
RECORD MANAGEMENT PRACTICES AMONG PRINCIPALS OF SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA, NIGERIA

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<http://doi.org/10.35409/IJBMER.2025.3649>

ABSTRACT

The study examined record management practices among principals in secondary schools in Federal Capital Territory (FCT) Abuja, Nigeria. The study specifically examined principals' record management practices with focus on record creation, record storage, record retrieval for usage, record archival and record disposal in secondary schools in the study area. The study adopted the descriptive survey research design. The population of the study consisted of all the 231 principals and vice principals in the 77 public senior secondary schools in the six council areas of Abuja. The entire population of 231 covering 77 principals, 77 vice principals (administration), 77 vice principals (academics) representing 100 percent of the population was used for the study. One instrument - record management practices survey questionnaire was used. The reliability of the instrument was determined using Guttman Split-half reliability and the coefficient yielded a value of 0.84. Descriptive and inferential statistics were used in the study. Research Question 1 was answered using percentage (%), mean (\bar{X}) and Standard Deviation (SD). Findings showed that level of record management practices of principals in secondary schools in Federal Capital Territory, Abuja was high on record creation, record storage and record retrieval for usage but low on record archival and record disposal. It is therefore recommended that principals and vice principals of schools should improve on record management practices by digitalizing all the data for improved record archival and record disposal in the schools.

Keywords: Records, Management Practices, Principals, Administration.

1. INTRODUCTION

Record management practice is the maintaining of records of an institution from the time that they are created up to their eventual disposal (Akporthonor, 2022). It is primarily concerned with the evidence of institutions activities and are usually applied according to the value of the records rather than their physical format. The University of Melbourne (2001) defines record management practice as the capturing and maintaining of accurate, complete, reliable and useable documentation of activities of organisations. Records pass through several phases in their life cycle. The primary purpose of a record management practice is to monitor records, regardless of types or formats, to ensure efficiency at a minimum cost, through record creation, storage, retrieval for usage, archival and disposal phases (Djoka & Conneen, 2012).

The components of records management practices are identifying, classifying and storing, creation, distribution, maintenance, disposal, information audit, preservation, among others. Hence, the major component of records management practices as used in this study include: Record creation, Record Storage, Record Retrieval, Record Usage, Record Archival and Record

Disposal phases. This is also commonly shortened to five (5) phases of the record management practice cycle namely: Record Creation, Record Storage, Record Retrieval for usage, Record Archival and Record Disposal phases.

Record creation is the phase in records management practices that is also known as the record generation stage. It involves classifying, categorizing, ordering and organizing of both statutory and non-statutory records by a worker such as a school principal or officer in charge for future usage. It is important to note that considering that record creation is the first phase of record management practice, it is expected that how records are generated and collected could make or mar decision making processes in an organization and affect how administrative functions are executed or undertaken at work.

Record storage is the second phase in the records management practice cycle that deals with the keeping of document of statutory and non-statutory records for a short or medium term. These records could be kept in files, file cabinets, in a cupboard based on their subject matters, or even in an electronic form such as in a flash drive, compact discs or an email among others (Ajibola, 2022). Within the school context, record storage is considerably important because it borders on safeguarding records from physical damage, external records breaches and internal theft, fraud or other forms of malfeasance that may affect administrative effectiveness of a principal. For instance, poor record storage could result in failure to handle confidential information of students and staff with an appropriate level of security; leading to the possibility of unauthorised access or disposal taking place. Also, failure of the principal as the administrative head of the school to protect records that is vital to the continued functioning of the school institution could result in unnecessary storage costs caused by storing records and other information for longer than they are needed; increase in time needed for searching records among others. All these clearly show that inability of a principal to maintain good record storage practices could lead to waste of school resources such as finances and productive time and adversely affect administrative effectiveness of the principal (Omeyi, 2014).

Retrieval for usage is the third phase in the records management practice cycle that deals with the reclamation, repossession of important records that were previously classified and stored for utilization in a decision making process. Records could be retrieved from where they were stored for the purpose of using them or discarding them. One could only expect that poor records retrieval for usage could amount to poor information management and expose an institution to administrative risks. These risks may affect administrative effectiveness of the principal. This could occur as a result of poor decision making based on inaccurate or incomplete records or data kept and thereby leading to inconsistent or poor administrative service delivery by the principal.

Record archival stage is a fourth phase in the records management practice cycle that deals with the preservation of inactive records over a long period to prevent damage or lose. While record storage deals with frequently used data, documents and record used frequently and kept for a short to medium term period before retrieval and re-use, record archival focuses on keeping important data, documents and record which may not be needed in the short run but needed for future reference. They may be requested and retrieved as evidence for documentation, or proof of possession or even needed for record or data-driven decision making purposes. For instance, a principal can store record of parents' directory, teachers' schedule of duties, staff minute books for a short term simply because these are needed on a daily to weekly basis to reach out to parents of children, ascertain teachers' duties and time of entry or exit of staff from the school premises.

However, records of students' grades in their past internal and external examinations may need to be better safe guarded by archival. This is to preserve such records over a long term and prevent them from damage or loss which may question the administrative effectiveness of the principal and indict the integrity of the school system. For instance, the administrative effectiveness of a principal could be questioned if some statutory records or information required as evidence to ascertain school operations in line with statutory regulation is not retrievable when needed by authorities like the Ministry of Education or significant others.

Record disposal phase is a fifth phase in the records management practice cycle which refers to the act of discarding or dumping records permanently by obliterating records so that the information in them can no longer be physically or electronically recovered (Amie-Ogan & Tagbo, 2022). It is principally focused on the discharge of obsolete or irrelevant records after a record life cycle. In this context, it is pertinent to affirm that as important as record creation, storage, and record retrieval for usage may be to the day to day school administration, archival of records which have no continuing value for the school organization or community may adversely affect a principals' administrative effectiveness. This is because refusal to dispose records whose intrinsic value is lost could become a lot of burden on the principal in terms of search time for record retrieval, increased cost of storage and archival imposed on the school as a result of improper record management practice. Hence, it behoves on the principal as the chief administrative officer of the school, to evaluate the potency and value of archived records in his possession from time to time to determine records that are meant to be disposed of.

It is important to note that all the record management practices from record creation to record disposal could make or mar effective administration of a school system (Ajibola, 2022). Nonetheless, despite the indispensable value of records and the enormous amount of money spent on their creation and maintenance, proper management of records that will lead to economy and efficiency in their creation and storage as well as disposition is seldom considered the top priority of most schools. In the past, records management practice was sometimes referred to as only the management of records which were no longer in everyday use in an institution such as a secondary school. More modern usage tends to refer to the entire life cycle of records from the point of creation right through until their disposal for effective records management practice (Popoola, 2014).

In the words of Nwiyi and Ajuru (2016) the willingness of principals to manage school resources is good but may not be good enough because its effective administration requires proper decision making and planning through proper management of various statutory and non-statutory records. To promote the attaining of secondary school goals, it is pertinent to examine record management practices and administrative effectiveness of principals in secondary schools in the Federal Capital Territory (FCT) Abuja, Nigeria

There have been complaints from parents on the administrative effectiveness of principals of public secondary schools because the products (students) of secondary schools are a cause of worry (Olalere, 2021). The standard in the schools in Abuja have fallen considerably over the years that a good O'level result (Secondary School Certificate) is no longer an indicator that a student is fully prepared for higher education or for the society. The products of secondary schools are often viewed as 'half baked'. This could be a clear manifestation of the poor environment for teaching and learning that could be attributed low or non-availability of modern records management equipment and poor record management practices. Under the prevailing circumstances, principals

of secondary schools in Abuja Municipal Area have been alleged to be ineffective in managing school records (Odeniyi & Adeyanju, 2020).

Some of the obvious manifestations of their ineffectiveness include: poor time management skills, poor budgeting and financial control, mismanagement of students and staff record, utilities for the school and the unequal treatment on how they manage both teaching and non-teaching staff which results in the choice of staff to delegate or involve in decision making matters of the school. In addition, it has been observed that teachers neither submit examination questions early nor do they mark the scripts and submit results on time. Furthermore, the approach of most principals towards managing the school funds and utilities such as markers, electricity, water and even time for various academic and nonacademic schedules is nothing to write home about. Could it be that record management affects administrative effectiveness of principals in secondary schools in Abuja Municipal Area Council?

Furthermore, it seems the population of students in secondary schools in FCT Abuja has increased recently with no corresponding increase in number of human facilities and ICT facilities to keep abreast the increasing demands for current and documented students' information. This may further increase the administrative scope of principals who may have enormous task in their hands. It has also been observed that most Vice Principals of public secondary schools in the Federal Capital Territory Abuja exhibit some deficiencies in managing students' records. Some obvious indicators that suggest their ineffectiveness in records management practices are: the inability to provide on demand some vital non statutory records such as inventory book, minutes of the last staff meeting, Parents Teachers Association (PTA) records and teacher' schedule of duties. Other areas of concern are the dusty and damaged conditions of most records of students kept in dusty files on the shelf of most principals. There is also the issue of inability to locate records of students who have changed from one school to another

Similarly, the researcher has observed that some parents and even supervisors from the Ministry of Education sometimes have to spend longer hours on visit to schools simply because of difficulties faced by principals in retrieving students' records and statutory records to parents and supervisors from the ministry respectively. Perhaps these seeming deficiencies in records management practice could have effect on the administrative effectiveness of principals and vice principals in secondary schools. In addition the rate at which records, such as students' results are missing, eaten by ants and rodents or destroyed by rainstorm because of leaky roofs seems to be alleged as serious by principals and vice principals, teachers and old students of such schools. This situation does not seem to portray effective records management practice and administrative effectiveness in schools.

Some studies have been carried out to investigate principals' record keeping practices in secondary schools in Nigeria. Record management practices, effectiveness of principals in creating new records effectiveness in schools has been investigated in studies in recent times. Amie-Ogan & Tagbo (2022) examined principals' record keeping practices for enhanced administrative effectiveness in public senior secondary schools in Rivers State. Two research questions and two hypotheses were used for the study. The study adopted descriptive survey research design. The population of the study was 276 principals consisting of 224 males and 52 females from 276 Public Senior Secondary Schools in Rivers State. A sample size of 268 principals was derived using stratified random sampling technique. The instrument was a self-structured questionnaire titled, "Principals' Record Keeping Practices for Enhanced Administrative Effectiveness Questionnaire",

validated by two experts in the Departments of Measurement and Evaluation and Educational Management. Cronbach's Alpha was used to establish the reliability of each cluster of the instrument which gave reliability indexes of 0.99 and 0.91. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using the z-test statistical tool at 0.05 level of significance. Results showed that computer and cloud storage are principal's record keeping practices but many of them had low effectiveness in undertaking record management practices in public senior secondary schools in Rivers State.

In similar study, Ogundele and Afolabi (2015) investigated the relationship between record management and administrative effectiveness of Kwara State owned tertiary institutions. The study adopted a descriptive survey of correlational type. Stratified random sampling technique was adopted to select 600 respondents from the sampled institutions. The respondents selected are deans, directors, head of departments, senior lecturers, lecturers, head of the units, class representatives and student's government executives and the Associations Presidents, secretaries and treasurers. Four research questions and four research hypotheses were generated to guide the study. The instruments tagged Record Management for Administrative Effectiveness Questionnaire (RMADEQ) was researcher's self-designed instrument. Reliability index of .65 was obtained after subjecting to test-retest method, and using Spearman Ranking order Statistics at 0.05 significance level. All the research questions were answered using percentages while, Pearson product moment correlation statistics was used to test all the research hypotheses formulated also at 0.05 significance level. The findings showed that level of administrator's effectiveness was revealed to be high on record creation management practices.

In a related study, Ereh and Okon (2015) examined the relationship between keeping of teachers' records and administrative effectiveness of principals in public secondary schools in Uyo Local Education Committee of Akwa Ibom State. One research question was raised and a corresponding null hypothesis was formulated to guide the study. Expost facto research design was used, because the variables were not manipulated. The population consisted of 14 principals in the 14 public secondary schools in Uyo Local Education Committee. All the 14 principals were used as purposive sample for this research. A researcher developed instrument titled Keeping of Teachers' Records and Administrative Effectiveness Questionnaire (KTRAEQ)'was used for data collection. The reliability of the questionnaire was determined using cronbach Alpha method and the reliability coefficient of 0.743 was obtained, implying that the instrument was adequate to measure what it was meant for. Simple linear regression statistic was used to answer the research question and to test the hypotheses at .05 level of significance. The findings revealed that teacher' record keeping and management by principals of public secondary schools in Uyo Local Education Committee was satisfactory.

Amie-Ogan and Tagbo (2021) examined principals' record keeping practices for enhanced administrative effectiveness in public senior secondary schools in Rivers State. Akporhonor (2022) also examined challenges of records management in university libraries in South-South zone of Nigeria. In the FCT, Odeniyi & Adeyanju (2020) assessed school record management by principals in secondary schools but did not examine how the management of record practice by Principals and Vice Principals affect their administrative effectiveness. This study is an attempt to broaden the frontiers of managing various resources in secondary schools. In addition, this study is being carried out in Federal Capital Territory Abuja where the researcher is unaware of previous literature (geographically centres on FCT, Abuja) that has been done in this area or if both

principals and vice principals have been considered in their records management practices. The question arising from the subject matter therefore is; what is the level of record management practices among principals in secondary schools in Federal Capital Territory, Abuja, Nigeria?

Research Questions

This study was guided by the following research questions:

- 1) What is the level of record creation practice of principals in secondary schools in the Federal Capital Territory Abuja?
- 2) What is the level of record storage practice of principals in secondary schools in the Federal Capital Territory Abuja?
- 3) What is the level of record retrieval for usage practice of principals in secondary schools in the Federal Capital Territory Abuja?
- 4) What is the level of record archival practices of principals in secondary schools in the Federal Capital Territory Abuja?
- 5) What is the level of record disposal practices of principals in secondary schools in the Federal Capital Territory Abuja?

2. METHODS

The researcher adopted the correlational research design for the study. According to Leedy and Ormrod (2005) a correlational research is concerned with investigating and describing the extent to which two or more variables are related. The correlational research design was used because the researcher sought to establish the relationship between record management practices and principals' administrative effectiveness in secondary schools in Federal Capital Territory (FCT), Abuja. The researcher was interested in determining the relationship that existed between the independent variable (record management practices) and the dependent variable (administrative effectiveness of principals).

The population of this study consisted 231 principals, vice principals (administration) and vice principals (academic) in secondary schools in Federal Capital Territory (FCT), Abuja. The breakdown of the population is as follows: 77 principals, 77 vice principals (administration) and 77 vice principals (academic). The record is as obtained from the Department of Planning, Research and statistics of FCT Secondary Education Board (SEB) based on 2022 records. The sample for this study is 231 principals and vice principals. The entire 231 principals, vice principal (administration) and vice principal (academic) in secondary schools in Federal Capital Territory (FCT), Abuja representing 100 percent of the population was used for the study.

One instrument was used for the study: Record Management Practices Survey Questionnaire (RMPSQ). The instrument (RMPSQ) was designed by the researcher to assess record management practices by principals. The instrument comprised Sections A and B. Section A was used to collect data on demographic profile of principals such as name of school and location. Section B contained twenty (20) items covering five record management practices namely: record creation (items 1-4), record storage (items 5-8), record retrieval for usage (items 9-12), record archival (items 13-16) and record disposal (items 17-20) by principal. To assess effectiveness of principals in managing records, principals were rated on a four point scale type of: Very High-4, High -3, Low -2, and Very Low -1.

The instrument was subjected to construct validity by two experts in Educational Management. The reliability of the instrument was determined using Guttman Split-half reliability method. This was done by administering copies of the instrument to a group of thirty (30) persons (15 principals and 15 teachers) of secondary schools outside the Federal Capital Territory (FCT). The choice of local government outside the study area was informed by the need to select participants who would not be part of the study. After two weeks, the copies of instruments were administered to the same Vice Principals in a second administration. The responses from the first and second administration were correlated using the Pearson’s Product Moment Correlation (PPMC) coefficient. After analysis, a reliability coefficient of 0.78 was obtained on the instrument to show that it was satisfactory for use.

The research questions were analyzed using mean (\bar{X}) and Standard Deviation (SD). A bench mark of 2.50 was used to rate level of records management practices of principals in each of the target schools. This was obtained by adding up the scores for the response options (Very High -4, High – 3, Low – 2 and Very Low – 1) and dividing the sum of the scales (10) by the total number of scales (4) to give 2.50. Hence, a score of 2.50 or higher was considered high or effective; and below 2.50 was considered low or ineffective.

4. RESULTS

Research Question 1: What is the level of record creation practices of principals in secondary schools in the Federal Capital Territory, Abuja?

Table 1: Analysis on the level of records creation among principals in secondary schools in FCT, Abuja (n=231)

S/N	Items	X	SD	Remarks
Record Creation				
1	Collecting important staff data from time to time	3.45	1.16	High
2	Collecting data and recording same for future use	2.52	0.89	High
3	Taking notes of meetings taken for record purposes	2.50	1.03	High
4	Collecting data of old and new intake students for record purposes	2.41	0.85	Low
Mean Score = 2.72				

The results in Table 1 shows that the principals’ record creation ability was high in four of the five items at a mean range of 2.50 to 3.45 and with an aggregate mean score of 2.72 but low on collecting data of old and new intake students for record purposes. The overall mean score of level of record creation practices at 2.72 is higher than the benchmark mean score of 2.50. This therefore indicates that the principals’ record creation ability in secondary schools in the Federal Capital Territory, Abuja was high.

Research Question 2: What is the level of record storage among principals in secondary schools in the Federal Capital Territory, Abuja?

Table 2: Analysis on the level of record storage among principals in secondary schools in FCT, Abuja (n=231)

S/N	Items	X	SD	Remarks
Record Storage				
1	Ensuring that all registers such as admission and attendance register are well kept	3.51	1.05	High
2	Ensuring important diaries such as diary of works and parents' directory is well kept	2.52	0.58	High
3	Record various data in appropriate books such as log book, staff minute books and stock books for storage	2.22	0.90	High
4	Ensure safe keeping of all files in appropriate cabinets or shelf	2.56	0.97	High
Mean Score = 2.70				

The results in Table 2 show that the principals' record storage practices were high in all the items with an aggregate mean score range of 2.52 to 3.51 but were quite low in recording various data in appropriate books such as log book, staff minute books and stock books for storage. The overall mean score of level of record storage practices at 3.41 is higher than the benchmark mean score of 2.50. This therefore indicates that the principals' record storage ability in secondary schools in the Federal Capital Territory, Abuja was high.

Research Question 3: What is the level of record retrieval for usage among principals in secondary schools in the Federal Capital Territory, Abuja?

Table 3: Analysis on the level of record retrieval for usage among principals of secondary schools in FCT, Abuja (n=231)

S/N	Items	X	SD	Remarks
Record Retrieval for Usage				
1	Use file tracking numbers to locate and retrieve documented records for use	3.41	1.16	High
2	Providing records on graduated student's progress at their request	3.50	1.09	High
3	Making available to officers from the Ministry of Education or significant regulatory bodies, the school records they may request of them	3.50	1.02	High
4	Retrieving records of students from their former school prior to admission	3.20	0.93	High
Mean Score = 3.40				

The results in Table 3 show that the principals' record retrieval for usage was high in all the items with an aggregate mean score range of 3.20 to 3.50. The overall mean score of level of record retrieval for usage at 3.40 is higher than the benchmark mean score of 2.50. This therefore indicates that the principals' record retrieval for usage in secondary schools in the Federal Capital Territory,

Abuja was high.

Research Question 4: What is the level of record archival practices of principals in secondary schools in the Federal Capital Territory, Abuja?

Table 4: Analysis on the level of records archival practices of principals in secondary schools in FCT, Abuja (n=231)

S/N	Items	X	SD	Remarks
Record Archival				
1	Archiving students' data on their admission and academic performance progression from inception to graduation are kept in a hard and soft copy format	2.28	0.85	Low
2	Archiving staff records in both hard and soft copy format using protective gadgets like fire proof cabinet	2.06	0.93	Low
3	Archiving data of graduated students' academic performance and transcript records in an external computer memory device	2.50	0.50	High
4	Archiving school important documents like log book, visitors' book, financial records, stock records, etc. in electronic format for easy retrieval and usage	2.28	0.78	Low
Mean Score = 2.28				

The results in Table 4 show that the principals' record archival was high on archiving data of graduated students' academic performance and transcript records in an external computer memory device at a mean score of 2.50 but low on other items at an aggregate mean score range of 2.06 to 2.28. The overall mean score of level of record archival at 2.28 is lower than the benchmark mean score of 2.50. This therefore indicates that the principals' record archival in secondary schools in the Federal Capital Territory, Abuja was low.

Research Question 5: What is the level of record disposal practices of principals in secondary schools in the Federal Capital Territory, Abuja?

Table 5: Analysis on the level of records disposal practices of principals in secondary schools in FCT, Abuja (n=231)

S/N	Items	X	SD	Proportion (%)	Remarks
Record Disposal					
1	Disposing out records whose information value have been lost over time	2.17	0.50	88	Low
2	Ensuring information in any disposed records can no longer be physically or electronically recovered	2.54	0.50	88	High
3	Evaluating the life span of all relevant and irrelevant record after a record life cycle within the school system	2.25	0.50	87	Low
4	Ensuring waste are properly disposed in a manner that will cause the school no harm	2.56	0.50	88	High

Mean Score = 2.38

The results in Table 5 show that the principals' record disposal was Ensuring information in any disposed records can no longer be physically or electronically recovered at a mean score of 2.54 and also high on ensuring waste are properly disposed in a manner that will cause the school no harm at a mean score of 2.56. However, they were but low on items 1 and 3 at mean score of 2.17 and 2.25. The overall mean score of level of record disposal at 2.38 is lower than the benchmark mean score of 2.50. This therefore indicates that the principals' record disposal in secondary schools in the Federal Capital Territory, Abuja was low.

5. DISCUSSION

The result showed that the level of records management practices (record creation, record storage, record retrieval for usage) of principals in secondary schools in the Federal Capital Territory, Abuja was high. The effectiveness of the principals in the management of records created could be due to their discipline in ensuring that every record is collected, collated and classified within the required time. Furthermore, the principals as the chief administrator of the school, occupies the central position in creating records and managing them. Therefore, their ability to ensure that all the teachers keep to their time table records, compile students records as at when required, enter records or attendance in their daily attendance diary and collect parents' contact directory from time to time may significantly enhance their administrative effectiveness in managing other resources.

The result agrees with that of Olowoselu and Aishat (2015) who found that record creation significantly influenced administrative effectiveness in managing school finances and other resources in public schools in the areas. The result supports that of Terhile and Ibh (2014) who found that there was a significant relationship between record creation and administrative effectiveness in managing school resources in secondary schools in Zone A Senatorial District of Benue State. The result is in line with that of Kaguri, Njati, and Thiaine (2014) who opined that there was a significant relationship between record creation and administrative effectiveness in managing school resources in Imenti North District, Meru County

The result supports that of Oche (2009) who found that record creation significantly influenced administrative effectiveness in Benue State. The result is in line with that of Besong (2014) who found that there was a significant relationship between record management and administrative effectiveness in South-West Region of Cameroon. The result disagrees with that of Muraina (2014) who found that principals' managerial skills in finance and administrative effectiveness were poor in schools. The result disagrees with that of Aniefiok and Uduak (2017) who found that administrators in universities in Cross River State was ineffective in management of school resources.

The effectiveness of the principals' in management of records through proper storage as revealed in this study could be traceable to discipline, and proper planning by the principals. It also could be as result of principals' effectiveness in ensuring all storage systems such as files, file cabinet, computer memory cards and other external storage devices were properly kept. Also, considering the cost implication of purchasing and maintaining information and data management resources, it is possible that the school principals had access to funds for effective record storage. The result agrees with that of Olowoselu & Aishat (2015) who revealed that record storage significantly

influenced administrative effectiveness in public schools in the areas. The result is in line with that of Terhile and Ibh (2014) who revealed that there was a significant relationship between record storage and administrative effectiveness in managing school finances in secondary schools in Zone A Senatorial District of Benue State. Also, the result is in consonance with that of Kaguri, Njati, & Thiaine (2014) who revealed that there was a significant relationship between record storage and administrative effectiveness in Imenti North District, Meru County

The result agrees with that of Daluba (2010) who revealed that there was a significant relationship between record retrieval for usage and administrative effectiveness in managing human resources in the Colleges of Education in Benue and Kogi State. The result also agrees with that of Ereh and Okon (2015) who revealed that there was a significant relationship between retrieval of financial records, teachers' records, students' records and administrative effectiveness of principals of public secondary schools in Uyo Local Education Committee. In the same vein, the result is in line with that of Kahavizakiriza, Walela, and Kukubo (2015) who found that there was a significant relationship between record retrieval for usage and administrative effectiveness in public schools in Kenya.

The results showed that principals were low on record archival and record disposal in secondary schools in Abuja. This could assist the administrators indefinitely to retain the school history, or for a limited time as a legal requirement as archiving the school documents may be used to find proof, gather research data, to illustrate, illuminate or explain previous actions or procedures. Perhaps, the relationship between principals' record archival and administrative effectiveness in managing school utilities could be due to the competence in archiving important documents and details in storing school data for future decision making. This may be due to the fact that most principals ensure that records kept over time are secured and properly accounted for. Also, the promotion of record archival may have encouraged more teachers to imbibe good record management culture and thereby affected the overall administration of the school on a day to day basis. The result agrees with that of Onweh, Etim and Eniang (2022) who found that there was a significant relationship between academic record archival and administrative effectiveness and adequate financial record keeping. The result is in line with that of Seniwoliba, Mahama and Abilla (2017) who found that there was a significant relationship between record archival and administrative effectiveness in managing school utilities in higher education in Ghana.

In the same vein, the result is in line with that of Nanighe and Omenu (2016) who revealed that there was a significant relationship between record archival and administrative effectiveness in higher educational institutions in Bayelsa State. The result agrees with that of Subair, Tayo and Bada (2014) who found that record archival influences administrative effectiveness in public secondary schools in Osun State, Nigeria. Also, the result agrees with that of Uko (2015) who revealed that school administrators were effective in the management of school utilities and this was traceable to record archival in schools.

The result disagrees with that of Abdullahi, Yusoff and Gwamna (2017) who found that majority of the heads of unit/department were ineffective in the management of facilities. Furthermore, the result also disagrees with that of Unachukwu & Nwankwo (2012) who found that school administrators were ineffective in administrative practices on their duties in Anambra State. The result disagrees with that of Nwadini and Ugholo (2011) who revealed that school administrators heads of subjects, Heads of Departments and principals had low level of effectiveness in the maintenance and archival of records in schools in the state. The result disagrees with that of

Osakwe (2013) who found that school heads were fairly effective in the management and archival of school records for effective school administration by principals.

The result showed that there was a significant relationship between principals' record disposal and their administrative effectiveness in secondary schools in Federal Capital Territory, Abuja. This result explains that enhanced principals' record disposal will bring about increase in the administrative effectiveness of principals in their management of all human and non-human resources at their disposal. This result could be due to effective leadership and organisational practices among principals and other management staff who had made many workers abreast with the life cycle span of each record and thereby encouraged timely disposal of records to reduce the stress of holding on to stale or irrelevant record in the storage or archival systems of the school. Furthermore, record disposal may have shown positive impact on day to day school administration because the archival of records which have no continuing value for the school organization or community somewhat imposes a burden or cost on the school and may thereby affect a principals' administrative effectiveness. This is because refusal to dispose records whose intrinsic value is lost could become a lot of burden on the principal in terms of search time for record retrieval, increased cost of storage and archival imposed on the school as a result of improper record management practice.

The result disagrees with that of Aikins and Adu-Oppong (2015) who found that heads of departments were ineffective in records disposal practices and this did not affect their administrative effectiveness. The result disagrees with that of Alimi, Alabi and Ehinola (2011) who found that the Heads of Department and principals of public secondary schools had low level of effectiveness in records disposal practices, but high effectiveness in administrative duties.

6. CONCLUSION

Based on the findings, the researcher concluded that level of record management practices of principals in secondary schools in Federal Capital Territory, Abuja was high on record creation, record storage and record retrieval for usage but low on record archival and record disposal

7. RECOMMENDATIONS

Based on the results, the following recommendations were made:

- 1) Principals and vice principals of schools should improve on record management practices by digitalizing all the data for improved record archival and record disposal in the school.
- 2) Principals should ensure appropriate records are created and stored for effective utilization and administrative convenience. To this end, the government and Ministries of Education should increase the subvention to schools to assist in providing the needed equipment for proper management of records and for the operations and maintenance of resources in secondary schools for effective record management practices.
- 3) Stakeholders such as alumni, philanthropists and Non-Governmental Agencies should assist in providing needed infrastructure and equipment for management of school records. This is important because government alone may not be able to do everything, and, it is paramount that schools have infrastructural facilities that would enable proper records creation, maintenance, use and disposition of school records

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