

PRINCIPALS' RECORD MANAGEMENT STRATEGIES AS A CORRELATE TO MANAGEMENT OF STAFF PERSONNEL IN SECONDARY SCHOOLS IN ORLU EDUCATION ZONE OF IMO STATE

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Abstract

The study investigated Principals' record management as correlate of staff personnel management in Imo State public secondary schools. The study has four research questions and four hypotheses. This study adopted correlation design which involved the simple linear method. The population of the study is made up of five thousand four hundred and one (5,401) teachers in the two hundred and ninety-six (296) public senior secondary schools in Imo State. Sample of 372 teachers from 161 secondary schools was used for this study. Proportionate random sampling techniques were used to draw the sample. The instruments for the collection of data are two rating scales titled: Record Management Rating Scale (RMRS) and Staff Personnel Management Rating Scale (SPMRS). The reliability of the instruments was established with reliability indices of 0.73 for RMRS and 0.76 for SPMRS respectively using Cronbach alpha statistics. The research questions were answered with Pearson (r) statistics while the hypotheses were tested with t-test of significance of simple linear correlation at 0.05 level of significance. Among the findings of the study are that; there is a moderate positive and significant relationship between record management and staff orientation; and there is a low positive and significant relationship between record management and there is a low positive and significant relationship between record management and staff discipline. Based on the findings of this study, the researcher recommended among others that school management should maintain good staff orientation for teachers as it relates with their record management. They can do this by assisting new teachers in securing accommodation and organizing orientation to new staff posted to the school

Keyword: Records Management, Strategies, Correlate and Staff Personnel

Introduction

Educational organizations exist for the moral training and acquisition of relevant values, knowledge and skills for the purpose of becoming functional members of society. Formal education like secondary education is delivered at the secondary school level in

order to bring about desirable changes in learners' behaviours for useful living and self-reliance.

Generally, the major aims of secondary education are preparation for higher education and preparation for useful living in the society (FRN, 2013). Each secondary school has a principal who is appointed as a result of qualification and seniority to ensure smooth administration of the school. In secondary education institutions, the principal as an administrative head is charged with the responsibilities of coordinating resources and staff efforts for the achievement of the school goals which border on teaching and learning. Administrators by virtue of their position are leaders and the quality of their leadership with regards to record management determines to a large extent their success or failure.

Record is variously defined as information created, received, and maintained as evidence and as an asset by an organization or person, in pursuit of legal obligations or in the transaction of business. According to Coetzer (2012), records are vital asset in ensuring that an educational institution is governed effectively and efficiently, and is accountable to its staff, students and the community that it serves. Records are books, papers, maps, photographs, machine readable materials, or other documentary materials, regardless of physical form or characteristics in hardware and software made or received by an agency. A record is a content that documents a business transaction of both private and public agencies. Documentation of records may exist in contracts, memos, paper files, electronic files, reports, emails, videos, instant message logs or database records. Paper records may be stored in physical boxes on-premises or at a storage facility (Enterprise Records Management Trend Guide, 2014). Record management occupies a strategic position in the efficient and effective management of educational institutions. It is central in ensuring the credibility of records, because proper records management systems always prove very relevant in terms of providing accurate students records for verification and confirmation in times of disputes.

Records management (RM) relates to the supervision and administration of digital or paper records, regardless of format. Records management activities are the creation, receipt, maintenance, use and disposal of records when the need arises. Records Management (RM) is that field of management responsible for the orderly control of creation, maintenance, use and disposition of records. From another perspective, Ukata and Wechie (2019) sees school record management as the planning, controlling, directing, organizing, training, promoting, and other managerial activities that are involved in school records creation, maintenance and use, and disposition in order to achieve adequate and proper documentation of the policies and transactions of secondary schools. It is difficult to achieve school objectives without effective records management. Records Management deals on planning, controlling, directing, organizing, training, promoting, and other managerial activities involving the life cycle of information, including creation, maintenance (use, storage, retrieval), and disposal, regardless of media. The goal of records management is to help an organization keep the necessary documentation accessible for both business operations and compliance audits. Both small and mid-sized businesses, spread-sheets are used to track where records are stored, but larger organizations find records management software suites and tied to both taxonomy and records retention schedule for useful activities.

Staff personnel management rests on the shoulders of school principals so as to create conducive learning environment in order to achieve set educational goals and

objectives. The hallmark of personnel management in any organization is to retain, attract, reward, and develop a team of highly motivated workforce, capable and willingly ready to contribute meaningfully to the attainment of institutional and national educational objectives (Nnebedum, Abadi&Obasi, 2019; Abdulkareem&Gabadeen, 2015; Oku, 2008). Ejeh and Okoro (2016) outlined staff personnel management practices to include: orientation, motivation, and welfare, among others. Similarly, Althassan (2014) asserted that staff personnel management practices (services) include: orientation, decision making, delegation of duties, supervision, staff professional training/development, discipline and motivation.

Orientation as a function in personnel management is defined by Dash (2007:56) as “the process by which new employees are introduced to their tasks, colleagues, work groups, superiors and the organization in general”. He also notes that orientation activities are formal procedures organized to facilitate the adjustment of new employees to their new environment. Staff orientation is necessary not only for newly recruited staff but for old staff who should be oriented to new innovations introduced, or into higher positions of leadership arising from promotions and also to new materials or equipment for proper handling.

Discipline is the maintenance of the quality of the atmosphere necessary for achievement of the school goals. Ensuring effective staff discipline in secondary educational institutions will largely depend on the ability of the school administrators to intelligently utilize the various approaches or techniques of staff discipline in order to inculcate good behavior in them.

The extent personnel management is effective will go a long way in helping to achieve the goals of secondary education. The teaching process can only be achieved through effective staff personnel administration which is anchored on the Principals’ skills and competencies to ensure that staff especially the teachers work with commitment and devotion while attaining to their needs and aspirations. It is on this background that the researcher embarks on ascertaining the relationship between management and staff personnel management in Imo State public secondary schools.

Purpose of the Study

The general purpose of this study was to examine principals record management as correlate of staff personnel management in Imo State public secondary schools. Specifically, the researcher ascertained the:-

1. relationship between record management and staff orientation in secondary schools in Imo State,
2. relationship between record management and staff discipline in secondary schools in Imo State, and
3. relationship between record management and staff training in secondary schools in Imo State.

Research Questions

The researcher posed the following research questions to guide the study:

1. What is the coefficient of relationship between record management and staff orientation in secondary schools in Imo State?
2. What is the coefficient of relationship between record management and staff discipline in secondary schools in Imo State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H₀₁: The coefficient of relationship between record management and staff orientation in secondary schools in Imo State is not significant.

H₀₂: The coefficient of relationship between record management and staff discipline in secondary schools in Imo State is not significant.

Review of literature

Concept of Records

Records can be defined as documented information, in any form, created or received and maintained by an organization or person in the transaction of business or conduct of affairs and kept as evidence of such activity. In the same vein, Adu (2014) defines a record as the memory of the organization, the raw material for decision making and the basis for legal defensibility. Kallus (2016) further defines a record as written or oral evidence that has been collected and kept for use in making decisions. The most common records (such as forms, correspondence, reports and books) are written, printed or typed on paper. Oral records capture the human voice on tape, and are stored on cassettes or on other magnetic media. In support of Kallus's (2016) definition, Quible (2017) further defines records as informational documents such as forms, letters, memoranda, reports and manuals used to carry out

Concept of Record Management

International Records Management Trust (IRMT), (2008) explained records management as the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of an information about business activities and transactions in the form of records. Records management is also the discipline of applying well-established techniques and procedures to the control of those sources of information, which arises internally within an organization as a result of its own activities. Unuigbo cited in Adu (2014) view records management as the quality, quantity, and cost of records and encompassing the procedures, systems, operations, space, equipment and staff required for managing the records. Records management is a dynamic science of handling recorded information for immediate and future use efficiently and economically.

Records management ensures information can be accessed easily, can be destroyed routinely when no longer needed, and enables schools not only to function on a day to day basis, but also to fulfill its legal and financial requirements. Adu (2014) sees record management as that area of general administrative management concerned with achieving economy and efficiency in the creation, maintenance, use and the disposal of records during their entire life-cycle. This is so because effective records management

program is designed to increase efficiency and economy in the management of records by implementing component of records management system such as a good filing system which would enhance retrieval of needed records.

Concept of Staff Personnel Management

Personnel management is a process that is concerned with the maintenance of human relations, the physical wellbeing of employees, and manpower planning of personnel. It is the process of obtaining and maintaining a satisfactory and satisfied workforce. Personnel management can also be defined as the careful and systematic process of attracting, retaining and maintaining the workforce of an organization in order to promote the attainment of set objectives.

Personnel management is the sole responsibility of the school head and others to whom he has delegated the responsibility. The principal and his vice take up this function in the secondary schools. In management, the head concerns himself with assessing the needs of staff, satisfying these needs, motivating them, improving their services, retention, retirement and pension (Adu, 2014). For Okolie (2009), the roles of personnel management involve education and training, job definition, recruitment, skill development, remuneration, staff promotion and dismissal, mapping out of working hours and boosting staff morale. The school principal, school head or the school administrator as a human resources manager has numerous areas to effectively and adequately manage if he is to be successful. These include among others; staff orientation and discipline.

Staff Orientation: Staff orientation as described by Nwaoku (2005) is a socialization process which tries to assist newly appointed staff towards meeting their needs for security, belonging, status, information and direction. Orientation assists newly employed personnel to adjust to his new environment else he will feel lost. This should be designed in such a way that the new staff derives job satisfaction and makes use of abilities to achieve goals. The principal is a key person to this orientation in the secondary schools (Noah, 2015). Teachers need information about school politics, and regulations, organizational patterns, instructional materials available and the type of students present in the school.

In this study, orientation is a planned process of introducing newly employed individual or existing employees who have been promoted or transferred to different units, to their jobs, their co-workers, and their departments, the policies, rules, objectives and services of the organization and the organization as a whole. This implies that orientation is the process that familiarizes an employee with all aspects of his immediate work situation, but also acquaints him with the nature of the organization, its objectives and his role in the attainment of these objectives.

Staff Discipline: Discipline connotes good and acceptable conduct. Jedo (2007) conceives discipline as the readiness or ability to respect authority and observe conventional or established rules of the institution, Wehmeier (2004) defines discipline as ability to control your behaviour or the way you live. It is simply self-willingness to respect rules and regulations for the general good of the individuals and others and organization. Indiscipline is the disregard for discipline. It results in disobedience to established rules.

Disciplining an employee is a very difficult task in management. To ensure that indiscipline among staff members is reduced, it is important that staff (both new and old) know what is expected of them to get their jobs done satisfactorily and that formal structures for dealing with indiscipline are in place and are properly understood by every

staff member. It is important to adopt a progressive approach in dealing with staff discipline. This will ensure fairness in your decisions.

Methodology

The researchers adopted a linear correlational design for this study in order to correlate record management with staff personnel management in Imo State public secondary schools. The population of the study is made up of five thousand four hundred and one (5,401) teachers in the two hundred and ninety-six (296) public senior secondary schools in Imo State (Source: SEMB, 2019/2020). Sample of 372 teachers from 161 secondary schools was used for this study. Proportionate random sampling techniques were used to draw the sample. Taro Yamen's formula was used to determine the sample size proportionally with respect to the stratified education zones. The two instruments that were used for data collection for this study are: two rating scales. One of the instruments is titled: Record Management Rating Scale (RMRS) with 25 items adapted from Adu (2014) and the other is titled: Staff Personnel Management Rating Scale (SPMRS) with 40 items adapted from Egboka (2018). RMRS was used to measure record management practices in secondary schools while SPMRS was used to measure staff personnel management practices in secondary schools. SPMRS are in four cluster, the first cluster has items on staff orientation, the second cluster has items on staff motivational indices, the third cluster has items on staff discipline and the fourth cluster has items on staff training. The rating scales are arranged in a 4-point rating scale ranging from Strongly Agree (SA) - 4 points, agree (A)-3 points, disagree (D) - 2 points and Strongly Disagree (SD) - 1 point.

The reliabilities of the instruments were determined through one administration method. The instruments were administered on one occasion to some respondents (30 teachers) each that were not involved in the study, precisely from Abia State. The raw scores and the data collected on the two instruments were subjected to Cronbach alpha analysis to establish the reliability index. A computed reliability coefficient of 0.73 for RMRS and 0.76 for SPMRS were obtained indicating that the instruments were reliable for the study

For the analysis of data, descriptive and inferential statistics were used. Descriptive statistics (Pearson "r" as a linear correlation) was used for the answering of the research questions. That is, research questions were answered using linear correlation statistics called Pearson "r". This statistic helps to establish the linear relationship between the variables in this study. For the test of hypotheses, the associated inferential statistics called t-test of significance of simple linear correlation was employed. That is, the hypotheses were tested using t-test of significance of simple linear correlation. The statistics helped to ascertain the significance of the linear relationship in the study. $P < 0.05$ level of significance was stated for all the hypotheses.

Decision Rule: For the research questions, the decision rule either negative or positive are; 0.00=no relationship, 0.01-0.20=very low relationship, 0.21-0.40=low relationship, 0.41-0.60=moderate relationship, 0.61-0.80=high relationship, 0.81-0.99=very high relationship and 1.00=perfect relationship. For the hypotheses, the acceptance or rejection of null hypotheses was based on the t-cal value and t-tab value. This means that when the t-calculated value is greater than the t-tabulated value, the null hypothesis was rejected but if otherwise, the null hypothesis was accepted.

Result of Findings

Research Question 1

RQ₁: What is the coefficient of relationship between record management and staff orientation in secondary schools in Imo State?

Table 1: Summaries of Person r for the coefficient of relationship between record management (X) and staff orientation (Y) in secondary schools in Imo State

V	N	Σ	r	MR	DR	Remarks
X	372	24910	0.43	Moderate	Positive	Moderate
Y	372	9868				Positive Relationship

Size (n), Summation (Σ), Simple Linear Correlation (r), Coefficient of Determination (r^2), Percentage Coefficient of Determination ($\%r^2$) and Remarks

Table 1 shows the result of the coefficient of relationship between record management and staff orientation in secondary schools in Imo State. The result from the table shows that the simple linear coefficient of correlation between the variables is 0.43. This coefficient indicates that there is a moderate positive relationship between record management and staff orientation in secondary schools in Imo State. The positive sign shows that an increase in one variable could lead to the same measure of increase in the other variable, implying a corresponding relationship between the two variables. The answer that can be derived from the above question is that in Imo State secondary schools, there is a moderate positive relationship between record management and staff orientation.

Hypothesis 1

Ho₁: The coefficient of relationship between record management and staff orientation in secondary schools in Imo State is not significant.

Table 2: Summaries of inferential/test statistics for the coefficient of relationship between record management and staff orientation in secondary schools in Imo State

V	N	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	372	24910	0.43	0.05	370	9.040	1.96	Reject Ho ₁
Y	372	9868						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 2 shows the result for the test of the coefficient of relationship between record management and staff orientation in secondary schools in Imo State. The result indicates the degree of freedom as 370 and the t-calculated value of 9.040 is greater than the t-tabulated value of 1.96. Since the-calculated value is greater than the t-tabulated value, the researcher therefore rejected the null hypothesis; thus concluding that that in Imo State secondary schools, there is a moderate positive and significant relationship between record management and staff orientation.

Research Question 2

RQ₂: What is the coefficient of relationship between record management and staff discipline in secondary schools in Imo State?

Table 3: Summaries of Person r for the coefficient of relationship between record management (X) and staff discipline (Y) in secondary schools in Imo State

V	N	Σ	r	MR	DR	Remarks
X	372	24910	0.35	Low	Positive	Low
Y	372	9936				Positive Relationship

Size (n), Summation (Σ), Simple Linear Correlation (r), Coefficient of Determination (r^2), Percentage Coefficient of Determination ($\%r^2$) and Remarks

Table 3 shows the result of the coefficient of relationship between record management and staff discipline in secondary schools in Imo State. The result from the table shows that the simple linear coefficient of correlation between the variables is 0.35. This coefficient indicates that there is a low positive relationship between record management and staff discipline in secondary schools in Imo State. The positive sign shows that an increase in one variable could lead to the same measure of increase in the other variable, implying a corresponding relationship between the two variables. The answer that can be derived from the above question is that in Imo State secondary schools, there is a low positive relationship between record management and staff discipline.

Hypothesis 2

H₀₂: The coefficient of relationship between record management and staff discipline in secondary schools in Imo State is not significant.

Table 4: Summaries of inferential/test statistics for the coefficient of relationship between record management and staff discipline in secondary schools in Imo State

V	N	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	372	24910	0.35	0.05	370	7.079	1.96	Reject H ₀₃
Y	372	9936						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 4 shows the result for the test of the coefficient of relationship between record management and staff discipline in secondary schools in Imo State. The result indicates the degree of freedom as 370 and the t-calculated value of 7.079 is greater than the t-tabulated value of 1.96. Since the-calculated value is greater than the t-tabulated value, the researcher therefore rejected the null hypothesis; thus concluding that that in Imo State secondary schools, there is a moderate positive and significant relationship between record management and staff discipline.

Discussion of Findings

The researchers revealed through this study that in Imo State secondary schools, there is a moderate positive and significant relationship between record management and

staff orientation. This finding shows that there is a high tendency that an improved record management will significantly lead to an improved staff orientation in secondary schools. This also indicates that if school management ensures that records are kept in the school using appropriate methods of keeping and managing records, it will affect the manner to which orientation is given to the staff, thus, showing concomitancy between the two variables. This finding supports the findings of Ukata and Wechie (2019) who identified that, e-records management has impacted positively on Nigeria's national development in the areas of reliable backups, security control, staffing and its management, facilitated collaboration, improved timeliness, lower archiving costs, e-tax payment, increased efficiency, jobs, education, retailing, health, business, money and banking, governance, e-Agriculture. Similarly, Okog and Abraham (2019) established that the staff personnel and record management practices of educational administrators are strong variables that enhance teaching and learning in schools. The similarities recorded among the findings could be attributed to the geographical and cultural similarities between the target sample of this study and those of previous studies.

Another finding of this study is that in Imo State secondary schools, there is a low positive and significant relationship between record management and staff discipline. This finding is true because, if adequate records are kept and managed pertaining to staff and their activities, it will as well result to adequate level of staff discipline when the need arises. This finding is in consonance with Mohammed, Tetteh and Azumah (2018) findings which show that record management in the institution is affected by improper staff management; inadequate professionally trained records managers; among others. Also, Nnebedum, Abadi and Obasi (2019) found that staff personnel management practices adopted by principals which relate with record management in their administration of secondary schools include; motivating of teachers, encouraging team building so as to promote cohesiveness in the school, supervising teachers' activities, disciplining of teachers exhibiting misconduct behaviors, delegating duties to teachers, mentoring of teachers, rendering counseling services to teachers, recommending staff for promotion, and appraising staff performances.

Conclusion

The researcher investigated principals' record management as correlate of staff personnel management in Imo State public secondary schools. The conclusion from the study is that there is a significant propensity of association between record management and each of the staff personnel management functions (staff orientation, motivation, discipline and training) in Imo State secondary schools.

Recommendations

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

1. The school management should maintain good staff orientation for teachers as it relates with their record management. They can do this by assisting new teachers in securing accommodation and organizing orientation to new staff posted to the school.

The principals should continue to ensure that teachers

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