogba & Nwankwo, 2020). It is the pivot around which all other sectors of a country revolve, constituting a basis for national cohesion and integration (Owan et al., 2019). Mlunga (2018) asserts that education is crucial for national development,

emphasizing the importance of maintaining all levels, particularly pre-primary education, as it forms the foundation for other educational levels. Schools are the main drivers of education, engaging in teaching, learning, and behavior modification. The purpose of the school system can only be achieved through effective administration (Alabi, 2017).

School effectiveness is the achievement of an educational institution's specific goal or aim (Amirize & Ololube, 2018). It is the attainment of desired results through the utilization and keeping of available resources

(Uko, 2015). School effectiveness is the successful attainment of predetermined educational objectives through the provision, organization, documentation, and utilization of available resources. Alabi (2017) emphasizes the importance of proper records management in school administration, stating that without adequate records management, effective and efficient school administration cannot be achieved. School records are written statements of facts, events, and documented past behavior that provide information about a particular school. They are considered the encyclopedia of school activities and are considered the totality of documents, structures, and information that are of sentimental, economic, or historical value to a particular school. According to Annoh (2019), school records are the totality of documents, structures, and information that are relatively permanent. School records are often kept as part of the Education Law of the country, as they provide useful information about students, teachers, the school, and the educational system in general. Mahama (2017) also describes school effectiveness as indicated by good use of personnel, money, time, energy, and materials to produce desired quality outcomes.

School records are crucial for the effective and efficient organization of school administration, as they provide essential information on student achievement, school activities, and matters that promote the efficiency and effectiveness of the school system. Amie-Ogan and Tagbo (2021) emphasize the importance of creating, providing, and maintaining school records to achieve educational goals. Olalere et al. (2021) further emphasize the importance of comprehensive, accessible, and secure school records, which contain adequate information for the smooth running of school activities. School records are categorized into statutory and non-statutory records, with statutory records including admission/withdrawal registers, attendance registers, and more.

Non-statutory records include cash books, stock books, school calendars, inventory books, and confidential report forms. These records are maintained by principals, teachers, counselors, and administrative staff, and are essential for all areas of school management, such as budgeting, planning, staffing, and facilities. Record-keeping management proposes to ensure accurate and proper records of student achievement and growth, information on school activities, and matters that promote the efficiency and effectiveness of the school system. School records occupy a strategic position in the effective and efficient organization of school administration, allowing for proper planning and implementation of appropriate courses of action, as well as monitoring activities and tasks.

School records are crucial for the success of any formal organization, such as schools, as they help in achieving goals and maintaining accurate records of students' achievements, school activities, and other relevant information. School record management involves various activities and roles performed by school administrators to maintain and update these records, which is essential for effective and efficient school administration. Record keeping is central to the administration of institutions of learning, as it documents the planning and implementation of appropriate courses of service, allowing proper monitoring (Odeniyi & Adeyanju, 2020). School record-keeping practices involve activities such as adding new information or modifying existing ones to keep them updated. Regular checks and revisions are necessary to ensure the records are in good condition and orderly state.

Good school record-keeping practices reduce the likelihood of worn-out or torn records in secondary schools (Mahama, 2017). However, maintaining school records can be costly and time-consuming, as some records may require proper disposal due to their life span and valuable office space. School records are official documents, books,

and files containing essential information on actions and events that are kept and preserved in school offices for retrieval and utilization when needed. They showcase the history of the school, its progress, and the direction and condition of school development over time. School records also refer to all necessary documents kept to aid the smooth running of academic programs in the school (Akpa et al., 2023).

School records play a crucial role in the management of schools, with principals and teachers responsible for advancing educational objectives. Their duties extend beyond instructing and include maintaining accurate and reliable records of significant school occurrences. School records are essential for improving educational aims and objectives and a lack of school records can lead to problems for the Ministry of Education and school principals. Babalola et al (2021) reported that when school activities are documented and sound record management procedures are followed, educational administrative effectiveness can be achieved. A principal is the highest authority in secondary school, responsible for managing major administrative tasks, supervising students and teachers, and supervising various activities. They have varying years of job experience and face the challenge of addressing all relevant issues related to the school they oversee. A school principal who takes pain to prepare and keep quality school records should strive to have good keeping practices and culture. One of the glaring problems facing effective management of education in Nigeria is the total lack of keeping culture on available records. This is more appalling when the government has made efforts to provide funds for the provision and creation of school records for school effectiveness. The importance of school records in the effective and efficient management of the Nigerian education system has called for adequate and proper record-keeping practices in Nigerian secondary schools. The study investigated

the Principal's Records Keeping Practices and School Effectiveness in Ilorin Metropolis Secondary Schools, Kwara State, Nigeria.

Statement of the Problem

In Ilorin metropolis secondary schools in Kwara State, Nigeria, there is a concerning issue of misplacement or loss of vital records and slow retrieval of necessary information. School principals in these schools are criticized for not adequately managing and maintaining these records, despite their importance in achieving educational objectives. Okaforcha (2022) and Akpaasou (2017) have reported a lack of management of school records in the Bichi education zone. Mabera (2020) also supports this claim, citing insufficient skilled and experienced record management personnel and possibly low priority of record management. Owan et al (2019) and Akpa et al (2023) have also noted that many secondary schools in Cross River State appear ineffective due to poor record management. Akpa et al (2023) have observed that records are not adequately managed in terms of availability, utilization, and keeping by most stakeholders. This has led to complaints from school staff, the Ministry of Education, and education quality assurance. The study focuses on the principals' record-keeping practices and school effectiveness in Ilorin Metropolis secondary schools, assessing their management methods in records creation, storage, retrieval, and keeping, as well as their ability to cope with impeding factors to improve their record-keeping practices. The research is limited to public senior secondary school principals in Ilorin Metropolis, Kwara State, Nigeria.

The study addresses the lack of comprehensive understanding of records management practices in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. There is a lack of research specifically focused on record-keeping practices in this particular context. There are potential gaps in records management practices, particularly in areas like record

retrieval, disposal, use, and archiving. The relationship between records management and school effectiveness in these schools is unclear, and it is crucial to investigate whether there is a correlation between effective records management and improved school outcomes such as student achievement, student engagement, and overall school performance. To improve school effectiveness, it is essential to identify specific areas for improvement in record-keeping practices and develop targeted interventions that address the unique challenges faced by schools in the Ilorin metropolis. The study's importance lies in providing valuable insights into the relationship between record-keeping practices and school effectiveness, providing evidence-based recommendations for enhancing school performance and student outcomes in the Ilorin metropolis. It will also address specific needs, inform policy and practice, improve accountability and transparency, and foster best practices in records management within public secondary schools in the Ilorin metropolis.

Research Questions

1. What are the principals' records-keeping practices usually adopted in public secondary schools in the Ilorin metropolis of Kwara State, Nigeria
2. What is the level of school effectiveness in public secondary schools in the Ilorin metropolis of Kwara State, Nigeria

Research Hypothesis

There is no significant relationship between principal records-keeping practices and school effectiveness in public secondary schools in the Ilorin metropolis of Kwara State, Nigeria.

Literature Review

The study is based on the Record Continuum Theory and Path-Goal Theory of Leadership. Record Continuum Theory (RCM), developed by Frank Upward and Sue

McKemmish from Monash University Australia, is a continuum process where organizational activities transform documents into records, evidence, and memory used for multiple purposes over time. The RCM helps identify where record creation, storage, and keeping activities can be placed. Records are seen as part of a continuum of activity related to a particular context and are always ongoing (Frings-Hessami, 2022). A good school administrator must guarantee the reliability, authenticity, and completeness of all records in the school system. The best practice for managing records in school administration is the continuum concept, as it promotes efficiency, improves responsiveness, and satisfies user requirements. Adequate record keeping should be a continuous practice in the school system, allowing records to be seamlessly accessed for current organizational and archival purposes, such as forecasting, smooth administration, decision-making, and achievement of school goals.

The path-goal theory of leadership, developed by Robert House in 1971, asserts that a leader's behavior is influenced by the satisfaction, motivation, and performance of their subordinates. The theory suggests that managers should guide workers and resources to choose the best paths to achieve their goals and the organization's goals. Leaders must engage in various leadership behaviors depending on the situation and provide direction and support to ensure their goals align with the organization's goals. The path-goal theory is a leadership participation method, where leaders clear a path for group members to act by clearly defining tasks, removing obstacles, and rewarding those who perform well (Annan, 2022). Effective leaders engage in behaviors that complement subordinates' environments and capabilities, compensating for deficiencies that impact subordinates' satisfaction and individual and work unit performance.

The path-goal theory is useful for leaders to remind them that their central

purpose is to help subordinates manage resources efficiently to achieve their goals. It can guide principals to understand the processes involved and the vision for achieving school goals, as well as remove obstacles from the path of followers through the creation, utilization, and retention of resources. In conclusion, the path-goal theory emphasizes the importance of leaders' ability to clarify the path and provide direction and support to their followers, ultimately leading to improved employee performance and satisfaction.

Concepts of School Records

School records are essential documents that provide a temporary or permanent record of events or facts, especially through writing and electronic devices. They are created, received, and maintained as evidence by institutions or individuals before law courts or in business transactions. School records are crucial for maintaining information that is reliable, accurate, complete, precise, and up-to-date. They can be in the form of reports, letters, memos, pictures, films, journals, diaries, and more. School records showcase the history of the school, its progress, and the direction and condition of its development over time. They also aid in the smooth running of academic programs. Onanwa (2022) described school records as documented statements of facts about persons, facilitates, proposals, and activities in and about the school. They are essential for evaluation, order lines, planning, administrative convenience, discipline, grouping, continuity, revision, legal defense, and guidance and counseling. Chinyere et al (2019) emphasized the importance of school records for evaluation, order lines, planning, administrative convenience, discipline, grouping, continuity, revision, legal defense, guidance, and counseling. Basic school managers and administrators need to implement the use and preservation of school records in schools. School records tend to increase and improve with innovation and reforms in the education system. Musa and

Jacob (2021) defined school records as a unified, comprehensive collection of documentation concerning all services provided to a student, including intake information, evaluations, assessments, release of information forms, individual learning plans, written notes, and collateral information.

Types of School Records Used in Secondary Schools

Education law dictates the types of school records used in secondary schools, which are divided into statutory and non-statutory records. Statutory records are mandatory and must be produced upon official inspection by the Ministry of Education agents. Examples of statutory records include log books, admission registers, class attendance registers, lesson notes, school timetables, and schemes of work. Non-statutory records, on the other hand, are not legally binding but are voluntarily kept due to their operational value in school administration (Akpa et al., 2023). Non-statutory records include admission registers, withdrawal registers, log books, attendance registers, school timetables, diaries of work, visitors books, examination record books, time movement books, national policy on education, curricula, assignment books for teachers, query books, history of the school, transfer certificate books, pupils' files, sports and games record files, school clubs/societies, annual leave rosters, teachers' evaluation reports, education inspectors reports, organizational charts, minutes books, disciplinary committee files, school land papers, and lesson plan/notes for teachers. Non-statutory records are kept for administrative reasons, such as stock books, cash and account books, school calendars, health books, inventory books, and staff minutes books. These records are essential for effective, progressive, clean, and paving the way for development in school administration.

Principal Records Keeping Practices and Secondary School Effectiveness

Record-keeping practices are essential for the effective functioning of secondary schools. They involve activities that ensure records are in good condition and kept in an orderly state. Regular checks and maintenance of files are crucial to prevent wear and tear, as some school records may be loose and fall out easily. Good record-keeping practices also involve regular revising, refilling, and occasionally reorganizing available records. Regodon (2017) and Modebelu and Onyali (2014) have outlined record management practices such as record creation, storage, keeping, and disposal. Principal records-keeping practices include using drawers and shelves, using computers (e-record keeping), using audio and video cassettes, avoiding mutilations of records, ensuring top-secret record keeping, and proper management of books in shelves/cabinets.

Record-keeping practices can be grouped into four broad categories: periodic, preventive, emergency, and replacement-keeping practices. Periodic keeping involves servicing equipment, systems, or structures to prevent breakdowns while preventive keeping involves scheduled servicing, repairs, inspection, adjustment, and replacement of parts (Erbiyik, 2022). Emergency keeping involves unscheduled repairs initiated within a short time of identifying the need while replacement keeping involves changing structures, facilities, or equipment for optimal performance and utilization. Ekpoh (2018) includes corrective keeping and predictive keeping in record-keeping practice in secondary schools. Corrective keeping involves remodeling, renovating, and updating existing facilities to avoid obsolescence and adapt to current educational needs. Predictive keeping uses computer software to forecast equipment failure due to age, manufacturing fault, user demand, and quality control

performance measures.

Amie-Ogan and Tagbo (2021) emphasize the importance of principal records-keeping practices in secondary school effectiveness. They argue that the principal is the leader of the entire community within the school, responsible for managing major administrative tasks, supervising students and teachers, and addressing all relevant issues. Amie-Ogan and Tagbo (2021) argue that keeping school records is crucial for ensuring consistency and continuity of educational practices. Adu and Ngulube (2017) reaffirm that record-keeping practices in schools are any activity carried out to keep the surface of school records as neat as possible and ensure that records are in good condition and placed in an orderly manner. Anyanwu (2019) believes that proper record-keeping makes school records available for utilization and serves as major information tools that sustain the school and aid in achieving educational goals and objectives. Omemu (2017) asserts that effective management of school records by principals depends on certain management procedures and functions such as effective supervision, creation of records, effective leadership, monitoring, provision and training of adequate personnel, records storage and retrieval, discipline and effective communication, delegation of duty, developing record keeping skills and motivation. By implementing effective practices, principals can ensure the continuity and success of their educational programs, ultimately contributing to the overall success of the school.

Review of Related Empirical Studies

Nwafukwa et al (2019) conducted a study on school plant-keeping as a determinant for principals' effectiveness in the administration of secondary schools in Nigeria, specifically in Ebonyi State. The study focused on the use of a descriptive survey design and involved 223 public secondary school principals and 5,082 secondary school teachers from both urban

and rural areas. The sample size was 100 principals and 1,510 teachers, totaling 1,610 respondents. The data collection instrument was a structured questionnaire designed by the researchers, which was validated by two experts from Educational Administration and Planning at Ebonyi State University, Abakaliki. The test re-test method was used to establish the instrument's reliability, yielding an index of 0.74. The results showed that school plant keeping ensures prudent management of funds and enhances students' personnel management, improving principals' effectiveness in administration. It also improves student-personnel management by principals, as maintained school plants encourage active participation in classroom instruction and easier teaching of concepts. The study recommends training principals and teachers in financial knowledge and skills, organizing workshops for both, and encouraging them to coordinate material resources appropriately for effective secondary school administration. The current study aims to fill this gap by examining the impact of school record-keeping on principals' effectiveness in administration.

Ukaogba and Nwankwo (2020) conducted a study on record management practices of principals in Delta State, Nigeria. The research focused on two main questions: record creation practices and record storage practices. The study involved 465 principals from public secondary schools in Delta State, using a descriptive survey research design. Data was collected through the 'Principals' Record Management Practices for Effective Administration Questionnaire (PRMPEAQ), developed by the researchers. The instrument was validated by three experts and had reliability indices of 0.81 and 0.85 respectively. The findings revealed that principals adopted various record storage practices, including dispersion of files, confidentiality, and storage in cupboards based on subject matter. There was no significant difference in mean ratings between more-experienced and less-

experienced principals on their record storage practices. The study recommends that the Ministry of Education and other relevant education authorities subsidize the financial cost of attending conferences and seminars to encourage principals to stay updated on innovative record storage practices. Both studies were conducted at the state level and targeted secondary school principals as major respondents.

Odeniyi and Adeyanju (2020) conducted a study on the assessment of school record management in secondary schools in the Federal Capital Territory (FCT). The study aimed to determine the types of records kept in schools, whether they are properly managed and retrieved for use, and identify strategies for improvement. The research used a descriptive research design with a sample size of 80 respondents from ten secondary schools in FCT. The findings revealed that most school records are not properly maintained. Solutions proposed by respondents included timely supply of school records, availability of funds, teachers' training, and proper backup of records. However, it was recommended that stakeholders use school record books for efficiency purposes, ensure timely updates of record materials, and give adequate attention to delegation and follow-up on record procedures by school principals. The ongoing research study is similar to past studies that examine the gravity of school records for effective secondary school management but differs in focus. The current study focuses on principal records-keeping practices for school effectiveness in secondary schools, filling a major gap in understanding school administrators' keeping culture for effective administration. The study addresses the need for more comprehensive research on school administrators' record management practices for effective secondary school administration.

Amie-Ogan and Tagbo (2021) conducted a study on principals' record-keeping practices for enhanced

administrative effectiveness in public senior secondary schools in Rivers State. The study used a descriptive survey research design and a self-structured questionnaire to gather data from 276 principals. The questionnaire was validated by experts in the Departments of Measurement and Evaluation and Educational Management. The findings revealed that computer and cloud storage are principals' record-keeping practices for enhanced administrative effectiveness in Rivers State. Both experienced and inexperienced principals agreed that cloud storage facilitates administrative effectiveness. The study recommended that principals train teachers on using cloud storage for data mobility and accessibility, as well as for financial record keeping for accountability, mobility, and accessibility. The ongoing study is closely related to Amie-Ogan and Tagbo (2021), as both studies focused on school principal involvement and effectiveness. However, the current study differs from the previous one, as it focuses beyond the use of two research questions and one hypothesis, filling a gap in the literature. The findings suggest that cloud storage can be a valuable tool for improving administrative effectiveness in public senior secondary schools.

Akpaasou (2017) investigate the impact of school records on principals' administrative effectiveness in senior secondary schools in the Bichi Education Zone of Kano State, Nigeria. The research focused on the influence of statutory and non-statutory records, the impact of records management practices, and strategies for improving record management practices. The study used a descriptive survey design with 409 principals and teachers, with proportionate and simple random sampling. The self-developed questionnaire, SRPAEQ, was used for data collection and statistical analysis. The findings revealed that statutory records not only improved administrative effectiveness but also facilitated growth for principals' efficiency. Non-statutory records,

particularly those focusing on data storage and retrieval, also impacted principals' administrative effectiveness. Records management practices by principals significantly impacted their administrative effectiveness. The study recommended the implementation of effective school record-keeping policies, friendly interactions between administrators and subordinates, and adequate information communication systems for easy information storage and retrieval. The review study was similar in its use of independent and dependent variables, research questions, and hypotheses, but the present study used Pearson product-moment correlation (PPMC) for null hypotheses.

Akpa et al (2023) conducted a research study on the extent of keeping and utilization of records in the administration of public secondary schools in Ebonyi State, Nigeria. The study aimed to investigate the extent of record keeping and utilization in the administration of these schools. The research used a descriptive survey design and involved all 226 principals in Abakaliki, Onueke, and Afikpo Education Zones of Ebonyi State Secondary Education Board. The self-developed structured questionnaire, titled EMURASSQ, was used for data collection. The instruments were validated by three experts at Ebonyi State University Abakaliki, and the reliability of the instrument was confirmed using Cronbach's Alpha procedure. Descriptive statistics were used to answer the research questions and t-test statistics to test the null hypotheses at a 0.05 level of significance. The findings revealed that most statutory and non-statutory records were maintained and utilized to a great extent, with only a few records being maintained and utilized to a very low extent. There was no significant difference between the mean responses of male and female principals on how statutory and non-statutory records were utilized and maintained in Ebonyi State. The study recommends that school principals ensure adequate maintenance of statutory records to

avoid loss of vital information for effective school operations and adequate utilization of non-statutory records. The ongoing study fills gaps in the existing literature on record-keeping management in secondary schools.

METHOD

The study examines the principal's records-keeping practices and school effectiveness in Ilorin metropolis secondary schools in Kwara State, Nigeria. A descriptive survey research design was used, as it involves collecting primary and secondary data as well as other relevant information to describe and interpret existing conditions, practices, beliefs, and attitudes. According to Akpan (2014), this design allows for the self-reporting of information, allowing researchers to explore the current status of principals' records-keeping practices and school effectiveness without manipulating variables. The study surveyed public senior secondary school principals and vice principals in Ilorin metropolis secondary schools in Kwara State, Nigeria. The population was divided into four Local Government Areas: Asa, Ilorin East, Ilorin South, and Ilorin West. Each area had a different number of schools, with the sample size being based on the L.G.A. The sample size included 121 principals and 155 vice principals. The research instrument for data collection is a structured questionnaire titled "Principals' Records Keeping Practices and School Effectiveness Questionnaire (PRMPSEQ)," developed by the researchers from a literature review. The questionnaire aims to gather objective opinions on the record-keeping practices adopted by principals in senior secondary schools in Ilorin metropolis, Kwara State, Nigeria. The questionnaire is divided into two sub-sections which contain 20 items relating to the records-keeping practices of principals and 10 items relating to the level of school effectiveness in Ilorin metropolis secondary schools. The instrument is structured on a four-point rating scale with response options

arranged under Highly Effective, Moderately Effective, Lowly Effective, and Not Effective. A mean score of 2.50 or above is considered accepted while a score below 2.50 is rejected.

The research instrument undergoes face validation by the researcher's supervisor and other experts from the Department of Measurement and Evaluation at the University Of Ilorin, Nigeria. The initial 40 items were validated with each expert requesting the researcher to eliminate ambiguous statements and include related items. The input of the experts helps the researcher make necessary adjustments and modifications to the instrument which is incorporated into the final draft of the questionnaire for data collection. This aligns with Okaforcha's (2022) reaffirmation of the importance of validating research instruments before administration. The researcher conducted a pilot study with 20 public senior secondary school principals to determine the reliability of the questionnaire. The data collected were analyzed using the Spearman-Brown reliability coefficient (r), which is considered reliable if the coefficient yielded is above 0.5 in line with Banka's (2019) recommendations that a questionnaire should be considered reliable. The study used data analysis to extract useful information from raw data. The data was analyzed using both descriptive and inferential statistics. Research questions 1 and 2 were analyzed using descriptive statistics of mean scores of respondents' responses. Pearson Product Moment Correlation was used to test the research hypothesis. Decisions on research questions were based on mean item ratings with a rating below 2.50 indicating disagreement and a rating above 2.50 indicating agreement. A scale of 0-2.40 (Not Effective) 2.5-3.0 (Moderately Effective) 3.1-4.0 was used for Research Question 2

If the p-value is equal to or greater than 0.05, the null hypothesis is rejected, and the difference is considered statistically significant.

RESULTS AND DISCUSSION

Research Question One: What are the principal records-keeping practices usually adopted in public secondary schools in the Ilorin metropolis of Kwara State, Nigeria?

Table 1. Mean and standard deviation showing principals records keeping practices usually adopted public secondary schools in Ilorin metropolis Kwara State, Nigeria

S/N	ITEMS	Mean	SD	Rank
1	Record Creation	3.63	0.68	1st
2	Record Storage	3.50	0.65	2nd
3	Record Archiving	3.18	0.22	8th
4	Record Update	3.22	0.27	7th
5	Record Use	3.28	0.39	6th
6	Record Appraisal and Retention	3.36	0.53	4th
7	Record Disposal	3.25	0.48	5th
8	Record Retrieval	3.43	0.60	3rd
Average Mean		3.19		

Table 1 presents a descriptive analysis of principals' record-keeping practices in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. The average mean score of 3.19 indicates that principals generally adopt moderately effective record-keeping practices, indicating awareness and implementation of these practices. Principals show moderate proficiency in creating records, with a mean score well above the overall average. They prioritize safe and organized storage of records. Record retrieval is moderately competent, with a mean score below the overall average. Principals generally adhere to guidelines for assessing the value and duration of record retention. Record disposal is slightly below the overall average, suggesting that principals may not have fully optimized their practices for disposing of records according to regulations. Record update is moderately proficient, with a mean score close to the overall average. Principals generally make efforts to keep records up to date but further improvement in this area could enhance information accuracy. Record use is moderately competent, with a mean score slightly below the overall average. This

suggests the potential for enhancing their application and integration within decision-making processes. Record archiving is the lowest mean score, suggesting that principals might not fully prioritize or utilize proper procedures for archiving records, which could impact the long-term preservation and accessibility of valuable information. Standard deviations (SD) for all items are relatively similar, indicating a moderate spread in practices across different schools. Overall, the analysis reveals a generally moderate usage of record-keeping practices by principals in public secondary schools in the Ilorin metropolis.

Research Question Two: What is the level of school effectiveness in public secondary schools in the Ilorin metropolis of Kwara State, Nigeria

Table 2. Mean and standard deviation showing the level of school effectiveness in public secondary schools in the Ilorin metropolis of Kwara State, Nigeria

S/N	ITEMS	Mean	SD	Remark
1	Level of students' academic achievement and students' academic performance in standardized examinations	3.60	0.59	Highly Effective
2	Students' engagement, participation, motivation, and interest in teaching and learning activities	3.35	0.66	Highly Effective
3	Highly motivated teachers with needed qualities, well-trained, experienced, and supportive	3.06	0.69	Effective
4	Inclusion of Curriculum Relevance	3.21	0.52	Highly Effective
5	School security measures and students' safety with a focus on the protection of students' physical,	3.02	0.64	Effective

	emotional, and social well-being			
6	Adequate leadership orientation and effective staff disposition	3.28	0.70	Highly Effective
7	Access to modern school resources and facilities that enhance both programs of studies and extra-curricular activities	3.35	0.66	Highly Effective
8	School community relationships, partnerships, engagements, and support services	3.47	0.67	Highly Effective
9	High school enrolment figures and high secondary school graduates' enrolment into tertiary institutions	3.41	0.59	Highly Effective
10	low extent of truancy, low drop-out rates, and low-class repeating figures	3.32	0.63	Highly Effective
Average Mean		3.31		

Table 2 presents a descriptive analysis of the level of school effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. The average mean score of 3.31 suggests that these schools exhibit a moderately high level of effectiveness, meeting a reasonable standard in terms of their performance and the quality of education they provide. The highest score for academic achievement is 3.60, indicating a strong emphasis on students' achievement and performance in standardized examinations. Students' engagement, participation, and motivation are moderately high, indicating that students are generally engaged in teaching and learning activities. Highly motivated teachers have a low score for teacher quality and support, suggesting areas for improvement in teacher training, experience, and support systems. Curriculum relevance is above the overall average, suggesting that schools are generally aligning

their curriculum with current needs and requirements. School security and safety are the lowest among the top six indicators, suggesting a need for improvement in this area. Leadership orientation and effective staff disposition are generally effective, and schools generally have access to modern resources that support their academic and extracurricular programs. School community relationships are high, indicating strong engagement, partnerships, and support from the community. Enrolment figures and tertiary institution enrolment are above the overall average, suggesting that schools are attracting students and producing successful graduates in higher education. Low truancy, drop-out rates, and class repeating are above the overall average, indicating that these schools generally manage to retain students and minimize truancy and repetition. The standard deviations (SD) for most indicators are relatively similar, ranging from 0.52 to 0.70, suggesting variation across schools in their effectiveness in specific areas. Further research should investigate factors contributing to variations in school effectiveness and recommend strategies for maximizing the performance of these schools.

HO₁: There is no significant relationship between principal records-keeping practices and school effectiveness in public secondary schools in the Ilorin metropolis of Kwara State, Nigeria

Table 3. Summary of Pearson Correlation on the Relationship between Principal Records keeping Practices and School Effectiveness in Ilorin Metropolis in Kwara State, Nigeria.

Variables	N	Mean	SD	df	R. Cal	P-Val	Decision
Principals' Record Keeping Practices	53	2.23	1.102		0.6330	0.091	Rejected
	2			2			
	7			7			
	6			4			

School	3.08	.90
Effectiveness	82	0

Source: Field Study, 2024

The Pearson Product Moment Correlation analysis reveals a significant positive correlation between principals' record-keeping practices and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. This indicates that as principals' record-keeping practices improve, the level of school effectiveness tends to increase. The correlation coefficient ($r = .6330$) indicates a moderate positive relationship between the two variables. A value closer to 1 suggests a stronger positive relationship while a value closer to -1 suggests a stronger negative relationship. The P-value is significantly smaller than the conventional alpha level of .05. The decision is based on the significant p-value, rejecting the null hypothesis and concluding that there is a statistically significant relationship between principals' records-keeping practices and school effectiveness. This finding suggests that improving record-keeping practices within public secondary schools in the Ilorin metropolis could contribute to enhanced school effectiveness. Principals who adopt efficient and organized records management systems, ensuring accurate and accessible information, may be more likely to achieve higher levels of school effectiveness. Overall, the findings provide valuable information for policymakers and school administrators in the Ilorin metropolis, suggesting that enhancing records management practices could be a strategic approach to improving school effectiveness and ultimately, the quality of education for students.

Discussion

The results show a moderate level of effectiveness in these practices, indicating areas for improvement in record retrieval, disposal, use, and archiving. Principals in the Ilorin metropolis demonstrate moderate proficiency in core records management

practices, such as record creation, storage, and appraisal and retention. This aligns with previous studies that found similar awareness and implementation of core records management principles in schools (Adu, 2014; Chu, 2016). Principals prioritize creating and securely storing records, emphasizing the importance of establishing a foundation for effective records management. This aligns with previous literature on records management in developing countries, emphasizing the need for targeted interventions (Cebekhulu, 2016; Oliver & Foscarini, 2014). However, the study's findings are inconsistent with previous literature, as it relies on self-reported data and the cross-sectional nature of the design.

The study reveals a moderately high level of school effectiveness, indicating that these schools are meeting a reasonable standard of performance and providing quality education. The study reveals a strong emphasis on academic performance in schools, with the highest score (Mean = 3.60) for the indicator measuring students' academic achievement and performance in standardized examinations. This aligns with previous studies emphasizing the importance of academic achievement as a key indicator of school effectiveness. The study reveals that students are generally engaged in teaching and learning activities, showing a positive attitude towards their education. Strong community support is also evident, with a high score (Mean = 3.47) for school-community relationships suggesting strong engagement, partnerships, and support services from the community. The high score (Mean = 3.41) for school enrolment figures and high secondary school graduates' enrolment into tertiary institutions indicates that these schools are attracting students and producing graduates who successfully pursue higher education. This finding aligns with previous studies emphasizing the importance of access to quality education and its impact on higher education participation rates (Dougherty & Callender, 2017; Gale &

Tranter, 2011; Maringe & Sing, 2014).

The low score of highly motivated teachers indicates a need for additional investment in teacher training, experience, and support systems, which is crucial for improving student learning outcomes (Alderman, 2013; Darling-Hammond et al., 2017; Filgona et al., 2020; Glewwe & Muralidharan, 2016). The study found a low score of 3.02 for the indicator measuring school security measures and student safety, indicating a need for improvement in this area, which aligns with studies emphasizing the importance of creating safe learning environments for student well-being and academic success (Darling-Hammond & Cook-Harvey, 2018; Kutsyuruba et al., 2015; Steinmayr et al., 2018). The moderate standard deviations in indicators suggest differences in school effectiveness across different schools, highlighting the need for targeted interventions and strategies to support schools with specific challenges and improve overall school effectiveness. The results show a significant positive correlation between these two variables, indicating that effective records management practices are associated with enhanced school effectiveness. This aligns with previous studies demonstrating a positive association between effective record-keeping and improved school performance (Amanchukwu & Ololube, 2015; Dwamena, 2022; Owan & Agunwa, 2019; Usman, 2015). In conclusion, the study provides compelling evidence that there is a significant association between effective records-keeping practices and school effectiveness in public secondary schools in the Ilorin metropolis. Schools should prioritize the development of robust records management systems, focusing on accurate record creation, efficient information retrieval, and appropriate disposal of records.

CONCLUSION

The study explores the relationship between principals' record-keeping practices

and school effectiveness in public secondary schools in Ilorin metropolis, Kwara State, Nigeria. The results show a significant positive correlation between these two key aspects of school management, suggesting that effective records management practices are crucial for achieving high levels of school effectiveness. The study found a moderate level of effectiveness in principals' records-keeping practices with areas for improvement identified in record retrieval, disposal, use, and archiving. This suggests that while schools are generally equipped with systems for record creation and storage, further attention needs to be paid to optimizing information access, disposal practices, and the utilization of records for informed decision-making. School effectiveness indicators indicated a moderately high overall level of effectiveness, particularly in areas like student academic achievement, student engagement, and school-community partnerships. However, areas for improvement were identified in teacher training and support, school security, student well-being, and the need to address variations in effectiveness across different schools. The findings emphasize the need for schools to prioritize continuous improvement in their records management systems, focusing on enhancing retrieval, disposal, utilization, and archiving practices. Such improvements can contribute significantly to enhancing school effectiveness by providing administrators with accurate and accessible information for making informed decisions, improving resource allocation, and supporting student success. Based on the findings and conclusions of this study, the following recommendations were made:

1. Governments who are the owners of the public secondary schools should provide all the necessary infrastructure and equipment to provide an enabling physical and psychological environment for effective record creation for principals.
2. The State Ministry of Education should organize an annual capacity-building

program in the form of in-service training and refresher courses for school principals to professionally update their skills and knowledge of record storage practices in schools.

3. The State Ministry of Education and other relevant educational authorities and Non-Governmental (NGO) agencies should subsidize the financial cost of attending conferences, seminars, or workshops to encourage school principals to attend and keep abreast of innovative methods of record retrieval practices in schools.
4. Principals should ensure that adequate and proper records appraisals are maintained thus will assist educational administrators to know when records are obsolete and need replacement with modern ones.
5. School principals should give special care to vital and useful school records in secondary schools to ensure their safe retention and disposal of all sensitive records that are no longer needed to create space for new ones.
6. In-service training should be organized regularly for school principals to update their skills and knowledge to achieve a higher level of school effectiveness in secondary schools.

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