

Principals' Managerial Skills and Efficient Management of Educational Record Keeping in Secondary Schools, Edo State

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Abstract

The aim of the study was to investigate whether there would be a positive relationship between principals' managerial skills and efficient educational records keeping. Descriptive survey research design was employed in the study. Simple random sampling technique was used to select a total of One hundred and two principals from public secondary schools in Edo State. One research question was raised for the study. Four research hypotheses were formulated to guide the study. A researcher-designed instrument titled "Principal managerial skills and educational record keeping Questionnaire (PMSEKQ)" was used for the study. The face validity of the instrument was ascertained and a reliability Coefficient of 0.71 of the instrument was obtained using the test-retest method. The means of standard deviation was used to analysis the research question. Data were analyzed using Pearson Product moment correlation and multiple regressions. Results indicated a significant relationship between the administrative leadership styles of the principals and the management of record keeping in the public secondary schools ($r = .618, p < 0.05$); it was revealed a significant relationship between the educational qualifications of the principals and the management of records keeping in the public secondary schools ($r = .526, p < 0.05$); also it was revealed that supervisory styles of the principal correlates with management of record keeping ($r = .463, p < 0.05$); both variables jointly explain 38% of the variance observed in the management of records keeping in public secondary schools in Edo state and it was statistically significant at $F (df = 2, 99) = 6.423$. The result revealed that secondary school principals have different ways of managing school records in other to meet with the management of school records. Based on the findings, it was recommended that secondary school principals should be encouraged to attend conferences, workshops in-service training and retraining and seminars in other to polished and enhance their administrative skills. School principals should properly keep and manage educational records for utilization and future retrieval thereby enhancing efficiency and effectiveness of the school system. Supervisory styles by the school principals would promote the effectiveness and efficiency of the educational records in the school system.

Background to the Study

Record Management originated from the US federal government during the late 1940s evolving from the USA archival profession (Langemo, 2002). The US national archive was established in 1934 to handle the past accumulation of federal documentation and the increasing volumes of records generated by the US federal government (Langemo, 2002). Records management is all about keeping an accurate archive of the various happenings and transactions within your business and being able to evidence that you have policies and procedures in place to make sure this all works. Over the past few years, developing countries have been awakened on the importance of effective management records and its subsequent contribution to improve governance of public sectors (Basheka, 2008). In Africa, lack of awareness of modern record management is widespread in many private and public sectors. There are inadequate policies, principles, standards and guideline as well as inefficiency and lack of management continuity (Wamukoya and Mutula, 2005).

Durosaro (2002) describes school records as official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for utilization and retrieval of information when needed. These records are kept in the schools by the principals, headmasters, counselors, teachers which include the students' attendance and withdrawal, teacher attendance register, log books, student health register, corporal punishment book, teacher lesson note, scheme of work and visitor's book. Records are important tools for effective planning and administration of the school (Durosaro, 2002). Effective planning and administration of the school are been carried out with an adequate and proper managed school records. Educational records enhance teaching and learning process in the school system which aids the achievement of the educational goals. It promotes an academic technique in the area of effective and efficient administration of the school system. Another major purpose of educational record keeping and management is to ensure an accurate and proper record of achievement and growth of the students and essential information on school progress.

Gama, (2010) states that record keeping play a significant role in effective school management and if records are not well managed, the school management function suffers. Educational records provide information for parents and guardians who seek information regarding the general conducts and academic performance of their ward at school. Weggant (2005) asserts that educational records are information or data on a particular subject or activity collected and preserved for future use. It is very dangerous for any school system who does not attach importance to proper record management. These records are for proper planning and controls for school programme as well as effective implementation of school policy.

Record management is the application of systematic and scientific control of recorded information that is required for the operation of the school (Bosah, 1997). It could be in form of retention, storage, protection, retrieval, presentation, utilization and disposition of the different types of records within the school. It is not enough to just keep records, but it should be noted how records are used for effective management. Findings by Obura

(2011) indicates that effective record management enhances proper accountability and reduces vulnerability to legal challenges or financial loss and promote efficiency in terms of human and spaces resources through greater coordination information. Mbiti (2006) emphasized that on regular basis information on school personnel, journals and students are kept properly for reference purposes. It was well stated by the author that financial record keeping should be well managed in the school in other to maintain effective and efficient administration as well as academic excellence and development. It is important for the principal to have a well documental record on the expenditure and income through the account officer of the school.

In the same perspective, Duranti (2010) indicates that disorganized educational records means reviewers and auditors take an excessive amount of time to locate needed records which affects the management of the school. Management of educational records are important in promoting the principles of transparency and accountability of the school system. Poor record management results in difficulties in administrating, planning, supervising, controlling and monitoring of educational system globally (Olulube, 2013). The management of educational records involved all activities that ensure that they are kept in good condition. In this case, poor educational records management and unskilled and inexperience staff with regards to the entire information cycle are responsible for a number of management and policy implementation problems in schools (Chifwepa, V.(n.d). The Kenya public procurement oversight author (2008) observes that unorganized and poorly managed educational records lead to inability to access information needed to support policy formulation, implementation and execution of programme and services.

Effective administrative leadership style often correlates closely personality type. A leader is tasked with the challenge of gathering and molding individuals into cohesive groups that are capable of achieving a common goal. The autocratic leadership style can work in a production-type environment that demands maximal output in simple, repetitive job roles. Managing educational records under autocratic leadership brings a flourishing creativity. Administrative leadership style is a critical factor influencing the effectiveness and performance of an organization. The school needs effective leadership style to achieve intended targets (Muchena and Kaitila, 2014). Research has revealed that leadership style plays an important role in managing educational records in the school system (Hussain, 2014, Hopkins, 2001). Effective leadership style is an asset to an organization or school system and improves the efficiency of record keeping in school (Townsend, 2007 and Boatel, 2012). An Effective supervisory skill of the principal will promote efficiency of records keeping in the school system.

Statement of the problem

Despite the great role of educational records in achieving the education policy and goals, the records have not been properly managed by school principals. With above statement, it shows that management of educational records in secondary school have series of problems which includes inadequate management of data, inaccurate and reliable data,

inexperience personnel and poor storage of record. In view of this, the study therefore sought to investigate whether there would be a positive relationship between management of educational records and secondary school's principals' managerial skills in Edo state.

Purpose of the study

The Purpose of the study is to establish whether there would be a positive relationship between management of educational records and secondary school's principals in Edo state.

Specific objectives are:

1. To ascertain the level of the principals' managerial skills in secondary schools in Edo state
2. To examine the relationship between supervisory skills of the principals and efficient management of educational records keeping in secondary schools in Edo State
3. To examine the relationship between administrative leadership skills and efficient management of educational records keeping in secondary schools in Edo State.
4. To examine the relationship between educational qualification of the principals and efficient management of educational records keeping in secondary schools in Edo State
5. To investigate the joint contribution of principals' managerial skills (administrative leadership styles, supervisory skills and educational qualification of Principals) on the efficient management of record keeping in secondary schools in Edo State.
6. To investigate the relative influence of principals; managerial skills (administrative leadership styles, supervisory skills and educational qualification of principals) on the efficient management of record keeping in secondary schools

Research Question

What is the level of the principals' managerial skills in secondary schools in Edo state?

Research Hypotheses

- 1 There is no significant relationship between the administrative leadership styles of principals and efficient management of educational records in secondary schools in Edo State.
- 2 There is no significant relationship between supervisory skills of principals and efficient management of educational records in secondary schools in Edo State.
- 3 There is no significant relationship between educational qualification of principals and efficient management of educational records in secondary schools in Edo State.
- 4 There will be no significant joint contribution of principals' managerial skills (Administrative leadership styles, supervisory skills and educational qualification of Principals) and efficient management of educational records in secondary schools in Edo State.

- 5 There will be no significant relative influence of principal managerial skills (administrative leadership styles, supervisory skills and educational qualification of Principals) and efficient management of educational records in secondary schools in Edo State.

Methodology

The Study adopted descriptive survey research design to carry out the investigation. This is to assess the opinion of the respondents on the management of records keeping among public secondary schools principals in Edo state. 102 secondary schools principals were randomly selected from the public secondary schools in Edo state. One research question and four research hypotheses were formulated for the study. A Structured instrument: Questionnaire for Management of Educational Records and Secondary School Principals '(QMERSSP)' designed in 4 point Likert format was used for the study. A total of One hundred and two (102) copies of the Questionnaires were administered to the respondents by two research assistants. The face validity was assessed by experts. Their corrections and suggestions were used to obtain the final copy of the questionnaire. A reliability Coefficient of 0.81 of the instrument was obtained using the test-retest method. Data were analyzed using Standard deviation, Pearson product moment correlation and multiple regressions.

Presentation of Result

Research Question

What is the level of the principals' managerial skills in secondary schools in Edo state?

Table 1.

Item	N	X	SD	Min	Max
Principals' managerial skills	102	16.22	4.61	20	78

Table 2: Frequency Distribution of Principal's managerial skills in sampled secondary schools

Principal managerial Skills	Frequency	Percentage (100%)
Low	35	34.3
Moderate	52	51.0
High	15	14.7
Total	102	100

Table 1 explained the level of principal's managerial skills in the sampled secondary schools in Edo State. These result shows that the general level of principal's managerial skills is moderate ($X = 16.22$; $SD = 4.61$) even though the lowest level measure of principal managerial skills is 20 while the highest measure of principal's managerial skills obtained is 78 using the efficient management of record keeping in secondary school's scale.

In table 2 shows the frequency distribution of principal's communication skills in the sampled secondary schools. The frequency distribution of the principal's managerial skills is being categorized into three statistically equal groups and they are low, moderate and high level. It was recorded that 34.3% (35) respondents have low level of principal's communication skills, about 51.0% (52) respondents have moderate level of principal's communication skills while about 14.7% (15) of the respondent have high level.

H0₁: There is no significant relationship between administrative leadership styles of principals and management of educational records in secondary schools in Edo State.

Table 3: Relationship between administrative leadership styles of principals and management of educational records in secondary schools

Variables	N	X	Std	R	Sig
Administrative Leadership Skills	102	53.23	5.26	0.618	0.05
Management of Educational Records	102	37.15	3.24		

P < 0.05

The above result shows that there is a positive significant relationship between administrative leadership styles of principals and management of educational records ($r = 0.618; < 0.05$) in public secondary schools in Edo State. Effective administrative leadership styles do improve and contribute to the management of record keeping in secondary schools. Research has revealed that leadership style plays an important role in managing educational records in the school system (Hussain, 2014, Hopkins, 2001). Effective leadership style is an asset to an organization or school system and improves the efficiency of record keeping in schools (Townsend, 2007 and Boatel, 2012). Findings by Obura (2011) indicates that effective record management enhances proper accountability and reduces vulnerability to legal challenges or financial loss and promote efficiency in terms of human and spaces resources through greater coordination information.

H0₂: There is no significant relationship between supervisory skills of principals and management of educational records in secondary schools in Edo State.

Table 4: Relationship between Supervisory skills of principals and management of educational records in secondary schools

Variables	N	X	Std	R	Sig
Supervisory Skills	102	48.41	4.51	0.463	0.05
Management of Educational Records	102	32.35	2.26		

P < 0.05

The above table shows a low positive relationship between Supervisory Skills of Principals and Management of Educational Records ($r= 0.463; < 0.05$) in Public Secondary Schools in Edo State. This shows that management of records keeping entails an effective supervisory skills by the secondary school principals. Poor record management results in difficulties in Administrating, planning, supervising, controlling and monitoring of educational system globally (Olulube, 2013). The management of educational records involved all activities that ensure that they are kept in good condition.

H₀₃: There is no significant relationship between Educational qualification of principals and management of educational records in secondary schools in Edo State.

Table 5: Relationship between Educational qualification of principals and management of educational records in secondary schools

Variables	N	X	Std	R	Sig
Educational Qualification	102	43.26	4.26	0.526	0.05
Management of Educational Records	102	34.13	3.72		

$P < 0.05$

The above result shows that there is a positive significant relationship between educational qualification of principals and management of educational records ($r= 0.526; < 0.05$) in public secondary schools in Edo State. Educational qualification of the school principals could determine the level of management of educational record keeping. Gama, (2010) states that record keeping play a significant role in effective school management and if records are not well managed, the school management function suffers. Educational records provide information for parents and guardians who seek information regarding the general conducts and academic performance of their ward at school.

H₀₄: There will be no significant combined relationship among administrative leadership styles, supervisory skills and educational qualification of principals and management of educational records in secondary schools in Edo State.

Table 6: Multiple Regression Analysis for the joint contribution of Principal Managerial Skills and Management of Educational Records in Secondary Schools

R = .461
R² = .326
Adj. R² = .452
Std. Error = 4.261

Model	Sum of squares	Df	X square	F	Sig
Regression	451.231	2	73.318		.005
Residual	1449.788	99	47.351	6.423	
Total	1901.019	102			

P < 0.05

The above table shows the contributions of the independent variables which are administrative leadership styles, supervisory skills and educational qualification of principals jointly related with educational qualification of principals and management of educational records in secondary schools in Edo State with positive moderate correlation at R = .461, a multiple Rsquare of .326 with Adjusted Rsquare of .452. The multiple correlation of .461 indicates a moderate relationship among the independent variables and management of record keeping. In this case, the combination of the variables explains 38% of the variance observed in management of records keeping in public secondary schools. The remaining might be captured by the study. Based on this, the combined influence is shown to be significant $F(2,100) = 6.423$, $P < 0.05$. This implies that the variables actually relate to management of records keeping. This is line with the opinion of Weggant (2005) asserts that educational records are information or data on a particular subject or activity collected and preserved for future use. It is very dangerous for any school system that does not attach importance to proper record management. These records are for proper planning and controls for school programme as well as effective implementation of school policy.

HO_s. There will be no significant relative influence of principal managerial skills (administrative leadership styles, supervisory skills and educational qualification of Principals) and efficient management of educational records in secondary schools in Edo State.

Table 7: Relative influence of Principal Managerial Skills and Management of Educational Record Keeping in Edo State

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	β	Std error	Beta		
(Constant)	.32125	4.123		12.252	.000
Administrative Leadership Style	.213	.132	.321 1 st	2.014	.000
Supervisory Skills	.131	.182	.146 3 rd	1.432	.000
Educational Qualification	.081	.056	.213 2 nd	4.512	.000

Dependent variable: Academic achievement in social studies.

Source: Fieldwork 2020.

Table 7 indicates that each of the Principal Managerial skills on management of educational records keeping in secondary schools. The results showed that administrative leadership styles made the greatest contribution with ($\beta = 0.321, t = 2.014; P < 0.05$); the next variable is supervisory skills with ($\beta = 0.146, t = 1.432, P < 0.05$) and lastly educational qualification with ($\beta = 0.213, t = 4.512, P < 0.05$). The result shows that all these independent variables can be used to determine educational management of record keeping in secondary schools. The result led to rejection of the null hypotheses and acceptance of the alternative hypothesis. Therefore, there is a significant relative influence of principal managerial skills on management of educational records keeping in secondary schools in Edo State.

Conclusion

With the above study, it is obvious that management of records keeping in public secondary schools would go a long way in enhancing promoting the principles of transparency and accountability of the school system. Poor record management results in difficulties in administrating, planning, supervising, controlling and monitoring of educational system globally. Effective record management enhances proper accountability and reduces vulnerability to legal challenges or financial loss and promotes efficiency in terms of human and spaces resources through greater coordination information. Effective leadership style is an asset to an organization or school system and improves the efficiency of record keeping in school.

Recommendation

Based on the finding of this study, the following recommendations are proffered

1. Secondary school principals should be encouraged to attend conferences, workshops in-service training and retraining and seminars in other to polished and enhance their administrative skills.

2. Secondary school principals should properly keep and manage educational records for utilization and future retrieval thereby enhancing efficiency and effectiveness of the school system.
3. Supervisory styles by the school principals should entail interpersonal skills and this would promote effectiveness and efficiency of the educational records in the school system.

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