

Principals' Record Creation and Teachers' Job Performance in Secondary Schools in South-South, Nigeria

Aprekuma Fiafiaene¹ & Henry Clement Chioma Ruby²

Abstract: This study examined principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. The purpose of the study was to investigate the relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. The study adopted a correlational design using a population of 947 Principals from Bayelsa, Delta and Rivers States in South-South, Nigeria. Primary data were collected from a sample of 460 principals, through a structured questionnaire designed in Likert 4-point scale from 'strongly agree to strongly disagree'. The data were analyzed using Pearson Product Moment Correlation (PPMC), which revealed that, principals' record creation positively and significantly relates with teachers' job performance in secondary schools in South-South, Nigeria. Therefore, the study concluded that, there is a positive and significant relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. On the basis of its results and conclusion, the study recommends that; state governments in South-South, Nigeria should organize capacity-building programmes for principals and teachers to enhance their skills in record creation and management.

Keywords: Principals' Record Creation, Teachers' Job Performance, Secondary Schools, South-South, Nigeria.

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Background to the Study

Effective educational management requires accurate and timely data for quality planning and decision making using the implementation of Nigeria Education Management Information System (NEMIS) guidelines to keep school records (Smith, 2010). One of the provisions of the Implementation of Nigeria Education Management Information System (NEMIS) policy implementation guidelines 2009 towards enhancing effective planning, resource allocation and decision making as it concerns the educational sector is that schools should make available records of their day to day activities as they happen within the school system (FME, 2007). 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.

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 (Durosaro, 2002). Such records are kept by principals, teachers, counselors and the administrative staff. These records are essential because they affect all areas of school management such as budgeting, planning, staffing, facilities among others. Interestingly, record keeping is a germane factor in determining the effectiveness and efficiency of the school system. In fact, it is central in the administration of institution of learning because it documents the planning and implementation of appropriate course of service allowing proper monitoring.

In conventional paper-based organizations, paper continues to be viewed as the material for records in administrative documentations (Odeniyi & Adeyanju, 2020). Records must be comprehensive, available, accessible and secure. School records include books, documents, diskettes and files that contain information on what goes on in school as well as other relevant information pertaining to the growth and development of the school. The management practice variables make significant contributions in the determining effective secondary school administration in Nigeria. Smart school administration includes conducting educational or school operations to provide a safe learning environment, as well as managing the school budget.

Usanga (2007) submitted that records can be said to be any information or communication captured and retained in some reproducible media. Records in this case become the object, the document or medium, which carries the information. Records therefore, are information media created and valuable enough to be retained. Most records are paper-based: that is to say that the information was captured on paper. However, the media for information carriage can also be in other forms like machine readable disks, graphics, images, diskettes, flash drives and pictorial media, be they photographic or/not. Records are important historical and legal tools and are necessary for the smooth running of an institution. Records constitute an essential instrument of administration without which operational processes and functions cannot be executed.

For example, a successor to a position needs available records to find his bearing when he takes over from another or when he has to fill vacancy created by resignation, transfer, retrenchment or death. Using such records as a springboard, the successor can decide on whether to continue with, modify or change certain techniques or practices (Ijaduola, 2006). Records play immeasurable roles in administration because managers and administrators employ them on routine basis for carrying out diverse administrative duties especially in decision making. The information contained in records helps to enlighten and educate administrators on issues relevant to the institution. Records are also used as important sources for strategic planning and successful implementation as well as good policy formulation and implementation (Umar, 2005). In addition, records are primary sources of information for research, which can serve as reference, as well as evidence.

According to Popoola (2000) what actually keeps the civil service going in any modern system of government is recorded information called "record" which is used for planning, decision-making and controlling. This assertion is true because, for any effective planning, decision-making and controlling to take place, there must be timely access to records. Schools in Nigeria create, maintain and use records for their daily administrative and other purposes. According to

Atulomah (2011), decision-making in the school system is an administrative function and invariably requires information in the form of records.

Information is very vital to any decision-making. Decision-making is the backbone of administrative functions. Obiora (1995) described records management as the application of systematic analysis and scientific control of records from their creation through processing, maintenance, protection and final disposition. Unuigbo (1990) defined records management as a control over the quality and cost of records and the procedure, systems, operations, space, equipment and staff requirement to administer records. It is therefore, the key to modern organization. Managing records entails proper and adequate storage, filing procedures, retrieval tool and retention/disposal schedules (Iwhiwhu, 2005).

To guarantee efficiency, effectiveness and to enable organizations like schools to survive in the accountability period in which we live, records must be actively managed throughout their life. According to Popoola (2000), information and records management are the bedrock of business activity. If there is no information, the management is crippled in its planning and decision making processes. Information is the factor input in achieving rational organizational decision-making and high-quality service delivery. It is needed to develop, deliver and assess the effectiveness of organizational policies, make information choices between alternative courses of action, provide the basis for openness and accountability, protect individual rights and enforce legal obligations.

The idea of records management has to do with the control of records passing out of current and semi-current stages into archival care. Management of records is therefore concerned with the creation, appraisal, retention, preservation, conservation, description and arrangement, accessioning and access to records. It also involves policy formulation, stating objectives and goals of the university, budgeting, preparation of programme of services as well as procedure and methods. On this background, the study examined principals' record storage and teachers' job performance in secondary schools in South-South, Nigeria.

Statement of the Problem

Record creation is an essential aspect of record management which is a veritable tool for effective administration of secondary schools. Despite the essentialities and relevancies of record creation for teachers' job performance in secondary schools, some secondary schools in the area under study do not create and keep records appropriately. Some principals do not care if records are taken and kept in the school, they are less concerned, and they assign only some administrative staff to do that, whereas, when the appointed staff failed, the institution faces the consequences.

Supposedly, the principal is to make directives and manage the records of school admission, tuition fees, registers, log books, visitors' book, staff attendance, result sheets, certificates and other important documents for the betterment of the educational system and the society at large. A scenario recently occurred after the ravaging and deteriorated flood disaster which was observed by the researcher where all most all recorded documents were destroyed by the flood. This is due to the fact that level of the water was above the school land. In this case, how can

principal act in order to create, safeguard and manage these records not to get spoilt? Which strategies are available for principals to apply to sort out these menaces?

Interestingly, this study sought to proffer solutions to the answer. Thus the purpose of this study was to investigate the relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. The specific objective was to examine the relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. In order to achieve objective, the null hypothesis below was tested:

Ho1: There is no significant relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria.

Theoretical Framework

This work is rooted in the System Theory, which is defined as a set of assumptions from which a manager/principal can understand, explain and predict the behaviour of workers in an organization. Such knowledge and understanding will enable him fashion out effective leadership, supervision, control and motivation of strategies necessary for the attainment of organizational goals. This theory was propounded by Ludwig Von Bertalanffy in 1946. This is one of the modern management theories, which stems up as a result of the inability of other theories to study the relationship between organization and its environment. Modern theory considers all elements in the whole organizations as well as its component parts.

The theorists view organization as an adaptive system, which must adjust to changes in its environment if it is to survive, (Ile 1999). Inyang (2002) refers to these modern management theories as integrative management theories in the sense that they study the relationship between organization and its environment thereby attempting to understand organization as a whole system. It is derived from the belief, often traced to Aristotle, that the whole is greater than the sum of its parts. However, Nwankwo (1982) argued that it is not enough to understand the parts, it's important to understand the relationship among the parts.

Therefore, in as much the principal's work is not enough to achieve the set goals but working together with the teachers and non-tutorial staff, seeing that the work delegated to them is done. That means they cannot work without each other. The system theory makes it clear to the principals as it relates to school records creation and management that the superior must relate very well and depend on the subordinates through delegating work to them (teachers and non-tutorials) to make proper record creation and management a foundation for the future of educational system. This theory provides information to the principal/manager on strategies for leadership, supervision, motivation, appraisal, assignment and re-assignment of workers or staff within an organization.

Records Storage and Teachers' Job Performance

Record storage is a systematic process of securing and keeping document, file or information intact. It entails securing records from unauthorized access, tampering, deletion or loss. Records are stored for as long as they are needed for fiscal, legal, research or administrative purposes

among others. Adade, Dampson Quashigah and Eshun (2018) noted that it is imperative for a manager to store records in media that ensure that their usability, reliability, authenticity and preservation for as long as users need them. Ereh and Okon (2015) also pointed out that records can be stored in two forms namely: manual and electronic forms. Furthermore, Ereh and Okon 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.

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Effective record storage practices protect records from destruction, unauthorized access or alternation. However, some of innovative record storage devices such as computer, internet network for clouding document and other facilities seem to be insufficient in secondary schools, and this may adversely affect principals' record storage practices. Record management practices could be influenced by years of job experience.

Empirical Review

This section focuses on what other researchers, scholars, and authorities have done in relation to the present study. A study was conducted by Onweh, Etim, Eniang (2011) titled: record keeping and administrative effectiveness in secondary schools in Akwa Ibom state. The study determined the relationship between record keeping and administrative effectiveness in Secondary Schools in Akwa Ibom State. The population of the study was 640, comprising 600 teachers, 20 principals and 20 cashiers. A sample size of 340 was studied, this comprised 20 principals and 20 cashiers that were not sampled and 300 teachers representing 50% of the teachers were obtained through stratified random sampling from the 20 secondary schools. Two research questions were used for the study. Structured questionnaire items that were 15 in number were generated and used to elicit answers to the two research questions.

Two research hypotheses were used to elicit answers to the two research questions. Two research hypotheses used were tested at .05 probability level by using Pearson Product Moment Correlation (PPMC) analysis. The relationship between academic record keeping and administrative effectiveness and relationship between academic record keeping and administrative effectiveness and relationship between adequate financial record keeping an administrative effectiveness. The two hypotheses revealed that the relationships were both significant at .05 level of probability. Based on the findings, it was recommended among others

that; school authorities should organize seminars for principals, teachers and cashiers on proper record keeping for administrative effectiveness.

Another study was carried out by Chukwuaguzie, Ominyi, and Uwalaka (2021) on the Influence of School Records Keeping on The Management Of Secondary Schools in Zone 'A' Senatorial District of Benue State, Nigeria. This study investigated influence on school records keeping on the management of secondary schools in Zone 'A' Senatorial District of Benue State-Nigeria. Three research questions and three hypotheses respectively guided the study. The review of related literature which was done under the conceptual framework identifies the influence of financial management, facilities management and staff discipline on school records keeping in secondary schools. The descriptive survey design was used for the study.

The population of the study comprised of 2075 teachers from 73 grant-Aided secondary schools in Zone 'A' Senatorial District of Benue State-Nigeria. A sample of two hundred and ninety (290) teachers from twelve (12) selected secondary schools was used for the study. A 15-items structured questionnaire constructed by the researchers Titled "Influence of School Record keeping on the Management of Secondary School Questionnaires' (ISKMSSQ)" was used for data collection. Descriptive statistic of Mean and Standard Deviation were used to answer the research questions while the Chi-square (χ^2) statistical tools were used to test the hypothesis at 0.05 level of significance. The findings revealed that school records keeping have significant influence on financial management; facilities management and staff discipline in Secondary Schools in Zone 'A' Senatorial District of Benue State-Nigeria.

Based on the findings, it was recommended amongst others. Principals and teachers should develop a positive attitude and commitment towards maintaining proper financial records as to avoid overspending and financial waste in schools. The educational administrators should develop a positive attitude and commitment towards maintaining proper financial records so as to avoid over spending and financial waste in schools. Principals and teachers should ensure that adequate facilities records are kept and maintained as to assist school administrators to know when facilities are absolute and need replacement with modern facilities as well as identify damage facilities and effect repairs on them. Educational managers should ensure that staff records are kept and maintained because when staff aware that record is being kept about them, they tend to be more careful. Implications of the findings were presented and conclusion drawn based on the entire discourse.

Odeniyi and Adeyanju (2020) also conducted a study on the "assessment of school record management in secondary schools in federal capital territory". The study was carried out with the purpose of assessing school record management in FCT secondary schools. A descriptive research design was used for the study. The population was drawn from ten (10) secondary schools in FCT. The instrument for data collection comprised of questionnaire titled "Assessment of School Record Management in Secondary Schools in FCT" (ASRMSS).

A sample size of eighty respondents from schools was used. Simple percentage was adopted in analyzing the research questions while chi-square was adopted in analyzing the hypotheses.

Research findings revealed that the various record books used in schools include: log-book, attendance register, lesson plan, syllabus, staff movement book, visitors’ book, admission and withdrawal register, to mention a few. It was also revealed in the findings that most of the records in school are not properly kept. Also, timely supply of school records, availability of funds, teachers’ training and proper back up of records were the solutions proffered by respondents. It was however recommended that stakeholders in the school should make use of the school’s record books for efficiency purposes. Furthermore, stakeholders should ensure timely update of record materials and finally, delegation and follow-up on record procedures should be given adequate attention by school principals.

Methodology

The design adopted for the study is a correlational design. The population of the study consisted of 947 Principals from Bayelsa, Delta and Rivers States in South-South, Nigeria. The population was made up of 211 Principals from Bayelsa State, 426 Principals from Delta State and 310 Principals from Rivers state, amounting to a total of 947 Principals. Multi-stage sampling technique was adopted, and a simple random sampling technique was employed to draw the three states for the study. These include Bayelsa, Delta and Rivers states in South-South, Nigeria. Random sampling technique was utilized to draw 106 principals from Bayelsa state, 213 from Delta state and 155 from Rivers State, constituting a sample size of 474 principals for the study. This method gives equal opportunity to all elements in the population to be drawn for the study.

The responses are graded in ‘strongly agree (4), agree (3), disagree (2), strongly disagree (1)’. The researchers and research assistants administered the instrument. A total of 474 copies the questionnaire were administered but only 460 questionnaires were retrieved valid and used for the analysis. Statistical Package for Social Sciences (SPSS) version 26.0 was used for analysis. Inferential statistics of Pearson Product Moment Correlation (PPMC) technique was utilized to test the hypothesis in order to achieve the objective and purpose of the study.

Test of Hypothesis

There is no significant relationship between principals’ record creation and teachers’ job performance in secondary schools in South-South, Nigeria.

Table 1: Pearson Correlation Analysis of the relationship between Principals’ Record Creation and Teachers’ Job Performance in Secondary Schools in South-South, Nigeria

		Teachers’ Job Performance	Principals’ Record Creation
Teachers’ Job Performance	Pearson Correlation	1	.624**
	Sig. (2-tailed)		.000
	N	460	460
Principals’ Record Creation	Pearson Correlation	.624**	1
	Sig. (2-tailed)	.000	
	N	460	460

** . Correlation is significant at the 0.01 level (2-tailed).

The analysis in table 1 reveals the significance of the relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. It can be discerned from the table an observed probability value (p-value) or sig of .000 which is less than 0.01. Additionally, the correlation value is 0.624, indicating a strong and positive relationship between principals' record creation and teachers' job performance secondary schools in South-South, Nigeria. Based on this result, there researchers reject the null hypothesis which states that *'there is no significant relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria.'* Thus, the alternative hypothesis is upheld. In other words, there is a significant relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria.

Discussion of Findings

A correlation coefficient (r) of .624 was obtained, revealing a strong and positive correlation between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. The strong and positive relationship implies that an increase in principals' record creation will result to large and significant increase in teachers' job performance in secondary schools in South-South, Nigeria. Furthermore, based on the p-value (0.000) which is < 0.01 alpha level, the null hypothesis which states that *"there is no significant relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria"* is rejected, and the alternative hypothesis is upheld. Therefore, there is a strong, positive and significant correlation between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria.

This finding aligns with the findings of similar studies examined. For instance, our finding is consistent with the finding of Onweh et al. (2011) that investigated record keeping and administrative effectiveness in secondary schools in Akwa Ibom state. The study revealed that the relationships were both significant at .05 level of probability. Similarly, another study was carried out by Chukwuaguzie, Ominyi, and Uwalaka (2021) on the influence of school records keeping on the management of secondary schools in Zone 'A' Senatorial District of Benue State, Nigeria. This study investigated influence on school records keeping on the management of secondary schools in Zone 'A' Senatorial District of Benue State-Nigeria. The findings revealed that school records keeping have significant influence on financial management; facilities management and staff discipline in Secondary Schools in Zone 'A' Senatorial District of Benue State-Nigeria.

Again, the findings of Odeniyi and Adeyanju (2020) in their "assessment of school record management in secondary schools in federal capital territory" agree with the finding of this study. Research findings revealed that the various record books used in schools include: log-book, attendance register, lesson plan, syllabus, staff movement book, visitors' book, admission and withdrawal register, to mention a few. It was also revealed in the findings that most of the records in school are not properly kept. The findings of all these studies examined agreed with the findings of this study.

Conclusion and Recommendations

Based on the finding of this study and its consistency with findings of previous studies examined, this study settles that there is a positive and significant relationship between principals' record creation and teachers' job performance in secondary schools in South-South, Nigeria. Furthermore, principals in secondary schools in South-South Nigeria possess record creation skills which bring about an improvement in teachers' job performance. On the basis of its results and conclusion, the study recommends that; state governments in South-South, Nigeria should organize capacity-building programmes for principals and teachers to enhance their skills in record creation and management.

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