

Influence of Records Management Practices on Administrative Effectiveness in Public Secondary Schools in Lagos State, Nigeria

¹Babalola, Yemisi T.,
²Akinwumi, Olajumoke O.,
& ³Alegbeleye, Gabriel O.
^{1,2&3}Department of Information
Resources Management, School of
Management Science
Babcock University, Ilishan-
Remo, Ogun State, N

Article DOI:
10.48028/iiprds/ijdhms.v11.i1.02

Keywords:

Administrative
Effectiveness,
Equipment,
Influence, Records
Management
Practices, Secondary
Schools

Corresponding Author:
Babalola, Yemisi T.

Abstract

Administrative effectiveness in secondary schools is germane to making education relevant to the growth of the society. The operational processes and functions in school administration depend on the good management of the documented activities of the school programs, infrastructures, staff and students found in school records for successful executions. Previous studies found that school records were basically created in paper formats which ran into many volumes with the problems of inadequate storage and in-effective preservation methods among others, although the studies did not use the records life cycle in the appraisal of the records management practices. These reported poor records management practices made the retrieval of school records difficult and sometimes impossible resulting in in-effective school administration. This paper examines the influence of records management practices on administrative effectiveness in public secondary schools in Lagos State, Nigeria. Survey research design was adopted for this study and the instrument for data collection was a questionnaire administered on a sample size of 360 administrative team members in public senior secondary schools in Lagos State, Nigeria. Data analysis was done using frequency counts and simple percentages to answer the research questions while regression analysis technique was employed to test the hypotheses. Research findings revealed that the schools have all the statutory and non-statutory records for proper and adequate administrative duties, the records management policy manual was available and the records management practices were based on the records life cycle in the public senior secondary schools in Lagos State. Additionally, the study found that the records creation stage was well managed while the maintenance and use stage were fairly managed and the disposition stage was poorly managed. Based on the findings, the study recommends the provision of equipment that would ensure that school records are properly stored, preserved and disposed to achieve best practices in records management for effective school administration.

Background to the Study

Administrative effectiveness is an administrator's capability to harness available resources in an organization to achieve pre-determined goals. Administrative effectiveness is multi-faceted and is observed in the way an organizational leader manages the operations, correspondences, and activities of the organization. Okon-Effiong (2015), described administrative effectiveness as the outcome of an administrator's role as a human resources manager, implementer of policies and programs, finance manager, community relations officer, disciplinarian, as well as an enhancer of creativity. Administrative effectiveness is therefore the result of the leadership prowess in achieving organizational goals.

Administrative effectiveness is important in educational institutions where the primary objective is human capacity development, since education is considered the vehicle to develop intellect for creativity and to teach values and tolerance that promote economic, social, cultural and political development of nations and individual Ayushi, (2018). Effective educational administration thus ensures that school activities run efficiently in ways that enhance realization of the stated educational objectives whether in pre-primary, primary, secondary, post-secondary and tertiary institutions.

Uche in Kariago (2013) opined that administrative effectiveness of a secondary school is a symbol of good administrative style which is visible in team work, high morale, motivated staff, quality teaching and conducive school environment A well administered secondary school has a seasoned administrative team who are effective in the management of teaching and learning systems and processes in ways that improve school performance as well as ensuring that students acquire knowledge, skills, values and habits that empower them to contribute positively to the society. These operational processes and functions in school administration need the documented activities of the school programs, infrastructures, staff and students found in school records for successful executions.

School records are official documents, books and files containing essential routinely updated information about students, staff, the quality of teaching and learning, as well as activities taking place in the school (Nwadei, 2018). School records include all available and accessible documents containing important information on school personnel (students, teaching and non-teaching) past and present activities of the school as well as other relevant information such as school policies, educational laws, minutes of school-meetings, including information from the government, educational bodies, and other stakeholders pertaining to the growth and development of the school (Ololube, 2013, School records help educational administrators to plan the financial, physical and human resources in the school and aid monitoring and evaluation (Allahmagani, 2014). They enable school managers to make informed management decisions about the school system, respond to school censuses and help teachers understand the background, nature, problems, activities and progress of each student (Bibi, 2016).

The benefits of school records can be maximized when all the activities involved in record creation, classification, utilization, retention, storage, retrieval, protection, preservation and final disposition are properly coordinated in a process referred to as records management. Records management according to the International Standard Organization (2001) is the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of information about business activities and transaction in the form or records. The aim of records management is to achieve the best retrieval and management of school records of vital, historical, fiscal and legal values in a timely, accurate, complete, cost-effective, accessible and usable manner to achieve an efficient, transparent and accountable governance of the school system. Therefore, the extent to which administrators manage school records can affect their effectiveness on the job.

Educational administrative effectiveness can be achieved when school activities are recorded and good records management practices are in place. Poor records management practices hinder access to records for curriculum monitoring, assessment of students' academic progress, teachers' effectiveness, inventory and information management and ultimately administrative effectiveness. There have been several complaints from both school personnel and other educational stakeholders regarding lack of proper standard and procedures for creating records, maintaining them and getting the right information at the right time to whosoever is authorized to have them. Incidences of records loss are rampant and unauthorized destruction of records is widespread.

This study, therefore, sets out to find out the influence of records management practices with reference to the use of records management manual, records creation, records classification, records storage, records use, records preservation and disposition on the administrative effectiveness with indicators of school environment, students' performance, teachers' effectiveness as well as community inter actions. In public senior secondary schools in Lagos State, Nigeria.

Objectives of the Study

The main objective of the study is to investigate the influence of records management practices on administrative effectiveness in public secondary schools in Lagos State, Nigeria. Specific objectives are to:

1. Ascertain records management practices in public senior secondary schools in Lagos state
2. Determine the influence of records management practices on the administrative effectiveness in public secondary schools in Lagos State

Research Questions

This study was undertaken to provide answers to the following question:

What are the records management practices in public senior secondary schools in Lagos State?

Hypothesis

The null hypothesis was being tested at 0.05 level of significance:

Records management practices have no significant influence on the administrative effectiveness in public senior secondary schools in Lagos State, Nigeria.

Conceptual Review

Administrative Effectiveness

Administrative effectiveness is the result of the core strategies of the administrator in achieving goals within a stipulated time according to the policies and laws of the organization. Administrative effectiveness is a multi-dimensional concept which according to Tanvee and Khan (2011) showed the capacity of the organizational leader to manage efficiently the operational functions, correspondences and activities of the organization. This according to them is enhanced by team building and maintaining high morale and discipline in the implementation of policies for the achievement of set goals. Oyedemi (2015), defined administrative effectiveness as the ability of the organization's leader to effectively link the various organizational units and ensures the smooth communication and transmission of information from one part to the other towards achieving organizational goals.

Administrative effectiveness is work related and is the degree to which the goals of an organization are maximally achieved through the leadership prowess of the administrator (Lin, Jema and Wang, 2011), it is carrying out official duties according to policies with judicious use of official time and resources (Lukashenko 2009) as well as the ability of organizations to access and absorb resources and successfully achieve their aims (Federman 2006). Literature revealed the following as indicators of administrative effectiveness: workplace environment (Tanvee and Khan, 2011), physical facilities development and maintenance (Kajo, 2011), the quality of employee output (An, Yom and Ruggiero, 2011) and public responsibility (Giti and Suhaida, 2012). Administrative effectiveness is therefore the provision of adequate infrastructure in an organizational climate of trust, mutual respect, team work and good community interaction with the environment of the organization.

Administrative effectiveness in the educational institutions is paramount because education is considered the best instrument for reducing poverty, inequality, improving health, enabling the use of technologies, creating and spreading of knowledge (The World Bank Group 2004), The Nigerian philosophy of education is also geared to give the learner a training that would equip him for self-reliance and meaningful contribution to political, economic and socio-cultural development of the nation (National Policy on Education NPE, 2013). Therefore, educational schools must be administered in ways that ensure that the students acquire knowledge, skills, values and habits that empower them to contribute positively to the society.

Effective educational administration is the outcome of school leaders' overall management of; teaching and learning, systems and processes in ways that improve

school performance (Azeez, 2014) The provision of a conducive learning environment, supervision of instruction, mentoring as well as encouraging teachers' effectiveness to ensure students' educational progress, and community interaction towards the achievement of educational goals are indicators of effective educational administration. Therefore, effective educational administration is the totality of the processes engaged in achieving the efficient running of educational activities in ways that facilitate the learning, growth and effectiveness of faculty, staff and students.

Records Management Practices

Information has been discovered as a very valuable resource that gives competitive edge, economic prospects, legal, fiscal and risk management opportunities to different organizations. The documentation of these information and organizational activities are done by creating records. Record is a brain box of information packaged in different formats that lives after the death of the creator from generation to generation (Dada 2020). According to Amos (2017) records are the by- product of individuals or organizational activities regardless of form or medium in which it is captured and can be retrieved and used as evidence of transactions. Additionally, records are described as process- bound information produced or received, maintained and used by an organization (private or public) or an individual in pursuance of or in compliance with legal obligation or in the transaction of business of which it forms a part or provides evidence (International standard Organization (ISO, 2001) Records are germane to the success of organizations because they enhance the achievement of organizational goals.

School records are genuine documents of occurrences in a school and they constitute a store house of useful information to students, parents, teachers, school heads and employers on the activities and progress of staff and students. These records could be on paper formats such as reports, letters, memos, books, journals and diaries or it could be in other formats like roll such as microfilm, microfiche or computer output microfiche (COM) formats (microforms); as photographs, including prints, negatives, transparencies and x-ray films; as sound recordings on disk or tape; as moving images on film or video (audiovisual records); as electronic text or images copied on magnetic tape or magnetic or optical disk or held in online databases (electronic records; formerly known as machine-readable records); as three-dimensional models, scientific specimens or other objects; or as combinations of any of the above formats in an electronic form known as multimedia (Queensland State Archives 2010). School records are broadly classified into two (statutory and non- statutory records). Statutory records are records that the school is obliged to have, update, and keep ensuring the effective and smooth running of the school. Statutory records must be produced on request by the supervising body or any other organization approved by law. Non-statutory records are additional documents which are not required by law but which are equally important and useful for the day-to-day administration of the school (Amos, 2017). School records are vital assets to organizational effectiveness and thus need to be properly managed.

The systematic handling of all the records required for organizational effectiveness is referred to as records management. According to the America Office of Managements

Assessments, (2010), records management refers to all managerial activities involved in record creation, maintenance, use and disposition for proper documentation of the policies and transactions of organizations. It is the process of capturing, storing and preserving records in an organized manner that ensures easy accessibility when needed. Effective records management will ensure that the information needed for efficient job performance is available, easily accessible and properly stored for future reference.

Records management practices generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the school business administration (UNESCO, 2005). Effective records management practices are guided by policies and procedures in each school records management handbook. This manual contains the various steps adopted by schools in the management of their records. Chifwepa (n.d) identified the following as the activities involved in records management practices in schools; Creation and distribution, Use, Retention, Storage, Retrieval, Protection, Preservation and final disposition. All these activities are categorized into three major phases according to the records life cycle model and they are: Records Creation & Receipt, Records Use and Maintenance and Records Disposition.

Studies conducted in some public secondary schools in Nigeria however found that school records were not well managed. The schools studied did not have policies and records management manuals guiding the management of school records, hence the records management practices in the schools were haphazardly done. Many of the school records were created in paper formats which ran into large volumes and were kept in files, cupboards and on bare floors due to inadequate storage facilities which made the records prone to natural and human disasters. Records preservation methods were obsolete and records retrieval were slow and sometimes impossible (Ereh and Okon, 2015; Osakwe, 2011 and Umar, 2010). Educational stakeholders are often concerned about the alarming rate of misplacement or loss of vital records and the slow speed at which needed records were retrieved from their storage in secondary schools. The absence of requisite records and records management apparatus have been shown to undermine accountability, task accomplishment and evaluation by school managers (Ibara, 2010) and led to submission of in-accurate school data by public schools in some states in Northern, Nigeria. Therefore, the extent to which administrators manage school records can affect their effectiveness on the job. Educational administrative effectiveness can be achieved when school activities are recorded and good records management practices are in place.

Methodology

The study adopted survey design and data was collected with a questionnaire designed by the researcher titled Records Management Practices and Administrative Effectiveness (RMPAE) in public senior secondary schools. The target population of three thousand, five hundred and sixty- four(3564)members of the administrative team in the three

hundred and twenty- four (324) public senior secondary schools in Lagos State, Nigeria. These are the principals, vice-principals and heads of the various subject departments (Languages, Humanities, Science, Mathematics, Technology and Business studies). Each school has one (1) Principal, four (4) Vice- Principals and six (6) Heads of Department making a total number of eleven (11) in the administrative team in each public senior secondary school in Lagos State, Nigeria

Sample Size and Sampling Technique

The sample size for this study was calculated using Taro Yamani formula to obtain 360 as the sample size.

$$n = \frac{N}{(1+N(e)^2)}$$

Where n= sample size

N = population under study

e= margin of error

Thus, for this study,

$$n = \frac{3564}{(1+3564(0.05)^2)}$$

Thus, the respondents were 360 administrative team members in public senior secondary schools in Lagos State, Nigeria The multi-stage sampling technique was to select the participating schools out of the 324 public senior secondary schools as shown below:

At stage 1, the proportionate stratified sampling technique was used to determine the total number of schools. Who participated in the study from all the education districts in Lagos State The number of schools in each educational district was calculated in relation to the total population of schools in the state. There are 324 public senior secondary schools in six Education Districts in Lagos State. The proportionate stratified sampling was used to select 33 schools from all the education districts.

At stage 2, the systematic sampling technique was used to select the specific schools among the participating schools in each Education District as explained below. This technique is used to sample items from a population by starting from a random point and selecting at fixed intervals. The interval is calculated by dividing the population size by the desired sample size as shown below:

$$\text{Interval} = \frac{\text{Population}}{\text{Sample size}}$$

$$\text{Interval} = \frac{324}{33} = 9.82 \text{ Approx. } 10$$

Thus every 10th school was selected from a complete list of all the 324 public senior secondary schools across the local government areas in the six educational districts in Lagos State the systematic sampling technique was used to select the specific schools among the participating schools in each Education District.

Finally, the respondents are the administrative team of the sampled schools who are the principals, vice- principals and the heads of departments as they constitute the management level personnel who can provide the information required for this study.

Research Question: What are the records management practices in public senior secondary schools in Lagos State?

Table 1: Records Management Practices in public Senior Secondary schools in Lagos State

	Records Management Practices	SA	A	D	SD	Mean	SD	
A	Records Management Policy (Mean = 3.18; 79.5%)							
1	The school has a record management policy manual	105 (32.7)	175 (54.5)	30 (9.3)	1 (0.3)	3.235	.627	
2	Record management practices are carried out as written in the manual	86 (26.8)	181 (56.4)	41 (12.8)	3 (0.9)	3.125	.658	
	Records Creation (Mean = 3.243; 81.1%)							
3	There are rules guiding the creation of records in my school	117 (36.4)	165 (51.4)	24 (7.5)	6 (1.9)	3.164	.668	
4	Records are created as events occur in the school	106 (33.0)	176 (54.8)	25 (7.8)	5 (1.6)	3.260	.680	
5	Records are created as information is received in the school	119 (37.1)	174 (54.2)	19 (5.9)	-	3.228	.658	
6	Records creation is supervised in my school	107 (33.3)	166 (51.7)	30 (9.3)	8 (2.6)	3.321	.584	
	Records Classification (Mean = 2.743; 68.6%)							
7	Records are classified alphabetically by the topic name or subject matter (a, b, c).	72 (22.4)	155 (48.3)	74 (23.1)	10 (3.1)	2.929	.771	
8	Records are classified numerically by assigning numbers (1,2,3)	57 (17.8)	137 (42.7)	94 (29.3)	23 (7.2)	2.733	.844	
9	Records are classified alpha-Numerically using letters and numbers (a1, b2, c3)	38 (11.8)	116 (36.1)	113 (35.2)	44 (13.7)	2.476	.883	
10	Records are classified chronologically by using dates records are created (020118)	61 (19.0)	158 (49.2)	71 (22.1)	21 (6.5)	2.833	.818	
	Retention Scheduling (Mean = 2.874; 71.9%)							
11	Retention schedule is available in the school	70 (21.8)	140 (43.6)	75 (23.4)	26 (8.1)	2.817	.877	
12	The school updates its retention schedule	54 (16.8)	165 (51.4)	65 (20.2)	27 (8.4)	2.791	.830	
13	The school appraises its records	81 (25.2)	168 (52.3)	47 (14.6)	15 (4.7)	3.013	.779	
	Records Storage (Mean = 2.806; 70.2%)							
14	School records are stored in cupboards	93 (29.0)	129 (40.2)	55 (17.1)	34 (10.9)	2.904	.952	
15	School records are stored in file cabinets	130 (40.5)	159 (49.5)	17 (5.3)	5 (1.6)	3.331	.655	
16	School records are stored in fire-resistant safe	63 (19.6)	105 (32.7)	80 (24.9)	63 (19.6)	2.540	1.031	
17	School records are stored in computers and computing devices	110 (34.3)	158 (49.2)	31 (9.7)	12 (3.7)	3.177	.760	
18	School records are stored in metal cabinets	95 (29.6)	157 (48.9)	35 (10.9)	24 (7.5)	3.039	.853	
19	School records are stored in a designated records room with burglary alarm	44 (13.7)	91 (28.3)	99 (30.8)	77 (24.0)	2.328	1.001	
20	Some records are stored in vaults based on their value	47 (14.6)	92 (28.7)	91 (28.3)	81 (25.2)	2.338	1.025	
	Records Preservation (Mean = 2.759; 69.0%)							
21	Electronic records are stored in the cloud (i.e Google Drive) for preservation	77 (24.0)	119 (37.1)	64 (19.9)	51 (15.9)	2.714	1.015	
22	Valuable records are converted to digital form for preservation.	65 (20.2)	131 (40.8)	68 (21.2)	47 (14.6)	2.688	.968	
23	Access to vital school records is restricted	89 (27.7)	150 (46.7)	46 (14.3)	26 (8.1)	2.971	.878	
24	Some school records in paper form are duplicated for preservation	96 (29.9)	155 (48.3)	44 (13.7)	16 (5.0)	3.064	.809	
25	The record center is fumigated periodically for preservation.	45 (14.0)	91 (28.3)	105 (32.7)	70 (21.8)	2.357	.986	
	Disposition: School records are disposed; (Mean = 2.307; 57.7%)							
26	After appraisal of the records	40 (12.5)	110 (34.3)	101 (31.5)	61 (19.0)	2.414	.945	
27	By Shredding	27 (8.4)	106 (33.0)	99 (30.8)	80 (24.9)	2.564	.938	
28	By Disposal in trash bins	22 (6.9)	81 (25.2)	105 (32.7)	104 (32.4)	2.067	.934	
29	By burning	25 (7.8)	106 (33.0)	83 (25.9)	98 (30.5)	2.186	.971	
30	By transfer to the Zonal District Archives	40 (12.5)	104 (32.4)	97 (30.2)	71 (22.1)	2.362	.972	
31	Transfer to the State Archives	35 (10.9)	96 (29.9)	93 (29.0)	88 (27.4)	2.250	.989	
		Weighted Mean 2.844						

Source: Field survey, 2020

NOTE: Decision Rule**** 1.00- 2.49= Bad practices; 2.50-2.99 Good practices; 3.00-3.50, Better practices 3.55-4.00= Best Practices.

The results presented in Table 1 showed that the records management practice in public senior secondary schools in Lagos State, Nigeria was good (mean = 2.844 on a scale of 4). This suggested that the respondents knew the importance of records management practices in school administration. Among the measures of records management practices as stipulated in the records cycle, analyzed and arranged in the descending order in this study were: records creation which the respondents considered highest with average mean score of 3.24 (on a scale of 4.), this indicated that school administrators supervise the creation of school records either as events occur or upon the receipt of important information. Records management policy had a mean score of 3.18 (on a scale of 4) which indicated that the schools have the manual that guide the management of all the school records. Retention scheduling had a mean of 2.87 which showed that the schools had a good practice of following a time schedule of where and when the records should be kept and retained. Records storage had a mean of 2.81 (on a scale of 4) with storage in file cabinets having the highest mean of 3.33. Records preservation had an average mean of 2.76 with duplicating of school records being the most common practice of paper records preservation. Records classification had a mean of 2.74 with alphabetical filing using subject matter classification having the highest mean. Records disposition had the lowest mean of 2.31 (on a scale of 4) which was below the average and considered to be bad practices with shredding being the most common means of disposition. This suggests that the disposition of school records in the schools studied need to be improved upon.

Test of Hypotheses

Hypothesis One: Records management practices have no significant influence on the administrative effectiveness of public senior secondary schools in Lagos state

Table 2(a): Regression Analysis of the records management practices as predictor of administrative effectiveness of public senior secondary schools in Lagos state

Source of variation	Sum of Squares	Df	Mean Square	F-Ratio	P
Regression	9052.263	6	1508.710	23.768	.000 ^b
Residual	19233.431	303	63.477		
Total	28285.694	309			

R = .566; Multiple R = .320; Multiple R² (Adjusted) = .307; Stand error estimate = 7.967

a. Dependent Variable: administrative effectiveness

b. Predictors: (Constant), Records management practices

The results in Table 2a indicated that with the predictor variable, that is records management practices (Record management Policy, Records Creation, Classification, Storage, Preservation, Retention scheduling and Disposition) in the regression model, administrative effectiveness of public senior secondary schools was predicted (Adj. $R^2 = .307$; $F_{(6,309)} = 23.768$; $p = .000$). This showed that records management practices accounted for 30.7% of the variance observed in the administrative effectiveness of public senior

secondary schools. The null hypothesis which stated that records management practices have no significant influence on the administrative effectiveness of public senior secondary schools in Lagos state was rejected based on this finding. This implies that there is a significant influence of records management practices on the administrative effectiveness of public senior secondary schools.

Table 2(b): Relative Contributions of records Management practices as predictor of administrative effectiveness of public senior secondary schools in Lagos state

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	38.518	3.553		10.840	.000
Record mgt Policy	.815	.167	.275	4.882	.000
Record Classification	.782	.222	.204	3.518	.001
Retention scheduling	.702	.259	.159	2.708	.007
Record storage	.267	.172	.103	1.546	.123
Records Preservation	.075	.178	.026	.418	.676
Disposition	-.110	.140	-.045	-.786	.432

a. Dependent Variable

le: Administrative Effectiveness

The results in Table 2(b) revealed the strength of causation of the predictor variable on the criterion variable. The most potent predictor of administrative effectiveness among the predictor variables of the study is record management policy ($\beta = .275$; $t = 4.882$; $p = .000$). Record classification is the next potent factor ($\beta = .204$; $t = 3.518$; $p = .001$), and lastly by retention scheduling ($\beta = .159$; $t = 2.708$; $p = .007$) in the prediction of administrative effectiveness of public senior secondary schools in Lagos state. However, record storage ($\beta = .103$; $t = 1.546$; $p = .123$), records preservation ($\beta = .026$; $t = .418$; $p = .676$) and disposition ($\beta = .045$; $t = .786$; $p = .432$) did not singularly predict administrative effectiveness of public senior secondary schools in Lagos state. This implies that there is a significant relative contribution of record management practices to administrative effectiveness of public senior secondary schools in Lagos state, while record management policy was observed as the most potent predictor among the six.

Discussion of Findings

The records management practices observed in the studied schools were good (Weighted mean = 2.84 on a scale of 4). Findings revealed the existence of policies, procedures, processes used consistently in the management of school records in public senior secondary schools in Lagos State, Nigeria. Amongst the measured indicators of records management practices as stipulated in the records life cycle, and analyzed in this study: were: records management policy with a mean score of 3.18 which indicated that the schools have the manual that guide the management of all the school records. This finding differs from the reports of the study of Allahmagani (2014) and Gama (2010) who found from their studies of public secondary schools in Kaduna and Kano States, Nigeria that the schools do not have a records management policy that guide records management practices.

The findings also showed records creation has the highest average mean score of 3.24, this implies that school administrators supervise the creation of school records either as events occur or upon the receipt of important information. Records classification has a mean of 2.74 with alphabetical arrangement of subject matter having the highest mean. This agreed with the findings of Allahmagani (2014) and Gama (2010) where they discovered that the schools used alphabetical and alpha-numeric classifications for most of the school record. Findings further revealed that school records were stored majorly in file cabinets with a mean of 3.33 followed by metal cabinets which is in tandem with the findings of Adebowale and Osuji (2008), Owo (2014) and Sunmola (2008) where they reported that most schools store records in file cabinets and metal cupboards. However, records storage in vaults based on the value of the record has the lowest mean of 2.3 which implied that attention was not given to sensitive and vital school records. This agrees with Allahmagani (2014), who found that vital records were not stored securely using modern security equipment in the schools covered by his study but were also stored inside file cabinets or drawers which are prone to both man-made and natural disasters.

Records preservation according to the findings of this study has average mean of 2.76 which is a fair practice. Duplicating of school records is the most common practice of paper records preservation while other preservation activities such as microfilming and digitalizing of valuable paper records as well as regular fumigation of the record centre were not in practice. The findings agreed with that of Owo (2014) and Osakwe (2011), where they reported that school records were not properly preserved. Findings showed that retention scheduling has a mean of 2.87 which implies that schools follow a time schedule of where and when the records should be kept and retained. Even though, it was a fair practice it differs from the findings of Allahmagani (2014) and Owo (2014) who found that the schools studied did not have retention schedule policy, but the staff used self-discretion to appraise the records for retention

From the analysis of records management practices in this study, records disposition had the lowest mean of 2.31 which falls into the category of bad practices. The study revealed that appraisal of school records before disposition were not in practice and that most records were disposed by shredding. This agrees with the findings of Gama (2010) that the method used for destroying records in schools were shredding and burning.

It could be deduced here that the records management practices observed in this study were done by the school managers to systematically control the organization's records in order to meet business needs, statutory and fiscal requirements, and community expectations. This implies that the benefits of school records management practices can be maximized when all the activities involved in record creation to its' eventual disposition are properly coordinated. These findings therefore corroborate previous studies that revealed that managing school records throughout the life cycle enhanced school administrative effectiveness (Ereh and Okon, 2015). Conversely, poor records management practices result in difficulties in administering, planning and monitoring of educational systems (Amanchukwu and Ololube, 2015) and thus inhibit school administrative effectiveness (Bibi 2016). A finding of the study suggests a positive

correlation exists between good records management practices and administrative effectiveness of school managers.

Conclusion

These findings therefore corroborate previous studies that revealed that managing school records throughout the life cycle enhanced school administrative effectiveness (Ereh and Okon, 2015). Conversely, poor records management practices result in difficulties in administering, planning and monitoring of educational systems (Amanchukwu and Ololube, 2015) and thus inhibit school administrative effectiveness (Bibi 2016). A finding of the study suggests a positive correlation exists between good records management practices and administrative effectiveness of school managers.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations are hereby proffered

1. Administrative effectiveness in school is highly influenced by good records management practices. To achieve best records management practices in schools, it is paramount that schools have infrastructural facilities that would enable proper records creation, maintenance, use and disposition of school records.
2. School managers supervise that records are managed based on the provisions in the records management policy and manual to maximize the benefits of records management.
3. School managers should give special care to vital school records.
4. Governments who are the owners of the public schools should provide all the necessary infrastructure and equipment to provide an enabling physical and psychological environment for effective school administration
5. In-service trainings to be organized regularly for school managers to update their skills and knowledge to achieve a higher level of effectiveness.

References

- Adebowale, O. & Osuji, M. (2008). *Record keeping practices of primary school teachers in Ondo state: Implications for Successful Implementation of the Universal Basic Education Policy*. Retrieved from, <https://scholaroauife.edu.ng>.
- Adeyemo, T. (2008). The influence of management strategies on the effective keeping of school records in secondary schools in Ekiti state, Nigeria, *The Social Sciences*, 3 (2), 28-35.
- Akanbi, O. (1999). *Records in school administration*. Ilorin: Haytee Press and Publishing Company
- Allahmagani, K. (2014). Records management in government secondary schools: The case study of Kaduna North Local Government, Kaduna, State, Nigeria, *Journal of Humanities and Social Science*, 19 (1), 55-60.
- Amanchukwu, R. & Ololube, N. (2015). Managing school plant for effective service delivery in public secondary schools in Rivers state, Nigeria, *Human Resource Management Research*, 5(4), 95-102.
- Amos, O. (2017). Records keeping for effective administration of secondary schools, *Journal of Public Administration and Governance*, 7 (2), 66-74
- Association of Records Managers and Administrators ARMA (2013). *Records Management*, Lexena: ARMA Press.
- Atulomah, B. (2011). Perceived records management practices and decision making among University administrators in Nigeria, *Library Philosophy and Practice*, 7(e-journal, 754)
- Azeez, R. (2019). *Doing things right*, Lagos: LASG Press.
- Azhar, A. (2013). Factors influencing the administrative behavior of school leaders, *Journal of Educational Administration*, 55 (2), 110-120.
- Bantin, P. (2008). *Understanding data and information systems for record keeping*, London: Oxford Press.
- Chifwepa, V. (n.d). *Managing records at school level: National education statistical information systems*, Retrieved, from <http://www.adeanet.org>
- Dada, R. (2020). *Records management practices*, Lagos: Eze & Bros
- Davis, P. (2007). *School records system and educational administration in colleges*, New York: Panbook Ltd.

- Ereh, E. & Okon, N. (2015). Keeping of teachers' records and principals' administrative effectiveness in Akwa Ibom state secondary schools, Nigeria, *International Journal of Education, Learning and Development*, 4(1), 40-44.
- Farah, I. (2013). School mmanagement: Characteristics of effective principal, *Global Journal of Human Social Science, Linguistics & Education*, 13 (13) 134-150.
- Fasasi, Y. (2004). School record keeping; A strategy for the management of Nigerian secondary schools educational institutions, *Ilorin Journal of Education*, 23 (19), 73-78.
- Federal Ministry of Education (2018). *Manual for school records keeping in Nigeria*, Lagos: NERDC.
- Federal Republic of Nigeria (2013). *National policy on education (4th ed.)*, Lagos: NERDC
- Florida Bureau of Archives and Records Management (2018). *Records management practices*. Florida, Florida Press.
- FOIP, Guidelines and Practices (2009). *Records and information management services* Albbertica, Retrieved from <http://www.im.gov.ab.ca>.
- Gama, U. (2010). A survey of records management practices in circular primary schools in Metropolitan Local Government Area (MLGAs) of Kano State. *Samaru Journal of Information Studies*, 10(1&2), 23-30
- Government Records Service (2011). A guideline to adequate records management: Implementation Plan. Retrieved from <http://www.archives.sa.gov.au/>
- Hassan, K. (2017). *Assessment of the provision, utilization and maintenance of records in public secondary schools in Kaduna Metropolis, Kaduna State, Nigeria*. An Unpublished M.Ed. Thesis, Department of Educational Foundations, Ahmadu Bello University, Zaria, Nigeria
- Ifedili, C. & Agbaire, J. (2011) Managements of educational records in Nigerian universities for better results, *Review of European Studies* 1 (2), 52-58
- International Organization for Standardization (2001). *ISO 30300: Information and documentation, management systems for records – Fundamentals and Vocabulary*, International Organisation for Standardization, Geneva.
- Kanchana, P. (2004). What makes a person good educational administrator?, *Peabody Journal of Education*, 63(1), 202-205.
- Kashyap, D. (2016). Educational administration; meaning nature and other details, *Journal of Education*, 4 (1), 82-90.

- Khuda, B., Saadi, A. & Shafqat, R. (2014). What matters most? Determinants of administrative effectiveness, *American Journal of Educational Research* 2 (11), 1088-1090.
- Lin, R, Jeng, X. & Wang, Z. (2011). The relationship between job involvement and school administrative effectiveness as perceived by administrative teachers, *Management in Education SAGE* 25 (3), 112-118
- Lukashenko, (2009). Towards effective public administration, *Mediterranean Journal of Social Sciences*, 2(5), 61-69.
- Nakpodia, E. (2011). Students' records: Challenges in the management of student personnel in Nigeria tertiary institutions, *Prime Research on Education (PRE)*, 1 (3), 44-49.
- Narad, A. & Abdullah B. (2016). Academic performance of senior secondary school students; Influence of Parental Encouragement and School Environment, *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(2),
- Nwaka, N. (2010). Secondary school administration in Anambra State, Nigeria: Challenges and the way forward, *An International Multi-Disciplinary Journal Ethiopia* 4 (2), 67-75
- Ogbonnaiya, N. (1999). Appraisal of recordkeeping practices of principals in Abia state secondary schools. *Journal of Nigeria Educational Research Association* 2 (1), 12-18.
- Okon- Effiong, U. (2015). Effective administration of secondary schools in Cross –River state: A Panacea for Academic Excellence *Science Journal of Sociology and Antropology*, 10 (3), 213-219.
- Ololube, N. (2013). *Educational management, planning and supervision: Model for effective implementation*, Owerri: Spring Field Publishers
- Oluwole, M. & Ivagher, E. (2015). Record keeping and effective management of secondary schools in zone B senatorial district of Benue state, Nigeria, *European Open Educational Research Journal* 1 (1), 1-13.
- Omoha, E. (2013). *Managements of school records in secondary schools in Oturkpo Education zone, Nsukka, Nigeria*: M.Ed Thesis, University of Nigeria, Nsukka.
- Osakwe, N. (2011). Management of school records by secondary school principals in Delta state Nigeria, *The Social Sciences*, 6(1), 40-44.
- Owo, J. (2014). Record keeping practices of secondary school principals: An Enugu state education Zone study, *International Journal of Education and Research* 2 (10), 383-392.

Pandey, P. (2017). The need for administrative effectiveness of principals at the secondary level, *International Journal of Advanced Education and Research* 2 (3), 68-74.

UNESCO (2019). *Seven elements of an effective records management program*, Paris: Oxford Press.

Williams, R. (2013). *Records management basics*, Chicago: Cohasset Associates Inc.