

## **KEEPING OF TEACHERS' RECORDS AND PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS IN AKWA IBOM STATE SECONDARY SCHOOLS, NIGERIA.**

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**ABSTRACT:** *The study 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 there is a significant relationship between keeping of financial records, teachers' records, students' records and administrative effectiveness of principals of public secondary schools in Uyo Local Education Committee. It was concluded that principals should always ensure that teachers' records are accurately and adequately kept and updated for immediate and future use. It was recommended based on the findings of the study among others that, the ministry, state secondary education board, as well as the Local Education Committees should inspect schools regularly to ensure that school principals keep teachers' records up-to-date.*

**KEYWORDS:** Teacher, Administration, Education, Secondary School, Nigeria

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## **INTRODUCTION**

### **Background of the Study**

The heads of educational enterprises such as principals of secondary schools have the responsibility of seeing to the smooth running of the schools. It is believed that the extent to which the principals keep records can enhance their administrative effectiveness, but many seem to have done little or even failed in keeping current and up-to-date records of teachers in their schools. This sometimes result to wrong projection of teachers deployed to schools, inadequate numbers of teachers required in terms of subject specialization are sent to schools, poor assessment of the of teachers, difficulty in monitoring teachers activities during busy working hours and many other issues. Most of the teachers are not promoted as at when due, thereby resulting to frustration and poor performance.

The extent to which the school principals succeed in carrying out their administrative responsibilities depends on several factors and one of them has to do with the records that they are expected to keep. School records according to Ibraheem (1997) is defined as books, documents, diskette and files in which are embodied information of what goes on in school. School records include teachers', students', financial records, to mention but a few. Teachers'

records are very important in the life of any school organization; the reason being that teachers are one of the most important human resources in education enterprise, without which there will be no schools. Keeping teachers' records is therefore very important for a successful administration of schools. Teachers' records are records of information pertaining to teachers that are created, stored and kept. These records include: teachers' nominal roll, teachers time book, note of lesson, movement book and disciplinary book. Keeping teachers' records helps in performance appraisal of teaching staff, so as to ensure that progress is made and improvement made where necessary (Ememe, Egu and Njoku 2011). Poorly kept teachers' records can hinder an efficient and effective monitoring of teachers activities, which can in turn affect the determination of students' academic performances in the school.

The principals' ability to keep accurate and up-to-date teachers' records could to a great extent, enhance their administrative effectiveness. In other words, for effective management of schools, there is need for principals or school administrators to develop the skill of keeping accurate and up-to-date records about the school's activities, which will be useful for evaluating teachers' job performance, planning for teachers' recruitment and training, decision-making as well as organizing other school activities. When these records are created, stored, retrieved and utilized appropriately, execution of management functions may likely be easy. Teachers of various disciplines will be deployed in appropriate numbers based on schools' need.

Teachers' records can be stored in two forms namely manual and electronic methods. Manual storage system involves keeping these records in form of printed materials in files, shelves or drawers, while electronic method involves storing in electronic devices such as computers, flash drives and disks. Proper keeping of teachers' records is necessary and vital as it will provide ready statistics of teachers' for effective decisions-making when the need arises. Through keeping of teachers' records, vital information about their matters are made available to users when needed and can also facilitate research activities that will promote efficiency and effectiveness in the management of the school system.

From the foregoing importance of keeping school records, it is therefore likely that it can enhance administrative effectiveness of principals. Administrative effectiveness is a measure of the success in school administration (Nkang in Usabor 2012). It is the extent to which the set goals and objectives of a school programme is accomplished through administrative practices of the principals, which may be described as principals' administrative effectiveness. There are numerous determinants of effectiveness of school principals such as accountability, performance improvement, monitoring and evaluation but the concept basically refers to achievement of organizational standards. Achievement of organizational standard, as seen from the foregoing review, seem to be related to principals ability to keep accurate and up-to-date records, especially teachers' records, meaning, that a well kept record is a mark of good administration.

Administration here refers to the planning, controlling, organising, staffing, leading, coordinating and directing of available resources (Adeleke 2001). When an administrator or school principals is able to successfully manage all the school's instructional programmes and their various educational activities in the school, monitor teachers', their progress and job performance, using their records and appropriately recommend them for staff development to the appropriate authority, motivating them accordingly through various welfare schemes such as recommending them for promotions when due and being interested in their personal matters, then one can describe such an administrator as an effective administrator. Contrary to this, it

has been observed from complains of teachers and scholars that, there have been poor keeping of teachers' records in some schools as valuable documents and records are not properly kept. It seems some schools lack proper storage facilities hence records are kept at the mercy of termites, rats and weather other destructive elements. It is likely that some schools particularly in the rural area could suffer from disaster such as fire, wind storm in times of rain, community clash which may result in loss of these records. In some places where such records are kept, several complain show that they are kept in the care of poorly trained or totally ignorant record clerks. The data might become mixed up to the extent that retrieval may be difficult when required. However, the prevalent manual method of keeping teachers' records hinders easy processing, storage and retrieval of information.

All these problems of keeping teachers' records have become a societal problem and a source of concern to teachers themselves, principals, government as well as researchers, to the extent that several researches have been conducted to proffer solution to the problem. For instance Etuk,(2008) conducted a research on financial records management and administrative effectiveness in Uyo L.G.A and found out among others that effective school administration is contingent upon management of teachers. In the same vein, Usabor (2012) conducted a study on school imprest and administrative effectiveness in Uyo L.G.A. It has been observed from studies reviewed and many more that most of the research works are mainly done on financial management and administrative effectiveness. Studies specifically carried out on keeping of teachers' records and administrative effectiveness is scanty, while the problems still persist. Few available researches done on teachers' records are not carried out in Akwa Ibom State. This has created a gap in knowledge which has necessitated this study titled, keeping of teachers' records and administrative effectiveness of principals in Uyo Local Education committee of uyo education zone in Akwa Ibom State

A purposive sample of all the 14 principals representing 100% of the population was used because they met the criteria for the study, while 112 teachers (eight teachers per school) rated their principals, responding to a 25 items researcher developed instrument titled Keeping of Teacher Records and Administrative Effectiveness of Principals Questionnaire (KTRAEPQ) and a check list on school record keeping was used for data collection.

**Research Question 1. What is the relationship between keeping of teachers records and principals administrative effectiveness?**

**Table 1. Result of Regression coefficient on keeping of teachers' records and principals' administrative effectiveness.**

Model	R	R square	Adjusted R square	Standard errors of the estimate
1	.744	.553	.516	1.07829

Table 1 reports the relationship between keeping of teachers' records and administrative effectiveness of principals. The result revealed an R value of .744, showing a strong correlation coefficient. This value is large and indicates a strong positive relationship. Also, the result shows adjusted R value of 55.3% of variance in administrative effectiveness of principal as shown by the coefficient  $R^2$ , implying that there is a positive relationship between keeping of teachers' records and administrative effectiveness of principals.

**Hypothesis 1:** There is no significant relationship between keeping of teachers' records and principals' administrative effectiveness of principals.

**Table2:Ho1. Simple Linear Regression Analysis for the Significant Relationship between Keeping of Teachers' Records and Administrative Effectiveness of Principals.**

Model	Sum of squares	Df	Mean squares	Fcritical	Fcalculated
Regression	17.262	1	17.262	3.89	14.846
Ressidual	13.953	12	1.163		
Total	31.214	13			

Table 2 shows the calculated F- value of 14.846 with 1 and 5 as degrees of freedom and the critical F- value of 3.89 at .05 level of significance. The calculated F- value of 14.846 is greater than the critical- F value of 3.89. The null hypothesis which states that there is no significant relationship between keeping of teachers' records and administrative effectiveness of principals was therefore rejected. There is therefore a significant relationship between keeping of teachers' records and administrative effectiveness of principals.

### Discussion of Findings

The result revealed that there is a significant relationship between keeping of teachers' records and administrative effectiveness of principals. The result appears this way, probably because principals keep teachers records to some extent, but may not know that keeping of these records impacts positively on their administrative effectiveness. The implication of this result therefore is that, if principals of secondary schools keep accurate and up-to-date records of teachers in their schools, it will impact positively on their administrative effectiveness. The result of the study is significant because keeping of teachers records will help to expose and monitor the activities of teachers, for instance to monitor their punctuality, movement, truancy and absenteeism, as well as planning generally about teachers. Planning for teachers' recruitment, promotion as well as training and development programmes will be hindered because of inadequate and up-to-date teachers' records. The result also implies that principals will not have adequate control over teachers, if records are not kept adequately about them. The finding of this study is in agreement with the view of Eghareuba and Omoriguwa (2006) who maintain that, principals who cannot enforce teachers to be at work on time are not effective, and that consistent absence of teachers in school will affect the realization of educational goals. Thus, if principals do not keep teachers records, then it will be impossible to know teachers who come late in order to enforce discipline of such teachers to be at work on time. Similarly, the finding agrees with the view of Sunmola (2008) who states that keeping of time book exposes teachers' lateness to school or class. Teachers records can if kept adequately, can be used for their performance appraisal to know their strength or weakness, whereby the principals can make recommendation for remedial services. This assertion is in line with the Study of Ndu, Nkama and Adeyemi (2012) whose study revealed that keeping teachers' records can lead to improvement in their performance. This means that if principals keep teachers' records properly, it will improve their performance and can impact more on the principals' administration of their schools in Akwa Ibom State.

## CONCLUSION

Keeping of teachers' records has been seen by various scholars as very necessary to effective planning, monitoring and control of teachers the activities towards the realization of educational objectives. In view of this, principals should be equipped with skills of keeping teachers' records for easy retrieval of information when needed. It was therefore concluded that principals should always ensure that teachers' records and other school records are kept and updated adequately for immediate and future use.

## RECOMMENDATIONS

The following recommendations are made:

- Professional in records management should be employed to create, keep and manage teachers' records.
- The ministries and the boards of education should regularly inspect schools to ensure that teachers' records are adequately and efficiently kept.
- Teachers' records should be updated frequently.

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