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RELATIONSHIP BETWEEN RECORD MANAGEMENT PRACTICE AND ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN YOBE STATE, NIGERIA.

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Abstract

The study examined the Relationship between Record Management Practice and Administrative Effectiveness in Public Senior Secondary Schools in Yobe State, Nigeria. Five (5) research questions and five (5) hypotheses were formulated to guide the study. Correlation design was employed. The target population of the study consisted of three thousand and two (3002) administrators and teachers from the three (3) education zones in Yobe state and three hundred (300) staff were sampled through proportional stratified sampling technique. Self-structured questionnaires titled, Record Management Practice Questionnaire (RMPQ) and Administrative Effectiveness Questionnaire (AEQ) were used to elicit responses from the respondents. The questionnaires were validated by the researcher's supervisor and other professionals from Education department. The reliability of the instrument yielded cronbach Alpha Coefficient of 0.84. Descriptive statistics (mean and standard deviation) were used to answer the research questions and Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. The findings of the study revealed that Record Management Practice aided in planning and decision making. Accountability and productivity were achieved when records were properly managed. Furthermore, The study found that productivity in Public Senior Secondary Schools in Yobe State, Nigeria, is significantly influenced by planning and staff discipline. Staff discipline, in turn, positively impacts students' discipline, leading to increased accountability and improved productivity. This highlights the importance of effective record management practices. In light of the findings and conclusion, Principals should use school records to forecast events, plan lessons, consult staff and students, limit lateness and unnecessary staff movement, mark attendance registers, document offenses and punishments, issue payment evidence, and maintain records of all received items.

Keywords: Record management, Administrative effectiveness, Senior Secondary School

Introduction

Over the years, the demand for knowledge has surged, necessitating more educational institutions to achieve common goals of producing useful individuals for themselves and society. School as an important organization can only accomplish the purpose of which it was set up through effective administration. Alabi (2017) opined that there is no other way by which educational institution can achieve the purpose of its establishment other than effective administration. Administrative effectiveness is therefore the ability of an administrator to use the available resources both human and material to achieve the organizational set goals effectively and efficiently.

Administrative effectiveness brings about optimum achievement in any establishment especially educational organizations. Okon-Efiong (2015) described administrative effectiveness as the outcome of an administrator's role as a human resources manager, implementer of policies and programs, community relations officer, disciplinarian, as well as an enhancer of creativity. Usman (2016) viewed effective School administration involves implementing programs to achieve educational objectives, focusing on administrative effectiveness, where managers guide and direct subordinates to achieve organizational goals. Administrative effectiveness is important in educational institutions for human capacity development, fostering creativity, teaching values, and tolerance, promoting economic, social, cultural, and political development of individuals and nations (Ayushi, 2018).

According to Amirize (2018), stated that effective educational administration involves efficiently executing school activities to achieve educational objectives in various institutions. It involves utilizing resources effectively, utilizing personnel, money, time, energy, and materials to produce quality outcomes. Abilla (2017) emphasized that a well-managed secondary school has an effective administrative team, improving performance and empowering students. Record management is crucial for achieving school goals.

School records are official documents containing crucial information about students, staff, teaching quality, and school activities, providing a history, culture, and academic track for students (Boonprasert, 2010). Education Law in virtually all states of the federation requires that every school must keep certain specified records. For example, Education (General) Regulation 2005 of the Education Law, Institutions, except colleges or training colleges, must maintain statutory and non-statutory records. Statutory records include education policies, curriculum, admission and attendance registers, and more. Non-statutory records, on the other hand, are not prescribed by law but are crucial for a school's smooth functioning. They

include official correspondence files, movement books, cash books, staff minutes, health records, and more etc (Alabi, 2017). Record management involves maintaining an organization's records from creation to disposal, including classification, storage, securing, and disposal. It primarily focuses on the evidence of an organization's activity, not its physical format Omoha (2013).

Poor record management practices in Nigeria's public secondary schools, particularly in Yobe State, hinder curriculum monitoring, assessment, and information management, affecting administrative effectiveness.

Statement of the Problem

Record management is crucial for maintaining administrative effectiveness in schools, capturing necessary information about staff, students, and equipment. However, public secondary schools face challenges due to poor record management, lack of facilities, and risk of termites, rats, and weather elements, affecting financial records.

The study aims to determine the relationship between record management practice and administrative effectiveness in public senior secondary schools in Yobe State, Nigeria. It highlights the issue of less priority given to record management, leading to missing files, falsification of records, inadequate safety, increased search time, misplacement of vital documents, and untrained staff. The research also addresses the issue of inaccurate information on enrolment and consumable items.

Objectives of the Study

The objectives of the study are to determine the relationship between record management practice and:

1. Planning in public senior secondary schools in Yobe State, Nigeria;
2. Decision making in public senior secondary schools in Yobe State, Nigeria;
3. Staff discipline in public senior secondary schools in Yobe State, Nigeria;
4. Accountability in public senior secondary schools in Yobe State, Nigeria and
5. Productivity in public senior secondary schools in Yobe State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. How does record management practice aid planning in public senior secondary schools in Yobe State, Nigeria?

2. In what ways does record management practice correlate with decision making in public senior secondary schools in Yobe State?

3. How does record management practice influence staff discipline in public senior secondary schools in Yobe State, Nigeria?

4. To what extent does record management practice affect accountability in public senior secondary schools in Yobe State, Nigeria and

5. How does record management practice contribute to productivity in public senior secondary schools in Yobe State, Nigeria?

Research Hypotheses

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance:

H_{01}: There is no significant relationship between record management practice and planning in public senior secondary schools in Yobe State, Nigeria;

H_{02}: There is no significant relationship between record management practice and staff discipline in public senior secondary schools in Yobe State, Nigeria;

H_{03}: There is no significant relationship between planning and productivity in public senior secondary schools in Yobe State, Nigeria;

H_{04}: There is no significant relationship between staff discipline and productivity in public senior secondary schools in Yobe State, Nigeria; and

H_{05}: There is no significant relationship between record management practice and administrative effectiveness in public senior secondary schools in Yobe state, Nigeria.

Significance of the Study

The findings of the study are of immense value to educational administrators, teachers, students, parents, future researchers as well as the government. This research work is to highlight the crucial role of school records management in the daily operations of secondary schools, ensuring strict compliance, accurate information provision, transparency, and accountability.

This study helps enhance teachers' to understands their crucial role in school records management, motivating them to collaborate with the principal, effectively present lessons, and deliver quality information. Students will be more serious about providing information and disciplined as they can trust that their actions will be documented and easily accessible in the school. Parents can stay informed about their children's education and wellbeing, and review past performance through the maintained records. The findings will guide the government in providing education and training on record creation, maintenance, and disposition, as well as modern equipment for efficient secondary school data storage.

Finally, The study serves as a motivation, guide, and source of literature for researchers to conduct similar research, and as a metric to assess problem resolution.

Research Design

The study used a correlation research design to examine the relationship between record management practice and administrative effectiveness in Yobe state, using a representative sample and questionnaires for analysis (Leedy & Ormrod, 2010).

Population of the Study

The population of the study comprised all teaching staff and administrators i.e. principals and vice principals of public senior secondary schools in Yobe syaye, Nigeria from the (48) public senior secondary schools within the three education zones. The total population of the administrators and teaching staff in all the schools was three thousand and two (3,002). This is shown in Table 1.

Table 1: List of Schools and Teachers/Principals in Public Senior Secondary Schools in Yobe State, Nigeria.

Damaturu Zone (A)		Potiskum Zone (B)		Bade Zone (C)	
GSS Damaturu	93	GGSS Ngelzarma	63	GDSS Gashua	124
GGUC Damaturu	121	GSS Daura	43	GSS Gashua	112
GDSS Damaturu	120	GSS Mamudo	58	GGSS Dagona	29
GGSS Buni Gari	58	GDSS Potiskum	129	GGSS Yusufari	65
GDSS Buni Yadi	52	Fika GSS Potikum	151	GSSS Nguru	55
GSS Goniri	48	GSS Nangere	82	GDSS Nguru	39
GSS Bularafa	47	GSS Jajere	39	GUC Nguru	83
GSS Gulani	38	GSS Degubi	54	GSS Jajimaji	56
GSS Babban Gida	52	GSS Kukargadu	85	GSS Kanamma	15
GSTC Gujba	72	GSS kukuri	63	GSS Jakusko	75
GGTC Dapchi	75	GSS Fika Town	53	GSS Gwio Kura	63
		GGSS Gadaka	63	GHIC Yusufari	62
		GSS Zadawa	35	ADSS Nguru	42
		GSTC Damagum	56	GSS Machina	33
		GSTC Potiskum	74	GHIC Nguru	82
				GSS Kumagana	38
				GSS Bukarti	23
				GSS Yunusari	41
				GSS Amshi	55
				GSS Geidam	14
				GSTC Geidam	38
				GSTC Nguru	85

Total 3,002

Source: TSB and STB 2022

Table 1 presented the total number of principals and teachers in all the forty eight public senior secondary schools within the three education zones in Yobe state.

Sample and Sampling Technique

Four schools from 48 public senior secondary schools in Damaturu, Potiskum, and Bade Education Zones were selected using proportional stratified sampling technique and simple random sampling. Three hundred (300) respondents were sampled as 10% of the population and simple ratio was used to allocate the sample to each school. According to Emaikwu (2013) any sample size that is up to 10% of the population is a fair representation of the entire population.

The data that showed the sample of the population is presented on Table 2

Table 2: ***Sample of the Study***

S/N	Name of School	Population	Sample
1.	GSS Bularafa	47	15
2.	GSS Babban Gida	52	17
3.	GGSS Buni Gari	58	19
4.	GDSS Damaturu	120	38
5.	GSS Nangere	82	27
6.	GGSS Ngelzarma	63	20
7.	GDSS Potiskum	129	42
8.	GSS Mamudo	58	19
9.	GSSS Jakusko	75	24
10.	GDSS Gashu'a	124	40
11.	GSSS Nguru	55	18
12.	GSSS Yusufari	65	21
	Total	**928**	**300**

Source: Field survey 2022/2023

Data in Table 2 showed the four schools sampled from each education zone and number of staff sampled from the schools using simple ratio to arrive at three hundred as the sample of the population.

Research Instrument

Self-developed questionnaires titled - Record Management Practice Questionnaire (RMPQ) and Administrative Effectiveness Questionnaire (AEQ) were used to get the desired information from the respondents. The questionnaires were divided into two sections: Section A collected personal data, and Section B used a five-point Likert format response scale to gather responses as:

Strongly Agreed (SA) 5, Agreed (A) 4, Undecided 3, Disagree (D) 2, Strongly Disagree (SD)

The participation total score was computed by summing up scores from all statements.

Procedure for Data collection

The respondents were requested to complete the questionnaires, which were collected later by the researcher through the vice principals. Before the administration of the questionnaire, a brief interactive session was held with the participants so as to create good rapport with them. In the distribution, face to face delivery method was employed, and the researcher gave the participant's time to complete the instrument before collecting it back. The data was collected within a period of four weeks.

Method of Data Analysis

The study used descriptive statistics and Pearson Product Moment Correlation Coefficient (PPMC) to test hypotheses about the relationship between record management practice and administrative effectiveness. The P value was set at 0.05, allowing for less error in data analysis.

Data Analysis and Presentation of Results

The data collected were analyzed and presented in accordance with the research questions and research hypotheses earlier stated in chapter one as follows:

Answering the Research Questions

Mean and standard deviation were used to analyze the data collected from the respondents. The decision point for accepting the item statement was 3.0. Therefore, any point less than 3.0 was considered rejected while any item statement equal or above 3.0 was considered accepted.

Research Question 1: How does Record Management Practice aid Planning in Public Senior Secondary Schools in Yobe State, Nigeria?

The data that provided the answers to Research Question 1 are presented on Table 3.

Table 3: Mean and Standard Deviation of Relationship Between Record Management Practice and Planning in Public Senior Secondary Schools in Yobe State, Nigeria

S/N	Item Statement	N	Mean	SD	Decision
1	Incoming principal can use information from the handing over file to make plan to achieve the school goals.	300	1.21	.79	Rejected
2	School records can provide the exact number of students in the school for adequate planning.	300	3.50	1.28	Accepted
3	School time table is vital for daily planning in the	300	4.42	1.29	Accepted

	school.				
4	School records assist the principal to forecast subsequent events.	300	3.55	1.29	Accepted
5	Subject syllabus/scheme of work help the teachers to adequately plan their lesson.	300	4.05	1.07	Accepted

Grand Mean: 3.34

The study found that record management practices in public senior secondary schools in Yobe State, Nigeria, help administrators plan activities upon arrival, and teachers plan routine objectives. Four statements were accepted with mean scores above 3.00, with a grand mean of 3.34, indicating effective planning.

Research Question 2: In what ways does Record Management Practice Correlate with Decision Making in Public Senior Secondary Schools in Yobe State?

The data that revealed the answer to Research Question 2 are presented on Table 4

Table 4: Mean and Standard Deviation of Relationship Between Record Management Practice and Decision Making in Public Senior Secondary Schools in Yobe State

S/N	Item Statement	N	Mean	SD	Decision
6	Principal can use the school diary/record of works to make decisions on teaching and learning.	300	3.67	1.72	Accepted
7	Assessment dossier/report cards can be used for decisions of promoting or demoting of student.	300	3.33	.90	Accepted
8	Staff minute‘s book reflects decisions jointly taken during staff meetings.	300	3.53	1.50	Accepted
9	School records assist the stake holders /Government in making decisions for achieving educational goals.	300	4.20	1.41	Accepted
10	Decisions can easily be concluded based on previous records of events from the log book.	300	3.17	1.16	Accepted

Grand Mean: 3.58

The study found that record management practices in public senior secondary schools in Yobe state, Nigeria, positively impact decision-making. Items with mean scores above 3.00 were accepted, and the researcher concluded that school diaries, report cards, staff minutes books, and national policy on education were effective tools for achieving educational goals.

Research Question 3: How does Record Management Practice Influence Staff Discipline in Public Senior Secondary Schools in Yobe State, Nigeria?

The data that provided answer to Research Question 3 are presented on Table 5.

Table 5: Mean and Standard Deviation of Relationship Between Record Management Practice and Staff Discipline in Public Senior Secondary Schools in Yobe State, Nigeria

S/N	Item Statement	N	Mean	SD	Decision

11	Rules and regulations encourage staff to behave well especially within the school premises.	300	3.28	.98	Accepted
12	School time table enables the staff to be organized and orderly.	300	3.47	.90	Accepted
13	Record management practices encourage financial discipline.	300	3.38	1.07	Accepted
14	Movement book reduces/restricts unnecessary and unauthorized movement of staff during the school hours.	300	3.84	1.21	Accepted
15	Time book encourages staff to be time conscious and punctual.	300	3.33	1.38	Accepted

Grand Mean: 3.46

Table 5 The study found that record management practices in public senior secondary schools in Yobe State, Nigeria, positively influence staff discipline, with a grand mean score of 3.46, suggesting that rules, time tables, and movement books encourage punctuality and reduce unnecessary movement.

Research Question 4: To what extent does Record Management Practice Affect Accountability in Public Senior Secondary Schools in Yobe State, Nigeria?

The data that provided answers to Research Question 4 are presented on Table 6.

Table 6: Mean and Standard Deviation of Relationship Between Record Management Practice and Accountability in Public Senior Secondary Schools in Yobe State, Nigeria

S/N	Item Statement	N	Mean	SD	Decision
16	School budget assists the administrator to identify the expected revenue and hence propose the expenditure for the year.	300	4.85	.65	Accepted
17	School fees register helps to ascertain the total amount generated as fees per term.	300	3.37	1.24	Accepted
18	School records provide evidence of payment by the students.	300	3.25	1.37	Accepted
19	Auditing becomes easier with the help of proper record management practice.	300	3.17	1.37	Accepted
20	Proper record management practices reduce mismanagement of resources as well as fraud and corruption.	300	3.13	1.22	Accepted

Grand Mean: 3.55

Result in table 6 revealed the mean and standard deviation of extent of how record management practices affect accountability in public senior secondary schools in Yobe State, Nigeria. The aggregate mean of all the item statement was 3.55 which was above the decision

point. This indicated that the school budget could be used by the administrators to estimate how much could be generated and spent for a whole session, school fees register and receipts could serve as a prove of payment and hence reduces fraud and mismanagement in public Senior Secondary Schools in Yobe State.

Research Question 5: How does Record Management Practice Contribute to Productivity in public Senior Secondary Schools in Yobe State, Nigeria.

Data that provided answers to Research Question 5 are presented on Table 7.

Table 7: Mean and Standard Deviation of Relationship Between Record Management Practice and Productivity in Public Senior Secondary Schools in Yobe State, Nigeria

S/N	Item Statement	N	Mean	SD	Decision
21	Subject syllables aid the teacher by giving him direction on what to be taught in the subject for each class.	300	3.06	1.39	Accepted
22	Breakdown of topics to be taught can be well understood by the teacher using the scheme of work.	300	3.33	.90	Accepted
23	Lesson plan guides the teacher to achieve the behavioral objectives.	300	3.61	.82	Accepted
24	School time table is used for workload allocated to teachers for effective teaching and learning outcome.	300	3.87	.64	Accepted
25	Poor presentation of lesson can be avoided using the school time table.	300	3.26	1.18	Accepted

Grand Mean: 3.42

Table 7 shows record management practices' contribution to productivity in Yobe State, Nigeria. A grand mean score of 3.42 suggests the use of syllabus, work plan, lesson plan, staff responsibility list, and time table aids teachers and administrators.

Testing Research Hypotheses

The decision rule for testing the null hypotheses was that: If the P value was less than 0.05 level of significance the null hypothesis would be rejected but if the P value was greater than the 0.05 level of significance the null hypotheses would not be rejected.

H_{01}: There is no Significant Relationship Between Record Management Practice and Planning in Public Senior Secondary Schools in Yobe State, Nigeria.

Data that provided outcome of testing H_{01} are presented on Table 8.

Table 8: Relationship Between Record Management Practice and Planning in Public Senior Secondary Schools in Yobe state, Nigeria

Variables	N	Mean	SD	Df	R	P- value	Decision
Record Management Practice	300	17.90	3.10				
				298	.79	.003	Reject H_{O1}
Planning	300	16.74	3.31				

The correlational analysis in Yobe state's public senior secondary schools showed a significant relationship between record management practice and planning, rejecting the null hypothesis that there was no significant relationship where r=.79 and p=.003 and the p-value was less than 0.05.

H_{02}: There is no Significant Relationship Between Record Management Practice and Staff Discipline in Public Senior Secondary Schools in Yobe State, Nigeria.

Data that provided result of testing H_{02} are presented in Table 9.

Table 9: Relationship Between Record Management Practice and Staff Discipline in Public Senior Secondary Schools in Yobe state.

Variables	N	Mean	SD	df	R	P- value	Decision
Record Management Practice	300	17.90	3.10				
				298	.481**	.000	Reject H_{02}
Staff Discipline	300	20.28	1.94				

The correlational analysis in table 10 showed a significant relationship between record management practice and staff discipline in public senior secondary school in Yobe state where r=.481, p=.000. The calculated p-value of .000 was less than 0.05 alpha level of significance, this means that the study found a significant relationship between record management practice and student discipline in public senior secondary schools in Yobe State, rejecting the null hypothesis.

H_{03}: There is no Significant Relationship Between Planning and Productivity in Public Senior Secondary Schools in Yobe State, Nigeria.

Presented on Table 10 are data that showed result of testing H_{03}

Table 10: Relationship Between Planning and Productivity in Public Senior Secondary Schools in Yobe State

Variables	**N**	**Mean**	**SD**	**Df**	**R**	**P- value**	**Decision**
Planning	300	16.74	3.31				
				298	.79**	.001	Reject H_{03}
Productivity	300	17.12	2.46				

Table 10. The study found a significant positive correlation between planning and productivity in public senior secondary schools in Yobe state, with a coefficient of.79 with degree of freedom 298 computed at level of significance of 0.05, indicating a positive relationship and rejecting the null hypothesis, indicating a positive correlation.

H_{04}: There is no Significant Relationship Between Staff Discipline and Productivity in Public Senior Secondary Schools in Yobe State, Nigeria.

Data presented on Table 11 displayed the result of testing H_{04}.

Table 11: Relationship Between Staff Discipline and Productivity in Public Senior Secondary Schools in Yobe State.

Variables	N	Mean	SD	df	R	p-value	Decision
Staff Discipline	300	17.31	3.15				
				298	.618**	.000	Reject H_{04}
Productivity	300	17.12	2.46				

Table 11 revealed the coefficient of correlation between staff discipline and productivity in public senior secondary schools in Yobe state. The coefficient of correlation was .618 with degree of freedom 298 computed at level of significance of 0.05. This indicated that a positive and significant relationship exist between staff discipline and productivity in public senior secondary schools in Yobe state. Again, the calculated p-value of (.000) was less than the level of significance of (0.05). Hence, the null hypothesis was rejected, meaning there was significant relationship between staff discipline and productivity in public senior secondary schools in Yobe state.

H_{05}: There is no Significant Relationship Between Record Management Practice and Administrative Effectiveness in Public Senior Secondary Schools in Yobe State, Nigeria. Relate to all the items in the questionnaires.

Data that showed the result of testing H_{05} are presented on Table 12.

Table 12: Relationship Between Record Management Practice and Administrative Effectiveness in Public Senior Secondary Schools in Yobe state.

Variables	N	Mean	SD	df	r	P- value	Decision
Record Management Practice	300	17.90	3.10				
				298	.306**	.000	Reject H_{05}
Administrative Effectiveness	300	17.77	2.87				

The correlational analysis in table 12 revealed a significant relationship between record management practice and administrative effectiveness in public senior secondary school in Yobe state r=.306, p=.000. The calculated p-value of .000 was less than 0.05 alpha level of significance; this means that record management practice related to administrative effectiveness in public senior secondary schools in Yobe State. Hence, the null hypothesis which stated that there was no significant relationship between record management practice and administrative effectiveness in public senior secondary schools in Yobe state was therefore rejected.

Conclusion

Based on the findings of this study, it was concluded that record management practice had significant positive relationship with administrative effectiveness in the aspect of adequate planning, right decision making to avoid unnecessary mistakes, enhanced staff discipline, inculcated discipline among the students, increased accountability and improved productivity. In the same vein, productivity had positively increased due to staff discipline, adequate planning prevented waste of time and resources while students' discipline have been influenced through staff discipline in public senior secondary schools in Yobe state.

Recommendations

Based on the findings of this study, the following recommendations were proffered:

A. Principals should ensure school records such as log book and scheme of work are adequately used to forecast events as well as plan lessons.
B. Decisions on staff, students and the general school activities should be done after necessary records must have been consulted.
C. Late coming and unnecessary movement of staff should be curtailed using time book and staff movement book.
D. Attendance register should be marked in the morning and afternoon before closing hours.
   Defaulters' names, offence and punishment given should be documented
E. Receipts should be given for any payment made and records of all items received should be kept.
F. Time table should be used to allocate workload to teachers in such a way that a teacher would not be over stressed.
G. Lesson plans should be assessed by the principal to ensure teachers' preparation before lesson presentation.
H. Teachers should be role model to their students by living an exemplary life for the students to emulate.
I. Ministry of Education should organize yearly workshop or training for teachers on record management.

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