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Influence of School Records on Principals' Administrative Effectiveness in Senior Secondary Schools in Bichi Education Zone of Kano State, Nigeria

Yusuf Umar

Lecturer, Department of Educational Foundations,
Federal College of Education Technical Bichi, Kano State, Nigeria

Ibrahim Halilu

Lecturer, Department of Educational Foundations,
Federal College of Education Technical Bichi, Kano State, Nigeria

Abstract:

Every school's record reveals both its strengths and weaknesses. The keeping of records is one of the duties of school administrators. Maintaining complete and accurate records of all significant school-related occurrences is necessary. This study investigated the Influence of School Records on Principals' Administrative Effectiveness in Bichi Education Zone of Kano state, Nigeria. Specifically, the study sought to determine the influence of statutory and non-statutory records on principals' administrative effectiveness, how records management practice influences principals' administrative effectiveness, and determine the strategies for improving record management practice in senior secondary schools in Bichi education zone of Kano state. Four research questions guided the study, and four null hypotheses were tested at a 0.05 level of significance. The study adopted a descriptive survey design. The target population was 409 principals and teachers. Proportionate and simple random sampling was used for the sampling. The instrument for data collection was named: School Records and Principals' Administrative Effectiveness Questionnaire (SRPAEQ). Two experts validated the instrument. A 38 items-structured questionnaire was subjected to statistical analysis using mean and standard deviation for the research questions and Chi-square for testing the hypotheses. The study revealed that statutory records not only help in achieving administrative effectiveness but also provide growth for principals' efficiency. The result of the study further showed that non-statutory records with particular emphasis on the mode of storing and retrieving Data influence the principals' administrative effectiveness, and finally, the result proved that records management practice by Principals has a great influence on principals' administrative effectiveness in Senior Secondary Schools in Bichi Education Zone of Kano State, Nigeria. The following recommendations were made:

- *Effective school records maintenance policy should be provided to ensure efficient and effective school records management,*
- *School administrators should be friendly with their subordinates and build confidence in them for the optimum attainment of school goals,*
- *Finally, schools should be adequately supplied with information communication systems capable of storing and retrieving information easily.*

Keywords: School records, principal, school administration, administrative effectiveness

1. Introduction

The purpose of schools is to advance educational objectives. The management of schools is entrusted to principals and teachers to accomplish these objectives. Their duties go beyond merely instructing; they must also ensure that everything runs properly and maintain adequate and accurate records of all significant school occurrences. Records management is crucial in educational settings. Official transcripts or copies of actions, occurrences, or other items are retained as school records by the school head. School records are kept in the school for official accounts of transactions or occurrences (Ebara, 2010). The task of overseeing a school's efficient operation falls to the principal. The degree to which he succeeds in fulfilling this duty is dependent on a variety of variables, one of which is the records that are kept by the head teacher and his subordinates. He will be able to judge and gauge the school's development thanks to the wealth of information in these documents concerning the institution.

According to Umeri (2022), School records refer to official books, documents, and files that include extremely important information about events and acts that happen in schools. Davis (2007) noted regions of keeping school records, including historical, financial, and academic records. Davis went on to say that each record is significant in

determining how school programs will be planned. According to Fasasi (2010), the main areas that school records keeping has an impact on are:

- Information sharing,
- Responsibility,
- Teacher performance, and
- Student advancement

Keeping financial records tends to have an impact on school accountability since it is important to know how much money has been brought in and how much has been spent. It is argued that without records, it is difficult to ascertain the history of the school, students' academic performances, the total number of students in a school, the number of staff, staff experiences, and qualifications. It is also through records that our new generation will come to know some important events that took place in the past. Many people forget things easily and do not remember events in their lives. Thus, the Keeping of Records helps solve some problems that could arise from forgetting things (Robinson cited in Idoko 2005). There is a need for accurate record keeping because every organization, be it a school, hospital, or financial institution depends on its records to establish its successes and failures.

The Education Law mandates the maintenance of student records. According to Olagboye (2004), Section 22 (1) of the Educational (General) Regulations of 1964, which applied to Northern Nigeria at the time, required school heads of every institution to keep specified books and records which must be produced at the request of the proprietors or their representatives, inspector, or a member of the Board of Governors. Administrators who violate the preceding part of the law are subject to penalties set forth in the following section of the legislation.

Egwuyenga (2009) states, "The unforeseen explosion in pupils' enrolment figures during the 1976 Universal Primary Education (UPE) has been blamed on an inaccurate database. Similarly, the failure of the implementation of UPE was blamed on the inadequate database in which the program was planned." These, however, show vividly the need for records to be kept in every school for the purpose of documentation and to enhance administrative effectiveness. According to Udezor (2004), record-keeping facilitates the work of school administrators, making it easier for them to retrieve necessary information whenever required. According to Gama in Ololube (2013), statutory records and non-statutory records are the two known record types. Statutory records must be maintained by school administrators in accordance with state education decrees and legislation. In contrast, non-statutory records are not required by law but are just as crucial to the efficient operation of schools. According to Ololube (2013), many records are kept in school systems, including the following:

- Educational Edict and Law,
- The lesson plan, log book,
- National Policy on Education,
- Disciplinary records,
- Cash book,
- Stock book,
- School time-table,
- School diary,
- Staff/students movement book,
- The transfer book,
- Visitors' book,
- The Syllabus,
- Scheme of work, and
- Curriculum

Therefore, secondary education's wide objectives should be realized effectively and efficiently, so school administrators should be devoted to implementing all activities and programs to make this possible. Adesina (2011) emphasizes, "Important documents found in the school are a major factor in the efficacy and efficiency of the head teacher. It is important to ascertain how school records have affected the administrative effectiveness of school principals in Bichi Education Zone of Kano State because all schools are required to maintain records to effectively and efficiently attain educational goals and objectives."

1.1. Statement of the Problem

For information to be successful, it must be accurate and dependable. Schools produce information to improve educational aims and objectives. School leaders can function effectively only when they are equipped with the required data. Records make up an informational treasure trove for kids, parents, teachers, head teachers, and employers. Problems are caused by a lack of records for the ministry of education and school principals. According to Badalola, Akinwumi & Alegbeleye (2021), "When school activities are documented, and sound records management procedures are followed, educational administrative effectiveness can be attained." Despite the significance of record-keeping in schools for achieving educational goals, there is a lacking of management of school records in Bichi education zone. This is reflected in a number of complaints about poor record-keeping in schools from school staff and other relevant parties. This bad record-keeping in schools may involve insufficient ability and knowledge of record-keeping on the part of both principal and classroom teachers, falsification of records like changing age, results, attendance register, and insufficient accounting of records. Supervisors from the State Ministry of Education have frequently noted false school data provided by administrators and teachers.

Consequently, the general goals and objectives of education would be impacted by educational functionaries' failure to access the current data required for efficient planning. Some secondary school principals are unconcerned with the value and necessity of record-keeping within their administrative framework, much less with how it relates to overall school effectiveness. Therefore, it may be urgent and necessary to reverse this trend if school management is to accomplish its main goals. The study wishes to ascertain how school records affect principals' administrative effectiveness in public senior secondary schools in Kano State's Bichi education zone.

1.2. Purpose of the Study

The main purpose of this study is to determine the influence of school records on principals' administrative effectiveness. Specifically, this study intends to:

- Determine the influence of statutory records on principals' administrative effectiveness in public senior secondary schools in Bichi education zone of Kano State.
- Determine the influence of non-statutory records on principals' administrative effectiveness in public senior secondary schools in Bichi education zone of Kano State.
- Ascertain records management practice in public senior secondary schools in Bichi education zone of Kano State, Nigeria.
- Determine the strategies for improving records management practice in public senior secondary schools in Bichi education zone of Kano State, Nigeria.

1.3. Research Questions

The following research questions were formulated to facilitate the investigation:

- What is the influence of statutory records on principals' administrative effectiveness in public senior secondary schools in Bichi educational zone of Kano State?
- What is the influence of non-statutory records on principals' administrative effectiveness in public senior secondary schools in Bichi educational zone of Kano State?
- What are the records management practices in public senior secondary schools in Bichi education zone of Kano State, Nigeria?
- What are the strategies for improving records management practices in public senior secondary schools in Bichi education zone of Kano State?

1.4. Hypotheses

The following null hypotheses will be tested at 0.05 level of significance.

- Ho₁: "Statutory records have no significant influence on principals' administrative effectiveness in public senior secondary schools in Bichi education zone of Kano State."
- Ho₂: "Non-statutory records have no significant influence on principals' administrative effectiveness in public senior secondary schools in Bichi education zone of Kano State."
- Ho₃: Records management practices have no significant influence on principals' administrative effectiveness in public senior secondary schools in Bichi education zone of Kano State.
- Ho₄: Strategies for improving records management practices have no significant influence on principals' administrative effectiveness in public senior secondary schools in Bichi education zone of Kano State.

2. Review of Related Literature

2.1. Concept of Administration

Different people define administration differently because of the expressions that act across many fields of study. Ochai (2013) sees administration as planning and coordinating a body of personnel. Okorie (2012) defined administration as the total process through which appropriate human and material resources are made available for accomplishing the purpose of the enterprise. Hoe and Miskel in Undie (2007) see administration as a social process that has a homothetic and ideographic dimension. Administration is a process through which both human and material resources are coordinated toward achieving organizational goals. It also plans, coordinates, controls, and directs personnel toward meeting the desired goals.

2.2. School Administrator

A school administrator is a person who organizes people's efforts to meet the established educational objectives. Principal is the name given to the secondary school administrator. In order to accomplish the desired aim and objectives, he or she serves as an administration official who directs, coordinates, and oversees both human and material resources in the school (Mbipom, 2004). The everyday operations of a school, college, university, daycare, or preschool are managed by a school administrator. The specific duties of school administrators vary from one level to another and from one sort of institution to another. Since the school administrator is the central figure of this study, it is important to incorporate it into this study as a major concept.

2.3. *The Role of Principal towards Effective Records Keeping*

The success of getting adequate and accurate information in secondary schools depends largely on the school principal's ability to encourage and promote efficient school record-keeping. According to Okumbe (2007), the role of the principal is to oversee the daily operations of the school to ensure that all goals and objectives related to education are met. The principal's perception among the teaching and non-teaching personnel mostly determines their attitudes and what drives them to work. Adesina (2011) maintains that the task of the principal is to produce well-educated boys and girls through effective teaching and learning, adding that positive school culture is associated with higher student performance, proper documentation, and storing and retrieval of data where and when needed.

2.4. *Administrative Effectiveness*

According to Bukar and Buba (2006), administrative effectiveness is the positive response to administrative efforts and actions to achieve stated goals. It is also the administrative performance in decision-making, delegating duties to subordinates, setting a good example, and motivating both teachers and students to create a conducive working environment to achieve school goals and objectives. Okorie (2012) defined an educational institution's effectiveness as the degree to which pupils are making progress, teachers are content, and staff morale is high. The administrative effectiveness of secondary school principals has been observed by Adegun (2012) as a factor inhibiting the attainment of goals in secondary schools. Undie (2007) claims, "Administrators must motivate staff to use their creativity and initiative necessary in making input, towards the accomplishment of institutional goals."

2.5. *School Records*

Record keeping is extremely important for achieving educational goals. According to Bock (2011), records are any written materials that an organization receives or produces during the course of its operations that include information. The continued existence of the school as an organization depends heavily on the administration and use of records in education. Principals, teachers, and other staff members will be able to learn more about their kids if these records are made available and used at the right time, and they will be in a better position to support the students' academic, moral, and social development (Ajayi, 2007). Documented statements of facts regarding people, events, places, ideas, and activities in and around the school are kept in school records. They are many, and they are typically assigned or given to staff members. However, the head of the school is solely responsible for keeping track of student records (principal). As could be seen in schools, there are numerous educational activities such as new student registration, teacher hiring, time-tabling, and organizing programs, among others. All of these are academic activities that should be documented and saved so they can be retrieved later. Staff members come and go, but the school is a formal entity with a high degree of permanence.

An accurate record of what transpires to individuals and groups within the schools must be documented due to the variety of activities that take place there, as well as the variation in student ages, socioeconomic origins, academic achievement, and religious affinities, among other factors. This entails preserving information on individuals, events, or things inside elementary, secondary, and tertiary learning institutions (Idoko, 2005). One of the key responsibilities of the school administrator is maintaining accurate records. According to education law, essential school records must be maintained in every publicly funded school and any independent non-profit institution.

According to Uko and Ayuka (2014), a lot of individuals forget things easily and have trouble remembering things, even in daily life. Consequently, keeping records can assist with a number of problems that could arise as a result of forgetting things. When records are kept properly, they help with the historical reconstruction of the school. The official books, documents, and files kept and preserved in the school offices for use and retrieval as needed are referred to as school records, according to Osakwe (2011). They include crucial and significant information regarding events and actions. These records are maintained by administrators, teachers, counselors, and principals. Thus, all currently accessible and available documents, books, files, and other items providing relevant information relating to what transpires in the school are regarded as a school records system (Ololube, 2013).

2.6. *Statutory School Records*

Undie (2007) defined statutory school records as those that must be maintained by law. Statutory school records must be maintained by every school as required by law. Laws and rules control how the educational system operates. For this reason, education laws are passed at the federal and state levels to regulate the system and provide it with the guidance it needs. The following records are mandated by law to be maintained by every school:

- Admission Register,
- Withdrawal Register,
- Attendance Register,
- The Syllabus,
- Scheme of Work,
- Lesson Notes and Lesson Plan,
- Time-table,
- Time-book,
- Visitors' Book,
- Movement Book,
- Corporal Punishment Book,

- Transfer Certificate Book,
- Cumulative Record Book, and
- Log Book

2.7. Non-Statutory Records

According to Hrach (2006), non-statutory documents, while not required, are just as valuable as statutory ones. They are typically retained to support the heads in running the day-to-day operations of the schools. The Minutes, Cash Book, Stock Book, Duty Roster Book, Staff Roster Book, Staff Documents School Calendar, Health Record Book, Account Record, Query File, and Principal's Annual Report Book are just a few examples of such records.

2.8. Importance of School Records

School records are essential instruments for an efficient and effective school system. School records constitute the most important documents of a school as an organization and a public institution. Their proper maintenance is essential not only for the efficient working of the school plant but also for the credibility of the whole school system. There should be total transparency in maintaining and updating all the essential records and registers of the school (Udoh & Akpa, 2007). Record keeping in the school system acts as an information bank through which data, records, and events of the school can be viewed by the school, PTA members, and the school community in general. In every social organization, like an educational institution, school records are a vital tool that can be kept in the school to provide useful information on both staff and students (Udoh & Akpa, 2007). School records management must be accurate and streamlined so that administrators can better track everything in the school to manage budget, staffing needs, and students (Umeri, 2022).

3. Methodology

A descriptive survey research design was used for this study. This design was selected because it seeks to overview, look into, gather facts, and determine and interpret the nature or status of things in wide magnitude (Ajai & Amuche, 2015). The survey research design gathers information from a relatively large number of people, or items considered a representative sample of the population. The population of the study is four hundred and nine (409) staff, including all forty-two (42) principals and three hundred and sixty-seven (367) classroom teachers from 42 public senior secondary schools in Bichi education zone of Kano State (Bichi Zonal Education Directorate, 2022). The sample for this study consists of 13 principals and 26 classroom teachers, making a total of 39 staff as the sample size. Classroom teachers were selected using a stratified random sampling technique while a proportionate random technique was employed to select 13 participating schools out of 42 public senior secondary schools in Bichi education zone, Kano state. Simple random sampling (hat and draw) was also used for selecting classroom teachers from each sampled school. This sampling technique was adopted because it gives every participant an independent and equal chance of being selected. The instrument for Data collection in this study is a questionnaire name: School Records and Principals' Administrative Effectiveness (SRPAEQ). The instrument consists of two sections: Section A consists of respondents' personal data, while Section B consists of 38 items which cover the research questions for the study, statutory records, non-statutory records, records management practice, strategies for improving records management practice on principals' administrative effectiveness in public senior secondary schools in Bichi education zone, Kano state. The SRPAEQ was validated by two experts in the School of Education, Federal College of Education Technical Bichi, Kano state. Raw scores obtained from the field using SRPAEQ were analyzed using a descriptive statistical tool of mean and standard deviation to answer the research questions. Again a non-parametric statistical method of Chi-square was used to test all the null hypotheses at 0.05 level of significance. The choice of chi-square was because it makes no restrictive assumptions about the distribution of the scores.

3.1. Data Analysis

The data collected using the instrument developed for the study are presented and analyzed using Mean and Standard deviation to answer the research questions, while Chi-square test statistics were used to test the hypotheses of the study at 0.05 level of significance.

3.1.1. Research Question One

What is the Influence of Statutory Records on Principals' Administrative Effectiveness in Bichi Education Zone? The answer to research question one is presented in table 1.

S/No	Item Statement	\bar{x}	σ	Remarks
1.	Updating the admission register enhances principals' administrative effectiveness.	3.61	0.42	Agree
2.	Principal checks the attendance register weekly	3.96	0.31	Agree
3.	Syllabus in my school is always used and properly kept to achieve educational goals	3.52	0.21	Agree
4.	Teachers in my schools write a scheme of work at the beginning of every week to ensure good school performance.	3.54	0.48	Agree
5.	Principal in my school checks lesson notes every day	3.77	0.46	Agree

S/No	Item Statement	\bar{x}	σ	Remarks
7.	Principal in my school ensures every staff signs his/her name in the time book twice a day at the time he/she comes and when going out.	3.66	0.43	Agree
8.	Principal in my school ensures all official visitors write the purpose of their visit in the visitors' book.	3.19	0.46	Agree
9.	Punishment book is checked weekly to ensure every punishment administered is recorded with a date.	2.96	0.44	Agree
10.	Principal in my school ensures that every student transferred has his/her name in the transfer book.	2.84	0.37	Agree
11.	Principal in my school keeps accurate records of income and expenditure.	3.33	0.29	Agree
12.	Cumulative records of students are always verified by the principal of my school.	3.65	0.31	Agree
13.	All important events happening in my school are entered in the log book by the principal	3.58	0.47	Agree
	Grand mean	3.44	0.38	Agree

Table 1: Mean and Standard Deviation Scores of Influence of Statutory Records on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano state

Criterion mean: $\bar{X} \geq 2.50$ = agree
 $\bar{X} < 2.50$ = disagree

The results obtained from table 1 show that the mean and standard deviation scores of the rating items on the Influence of Statutory Records on Principals' Administrative Effectiveness in public senior Secondary Schools in Kano Education Zone. All the items in table 1 have a mean rating scale above 2.50, including the grand mean (grand mean=3.44). This shows that the influence of statutory records on principals' administrative effectiveness is high in Bichi Education Zone of Kano State.

3.1.2. Research Question Two

What is the Influence of Non-Statutory Records on Principals' Administrative Effectiveness in Bichi Education Zone? The answer to research question two is presented in table 2.

S/No	Item Statement	\bar{x}	σ	Remarks
14.	All records of all physical development in my school are available in principal's office	3.76	0.50	Agree
15.	Principal in my school ensures that all staff meetings held are recorded in the staff minute book.	3.83	0.43	Agree
16.	Principal in my school ensures that articles bought for the school are recorded in the inventory book.	3.87	0.49	Agree
17.	All official information related to staff is available in the principal's office.	3.87	0.37	Agree
18.	Every teacher on duty gives the principal a report of events of the day.	3.80	0.51	Agree
19.	Principal ensures that students' health records are carefully kept in health record books.	3.21	0.46	Agree
20.	Grand mean	3.72	0.46	Agree

Table 2: Mean and Standard Deviation Scores of Influence of Non-Statutory Records on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State

Criterion mean: $\bar{X} \geq 2.50$ = agree
 $\bar{X} < 2.50$ = disagree

The results obtained from table 2 show that the mean and standard deviation scores of the rating items on the influence of non-statutory records on principals' administrative effectiveness in public secondary schools. All the items have a mean rating scale above 2.50, including the grand mean (grand mean = 3.72). This shows that the Influence of Non-statutory records on Principals' Administrative Effectiveness are high in Bichi Education Zone of Kano State.

3.1.3. Research Question Three

What is the Influence of Records Management Practice on Principals' Administrative Practice in Public Senior Secondary Schools in Bichi Education Zone? The answer to research question three is presented in table 3.

S/No	Item Statement	\bar{x}	σ	REMARKS
21.	Principal provides computers where records are stored to avoid attack by pests and rodents in the cabinets.	3.06	0.49	Agree
22.	Principal keeps records of events as they occur in the disk or computer	3.42	0.50	Agree
23.	Principal monitors teachers' adherence to school records keeping.	3.87	0.48	Agree
24.	Principal checks every item of information in the records before appending his/her signature to ensure validity.	3.83	0.50	Agree
25.	School records are always available for verification by the principal.	3.84	0.49	Agree
26.	Principal keeps a copy of National Policy on Education (NPE) in his/her office.	3.43	0.39	Agree
27.	Principal keeps a copy of education law in his/her office.	3.33	0.45	Agree
28.	Principal in my school ensures that records in my school are reliable and dependable.	3.64	0.39	Agree
29.	Principal gives accurate records to supervisors when needed.	2.86	0.45	Agree
30.	Principal in my school acquired professional training in school record Keeping.	2.62	0.50	Agree
31.	Principal in my school delegates subordinate on record keeping.	3.55	0.49	Agree
	Grand mean	3.41	0.46	Agree

Table 3: Mean and Standard Deviation Scores of Influence of Record Management Practice on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State

Criterion mean: $\bar{X} \geq 2.50$ = agree
 $\bar{X} < 2.50$ = disagree

The results obtained from table 3 show that the mean and standard deviation scores of the rating items on the influence of records Management Practice on principals' administrative Effectiveness in public senior secondary schools. All the items in table 3 have a mean rating scale above 2.50, including the grand mean (grand mean 3.41). This shows that the influence of record Management Practice on principals' administrative Effectiveness is high in public senior secondary schools in Bichi Education Zone of Kano State.

3.1.4. Research Question Four

What are the Strategies for Improving Record Management Practices in Bichi Education Zone of Kano State? The answer to research question four is presented in table 4.

S/No	Item Statement	\bar{x}	σ	Remarks
32	Timely supply of records to schools and thorough supervision of school records by principal	3.16	0.39	Agree
33	Positive attitudes to work by principal	3.21	0.40	Agree
34	Frequent training of teachers on records keeping especially electronic record keeping	3.17	0.28	Agree
35	Zeal and interest on the part of the teachers to keep records in school.	3.53	0.49	Agree
36	The adequate fund made available in the school for record-keeping purposes	3.49	0.47	Agree
	Grand mean	3.31	0.40	Agree

Table 4: Mean and Standard Deviation Scores of Strategies for Improving Record Management Practice in Public Senior Secondary Schools in Bichi Education Zone

Criterion mean: $\bar{X} \geq 2.50$ = agree
 $\bar{X} < 2.50$ = disagree

The results obtained from table 4 show that the mean and standard deviation scores of the rating items on strategies for improving records management practice in public senior secondary schools in Bichi education zone of Kano state. All the items in table 4 have a mean rating scale above 2.50, including the grand mean (grand mean 3.31). This shows that Strategies for improving record management are highly recommended in public senior secondary schools in Bichi Education Zone of Kano State.

3.1.4.1. Hypothesis One

- Statutory Record has no Significant Influence on Principals' Administrative. Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State.

Scores on Statutory Records	
Chi-Square	48.7 ^a
Df	3
Asymp. Sig	.026
N of Valid Cases	52

Table 5: The Chi-Square Test Table

a. 0 Cells (.0%) Have Expected Count Less Than 5. The Minimum Expected Count Is 2.84

b. Computed Only for A 4x4 Table

The results obtained from table 5 show that chi-square ($\chi^2 = 48.7$, $p = .026$) signifies that there is a statistically significant influence of statutory records on principals' administrative effectiveness. Since P-value = .026 is less than 0.05, the null hypothesis that Statutory records have no significant influence on principals' administrative effectiveness in public Senior Secondary schools in Bichi Education Zone of Kano State is not retained.

3.1.4.2. Hypothesis Two

- Non-statutory Record has no Significant Influence on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State.

Scores on Non-statutory Records	
Chi-Square	45.7 ^a
df	3
Asymp. Sig. (2-tailed)	0.019
N of Valid Cases	24

Table 6: Chi-Square Test Table

a. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 3.21

b. Computed only for a 4x4 Table

The results obtained from table 6 show that Chi-square ($\chi^2 = 45.7$, $P = .019$) signifies that there is a statistically significant influence of non-statutory records on principals' administrative effectiveness. Since the P-value = .019 is less than 0.05. The null hypothesis that non-statutory record has no significant influence on principals' administrative effectiveness in public secondary schools in Bichi Education Zone of Kano State is not retained.

3.1.4.3. Hypothesis Three

- Record Management Practice has no Significant Influence on Principals'
- Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State.

Scores on Record keeping	
Chi-Square	41.7 ^a
df	3
Asymp. Sig. (2-tailed)	.039
N of Valid Cases	44

Table 7: Chi-Square Test Table

a. 0 cells (.0%) Have Expected Count Less Than 5. The Minimum Expected Count is 2.62

b. Computed only for a 4x4 Table

The results obtained from table 7 show that Chi-square ($\chi^2 = 41.7$, $P = .039$) signifies that there is a statistically significant influence of record management practice on Principals' administrative practice. Since P-value (= .039) is less than 0.05, the null hypothesis that record management practice has no significant influence on Principals' administrative practice in public senior secondary schools in Bichi Education Zone of Kano State is not retained.

3.1.4.4. Hypothesis Four

- Strategies for Improving Record Management Practice have no Significant Influence on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State.

Scores on Strategies for Improving records Management Practice	
Chi-Square	51.8 ^a
df	3
Asymp. Sig.(2-tailed)	.009
N of Valid Cases	28

Table 8: Chi-Square Test Table

a. 0 cells (.0%) Have Expected Count Less Than 5. The Minimum Expected Count is 3.21

b. Computed Only for a 4x4 Table

The results obtained from of table 8 show that Chi-square ($\chi^2 = 51.8, P=.009$) signifies that there is a statistically significant influence of record keeping on Principals' administrative practice. Since P-value=.009 is less than 0.05, the null hypothesis that Strategies of Improving Records Management practice have no significant influence on Principals' administrative effectiveness in public senior secondary schools in Bichi Education Zone of Kano State is not retained.

4. Discussion of Findings

The discussion of the result was presented under the following sub-headings:

4.1. The Influence of Statutory Records on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State

The findings revealed that statutory records (Time book, Lesson plan, Attendance register, etc.) have a significant influence on principals' administrative effectiveness in public senior secondary schools in Bichi Education Zone of Kano state. This is in agreement with the findings of Oyewole (2015) that record keeping plays a prominent role in the effective administration of a school system and further concluded that school administrators should embrace the proper keeping of both statutory and non-statutory records to enhance the administration of the school system. Similarly, Ivagher (2015) noted that historical records have a significant impact on information dissemination, and financial records have a significant impact on accountability in schools.

4.2. The Influence of Non-Statutory Records on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State

The findings of this study indicated that adequate keeping of non-statutory records (Cash book, Minute book, Inventory book, School calendar, etc.), to a great extent, influences Principals' administrative effectiveness in public Senior Secondary schools in Bichi Education Zone of Kano State. The findings also indicated that effective record-keeping, maintenance, and retrieval of information propels principals' administrative effectiveness in school. These revelations agree with the view of Okozie (2006) that school records, especially accounts, were not properly kept, and it affected the principals' performances. Thus, it is submitted that principals should be trained in financial management practices, and the use of computers should be introduced in school data management.

4.3. The Influence of Records Management Practices on Principals' Administrative Effectiveness in Public Senior Secondary Schools in Bichi Education Zone of Kano State

The findings further revealed that adequate provision of Computers and file cabinets where files can be stored to avoid attack by pests and rodents, as well as provision of modern information storing facilities that can guarantee prompt retrieval where and when needed, remain veritable tools that influence principal administrative practices in Kano Education Zone of Kano State.

Similarly, delegating day-to-day keeping of records to teachers, recording events as they occurred in the appropriate record booklets, keeping accurate custody of record materials, monitoring teachers' adherence to instructions on the keeping of records, and checking every item of information in the records before appending signatures by school heads enhance administrative effectiveness in schools. The findings of this study are in agreement with the work of Abdulrazzaq (2015) that in compliance with international standard, adequate storage facilities under a good environment, computerization of all school records as well as periodic check is put in place to ensure proper management strategies that will guarantee effectiveness in principals' administrative practice in the school system.

4.4. What are the Strategies for Improving Records Management Practice in Senior Secondary Schools in Bichi Education Zone of Kano State?

The findings of this study revealed that timely supply of record books to schools and prompt and thorough supervision by principals influence principals' administrative effectiveness in Bichi Education Zone of Kano State. The findings of this study are in agreement with the study conducted by Omoha (2013) that through various ideal administrative practices and strategies, there will be a holistic improvement in record keeping in the school system. In view of these findings, Omoha concluded that principals and teachers should employ ideal administrative practices and strategies to improve record-keeping in the secondary school system to ensure valid and reliable school information.

5. Summary of Major Findings

- The study results showed that statutory school records not only help achieve effective and efficient school administration but also lays the foundation for Principals' efficiency in performing their functions in public senior secondary schools in Bichi Education Zone of Kano State.

- The study results showed that non-statutory school records with particular emphasis on the mode of documentation, storing, and retrieving data when needed by the ministry of education for policy formulation could go a long way in influencing principals' administrative effectiveness in Bichi Education Zone of Kano state. This underscores the need for adequate computers and other data-storing facilities, maintenance, and retrieval in schools.
- The obtained results on research question three proved that since principals check every item of information in the records before appending their signature to ensure credibility that shows principals' administrative effectiveness is influenced by records management practice in public senior secondary schools in Bichi Education Zone of Kano State. The findings further proved that both statutory and non-statutory school records are necessary that guarantee principals' effective records management practice in the school system.
- The result of the study on research question four showed that thorough supervision and a positive attitude of the principal to work are necessary tools that propel administrative effectiveness in public senior secondary schools in Bichi Education Zone of Kano state.

6. Conclusion

From the findings and discussion of the study, the following conclusions are drawn:

The mean and standard deviation scores of all items have mean scales above 2.50, including a grand mean of 3.44. This shows that statutory records have a significant influence on principals' administrative effectiveness in Bichi Education Zone of Kano state. The mean and standard deviation scores of all items have mean scales above 2.50, including a grand mean of 3.72. This shows that non-statutory record has an influence on principals' administrative effectiveness in Bichi Education Zone of Kano state. Influence of records management practice on principals' administrative effectiveness in public senior secondary schools in Bichi Education Zone of Kano. The mean and standard deviation scores of all items have mean scales above 2.50, including a grand mean of 3.41. This shows that record management practice has an influence on principals' administrative effectiveness in public senior secondary schools in Bichi Education Zone of Kano state.

Similarly, the strategies for improving records management practice in public senior secondary schools in Bichi Education Zone of Kano State. The mean and standard deviation scores of the rating items on strategies for improving records management practice in public senior secondary schools. All the items in the above table have a mean rating scale above 2.50, including a grand mean of 3.31. This shows that timely supply of records to schools, frequent training of teachers on record keeping, and thorough supervision by principals improve record management practices in public senior secondary schools in Bichi Education Zone of Kano State.

Thus, the influence of school records on principals' administrative effectiveness in the school system cannot be overemphasized; effective principals' administration can only be made possible in an atmosphere that is conducive and friendly not only to human resources but also to other apparatus (school record) that can guarantee the attainment of educational goal and objectives. This can only be achieved by ensuring that the schools are well-equipped with record-keeping facilities well-maintained for principals to perform their responsibilities creditably.

7. Recommendations

Based on the findings of the study, the following recommendations are made:

- Schools should be provided with adequate storage and retrieval facilities such as Computers and Disk.
- An effective school record maintenance policy should be provided to ensure principals maintain school records efficiently.
- Since statutory record keeping has been found to influence principals' administrative effectiveness, the administrators should be friendly to the subordinates and build confidence in them for optimum attainment of the school goals through accurate record keeping.
- Schools should be adequately supplied with modern information and communication systems capable of handling the current proliferation in our school system.
- The Parent Teacher Association (PTA), philanthropies, and other charitable organizations are also implored to complement the effort of the government to boost principals' and teachers' morale in terms of record keeping.

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