

**MANAGEMENT OF SCHOOL RECORDS AND PUBLIC SECONDARY
SCHOOLS EFFECTIVENESS (A CASE STUDY OF DELTA NORTH
SENATORIAL DISTRICT, DELTA STATE)**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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ABSTRACT

This study was carried out to investigate management of school records and public secondary schools effectiveness in Delta North senatorial District. Seven research questions were raised, two were answered while five were formulated into hypotheses and tested at 0.05 level of significance.

The study was a descriptive survey research which adopted the correlational research design. The population of the study comprises all the 177 principals and 177 public secondary schools in Delta North Senatorial District of Delta State. The multi-stage sampling technique was used to select thirty six (36) principals and thirty six (36) schools as the sample size. The instrument that was used for this study was a structured questionnaire. A Cronbach Alpha value of 0.78 and 0.72 were obtained for the reliability test of the instruments. The data collected were analysed using mean and standard deviation. The Pearson Product Moment correlation and the Z-test analysis were used to test the hypotheses at 0.05 level of significance.

The findings from the analysis of the study revealed that the level of school effectiveness in public secondary schools in Delta North Senatorial District is high; findings revealed that the level of management of school records in public secondary schools in Delta North Senatorial District is high. The findings showed that there was no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District. The findings also revealed that there was no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' gender, principals' experience, school location and school size. Based on the findings, the study recommended that the government and other relevant stakeholders in education

should constantly organise training and retraining for principals and teachers through in-service programmes to constantly update their knowledge and adapt to modern techniques of management of school records.

CHAPTER ONE

INTRODUCTION

Background to the Study

A school is established for the acquisition of skills, values and training. It is an organisation where a child grows, and is nurtured in the areas of personal and social development. A school provides a standard learning environment where cognitive, psychomotor, emotional, social and aesthetic developments of a child are achieved. A school focused on the overall development of its students, thus being responsible for the upgrade of society, is an effective school.

School Effectiveness is an important factor in teaching and learning. It is not only the achievement of students in their subjects, but a combination of several components. These components include administration, leadership behaviours, teachers' morale, parental involvement, teachers' commitment, loyalty and job satisfaction, community support, level of trust, school culture and climate. There are a wide range of definitions of school effectiveness. Some definitions give more attention to the academic performance of students, while others tow the line of how the school relates with the society, management, background of learners, among others. A school where students progress more than they may be expected to is an effective school.

School Effectiveness involves strong, purposeful principles, shared visions and goals, effective teaching and learning, effective evaluation and monitoring, positive learning environment and effective parental involvement. (Nazrol, Levine and Lezotte, 2001). An effective school is one that functions in a safe environment. One where certified teachers deliver a blend of academics and life skills. A school

that is intent on upgrading its historical achievements through the staff and students' behaviours to deliver an excellent performance is an effective school.

The idea of school effectiveness refers to the degree to which a school has been able to reach its stated objectives and how well its performance is in the process. This means that school effectiveness is a prerequisite for improving the quality of education, as it shows the ability of schools to carry out their functions ideally to achieve set goals. The indices of school effectiveness could be said to include leadership, efficiency, accountability and productivity.

Leadership is a critical component of school effectiveness as it serves as an important guide to estimate the comprehensive accomplishment and performance of a school. Leadership in schools is the ability of the school head to influence and guide the staff and students with the intent of accomplishing set goals. Teachers perform better when they are provided with strong leadership, they are motivated and equipped to carry out their duties. Strong leadership from the principal and school management help students perform well. Competent school leadership include having a defined, precise and compelling plan and mission for the school, setting specific, measurable, achievable, relevant and time-bound (SMART) goals for the school, prioritising instructional leadership, as well as staff input, portraying a positive school culture, and efficient management of resources. Effective leaders build partnerships with parents and the community, they make informed decisions and are accountable, as they lead by example.

Efficiency indicates a school's potential to attain its educational goals through the most effective and economic use of its resources. Some of the ways school efficiency can be assessed include: students' achievement, resource allocation, class size, repetition rate, dropout rate, teaching facilities and infrastructure. Efficiency is a

vital part of school effectiveness because it ensures that limited resources are used ideally to produce the best education.

Accountability refers to the responsibility given to educational institutions to provide high quality education to their students and meet certain educational expectations. Policy makers, parents and taxpayers are able to monitor the performance of students and schools as a result of accountability. Accountability involves administrators, teachers and students giving account of their progress. Accountability brings about school effectiveness through the following ways: monitoring and examining students' achievements, high attendance and graduation rates, focus on teacher quality and positive learning environment, parent and community involvement, good management of resources and overall improvement.

Productivity in relation to education refers to utilising the intakes and operations of schooling efficiently to achieve needed results. It is a measure of how efficiently a school makes use of its resources to achieve desired educational goals. A school is said to be productive when the communication between students, teachers and the principal is very clear. A productive school will have high levels of student achievement measured by standardised tests, promotion and graduation rates. Such a school is said to be effective, while a school with low student achievement rate is said to be ineffective.

School Records are official books, documents, and files with important information on actions and events that occur in schools. School records are described as the totality of documents, structures, pieces of information on relevant events that are of sentimental, economic or historical value to a particular school (Ajayi and Ayodele, 2002). The head of school, principal, teachers, counsellors, or administrative staff are in charge of this responsibility at various levels.

Every organisation needs to keep records in order to be effectively managed. More importantly, how these records are kept is instrumental for school effectiveness.

School records have been categorised into statutory and non-statutory types. Statutory records include admission and withdrawal register, attendance register, scheme of work, time table, log book, visitors book, time/movement book, school diary, lesson plan/note, and continuous assessment book.

Non-Statutory records include cash book, stock book, punishment book, school calendar, staff minutes book, inventory book, school magazine, inspection/supervision report file, and confidential report forms.

The term management refers to the process of using material and human resources to accomplish set down objectives. It involves the organisation, direction, supervision, coordination and evaluation of these resources to achieve organisational objectives.

Management of records entails the application of systematic and scientific control of recorded information that is required for the operation of the school (Bosah, 1997). It involves the distribution, utilisation, retention, storage, retrieval, protection, preservation and final disposition of all types of records within the school.

School record management is meant to enhance the performance of secondary school administrators which in turn enhances school effectiveness. Keeping of school records contributes to practical planning and carrying out necessary actions, leading to proper monitoring of school activities and tasks.

According to Idoko (2005), school records management can only be properly maintained if the school administrators employ desirable strategies for improving school records management. These strategies could be; prioritising supply of relevant school records, appropriate use of funds kept for record management, providing

professional training for staff and school administrators, prompt supply of school records, among others.

The effective management of school records by principals depends on certain management procedures and functions such as effective supervision, creation of records, effective leadership, monitoring, provision and training of adequate personnel, records storage and retrieval, discipline and effective communication, delegation of duty, developing record keeping skills and motivation (Ajayi, 1997).

There should be proper supervision of how school records are stored in order to effectively manage them. Good and effective leadership involves supervision of delegated tasks by the school head. This ensures that those in charge of record keeping and management, carry out their duties as expected to foster overall school productivity and effectiveness.

Storage of school records plays a vital role in the effective management of school records. The storage facilities should be secure, organised and accessible for maintenance both manually and digitally. Where and how records are stored are an indicator of effective or ineffective management of school records. Records should be kept in an organised, accurate, secure and accessible manner for easy retrieval when necessary.

Personnel in charge of managing school records should be properly trained and equipped in carrying out their duties. Well trained and responsible staff can ensure that records are organised, accurate, secure and easily accessible. Untrained and inexperienced personnel in charge of record management can make a school encounter problems in the long run. Information and data generated from an effective and efficient records management programme aids the school to plan and make useful decisions, preserve facts and figures for future references, thereby enhancing the

efficiency and effectiveness of the organisation and administration of the school. The adequate provision of quality manpower, funds and equipment would ensure maximum management of school records; however, inadequate or non-availability of these resources would bring about problems and challenges in the efficient and effective management of records. Effective management of school records may be influenced by a number of intervening variables such as principals' gender, experience, the location of the school and school size.

Gender refers to the male and female sex. The gender of a school principal may potentially be a factor that affects school effectiveness. In leadership style for example, studies suggest that male principals may have a more authoritative and directive approach while female principals may have a more inclusive and collaborative leadership style. Female principals may pay more attention to details in record keeping and how they are organised and stored while their male counterparts may focus on where these records are kept.

Experience is the activity of gaining insight or skill as a result of actions, feelings and things seen. It is the continued growth that takes place in an individual as a result of continued stay, training and retraining on the job and other related processes. Experience in relation to this study can be seen as the length of time a principal has been in educational practice. A principal's years of experience can be a significant factor that affects school effectiveness as it encompasses their previous administrative roles, years in education and their knowledge of best practices in education.

The location of a school may affect its effectiveness as it can impact the overall learning environment. In the area of access to resources, schools in urban areas have better access to amenities, instructional materials, and effective

supervision. The shortage or unavailability of the necessary materials and facilities needed for the management of school records will greatly affect the effectiveness of a school. While school size refers to the total number of students enrolled in a school. A school with a large number of students will need bigger and better record keeping and management facilities than a school with less number of students.

Asogwa (2004) opines that records and data generated in the course of execution of legitimate function of an organisation or school should be kept and managed properly. This is because an effective school is one in which the school records are properly managed. However, despite the overwhelming importance of school records, it has been observed that they are poorly kept. Since all schools are expected to keep records for effective and efficient achievement of educational goals and objectives, it becomes necessary to examine whether the records are managed properly in Delta North Senatorial District in Delta State.

Statement of the Problem

School records show signs of not being well managed by school principals, despite their importance in the achievement of school effectiveness. It appears from observation that there is a poor level of school effectiveness in public secondary schools in Delta North Senatorial District. It is also observed that records management practices in public secondary schools in Delta North Senatorial District has a number of problems which may include the use of hand-operated system instead of computerised methods for storing important information, personnel attitude towards record management, safety of records, no record keeping policy, inadequate number of skilled and knowledgeable record management personnel and possibly low priority given to records management which may likely result in missing files and records, falsification of records and the destruction of records.

Could it be that the seemingly ineffectiveness of public secondary schools in Delta State is as a result of defective management of school records? This study therefore is an investigation of school effectiveness and management of school records in public secondary schools in Delta North Senatorial District in Delta State.

Research Questions

The following research questions will guide the study:

1. What is the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District?
2. What is the level of record management in Public Secondary Schools in Delta North Senatorial District?
3. Is there a relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District?
4. Is there a significant difference in the relationship between management of school records and school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the Principal's gender?
5. Is there a significant difference in the relationship between management of school records and school effectiveness in public secondary schools in Delta North Senatorial District based on the Principal's experience?
6. Is there a significant difference in the relationship between management of school records and school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the school location?
7. Is there a significant difference in the relationship between the management of school records and school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school size?

Hypotheses

Research questions 1 and 2 will be answered, while questions 3 - 7 will be hypothesised as follows:

Ho1: There will be no relationship between the management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District.

Ho2: There will be no significant difference in the relationship between the management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the Principal's gender.

Ho3: There will be no significant difference in the relationship between the management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the Principal's experience.

Ho4: There will be no significant difference in the relationship between the management of school records and the level of Public Secondary Schools effectiveness in Delta North Senatorial District based on school location.

Ho5: There will be no significant difference in the relationship between the management of school records and the level of Public Secondary Schools effectiveness based on school size.

Purpose of the Study

The purpose of the study is to investigate the management of school records and school effectiveness in public secondary schools in Delta North Senatorial District in Delta State in the following areas:

- To ascertain the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District.
- To find out the level of record management in Public Secondary Schools in Delta North Senatorial District.
- To determine the relationship between management of school records and the level of school effectiveness in Delta Senatorial District.
- To investigate the significant difference in the relationship between the management of school records and school effectiveness based on the Principal's gender in Delta North Senatorial District.
- To find out the significant difference in the relationship between the management of school records and school effectiveness based on the Principal's experience in Delta North Senatorial District.
- To ascertain the significant difference in the relationship between the management of school records and school effectiveness based on school location in Delta North Senatorial District.
- To determine the significant difference in the relationship between the management of school records and school effectiveness based on school size in Delta North Senatorial District.

Significance of the Study

The study would be significant to schools, school administrators, Ministry of Education, students and future researchers.

This study would be of help to school administrators and principals because the study will provide them useful information which, if applied to management of school records, would bring about improvement in the level of school effectiveness in Delta North Senatorial District.

This study will provide principals, teachers and non-teaching staff with relevant information showing the importance of proper record management for school effectiveness. It will also give them suggestions on strategies that can be used for proper management of school records.

The findings of the study would be beneficial to the Ministry of Education as they would be motivated to organise conferences and workshops for school administrators and teachers on the significance of gender, experience, school location and size on effective management of school records.

This study will also help students see the importance of effective record management and play their part by providing necessary and reliable data needed for accurate documentation which in turn promotes school effectiveness.

This study can also be of benefit to future researchers by making use of the suggestions from the study as well as relevant information for their research.

Scope and Delimitation of the Study

The scope of this study is Management of School Records and Public Schools Effectiveness in Delta North Senatorial District. The indices of Management of school records of concern to this study include method of storage, adequate and trained personnel in charge of storage and the provision of storage facilities, while the indices of school effectiveness that was used in this study are Leadership, Efficiency, Accountability and Productivity.

The study is delimited to Senior Secondary Schools in Delta North Senatorial District in Delta State.

Definition of Terms

The following terms will be operationally defined:

Management of School Records- This refers to the method of storage, utilisation, retrieval and protection of all types of records within the school.

School Effectiveness- This indicates the extent a school is able to achieve set goals through effective leadership, efficiency, accountability and productivity.

Gender- This refers to male or female principals.

Experience- Principals with less than five years experience are considered less experienced, while principals with five years experience and above are considered more experienced.

School Location- Schools within Local Government Headquarters are Urban schools, while schools in areas outside Local Government Headquarters are Rural schools.

School Size- Schools with less than 200 students are considered small schools, while schools with 200 students and above are large schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The following chapter is a review of literature on Management of School Records and School Effectiveness. It will be discussed along the following sub-headings:

- Theoretical Framework
- Concept of School Records Management
- Concept of School Effectiveness
- Management of School Records and School Effectiveness
- Management of School Records and School Effectiveness in Public Secondary Schools in Delta North Senatorial District based on Gender
- Management of School Records and School Effectiveness in Public Secondary Schools in Delta North Senatorial District based on Experience
- Management of School Records and School Effectiveness in Public Secondary Schools in Delta North Senatorial District based on Location
- Management of School Records and School Effectiveness in Public Secondary Schools in Delta North Senatorial District based on School Size
- Summary

Theoretical Framework

This section discusses some theories that are related to the study. The theories reviewed are systems theory and total quality management theory. From a management perspective, theory is defined as a set of assumptions from which the school manager or principal can understand, explain and predict the behaviour of workers in an organisation. This knowledge and understanding will assist them in

fashioning out effective leadership, supervision, control, motivation and adoption of strategies necessary for the achievement of educational goals.

Systems theory is a conceptual framework based on the theory that the different parts of a system are better understood in the context of their relationship with each other and with other systems, rather than in isolation. These systems in a school include the administrative subsystem, teachers subsystem, students subsystem, records management subsystem and school effectiveness as a subsystem. This approach analyses the functions of an organisation in terms of inputs-processing-outputs. Managers are encouraged to see the organisation both as a whole and as part of a larger environment. This is because any part of an organisation's activities affects all other parts, and therefore the organisation as a whole.

Nwankwo (1992), argued that it is not enough to understand the parts, but it is also important to understand the relationship among the parts. He describes the system as a series of interrelated and interdependent parts, in that the interaction of any part affects the whole system. This means that as the principal or school manager is working towards achieving the set goals, he still needs the cooperation of teachers, non-academic staff, students, parents and the community in the system to achieve these goals.

School records are to be processed, stored and retrieved when needed at the various departments. Peretomode (1991) and Nwankwo (1982) stated that the systems theory hinges on the school of thought that in systems, all the parts perform different functions but their interactions are dependent on each other. The systems theory is relevant to records management because the educational system or even a single school unit or child, is a system, and the concept of interaction and interdependence of parts with the others and the wider system is applicable. The systems theory makes

it clear to the principal as it relates to school records management as the superior, that they must relate very well and work with their subordinates through delegation of authority to make proper record management a foundation for the future of the educational system. The systems theory is relevant to the study as it examines the relationship between management of school records by principals as a subsystem and effectiveness of school as another subsystem within the larger school system. It is observed that the management of school records is important in improving or reducing the effectiveness of the school.

Total Quality Management (TQM) is a philosophy or approach to management that focuses on managing the organisation to deliver quality goods and services to customers (Barnett, 2011). The capability of any output to meet the needs of a person or group determines its quality. TQM emphasises continuous improvement, customer satisfaction, and the involvement of all members of an organisation. Applied to education, Total Quality Management theory can focus on improving management of school records, teaching methods, curriculum design, and administrative processes to enhance overall school effectiveness. The relevance of Total Quality Management to the study is based on the ideology of constant development that a school is dedicated to gradual changes and improvements over time in all areas such as record management, which will enhance overall school effectiveness.

Total Quality Management is a management philosophy which focuses on how material and human resources of an organisation are used effectively. This ideology helps an organisation to achieve its objectives. It was introduced by Prof. W. Edwards Deming in 1950, and almost every organisation can apply it up to a certain level. The Total Quality Management approach in education does not solely focus on

achieving quality as it also influences other areas of the educational process such as organisation, management, interpersonal relations, material and human resources, among others.

The introduction of TQM in education needs a number of changes in the perspectives and affairs of the management, in the organisation and monitoring of the educational process, the management of school records, the evaluation of its results, and the culture of communication in the school atmosphere, especially in the area of interpersonal relations. If an institution continuously directs its efforts towards educational improvement as regards school records management, this can lead to excellence in quality. The success of total quality management depends on its eight components: ethics, integrity, trust, education, teamwork, leadership, recognisability and communication.

Concept of School Records Management

School Records are official books, documents, and files with important information on actions and events that occur in schools. These records can also be referred to as processed data or information, collected and maintained by an organisation or an individual. Heads of schools, principals, teachers, counsellors and administrative staff are tasked with this responsibility at different levels.

The term management has been defined as the process of utilising material and human resources to accomplish designated objectives which involve the organisation, direction, supervision, coordination and evaluation to achieve organisational objectives.

Record management may be referred to as one of the essential parts of information as well as the management of the manpower, hardware and software in an organisation.

It is a method of controlling records from their creation to retention. This means that an effective record management serves as the survival of any organisation.

According to Okoli (2017), records management is an organisational function devoted to the management of records and information in any organisation throughout its life cycle, from the date of establishment to its eventual disposition.

Management of school records involves the application of systematic and scientific control of recorded information that is required for the operation of the school (Bosah, 1997).

School record management improves administrative performance which in turn enhances school effectiveness. School records play a vital role in the effective and efficient organisation and administration of a school. This allows a school to carry out the necessary actions to properly monitor its activities.

Idoko (2005) and Ajayi (1997) opined that school records management can only be properly maintained if the school administrators employ desirable strategies for improving school records management. These strategies could be; effective supervision, creation of records, effective leadership, monitoring, provision and training of adequate personnel, records storage and retrieval, discipline and effective communication, delegation of duty, developing record keeping skills and motivation.

Adequate supervision of how these records are kept allows for effective record management. Good and effective leadership involves supervision of delegated tasks by the school head. This ensures that those in charge of record keeping and management, carry out their duties as expected to foster overall school productivity and effectiveness.

Storage of school records plays a vital role in the effective management of school records. The storage facilities should be secure, organised and accessible for

maintenance both manually and digitally. Where and how records are stored are an indicator of effective or ineffective management of school records. Records should be kept in an organised, accurate, secure and accessible manner for easy retrieval when necessary.

Personnel in charge of management of school records should be adequately prepared and equipped in carrying out their duties. Well trained and responsible staff can ensure that records are organised, accurate, secure and easily accessible. Untrained and inexperienced personnel in charge of record management can make a school encounter problems in the long run.

Information and data generated from an effective and efficient records management programme aids the school to plan and make useful decisions, preserve facts and figures for future references, thereby enhancing the efficiency and effectiveness of the organisation and administration of the school. The adequate provision of quality manpower, funds and equipment would ensure maximum management of school records; however, inadequate or non-availability of these resources would bring about problems and challenges in the efficient and effective management of records. Effective management of school records may be influenced by a number of intervening variables such as principals' gender, experience, the location of the school and school size. These variables will be discussed further in this chapter.

Almustapha and Dahiru (2024) carried out a study to determine the levels of record keeping and record management among basic schools in Zamfara State, Nigeria. To achieve this objective, two research questions were established to guide the study. This study used survey design. A descriptive research design of survey type was employed in the study. The study population comprised all teachers in 126

government-owned basic schools in Bungudu Local Government Area of Zamfara State, Nigeria. 230 teachers were sampled through a random sampling technique using Krejcie and Morgan's Sample Size Determining Table. A structured questionnaire was developed as an instrument for data collection. Data analysis was made using descriptive statistics. The study revealed that both levels of school records keeping and that of school records management were at moderate level among basic schools in Bungudu Local Government Area, Zamfara State

Odeniyi and Adeyanju (2020) carried out a study with the purpose of assessing school record management in FCT secondary schools. Record management is the area of administrative management that is concerned with achieving economy and efficiency in the creation, maintenance, use and disposal of records of an organisation throughout its life cycle. Implementing good record management practices in schools would provide information for educational planners and administrators, and serve as a historical source for documenting the history of the school. School records comprise all existing and accessible records, books, files and other documents containing useful information that relates to what goes on in the school system. They are evaluation tools for accessing progress made by schools and also show evidence of compliance with legislative laws. The descriptive research design was used for this study. The population was drawn from ten (10) secondary schools in FCT. The instrument for data collection consisted of a 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 analysing the research questions while chi-square was adopted in analysing 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.

Concept of School Effectiveness

School effectiveness involves strong, purposeful principles, shared visions and goals (including collegiality and cooperation among teachers), effective teaching and learning, effective evaluation and monitoring, positive learning environment and effective parental involvement (Nazrol 2001; Levine and Lezotte, 2001).

Researchers have not come to a common ground on what constitutes school effectiveness. Wilms (1992), Rutter (1979), Reynolds, Sommers, Stoll, Barber and Hillman (1996) were of the opinion that effectiveness is dependent on the people and available resources.

According to Beare, Caldwell and Millikan (1989), the concept 'effectiveness' refers to an organisation accomplishing its specific objectives. In this case, it means a school achieving its objectives. In the various definitions of school effectiveness, some focus on academic achievement of students while others focus on the relation of school with society, management, socio-economic background of learners, among others. According to literature, studies of school effectiveness have two distinct aims: the first is to identify factors that are characteristic of effective schools, and the second is to identify differences between educational outcomes in these schools. There has been a debate in many areas of education research on the choice and use of outcome measures (Sun, 2007).

A school is said to be effective when it consistently improves its success

history through teachers, principals and students' attitudes to creating an excellent performance. Teachers in effective schools tend to behave better than teachers in ineffective schools. What brings about this difference could be their way of commitment and school climate. Teachers in effective schools are interested in how well their students master basic skills, the classes begin as scheduled, followed by proper instructional techniques. This is not the case in ineffective schools.

Effective schools, according to Levine (1991), are those that can demonstrate students' learning and allow substantial staff development time (some of which takes place during the regular workday). In these schools, improvement goals are sharply focused, attainable, and valued by staff members who receive in-class guidance and support from specialists. (Benin Journal of Educational Studies Volume 24 Numbers 1 & 2, 2016, 173-181.) Effective schools are managed by effective leaders or individuals who provide the leadership necessary to create a strong curriculum and a safe environment in which students can achieve academic success. According to Stone, Bruse and Hursh (2007), effectively managed schools have a common practice which involves the use of student progress data to guide instructional decision-making. It also involves the use of student progress data to improve the performance of teachers whose students perform below expectation. These include mentoring and other resources. The schools keep parents informed about their children's progress and strengthen their involvement with the children's schooling experience. Their routine achievement testing is a well-known feature of effective instruction. Teachers in these schools have faith in the integrity of the principal. Even in difficult situations, teachers in these schools can depend on one another.

Lezotte (1991) emphasised seven common correlates that are characteristics of effective schools. These include: clear school mission, high expectation for success,

instructional leadership, opportunity to learn and time on task, safe and orderly environment, positive home-school relation and frequent monitoring of students' progress.

These correlates are the means to achieving high and equitable levels of student learning. It has been found that when school improvement processes based on the effective school are implemented, the proportion of students that will achieve academic excellence either improves or at the very least, remains the same (Association of Effective Schools, 1996).

Hammond (1999) related school effectiveness to teachers' knowledge about teaching and learning. Studies done by Fergusson (1991) and Thomas (1989) concluded that teachers' qualification, that is, knowledge, education and experience, account for a larger share of the variance in students' achievement more than any other single factor.

Cheng (2006) distinguishes between internal and external school effectiveness. Internal school effectiveness can be regarded as the school's technical effectiveness if its outputs are limited to what happens in or just after schooling. This includes learning behaviour, changes in attitude and acquired skills. External school effectiveness on the other hand, can be regarded as the positive impact of the school's outputs on society or on the life of individuals. This includes social mobility, earning power and work productivity. The indices of school effectiveness could be said to include leadership, efficiency, accountability and productivity.

Leadership is a critical component of school effectiveness as it serves as an important index to measure the overall success and performance of a school. Leadership in schools is the ability of the school head to influence and guide the teachers and students in order to achieve set educational goals. Teachers perform

better when they are provided with strong leadership, they are motivated and equipped to carry out their duties. Students also perform better when the principal and the school board members provide strong leadership. Effective school leadership include setting a defined, clear and compelling vision and mission for the school, setting specific, measurable, achievable, relevant and time-bound (SMART) goals for the school, prioritising instructional leadership, as well as staff input, portraying a positive school culture, and efficient management of resources. Effective leaders build partnerships with parents and the community, they make informed decisions are accountable, as they lead by example.

Efficiency refers to the ability of a school to achieve its educational goals through the most effective and economic use of its resources. Some of the ways school efficiency can be assessed include: students' achievement, resource allocation, class size, repetition rate, dropout rate, teaching facilities and infrastructure. Efficiency is an important aspect of school effectiveness as it ensures that limited resources are used ideally to produce the best education.

Accountability refers to the responsibility given to educational institutions to provide high quality education to their students and meet certain educational expectations. It is a means by which policy makers at the state and district levels, parents and taxpayers, monitor the performance of students and schools. Accountability involves administrators, teachers and students giving account of their progress. Accountability brings about school effectiveness through the following ways: monitoring and examining students' achievements, high attendance and graduation rates, focus on teacher quality and positive learning environment, parent and community involvement, good management of resources and overall improvement.

Productivity in education is often taken to mean using the inputs and processes of schooling in ways that increase desired outcomes. It is a measure of how efficiently a school makes use of its resources to achieve desired educational goals. A school is said to be productive when the communication between students, teachers and the principal is very clear. A productive school will have high levels of student achievement measured by standardised tests, promotion and graduation rates. Such a school is said to be effective, while a school with low student achievement rate is said to be ineffective.

Ogonor and Omajuwa (2020) investigated the relationship between principals' supervisory role performance and school effectiveness in Delta State public secondary schools. The study was a descriptive survey which adopted the correlational research design. The population of the study comprised four hundred and thirty-four (434) principals and public secondary schools in the three senatorial districts of Delta State. Forty-three (43) principals and public secondary school in the three senatorial districts of Delta State representing 10% of the total population constituted the sample size. The research instrument was a questionnaire titled "Principals' Supervisory Role Performance and Schools Effectiveness (PSRPSE)". Mean and standard deviation were used to answer questions 1 and 2, while the Pearson Product Moment Correlation Coefficient was used to test the hypothesis. The findings revealed that the level of principals' supervisory role was high and the level of school effectiveness in Delta State public secondary schools was also high.

Management of School Records and School Effectiveness

School records management refers to the methods of keeping, processing, storing and retrieving records. The information received will assist the school administrator to manage up-to-date information on education, students and career

development. The management of school records plays a significant role in influencing school effectiveness. Effective record management ensures that information is well-organised, properly stored, easily retrieved and routinely disposed when no longer needed. When these records are well-created, properly stored, retrieved and utilised appropriately, execution of administrative tasks is likely to be easy. The planning, coordinating, organising, controlling and implementation of an organisation programme would be a leap in the dark, in the absence of accurate and effective record management (Nwaomah, 2017).

The school keeps records purposely for future references. This is because these records that are used and monitored have administrative and historical values. Well-managed records provide administrators, teachers, and policymakers with accurate and timely information to make informed decisions about curriculum adjustments, resource allocation, and instructional strategies. Detailed student records allow teachers to understand each student's strengths, weaknesses, and learning styles, enabling them to tailor their teaching methods and support to individual needs. Properly managed records enhance accountability among staff, ensuring that teachers, administrators, and students are held responsible for their respective roles in achieving educational goals.

Access to historical and current data enables schools to identify trends, gaps, and areas for improvement, facilitating evidence-based strategies for enhancing curriculum, teaching quality, and overall student performance. Clear communication through records and reports keeps parents well-informed about their child's progress, leading to increased parental engagement and support in the educational process. In essence, effective management of school records offers numerous benefits by providing valuable insights and data-driven strategies for enhancing educational

practices and outcomes.

Elujekwute, Agbo and Uwalaka (2021) investigated the influence on school records keeping on the management of secondary schools in Zone 'A' Senatorial District of Benue State-Nigeria. 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 management has significant influence on school effectiveness in Secondary Schools in Zone 'A' Senatorial District of Benue State-Nigeria.

Olalere, Ladoba and Oladapo (2021) examined record keeping management for effective administration of secondary schools in Nigeria. A descriptive survey design was used and a sample of 255 staff members randomly selected from all 15 schools of the Baptist Mission Schools of the Nigerian Baptist Convention was used for the study. Data were collected using a questionnaire entitled "School Record Keeping Management Practices Questionnaire (SRKMPQ)". Data were analysed using multiple regressions and t-test statistics. The result of the study revealed management practices in record management had a significant relationship in the effectiveness of secondary schools administration. The management practices

variables made significant contribution in the determining effective secondary school administration in Nigeria

Jesuorobo and Anyiam (2020) examined assessment of relevance of record management in secondary schools in Owan West Local Government Area of Edo state. The study adopted a descriptive survey design. The population consisted of two hundred (200) teachers. The study adopted a simple random sampling technique in which five schools were selected from the public schools and five schools from the private schools making a total of ten schools. From each of these schools, ten teachers were randomly selected, making a total sample size of one hundred (100) respondents. The researchers developed instrument titled Record Keeping Practices Questionnaire (RKPQ) comprising of twenty items. The data collected were analyzed using percentage to answer the research questions. The result of the study revealed that records management has significant impact on secondary schools effectiveness in Owan West Local Government Area of Edo state.

Management of School Records and School Effectiveness Based on Gender

Gender refers to the male and female sex. According to Labey (2013), gender is a psychological experience of being a male or female. Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being women and men. Gender is a sociocultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality.

Gender as it relates to the study refers to the management of school records by male or female principals. Different views exist concerning the comparative ability of males and females in different areas, including education. When examining the influence of the principal's gender on this process, it's important to consider various

aspects such as leadership style, communication, decision-making, and the overall organisational culture. The gender of a school principal may potentially be a factor that affects school effectiveness. Research suggests that transformational leadership, characterised by inspiration, motivation, and intellectual stimulation, is often associated with positive school outcomes. Both male and female principals can exhibit transformational leadership qualities, and the impact on school records management may be influenced more by the individual's leadership style than their gender. In leadership style for example, studies suggest that male principals may have a more authoritative and directive approach while female principals may have a more inclusive and collaborative leadership style.

The decision-making process can influence how school records are managed. Studies suggest that female leaders may engage in more participatory decision-making, while male leaders might lean towards a more directive approach. Effective communication is crucial for managing school records efficiently. Both male and female principals may excel in communication, and any gender-based differences in communication styles are likely to be more individual than generalised.

The impact on school effectiveness depends on the specific context and the nature of decisions related to record management. Female principals may pay more attention to details in record keeping and how they are organised and stored while their male counterparts may focus on where these records are kept.

Emanghe and Udedeh (2018) investigated how principals' personal variables influence their management of statutory records in secondary schools in Akwa Ibom State of Nigeria. The study adopted an *ex post facto* research design. A census sampling technique was used to select a total of two hundred and forty two (242) principals in the area of study. The instruments used for data collection were

questionnaires titled "Principals' Personal Variables Questionnaire" (PPVQ) and Management of Statutory Record Questionnaire (MSRQ). The questionnaire was validated and the reliability established using Cronbach alpha reliability estimate with the coefficient of 0.87 for continuous variable sub-scale in PPVQ and coefficient ranging from 0.77 to 0.90 for sub-Questionnaires in MSRQ. The sub scales were high for the instruments to be considered dependable and consistent. The test statistics used for data analysis were one way analysis of variance (ANOVA) and independent t-test. These statistical tools were selected based on the nature of the hypothesis and how they were measured in the instruments. The results showed that educational qualification and gender of principals influence their management of statutory records in all the dimensions that were assessed

Regina (2011) conducted a study to examine the management of school records by secondary school principals in Delta state, Nigeria. As a descriptive survey, the study population comprised all the 602 public secondary school principals. The 602 principals were used for the sample. A structured questionnaire was used to gather data which was subsequently analyzed using the mean scores and z-test statistics to answer the three research questions and test the three hypotheses, respectively. The findings revealed that secondary school principals differ in their management of school records in terms of gender, experience and school location.

Management of School Records and School Effectiveness Based on Experience

Experience is the process of getting knowledge or skill from doing, seeing or feeling. It is the continued growth that takes place in an individual as a result of continued stay, training and retraining on the job and other related processes. According to Tom (2007), experience is the knowledge gained through repeated trials. Experience in relation to this study can be seen as the length of time a principal has

put in school record management practices. Principals with less than five years' experience are considered less experienced, while principals with five years' experience and above are considered more experienced. A principal's years of experience can be a significant factor that affects school effectiveness as it encompasses their previous administrative roles, years in education and their knowledge of best practices in education. The impact of a principal's years of experience on the management of school records and overall school effectiveness is a critical consideration. The experience of a school leader can influence various aspects of school administration, and examining how this affects record management and school effectiveness is essential.

Principals with more years of experience often have a deeper understanding of the school's systems, including record-keeping processes. This familiarity can contribute to more efficient management of school records. Experience tends to enhance a principal's ability to make informed decisions. Seasoned principals may have encountered diverse challenges and developed effective strategies, impacting how they approach decisions related to record management.

Experienced principals may have developed better adaptability skills, crucial for navigating changes in record-keeping technologies and methodologies. Their ability to lead and manage change can significantly influence school effectiveness. Over time, principals build professional networks within and outside the school community. These networks can facilitate effective communication and collaboration, which are vital for successful record management.

Principals with more years of experience may still actively engage in professional development, staying current with evolving practices in record management and educational leadership. Experienced principals can serve as mentors

to less experienced staff, providing guidance on best practices in record management. This mentorship can contribute to a more cohesive and effective administrative team. Long-serving principals may contribute to stability within the school environment. Consistent leadership can positively impact the overall effectiveness of the school and contribute to systematic and consistent record management practices.

Principals with more experience often have established relationships with various stakeholders, including parents, teachers, and community members. Strong relationships can contribute to effective communication and support for record management initiatives. While experience brings stability, it can also foster innovation. Experienced principals may leverage their knowledge to introduce creative solutions for improving record management processes.

The years of experience of a school principal play a significant role in shaping their leadership style, decision-making processes, and overall effectiveness in managing school records. While experience can bring a wealth of knowledge and stability, it's important for principals to remain adaptable and open to ongoing learning. The combination of experience, ongoing professional development, and a proactive approach to change can contribute to effective record management and a successful educational environment.

Agu, Njoku, Nwabueze and Eleke (2022) carried out a study on records management and secondary schools effectiveness in Enugu State, Nigeria. The study adopted the survey research design using primary sources of data. The population of the study was 285 secondary schools. Questionnaire was the data collection instrument and data collected were analyzed using tables and simple percentages. Stated hypotheses were tested using Z-test statistics at 0.05 level of significance in SPSS version 24. The study found that there is no significant difference in

relationship between record keeping management and secondary school effectiveness based on principals' experience

Allahmagani (2014) that investigated on records management among principals in government secondary schools: The case study of Kaduna North Local Government, Kaduna State, Nigeria. The purpose of the study was to implement good records management practices in school that would provide for information educational planners and administrators. Descriptive research design was used for the study. The instrument for data collected comprised of questionnaire, interview and observation. A sample size of fifty four respondents for both schools was used. The finding of the study revealed that government schools in Kaduna North Metropolis keep their records in paper format despite advancement in electronic era in government schools. Records of staff used the Alpha-numeric classification scheme but do not have retention schedule for disposing off their records, schools records are kept in file cabinet lock up in stores. That there was no significance influence on the management of statutory record. However, educational qualification, year of experience was found to significantly influence management of statutory record.

Management of School Records and School Effectiveness Based on School Location

The location of a school may affect its effectiveness as it can impact the overall learning environment. A school may be located in a rural or urban area. Schools located outside the local government headquarters are rural schools while schools located within the local government headquarters are urban schools. In the area of access to resources, schools in urban areas have better access to amenities, instructional materials, and effective supervision. The shortage or unavailability of the necessary materials and facilities needed for the management of school records

will greatly affect the effectiveness of a school. The management of school records and school effectiveness can be influenced by the location of the school, whether it's situated in an urban or rural setting. The context of the school environment, community dynamics, and available resources can vary significantly between urban and rural schools.

Typically, urban schools may have better access to resources, including technology and administrative support, which can positively impact the management of school records. Rural schools may face challenges related to limited resources, potentially affecting the implementation of advanced record-keeping systems. Urban schools are more likely to have access to advanced technological infrastructure, facilitating the use of electronic record-keeping systems and efficient data management. Rural schools may have limited access to technology, leading to reliance on traditional, paper-based record-keeping methods.

Urban communities may have diverse opportunities for parent involvement and community engagement, contributing to a collaborative approach in managing school records. In rural settings, the community may be closely knit; potentially fostering strong relationships, but there might be fewer external resources for record management.

While urban schools may have diverse communication channels, the larger size of the community might present challenges in maintaining effective communication about record-related matters. In smaller, rural communities, communication channels may be more straightforward, but the challenge might be reaching external resources for support. Urban schools often serve diverse populations, requiring a heightened awareness of cultural sensitivity in record management practices. In rural settings, the community may have a more

homogeneous cultural background, influencing the approach to record management and communication.

Urban schools generally have better transportation infrastructure, making it easier for stakeholders to access the school for meetings or to retrieve physical records. Limited transportation options in rural areas may pose challenges for parents and community members to participate actively in school activities, including record-related matters.

Urban schools may have greater access to professional development opportunities for staff, including training on modern record-keeping practices. Limited resources in rural areas may impact the availability of professional development opportunities, potentially affecting staff's ability to stay updated on best practices.

The location of a school (whether urban or rural) plays a significant role in shaping the context in which school records are managed and, consequently, the overall effectiveness of the school. While urban schools may benefit from better resources and infrastructure, rural schools may rely on community cohesion and face unique challenges related to resource availability. It is crucial for school administrators to adapt their record management strategies to the specific context of their location, considering the needs, challenges, and strengths of their community.

Onubuleze (2018) the study determined the relationship between management of school records by principals' and secondary school effectiveness in Nsukka Education Zone. The study adopted descriptive survey design. The population of this study covered all the 61 principals in public secondary schools in Nsukka Education Zone. Questionnaire was the instrument for data collection. The data collected for this study was analyzed using Mean, Standard deviation and z-test statistics. The findings of the study revealed that there is a positive relationship between management of

school records by principals' and secondary school effectiveness in Nsukka Education Zone. Findings also revealed that there is no difference in the relationship between management of school records by principals' and secondary school effectiveness based on school location in Nsukka Education Zone

Osakwe (2013) investigated on the efficiency of managing schools records by secondary schools principals in Delta State, Nigeria. Then purpose of the study was to examine the efficiency of management of schools records by secondary schools principals in Delta State. The study adopted a descriptive survey. The population comprised all the 602 public secondary school principals in the State. A structured questionnaire was used to gather data which was subsequently analyzed using mean scores and z-test statistics to answer the research questions and test the three hypotheses. The result revealed that the efficiency of managing school records differed among principals, based on gender, experience and school location.

Management of School Records and School Effectiveness Based on School Size

School size refers to the total number of students enrolled in a school. Schools with less than 200 students are considered small schools, while schools with 200 students and above are large schools. A school with a large number of students will need bigger and better record keeping and management facilities than a school with less number of students. The size of a school (whether it's a small, medium, or large institution) can significantly influence the management of school records and overall school effectiveness. The challenges and strategies associated with record-keeping can vary based on the scale of the school. Smaller schools may find it easier to implement and manage record-keeping systems due to the simplicity of their organisational structure. Paper-based systems might be sufficient. Larger schools

often require more complex and sophisticated electronic record-keeping systems to handle the volume of data and information.

In smaller schools, administrative staff may have a broader range of responsibilities, including record management. The workload might be manageable due to the smaller student and staff populations, while larger schools may require dedicated personnel for record management to handle the increased administrative workload efficiently. Communication in smaller schools may be more direct and personal, facilitating collaboration among staff members. This can positively impact the effectiveness of record management. Larger schools may face challenges in communication and collaboration due to the size and complexity of the organisation. Efforts to establish clear communication channels become crucial.

Limited resources in small schools may impact the adoption of advanced record-keeping technologies or the availability of staff for training. Larger schools may have more resources to invest in technology, training, and support staff, potentially enhancing the effectiveness of record management, while smaller schools may face challenges in providing diverse professional development opportunities for staff due to resource constraints. Larger schools can offer a broader range of professional development opportunities, including training on modern record-keeping practices, while smaller schools may be more flexible and adaptable to changes in record-keeping practices due to the simplicity of their organisational structure. Larger schools may face challenges in adapting quickly to changes, and the implementation of new systems may require more extensive planning and coordination, while smaller schools may provide more individualised attention to students, potentially leading to a more personalised approach in record management.

The size of a school is a significant factor influencing the management of school records and overall school effectiveness. Each size category presents its own set of challenges and opportunities. School administrators should carefully consider the specific needs and characteristics associated with the size of their institution and tailor their record-keeping strategies accordingly. The goal is to strike a balance that ensures efficient record management while supporting the overall effectiveness of the school.

Emmanuel (2023) investigated perceived influence of principals' record-keeping on secondary schools effectiveness in Umuahia North Local Government Area, Abia State. The design of the study was descriptive survey design. The population of 271 respondents comprising 254 teachers and 17 principals was sampled using census sampling technique since the population of the study was not much and was manageable by the researcher to study the entire population which comprised teachers and principals in the 17 public senior secondary schools in Umuahia North Local Government Area, Abia State. The instrument for data collection of this study was a researcher's developed questionnaire. Frequency and percentage were used to answer research question one, mean and standard deviation were used to answer research question two to five, while the inferential statistics of t-test was used to test the four null hypotheses at 0.05 level of significance. The findings of the study revealed that there is a significant difference in relationship between statutory record keeping and secondary schools effectiveness in Umuahia North Local Government Area, Abia State based on school size

Umar and Halilu (2023) investigated the Influence of School Records management on secondary school Effectiveness in Bichi Education Zone of Kano state, Nigeria. The study adopted a descriptive survey design. The target population

was 409 principals and schools. Proportionate and simple random sampling was used for the sampling. The instrument for data collection was named: School Records and Secondary School Effectiveness Questionnaire (SRSSEQ). Data collected was analysed using descriptive and inferential statistics. The study revealed School Records management significantly influence secondary school Effectiveness in Bichi Education Zone of Kano state. The study further revealed that there is no significant difference in relationship between school Records and secondary school effectiveness based on school size.

Summary of Review of Related Literature

Information is a vital tool to the existence of many organisations, including the school system. Okiwileywe(1993) opined that information is the knowledge accumulated by the people in different forms and from various sources. Information needed for effective and efficient running of secondary schools are gotten from internally generated and externally received records.

The management of school records requires considerable time, however, when functional records management is introduced in any organisation, administrative cost is reduced and organisational effectiveness is achieved. This literature review buttresses the need for the present study which seeks to appraise the availability and management of school records as they affect public secondary schools effectiveness in Delta State. Although many works have been done on record management and related topics, some literature gaps still exist.

CHAPTER THREE

METHODOLOGY

This chapter discusses the procedures used for the study under the following sub-headings; Research Design, Population of the Study, Sample and Sampling Techniques, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, and the Method of Data Analysis.

Research Design

The study adopted the descriptive survey research design of the Correlational approach. Correlational approach was chosen for this study because of the need to investigate the relationship between school records management and school effectiveness in public secondary schools in Delta North Senatorial District.

Population of the Study

The population of the study comprised all the 177 principals and 177 public secondary schools in Delta North Senatorial District of Delta State. (Source: Delta State Ministry of Basic and Secondary Education, 2023).

Sample and Sampling Technique

The sample size of the study was thirty six Principals and thirty six schools which is 20% of the population. One hundred and eight (108) teachers were selected at three teachers per school sampled to rate the school effectiveness while the Principals in the selected schools served as respondents on record management. The multi stage sampling technique was used for the selection.

Stage 1: The LGAs in the district were identified

Stage 2: The number of schools in each LGA were listed

Stage 3: 20% was used to select the schools used for the study. This was done using a simple random sampling procedure. In this procedure, all the names of the schools in

each LGA were be listed, folded and placed in a container from which the required number was picked.

Stage 4: The number of principals according to the number of schools sampled were listed.

Stage 5: Three teachers per sampled schools were selected as respondents.

Table 1: Sample Distribution of Principals and Teachers by Local Government Area

| S/N | Senatorial District | No. of Local Government Areas | No. of schools in the Local Government Area | Sample size of the schools using 20% | No. of Principals in sampled schools | No. of teachers at three (3) teachers per sampled schools |
|-----|---------------------|-------------------------------|---|--------------------------------------|--------------------------------------|---|
| 1 | Delta North | 9 | 177 | 36 | 36 | 108 |

Research Instruments

The research instruments for collection of data for this study were two self-structured questionnaires titled Management of School Records Questionnaire (MSRQ) and School Effectiveness Questionnaire (SEQ). The MRSQ questionnaire was divided into two sections A and B. Section A contained the demographic information of the school while section B was designed and rated in a 4 point likert scale which includes Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Validity of the Instruments

The instruments used for this study were validated by the researcher's supervisor and an expert in the Department of Educational Management, Faculty of

Education, University of Benin, Benin City. Their suggestions and corrections were used to produce the final instruments for the study.

Reliability of the Instruments

The reliability of the instruments was determined by the Cronbach Alpha method. The questionnaires were administered to twenty (20) respondents who were not part of the actual study. The reliability coefficients obtained were 0.78 and 0.72 respectively. This value was considered high enough to make the instrument reliable in obtaining the needed information for the study See Appendix.

Method of Data Collection

The researcher will meet the principals and teachers of each of the randomly selected schools and administered the questionnaires to them. After completion, the questionnaires were collected on the spot by the researcher.

Method of Data Analysis

The data obtained from the research instruments were analysed using descriptive statistics such as tables, mean and standard deviation, pearson moment correlation and fisher z statistics.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, data collected from the field were analysed, the results and discussion of findings were presented.

Presentation of Results

Research Question 1: What is the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District?

Table 1: Description of Indices of School Effectiveness in Public Secondary Schools in Delta North Senatorial District

| Variable | N | Sum | Mean | SD | Decision |
|----------------|-----|------|-------|------|----------|
| Leadership | 108 | 1520 | 14.07 | 2.66 | High |
| Efficiency | 108 | 1392 | 12.88 | 2.43 | High |
| Accountability | 108 | 1186 | 10.98 | 2.38 | Low |
| Productivity | 108 | 1635 | 15.13 | 3.94 | High |
| Cluster Mean | | | 13.24 | | High |

$$\text{Scale Mean} = 12.5$$

Table 1 above shows that of the 108 teachers respondents on the indices of school effectiveness, mean value of 14.07 for leadership, 12.88 for efficiency, 10.98 for accountability and 15.13 for productivity with standard deviation of 2.66, 2.43, 2.38, 3.94 were obtained respectively. The mean of leadership, efficiency and productivity indices are greater than the scale mean of 12.5 which indicates high level while the mean of accountability indices is lower than the scale mean. Generally, the

cluster mean of 13.24 is greater than the scale mean of 12.5 which implies that the level of school effectiveness in public secondary schools in Delta North Senatorial District is high.

Research Question 2: What is the level of management of school records in Public Secondary Schools in Delta North Senatorial District?

Table 2: Description of Management of School Records in Public Secondary Schools in Delta North Senatorial District

| Variable Decision | N | Sum | Mean | SD | Scale mean |
|-----------------------------------|----------|------------|-------------|-----------|-------------------|
| Management of School Records High | 36 | 1412 | 39.22 | 4.79 | 37.50 |

Table 2 shows that of the 36 principals’ respondents, a mean value of 39.22, standard deviation of 4.79 and a theoretical mean of 37.50 was obtained. From the result, the mean value is greater than the scale mean which indicates that the level of management of school records in public secondary schools in Delta North Senatorial District is high.

Hypothesis 1: There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District.

Table 4: Correlation Analysis of Management of School Records and School Effectiveness

| Variables | N | r | Sig (2-tailed) |
|------------------------------|----------|----------|-----------------------|
| Management of School Records | 36 | 0.557 | 0.101 |
| School Effectiveness | | | |

Table 3 shows that the correlation coefficient of management of school records and the level of school effectiveness is 0.557 with a p-value of 0.101. Testing at an alpha level of 0.05, the p-value is greater than the alpha level of significance ($p > 0.05$). Therefore, the null hypothesis which states that “There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District” is retained. This implies that there is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District

Hypothesis 2: There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals’ gender.

Table 4: Fishers Z- Test of Management of School Records and School Effectiveness by Principals’ Gender

| Variables (Sex) | N | r | Zr | Z-cal | Z-value |
|------------------------|----------|----------|-----------|--------------|----------------|
| Male | 15 | 0.83 | .0802 | -0.436 | 1.96 |

| | | | |
|--------|----|-------|-------|
| Female | 21 | 0.290 | .2986 |
|--------|----|-------|-------|

Table 4 shows the Fishers Z- statistics of management of school records and school effectiveness based on principals' gender. The correlation coefficient value of male principals is .083 and for female principals is 0.290, with an alpha level of 0.05, the calculated Z of -0.436 is less than the critical value of 1.96. Therefore, the null hypothesis which states that "There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' gender" is retained. This indicates that there is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' gender.

Hypothesis 3: There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' experience.

Table 5: Fishers Z- Test of Management of School Records and School Effectiveness by Principals' Experience

| Variables (Exp) value | N | r | Zr | Z-cal | Z- |
|------------------------------|----------|----------|-----------|--------------|-----------|
| 0-4yrs | 11 | 0.088 | .0902 | | |
| | | | | -0.416 | 1.96 |
| Above 4yrs | 15 | .263 | .2621 | | |

Table 5 shows the Fishers Z- statistics of management of school records and school effectiveness based on principals' experience. The correlation coefficient value of principals experience less than 4years is 0.088 and for principals' experience above 4 years is 0.263, with an alpha level of 0.05, the calculated Z of -0.416 is less than the critical value of 1.96. Therefore, the null hypothesis which states that "There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' experience" is retained. This indicates that there is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' experience.

Hypothesis 4: There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on School Location.

Table 6: Fishers Z- Test of Management of School Records and School Effectiveness by School Location

| School Location | N | r | Zr | Z-cal | Z-value |
|------------------------|----------|----------|-----------|--------------|----------------|
| Rural | 28 | .150 | .1415 | -0. | 082 |
| Urban | 08 | .184 | .1820 | | |

Table 6 shows the Fishers Z- statistics of management of school records and school effectiveness based on school location. The correlation coefficient value of urban schools is .150 and that of rural schools is 0.184, with an alpha level of 0.05,

the calculated Z of -0.082 is less than the critical value of 1.96 . Therefore, the null hypothesis which states that “There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school location” is retained. This indicates that there is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school location.

Hypothesis 5: There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based School Size.

Table 7: Fishers Z- test of Management of School Records and School Effectiveness by School Size

| School Size | N | r | Zr | Z-cal | Z-value |
|-------------|----|------|-------|--------|---------|
| Above 200 | 32 | .083 | .0802 | | |
| | | | | -0.501 | 1.96 |
| Below 200 | 04 | .529 | .5901 | | |

Table 7 shows the Fishers Z- statistics of management of school records and school effectiveness based on school size. The correlation coefficient value of school size above 200 is $.083$ and that of school size below 200 is $.5901$, with an alpha level of 0.05 , the calculated Z of -0.501 is less than the critical value of 1.96 . Therefore, the null hypothesis which states that “There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school size” is retained. This indicates that there is no significant difference in relationship between

management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school size.

Discussion of Findings

The discussion of the findings of this study is presented in line with the research questions and hypotheses.

The findings from research question one revealed that the level of school effectiveness in public secondary schools in Delta North Senatorial District is high. This study is in agreement with Ogonor and Omajuwa (2020) who found that the level of school effectiveness in Delta State public secondary schools was also high. The findings of this study is also in agreement with the findings of Kenayathulla and Hoque (2021) who found that the level of secondary schools effectiveness in Niger State, Nigeria was high

The findings from research question two revealed that the level of management of school records in public secondary schools in Delta North Senatorial District is high. This finding is in agreement with the findings of Almustapha and Dahiru (2024) who found that both levels of school records keeping and that of school records management was at moderate level among basic schools in Bungudu Local Government Area, Zamfara State. This study however disagrees with the findings of Odeniyi and Adeyanju (2020) who found that the level of management of school records in secondary schools in FCT, Abuja was low and that most of the records in school were not properly kept

The findings of hypothesis one revealed that there is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District. This finding disagrees with the findings of Elujekwute, Agbo and Uwalaka (2021) who

found that school records management has significant influence on school effectiveness in Secondary Schools in Zone 'A' Senatorial District of Benue State-Nigeria. The finding of this study also disagrees with the findings of Jesuorobo and Anyiam (2020) who found that school records management has significant impact on secondary schools effectiveness in Owan West Local Government Area of Edo state. The differences in the empirical results could be as a result of the difference in the geographical locations of the schools that were investigated

The findings of hypothesis two revealed that there is no significant difference in relationship between management of school records and the level of school effectiveness in public secondary schools in Delta North senatorial district based on principals' gender. This is in agreement with the finding of Emanghe and Udedeh (2018) who found that there was no significant difference in the relationship between school records management and the level of school effectiveness in public secondary schools in Akwa Ibom State of Nigeria based on gender. However, this study disagrees with the findings of Regina (2011) who found that there was significance different in the relationship between management of school records and the level of school effectiveness in Delta state in terms of school location, principals' gender and principals' experience

The findings of hypothesis three revealed that there is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' experience. This finding agrees with the findings of Agu, Njoku, Nwabueze and Eleke (2022) who found that there was no significant difference in the relationship between management of school records and schools secondary schools effectiveness in Enugu State based on principals' experience. This finding of this

study is also in agreement with the findings of Allahmagani (2014) who found that there was no significant difference in the relationship between management of school records and the level of school effectiveness in public secondary schools in Kaduna North Local Government of Kaduna State based on principals' experience.

The findings of hypothesis four revealed that there is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school location. This finding is in consonance with the findings of Onubuleze (2018) who found that there was no difference in the relationship between management of school records by principals' and secondary school effectiveness in Nsukka Education Zone based on school location. However, this study disagrees with the findings of Osakwe (2013) who established that there was significant difference in the relationship between management of school records and the level of school effectiveness based on school location (rural or urban) and that the efficiency of managing school records differed among principals, based on school location.

The findings of hypothesis five revealed that there is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school size. This finding corroborates Umar and Halilu (2023) who found that there was no significant difference in the relationship between school Records management and secondary school effectiveness in Bichi Education Zone of Kano state, Nigeria based on school size. However, the finding of this study is at variance with the findings of Emmanuel (2023) who found that there was a significant difference in the relationship between statutory record keeping and secondary schools effectiveness in Umuahia North Local Government Area, Abia State based on school size.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of this study based on the findings of the data analysed.

Summary

This study was carried out to investigate management of school records and public secondary schools effectiveness in Delta North Senatorial District. Seven research questions were raised, two were answered while five were formulated into hypotheses and tested at 0.05 level of significance.

Research Questions

1. What is the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District?
2. What is the level of record management in Public Secondary Schools in Delta North Senatorial District?
3. Is there a relationship between management of school records and the level of school effectiveness in public secondary schools in Delta North senatorial District?
4. Is there a significant difference in the relationship between management of school records and school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the Principal's gender?

5. Is there a significant difference in the relationship between management of school records and school effectiveness in public secondary schools in Delta North Senatorial District based on the Principal's experience?
6. Is there a significant difference in the relationship between management of school records and school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the school location?
7. Is there a significant difference in the relationship between the management of school records and school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school size?

Hypotheses

Ho₁: There will be no relationship between the management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District.

Ho₂: There will be no significant difference in the relationship between the management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the Principal's gender.

Ho₃: There will be no significant difference in the relationship between the management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on the Principal's experience.

Ho₄: There will be no significant difference in the relationship between the management of school records and the level of Public Secondary Schools effectiveness in Delta North Senatorial District based on school location.

H₀₅: There will be no significant difference in the relationship between the management of school records and the level of Public Secondary Schools effectiveness based on school size.

The study was a descriptive survey research which adopted the correlational research design. The population of the study comprises all the 177 principals and 177 public secondary schools in Delta North Senatorial District of Delta State. The multi-stage sampling technique was used to select thirty six (36) principals and thirty six (36) schools as the sample size. The instrument that was used for this study was a structured questionnaire. A Cronbach Alpha value of 0.78 and 0.72 were obtained for the reliability test of the instruments. The data collected were analysed using mean and standard deviation. The Pearson Product Moment correlation and the Z-test analysis were used to test the hypotheses at 0.05 level of significance.

Findings

The findings were as follows:

1. The level of school effectiveness in public secondary schools in Delta North Senatorial District is high.
2. The level of management of school records in public secondary schools in Delta North Senatorial District is high.
3. There is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District.
4. There is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' gender.

5. There is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' experience.
6. There is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school location.
7. There is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on school size

Conclusion

Based on the findings of this study, it was observed that the level of school effectiveness in public secondary schools in Delta North Senatorial District is high; the level of management of school records in public secondary schools in Delta North Senatorial District is high, there is no significant relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District. Also, there is no significant difference in relationship between management of school records and the level of school effectiveness in Public Secondary Schools in Delta North Senatorial District based on principals' gender, principals' experience, school location and school size.

Recommendations

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

1. The school principals and the teachers should keep performing their duties as they have been doing to sustain the high level of school effectiveness in Delta North senatorial district.

2. Since the level of management of school records in public secondary schools in Delta North Senatorial District is high, the school management/teachers should continue with their record management techniques that have resulted in achieving such a feat.
3. The government and other relevant stakeholders in education should constantly organize training and retraining for principals and teachers through in-service programmes to constantly update their knowledge and adapt to modern techniques of management of school records.
4. The government should establish a body that will constantly assess and evaluate the levels of school records management in public secondary schools in Delta North senatorial district
5. Gender should not be considered as a factor when appointing principals in public secondary schools in Delta North senatorial district because irrespective of gender, school principals can be effective in management of school records if the right record keeping techniques is adopted by the principal.
6. Principals' experience should not be considered as a factor when appointing principals in public secondary schools in Delta North senatorial district because even a school managed by less experience principals can be effective in management of school records if the right record keeping techniques is adopted by the principal.
7. School location should not be considered as a factor when appointing principals in public secondary schools in Delta North senatorial district because irrespective of the school location of the principal, a principal who is

dynamic in management of school records will still be effective and will not be easily distracted even if the school is located in rural area.

Contribution to knowledge

1. It has given insight on the importance of effective management of school records in public secondary schools in Delta North Senatorial District.
2. This study has contributed to the existing knowledge in literature by providing useful information on the level of school effectiveness in public secondary schools in Delta North Senatorial District.
3. It has also provided recent data regarding management of school records and public secondary schools effectiveness in Delta North Senatorial District of Delta state.

Suggestion for further studies

The following suggestions are made for further studies:

1. A similar study should be replicated in other senatorial districts in Delta State.
2. This study should be replicated in both tertiary and primary education levels.

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