

RECORD KEEPING STRATEGIES AMONG MALE PRINCIPALS IN SECONDARY SCHOOLS IN ENUGU STATE

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ABSTRACT

This study focused on record keeping strategies among male principals in secondary schools in Enugu State. Two research questions guided the study while two hypotheses were tested at .05 level of significance. The researcher adopted a census survey research design. The population for the study consisted of 214 male principals which comprised 76 in the urban schools and 138 in the rural schools. There was no sampling because the population was manageable. The instrument for data collection was the researcher developed questionnaire titled "Male Principals School Record Keeping Strategies Questionnaire (MPSRKSQ)." The instrument was validated by three experts in which two of them were from the Department of Educational Management and one from Measurement and Evaluation Unit of the Department of Mathematics and Computer Education. Internal consistency of the instrument was determined using Cronbach Alpha method in which .81 was obtained for cluster A and .79 for cluster B with an overall reliability index of .80 which made the instrument reliable. The 214 copies of the questionnaire were administered to the male principals by the researcher with the help of two research assistants. Data analysis was done using mean and standard deviation and hypotheses were tested at .05 level of significance using t-test. The findings of the study showed that male principals in secondary schools in Enugu State record keeping strategies include monitoring and delegation duties. Another finding shows that there is no significant difference between the mean ratings of male principals in urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring. Based on the findings of the study, secondary school principals in Enugu State should continue to monitor their teachers in the keeping of records in schools. The principals should ensure that all the relevant records are kept in secondary schools.

Keywords: Record Keeping, Secondary Schools, Principals, Teachers, Enugu State.

INTRODUCTION

Education is a global service that every country strives to provide for its citizens since it serves as a tool for socio-economic development. The purpose of education according to Alabi (2017)

can only be achieved through effective administration which helps to bring about an optimum achievement and one of the most important aspects is record keeping. Weggant (2015) opined that records are information or data on a particular subject or activity collected and preserved for future use. The essence of record keeping is to enable the management or educators make effective decision and formulate relevant policies. An organization or any educational system that refuses to attach importance to proper record management would run into liquidation at the long run.

School records are 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 (Ereh & Okon, 2015). Such records are kept by principals, teachers, counsellors and administrative staff. Some of the major school records include; students' personal files, staff record book, the log book, visitors book and inventories book, among others. The purpose of record keeping and management is to ensure that accurate and proper records of students' achievement and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept, among others (Omoha, 2013).

Records constitute a store house of useful information to students, parents, teachers, school heads and employers on the background activities and progress of staff and students. Since record keeping is so important, secondary school principals should adopt efficient administrative procedures in the keeping of school records. These procedures as enunciated by Ehiamezor & Aderounmu in Owo (2014) include prompt procurement of records from the appropriate authorities, proper delegation of duties to teachers on the keeping of records and efficient monitoring of teachers delegated to keep records. Ereh & Okon (2015) pointed out that records can be stored in two forms namely: manual and electronic forms. Furthermore, Ereh & Okon (2015) stressed that manual storage practices involves keeping these records in forms of printed materials in files, shelves, or drawer, while electronic practices involve keeping records in electronic devices such as computer and flash drives among others.

Smith (2013) posited that administrative records include: budgetary information, students' academic assessment booklet, number of schools in the state and students, training and development of the civil servants, income and expenditure records, economic empowerment records, resource allocation to all tiers of government. In a school system, some of these records kept are: number of teachers recruited, staff disposition, students' personal files, log book, the school diary, note of lesson, transfer certificate, terminal report cards, teachers' time book, movement book, the supervisory notebook, staff minutes book, visitors' book and so on.

Similarly, poor and inaccurate records keeping in school system dwindle and prevent understanding of real school events and activities. Some of the record keeping strategies according to include; monitoring, leadership, target and operations. The adequate keeping of records over the years has given the educational administrators ability to unveil interesting knowledge from educational-related data that could assist in effective management of schools in the 21st century. Osakwe (2011) pointed out that despite the importance of school records

in the achievement of educational objectives, these records do not seem to be adequately managed by the principals.

The principal has the responsibility of seeing to the smooth running of a school. The extent to which he succeeds in carrying out this responsibility depends on a number of factors and one of them has to do with the records that he is expected to keep (Omoha, 2013). Good record keeping is critical to the success of any school system, no matter the size and whether or not it is in the public or private (Amanchukwu & Ololube, 2015). The aim of records management is to achieve the best storage, retrieval and exploitation of school records in the school system and also to improve the efficiency of record making and keeping processes. The record keeping strategies of male principals to be ascertained in this study are monitoring and delegation of authority.

Monitoring is the systematic process of collecting, analyzing and using information to track a programme's progress toward reaching its objectives and to guide management decisions. According to Ndungu, Gathu & Bomett (2015), monitoring is an activity that involves continuous and systematic checking and observing of a program or a project. Monitoring is viewed as a process that provides information and ensures the use of such information by management to assess project effects – both intentional and unintentional and their impact. It aims at determining whether or not the intended objectives have been met.

Another strategy the male principals may use in order to have an effective record keeping is delegation. Delegation is the assignment of responsibility or authority to another persons (normally from a manager to a subordinate) to carry out specific activities (Alabi, 2017). Delegation means sharing of authority by a superior person to his subordinates subject to his/her supervision and control.

An important variable in this study is location. Location could be regarded as a place where something is situated. Location is a position or situation of something (Sinclair, 2016). Location in the context of this study means the place where the secondary schools are located. In Enugu State, some secondary schools are located in the urban areas while some are in the rural areas. Rural secondary schools are generally inferior to urban schools as schools in rural areas lack human and material resources needed for success at school. According to Ezeudu in Onoja (2014) school location is the rural and/or urban setting of a school. Urban setting is characterized by heterogeneity of population and existence of abundant basic infrastructure. However, the male principals in both urban and rural secondary schools are faced with the challenges associated with record keeping.

Despite the importance of school records in the achievement of educational objectives, these records do not seem to be adequately managed by principals. From observation, reliable records are not properly managed especially by the male principals as observed by the researcher. This suggests that the strategies of record keeping have a number of problems which include improper strategy, location among others. Despite the core value of effective record keeping in school system, many secondary schools in Enugu State still leave much to be desired in terms of effective record keeping. Based on the above facts, it is clear that this

study on record keeping strategies among male principals in secondary schools in Enugu State becomes imperative.

Statement of the Problem

Records constitute a storehouse of useful information to students, parents, teachers, principals and employers on the background activities and progress of staff and students. With respect to the significance of record keeping in schools for the achievement of the aim of school creation, it was observed that these records were not adequately kept by the school principals. Unfortunately, reports of inspectors of education and chief supervising principals in most Education Zones in Enugu State seems to indicate that there may be weaknesses in record keeping especially by male principals in both urban and rural secondary schools. This low priority attention by male principals to records keeping often manifest on the area of missing files and records, falsification of records (change of declaration of age), missing school plan and destruction of records to cover up something. Therefore, the statement of the problem when put in a question form is "what are the strategies for record keeping among male principals in secondary schools in Enugu State?"

Purpose of the Study

The purpose of the study was to determine the record keeping strategies among male principals in secondary schools in Enugu State. Specifically, the study sought to:

1. ascertain the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring;
2. ascertain the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority.

Research Questions

The following research questions guided the study:

1. What are the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring?
2. What are the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority?

Hypotheses

The study was guided by the following hypotheses:

Ho₁: There is no significant difference between the mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring.

Ho₂: There is no significant difference between the mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority.

Research Method

The researcher adopted a census survey research design. According to Nworgu (2015), a census survey research design is one in which a group of people or items are studied by collecting and analyzing data or information from every member of the population. The population for the study consisted of 214 male principals which comprised 76 in the urban

schools and 138 in the rural schools. There was no sampling because the population is manageable. The instrument for data collection was the researcher developed questionnaire titled "Male Principals School Record Keeping Strategies Questionnaire (MPSRKSQ)." The instrument was validated by three experts in which two of them were from the Department of Educational Management and one from Measurement and Evaluation Unit of the Department of Mathematics and Computer Education. Internal consistency of the instrument was determined using Cronbach Alpha method in which .81 was obtained for cluster A and .79 for cluster B with an overall reliability index of .80 which made the instrument reliable. The 214 copies of the questionnaire were administered to the male principals by the researcher with the help of two research assistants. However, out of the 214 copies administered to the male principals, the researcher with his assistants retrieved 195 copies (67 from urban and 128 from rural secondary schools). This resulted to 91.12% return rate. Data analysis was done using mean and standard deviation and hypotheses were tested at .05 level of significance using t-test. A 4 point response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used. The decision was that hypothesis was not significant when the t-calculated value was less than the table value, but significant when the t-calculated value was greater than the critical table value.

Research Question 1: What are the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring?

Table 1: Mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring

ITEMS		Urban 67			Rural 128		
S/N	The male principals keep records by monitoring the:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
1	admission register.	2.62	.88	A	2.59	.90	A
2	attendance register.	2.53	.93	A	2.55	.95	A
3	visitors' book.	2.61	.87	A	2.63	1.01	A
4	staff minutes book.	2.55	.94	A	2.58	.91	A
5	school time table.	2.50	.90	A	2.53	1.00	A
Cluster Mean		2.56	.94	A	2.58	.95	A

Data presented on Table 1 show the responses of the male principals in both urban and rural secondary schools. The male principals in urban schools mean ranged from 2.50 to 2.62, those in rural schools mean ranged from 2.53 to 2.63. In addition, they had cluster means of 2.56 and 2.58 as well as standard deviations of 0.94 and 0.95 respectively. The finding is an indication that male principals in secondary schools in Enugu State record keeping strategies is by monitoring.

Ho: There is no significant difference between the mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring.

Table 2: t-test on the mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring

Group	n	Mean	SD	df	t-cal	t-crit	Decision
Urban	67	2.56	0.94	193	0.1	1.96	Not Significant
Rural	128	2.58	0.95				

From the result of hypothesis 2 above, table 4 shows that the calculated value of 0.14 is less than the table value of 1.96 which means that the null hypothesis will not be rejected. This signifies that there is no significant difference between the mean ratings of male principals in urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring.

Research Question 2: What are the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority?

Table 3: Mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority

ITEMS		Urban 67			Rural 128		
S/N	The male principals keep records by delegating the keeping of:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
6	attendance register.	2.56	.95	A	2.62	.88	A
7	diaries.	2.63	.89	A	2.65	.83	A
8	punishment book.	2.59	.96	A	2.58	.96	A
9	Schemes of work.	2.71	.89	A	2.55	.93	A
10	results booklets.	2.55	1.02	A	2.53	.92	A
Cluster Mean		2.61	.94	A	2.59	.90	A

Data presented on Table 3 show the responses of the male principals in both urban and rural secondary schools. The male principals in urban schools mean ranged from 2.55 to 2.71, those in rural schools mean ranged from 2.53 to 2.65. In addition, they had cluster means of 2.61 and 2.59 as well as standard deviations of 0.94 and 0.90 respectively. The finding is an indication that male principals in secondary schools in Enugu State record keeping strategies is by delegation of authority.

Ho₂: There is no significant difference between the mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority.

Table 4: t-test on the mean ratings of male principals in both urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority

Group	n	Mean	SD	df	t-cal	t-crit	Decision
Urban	67	2.61	0.94	193	0.14	1.96	Not Significant
Rural	128	2.59	0.90				

From the result of hypothesis 2 above, table 4 shows that the calculated value of 0.14 is less than the table value of 1.96 which means that the null hypothesis is not significant. This signifies that there is no significant difference between the mean ratings of male principals in urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of authority.

Discussion of Findings

The finding of this study showed that male principals in both urban and rural secondary schools keep school records by monitoring. The finding is in agreement with Usman (2017) who stated that monitoring is an effective practice in record keeping. It is obvious that, when male principals monitor the record keeping process in the school, it would yield a positive result. The hypothesis tested showed that there is no significant difference between the mean ratings of male principals in urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in terms of monitoring. The finding is an indication that male principals in secondary schools in Enugu State record keeping strategies are by delegation of authority. The finding of this study is in accordance with the postulation by Alabi (2017) stated that, delegation of authority is an essential factor in record keeping. Hence, this strategy should be adhered to in order to enhance the record keeping processes in the school. The hypothesis tested showed that there is no significant difference between the mean ratings of male principals in urban and rural secondary schools on the record keeping strategies among male principals in secondary schools in Enugu State in the aspect of delegation of duties.

Conclusion

This study focused on record keeping strategies among male principals in secondary schools in Enugu State. Therefore, conclusion was drawn from the major findings of the study that records presently kept by all secondary school teachers and principals in Enugu State include admission and attendance register, weekly diaries of work, log book, visitor's book, staff record register, staff minutes book among others. Hence, male principals in the quest to efficient keep records do involve in monitoring and delegation of duties.

Recommendations

Based on the findings, the following recommendations were proffered:

1. Secondary school principals in Enugu State should continue to monitor their teachers in the keeping of records in schools. The principals should ensure that all the relevant records are kept in secondary schools.

2. Principals in the secondary schools in Enugu State should continue to delegate the keeping of day to day administrative records such as attendance register, diaries and schemes of work, and punishment book to teachers in their schools. They should ensure that they record events as they occur in the appropriate record booklets and check every item of information in the records before appending their signatories.

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