



The Effects of Staff Records Management on Administrative Effectiveness in Secondary Schools in Fako Division, South West Region of Cameroon

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ABSTRACT

Administrative effectiveness is fundamental for the success and functionality of any educational institution. The management of staff records of a school plays a crucial role in the effective administration of the institution. This study sought to examine the effect of staff records management on administrative effectiveness in secondary schools in the geo-political area of Fako Division, South West Region of Cameroon. The study therefore sought to investigate the types of staff records being managed by principals, and the extent to which these types of records, as well as the methods of management, affect administrative effectiveness of secondary schools in the study area. The records continuum theory by Cook in 1999 provided the theoretical backbone of the study. The study objectively adopted the descriptive survey design. Data was collected by means of a questionnaire from a stratified randomly selected sample of 87 vice principals of lay private and confessional schools in Fako Division, South West Region of Cameroon. The instrument was subjected to a Cronbach alpha reliability test to obtain a high reliability coefficient of 0.755. Data was analyzed descriptively (frequencies and percentages) and inferentially (Multiple logistic regression analysis and Chi-Square test). Our findings revealed that out of the 7 types of records management investigated, syllabus coverage (87, 100%), staff attendance (63, 72.4%) and staff workload (50, 57.5%), in that decreasing order, are the most commonly generated and managed staff records by secondary school administrators. Equally, we concluded that syllabus coverage ($p=0.010$), staff attendance ($p=0.015$) and staff workload ($p=0.033$) are the only 3 types of staff records investigated that significantly predict administrative effectiveness, out of the 7 types investigated. Finally, we concluded that there exists a significant difference between the two methods of staff records management in secondary schools in Fako Division, with the manual method having more impact on administrative effectiveness ($p=0.018$). Bearing in mind the importance of staff records management in the enhancement of quality administration, and cognizant of the limitations accompanying the manual methods of records management, we recommend that school administrators should adapt, through skill acquisition, to electronic records management practices.

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INTRODUCTION

Administrative effectiveness is the ability of an organization to carry out its functionalities with minimal hindrances. Administrative effectiveness is a concept that deals with the level of accomplishment of work activities. It is referred to as the degree administrative goals are achieved (Ademilua, 2022). The operational processes and functions in school administration depend on the good management of the documented activities of the school programs, infrastructures, staff and students found in school records for successful executions. Previous studies, such as the study by Babalola et al. (2021) found that school records were basically created in paper formats which ran into many volumes with the problems of inadequate storage and in-effective preservation methods among others, although the studies did not use the records life cycle in the appraisal of the records management practices. These reported poor records management practices made the retrieval of school records difficult and sometimes impossible resulting in in-effective school administration.

In any organization, staff record management plays a crucial role in ensuring smooth operations and optimal performance. Staff record management involves the systematic organization and maintenance of employee information, such as personal details, job history, performance evaluations, and training records (Yusuf & Ibrahim, 2023). This information is essential for making informed decisions regarding recruitment, promotion, training, and disciplinary actions. On the other hand, administration involves the coordination and implementation of policies, procedures, and protocols to effectively manage the organization's resources and achieve its goals. The relationship between staff record management and administration is symbiotic, as effective record management supports efficient administration by providing accurate and up-to-date information for decision-making.

In the secondary school milieu, proper staff record management is essential for ensuring

compliance with legal and regulatory requirements. Schools are legally obligated to maintain accurate and confidential staff records, including health records, performance evaluations and financial records. The administration is responsible for establishing and enforcing protocols for record management to ensure compliance with relevant laws and regulations. By maintaining detailed and accurate staff records, administration can effectively navigate complex legal requirements and protect the school for optimal outcomes (Bodang, 2019). This study is undertaken to discuss the effect of staff record management on administrative effectiveness in secondary schools in Fako Division.

Historically, staff records management has evolved significantly over the years in response to changing technology and organizational needs. This evolution can be traced back to the early days of paper-based records, where personnel files were stored in filing cabinets and accessed manually by HR staff. As organizations grew in size and complexity, the need for more efficient and effective record-keeping systems became apparent. The first major evolution in staff records management came with the advent of computer technology (Egwunyenga, 2009). These enabled organizations to digitize their records and store them electronically, leading to significant improvements in accessibility and data security. With the introduction of databases and document management systems, HR departments were able to streamline their record-keeping processes and reduce the risk of human error. The next major advancement in staff records management came with the rise of cloud computing (Omoha, 2013). This technology allowed organizations to store their records on remote servers, making them accessible from anywhere with an internet connection. Cloud-based record-keeping systems also offered enhanced data security and backup capabilities, reducing the risk of data loss due to physical damage or theft.

In recent years, the evolution of staff records

management has been driven by the increasing emphasis on data privacy and compliance with regulations such as the General Data Protection Regulation (GDPR). As purported by Fasasi (2010), organizations are now required to implement robust data security measures and ensure that their record-keeping practices comply with stringent privacy laws. This has led to the development of advanced encryption technologies and specialized software solutions for managing sensitive personnel data. According to Okozie (2006), another key development in staff records management has been the integration of analytics and reporting tools. Organizations are now able to analyze their workforce data to identify trends, track performance metrics, and make informed decisions about recruitment, training, and retention. This data-driven approach to HR management has revolutionized the way organizations manage their staff records and unlock valuable insights from their data.

From the above presented historical analysis of record management, the future of staff records management is likely to be shaped by emerging technologies such as artificial intelligence and machine learning. These technologies have the potential to automate repetitive tasks, improve data accuracy, and enhance the predictive capabilities of HR systems. By harnessing the power of AI, organizations can gain deeper insights into their workforce and make data-driven decisions that drive business success.

Similarly, education administration has evolved significantly over time, reflecting changing social, political, and economic contexts. The history of educational administration can be traced back to the ancient civilizations of Egypt, Greece, and Rome, where the role of education was primarily to prepare individuals for citizenship and social responsibility. During the Middle Ages, the Catholic Church played a dominant role in education, with monasteries and cathedral schools serving as the primary educational institutions (Olulobe, 2013). However, it was not until the Renaissance and the Enlightenment that educational administration began to take shape as a distinct field of study (Olulobe, 2013).

The Industrial Revolution in the 18th and 19th centuries brought about significant changes in education administration. The rise of factory systems and the need for a skilled workforce led to the establishment of compulsory education laws and the development of centralized systems of education. This period saw the emergence of the first educational administrators responsible for managing schools, curriculum development, and teacher training. The emphasis on efficiency, standardization, and accountability in education administration was a hallmark of this era (Ebara, 2012). The early 20th century witnessed further developments in educational administration, as progressive educators like John Dewey advocated for a more child-centered approach to schooling. The emergence of scientific management principles and the influence of behavioral psychology

also had a significant impact on education administration during this time. Educational administrators began to focus on improving the quality of instruction, student outcomes, and school organization through data-driven decision-making and professional development initiatives (Ivagher, 2015).

In recent decades, the field of educational administration has continued to evolve in response to changing educational landscapes and demographic shifts. Globalization, advances in technology, and the growth of online learning have all had a profound impact on education administration practices. Educational administrators now face complex challenges such as addressing achievement gaps, ensuring school safety, and promoting teacher professional development in a rapidly changing educational environment (Uchai, 2013).

Conceptually, staff records are a record of the number and categories of staff resumption and assumption, staff transfer, death of staff, appointment/advancement and change of marital status. Alabi (2017) argues that this is a record of work showing what area of the syllabus/curriculum in a subject a teacher has covered. The record is kept by each teacher and must be produced on demand. It is important that each teacher enters in the record all the topics taught in the subject weekly and submit to the principal through his head of department for checking, signature and date. This important record is very useful when a teacher is transferred and another teacher has to take over his job. The teacher taking over would not have problem in identifying at what point he should start his job. It also records teachers' lesson plans. Lesson plans are records kept to guide teachers during their teaching activities. These are written on a weekly basis to determine what and how the teacher will teach. A lesson plan is developed based on the school's scheme of work, unit plan or curriculum. It is presented to the head teacher for assessment, signature, date and name before it can be used for teaching (Amanchukwu & Ololube, 2019)

Effectiveness means to bring about or to accomplish; thus before an action, or an institution or an individual is regarded as effective, there must be an accomplishment. An organization therefore may be termed effective if it accomplishes specific goals (Sane, 2019). Consequently, administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. These include administrative performance in decision making, delegation of duties and setting of examples. Supporting this definition is Azhar (2018)'s findings that effective administration entails efficiency, getting things done with least cost. Administrative effectiveness in organizations follow some principles; not just about getting results, the "how" is also critical as it entails efficiency which means reaching a destination with minimal cost. An effective administrator is an asset to an organization or institution providing the link between organizations' various parts and ensures the smooth communication and transmission of information from one part to the other.

Effectiveness is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization so adroitly (Adams, 1963), cited in Lubis et al. (2019). It implies that, it is the right and duties attached to an individual irrespective of the gender of the incumbent. Effectiveness is equivalent to achievement muted by incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal. It could be identified as a plan proposed in advance and accomplished later but within a stipulated time or duration of school. Dewis (2021) noted in his study of effectiveness, that effectiveness is a part of function assumed by someone, a set of specific responsibilities, assumed by a professional in a setting.

The main theoretical perspective that guided the study was the records continuum, developed by Cook (1999). This theory is a model of recordkeeping practice that conceptualizes the interactions of records across interrelated dimensions and axes, without distinguishing where the creation and active management of records ends and the archival management of them begins. The dimensions track the records across creation, capture, organization, and pluralization (making the records available as evidence). The axes represent different facets of accountability: the identity of the entity involved in a transaction documented by the records, what that entity did, what the records provide evidence of, and how the records are found and retrieved for later use. Relatedly, the application of the records continuum theory in administration is essential for organizations to effectively manage their information assets throughout their lifecycle. This theory acknowledges that records are not static entities but rather dynamic objects that evolve over time. By recognizing the interconnectedness between records creation, management, and disposition, administrators can develop comprehensive strategies for ensuring the authenticity, reliability, and accessibility of their records. Implementing the records continuum theory allows organizations to streamline their record-keeping processes, improve decision-making, and mitigate potential risks associated with information mismanagement. Ultimately, embracing this holistic approach to records management can enhance the overall efficiency and effectiveness of administrative operations within an organization.

Contextually, staff records management in schools in Cameroon in general and Fako Division in particular, is a crucial aspect of ensuring smooth and efficient functioning of educational institutions. Staff records management is characterised by government regulations, technological advancements, and organizational structures. Schools priorities are to maintain accurate and up-to-date records of their staff to facilitate decision-making processes, track employee performance, and ensure compliance with local laws and regulations. Staff records are generally characterized by the lack of standardized procedures and systems for managing and storing employee data (Ako, 2022). Many schools in Cameroon still rely on manual record-keeping

processes, which can be time-consuming and prone to errors. In order to address this challenge, schools need to invest in modern record management systems that can streamline the process of capturing, storing, and retrieving staff information. Additionally, training staff members on how to use these systems effectively is essential for successful implementation. Staff records management in Cameroon schools are characterised by ensuring data security and confidentiality. With the increasing threat of cyber-attacks and data breaches, schools need to implement robust security measures to protect employee information from unauthorized access. This includes setting access controls, encrypting sensitive data, and regularly updating security protocols. Failure to secure staff records can not only lead to legal repercussions but also compromise the trust and reputation of the educational institution (Akinyemi, 2020).

Rational of the Study/Statement of the Problem

Administrative effectiveness is crucial for the success and functionality of any educational institution. School administrators must possess the ability to lead and inspire others, set a clear vision for the school, and create a positive and supportive environment for both students and staff. They must be able to effectively communicate with all stakeholders, including teachers, parents, and students, in order to ensure that everyone is on the same page and working towards common goals (Osakwe, 2011). Also, effective school administration entails organization and management. School administrators must be able to effectively manage resources, budgets, and personnel in order to ensure that the school runs smoothly and efficiently. They must be able to make tough decisions, prioritize tasks, and delegate responsibilities in a way that maximizes productivity and fosters a positive learning environment.

In secondary schools in Fako Division, there are several aspects that indicate ineffective school administration, which have detrimental effects on the quality of education and overall success of students. According to Ndeh and Ebot (2023), one common indicator is a lack of clear communication between school administrators, teachers, parents, and students. There is a breakdown in communication, as such, important information is lost or misunderstood, leading to confusion and disorganization within the school. This results in ineffective decision-making and a lack of support for students, ultimately hindering academic progress.

The management of staff records of a school plays a crucial role in the effective administration of the institution. Having accurate and up-to-date records of all staff members helps in ensuring compliance with regulatory requirements, such as background checks and certifications. This, in turn, helps in maintaining a safe and secure environment for students, staff, and visitors. Additionally, having detailed records of staff qualifications, experience, and performance evaluations enables school administrators to make informed

decisions regarding promotions, training opportunities, and overall professional development. The disparity between the present reality on record management in secondary schools in Fako Division and what is supposed to be, necessitated this study.

Research Questions

The study sought to answer the following questions;

1. What are the types of staff records being managed by principals of secondary schools in Fako Division, South West Region of Cameroon?
2. To what extent does management of the various types of staff records affect administrative effectiveness of secondary schools in Fako Division, South West Region of Cameroon?
3. To what extent does the use of various staff records management methods affect administrative effectiveness of secondary schools in Fako Division, South West Region of Cameroon?

MATERIALS AND METHODS

Research Design

This study adopted a descriptive survey research design. This design was deemed appropriate because predetermined set of questions were given to a sample with a representative population that is part of a large population. From the responses the researcher could measure the attitudes of the population concerning the research problem. Surveys are a common way of conducting quantitative research involving the use of questionnaires. Such a design allows the researcher to gather data from a few people considered to be the representative of the entire group or population, summarize and interpret data for purposes of clarification.

Area of the Study

This study was conducted in Fako Division, South West Region of Cameroon. Fako Division is an administrative sub region found in the South West Region of Cameroon. This division occupies an area of 2,093 km² with an overall population of 466,412 as of 2005. The Division is located in latitude 4^o 10' north and longitude 9^o 10' east, with a terrain elevation of 2833 meters equivalent to 9295 feet. Limbe is the capital of Fako division. The division also has as its sub-divisions Buea, Limbe I, Limbe II, Limbe III, Tiko, Muyuka and the West Coast. Fako is also referred in other languages as Fano or Victoria Division.

Population of the Study

The population of this study constituted Vice Principals in secondary schools in Fako division. These groups of administrators are responsible for the day-to-day management of student as well as staff-related affairs of the school. The discipline masters and mistresses are charged with the responsibility of monitoring student attendance and moral aspects while the vice principals are mostly concerned with pedagogical aspects of the school. The target population of this study is made up of 136 Vice Principals selected from public, lay private and denominational secondary schools in Fako Division

Accessible Population of the Study

The accessible population of this study included 99 Vice Principals selected from public, lay private and denominational secondary schools in Fako Division.

Sample Population of the Study

The sampled population of this study was made up of 87 Vice Principals selected from public, lay private and confessional secondary schools in Fako Division

Sampling Techniques

In this study, a stratified random sampling was used to select schools, Vice Principals for the study. The stratified sampling was used to first separate schools into Sub-Divisions. The schools as well as participants were then be chosen randomly through the balloting technique. In this procedure, the researcher wrote the names of all the schools on pieces of papers and put in a basket and shuffled, then a little boy of about 12 years old was called to draw out the required number of the papers and the names of the schools picked were considered selected for the study by the researcher, and constituted the sample of the study. From all the secondary schools in Fako division, the researcher selected 30 schools, from which 87 Vice Principals were selected randomly, giving a total of 93 respondents.

Instrument for Data Collection

This study collected data by the use of a structured questionnaire administered to Vice Principals. The questionnaire contained closed ended questions that addressed all three specific research objectives. A four-point Likert type scale (Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD) was used. Participants were required to respond by placing a tick on the appropriate option. The questionnaire was divided into two parts. Section A contained items to collect data pertaining to the respondent's demographic information such as age, gender, academic qualification, years of experience). Section B was made up questions drawn from the specific research questions; each research question had 8 questionnaire items.

Validity of the Instrument

Validity of a research instrument is the measure of degree to which a research instrument measures what is intended to by the study (Borg and Gall, 2004). Furthermore, according to Kombo and Tromp (2006), validity of a test is a measure of how well a test measure what it is supposed to measure. In this study, the face, content and construct validity will be ensured.

Face validity: An instrument has face validity if it seems to measure what it is expected to measure. To ensure validity of the instruments, the questionnaire was formulated and submitted to the supervisor for necessary corrections. In this light, the researcher under the guidance of the supervisor ensured that all the items in the questionnaire reflected the specific objectives of the study. All the items of the questionnaire will critically have examined, some will be reframed to make them look simple and unambiguous while the unsuitable ones will be eliminated.

Content validity: content validity shows the degree to which a measure covers the range of meanings included within a concept (Borg and Gall, 2004). In this study, the content validity will be done by sampling the opinions or perceptions of a few Principals and Vice principals about the main topic of interest. With the assistance of the research supervisor and the statistician, it was checked to address the appropriateness of the content, the comprehensiveness of the instruments, the logicity of the instruments in getting at the intended variables, the adequacy of the sample of items or questions in representing the complete content that is intended to be measured and the appropriateness of the format of the instrument.

Construct validity: Construct validity is a device commonly used in educational research. It is based on the logical relationship among variables. Walden (2012) says construct validity refers to whether the operational definition of a variable actually reflect the theoretical meaning of a concept. The questionnaire was given to experts (such as the supervisor and a statistician) who are versed with to test the construct validity.

Reliability of Instrument

It is the degree to which a research instrument yields consistent results or data after repeated trails (Borg and Gall, 1989). To establish reliability in this study, a pilot study of 3 Principals and 5 Vice Principals was done in some school not included in the sample population in Buea municipality. The researcher then categorized all the responses and assigned values to them depending

on the response given. This was used to compute the coefficient of correlation (r). The internal consistency of the responses was not violated for any of the variables with Cronbach Alpha coefficients values ranging from 0.71 to 0.803 which was high. The overall reliability of the instrument was 0.755 which was above the recommended threshold of 0.7, thus, making the instrument to be reliable for the study. Using this test, coefficient value of above 0.755 implies that the participants are consistent and objective in their responses

Administration of the Instrument

After the validation of the instrument, the researcher self-administered the instrument. The instrument was administered to 87 Vice Principals of secondary schools in Fako Division. With the authorization from the HOD of EFA, University of Buea, the researcher went round the selected schools and issued copies of the questionnaire to the respondents.

Methods of Data Analysis

In this study, the collected data was analyzed using quantitative approach. Before analyzing, the data was coded with serial numbers. After the process of coding, a pre-designed Excel version 2016 was used to used key in the data and render it more easily exploitable. Descriptive statistical tools were used with frequency count and percentages. Inferentially, Pearson Chi-square tests was conducted.

Ethical Considerations

In order to ensure ethical consideration, the researcher took into consideration the interests of the respondents by only seeking their personal details that are relevant to the study. The researcher also made every effort to explain to the respondents his agenda. The researcher also ensured that participants gave their consent verbally. The respondents were informed that their participation in the study was voluntary and that they could withdraw from participating at any point if they wished to do so. The participants' right to remain confidential was extended to include exclusion of any information that could identify them. Also, gender bias was avoided, as the construction and administration of the questionnaire was gender friendly in such a way that both male and female respondents took part in the study on equally grounds.

FINDINGS

Presentation of Demographic Findings of the Study

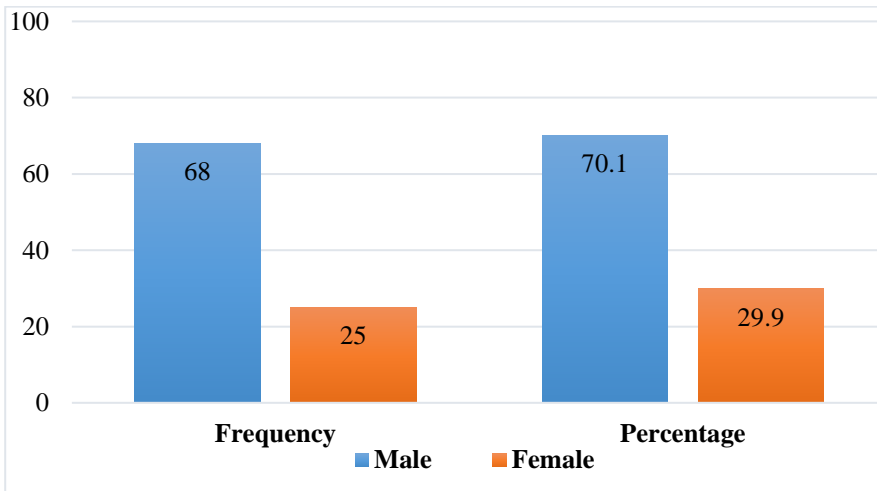


Figure 1: Representation of Respondents based on Gender

As presented on figure 1 above, the majority of 68 (70.1%) of the respondents were males

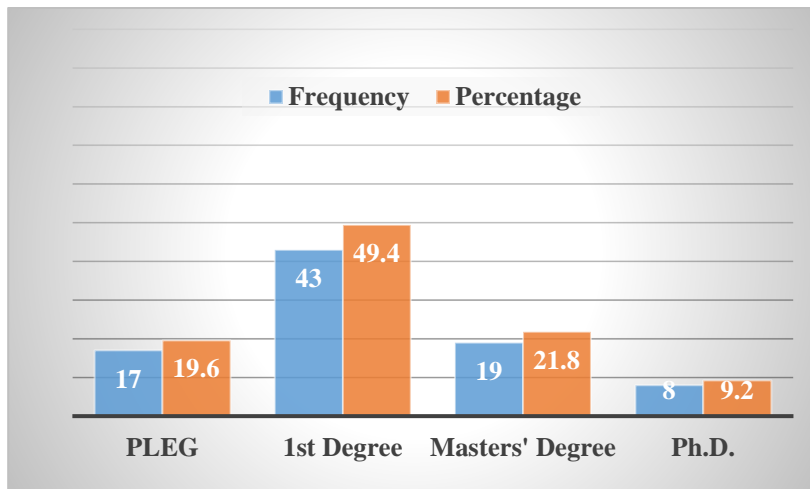


Figure 2: Representation of Respondents based on Academic Qualification

As presented on figure 2 above, a majority of 43 (49.4%) of the respondents were 1st degree holders, followed by Masters' Degree holders (21.8%) and the least was Ph.D. holders (9.2%)

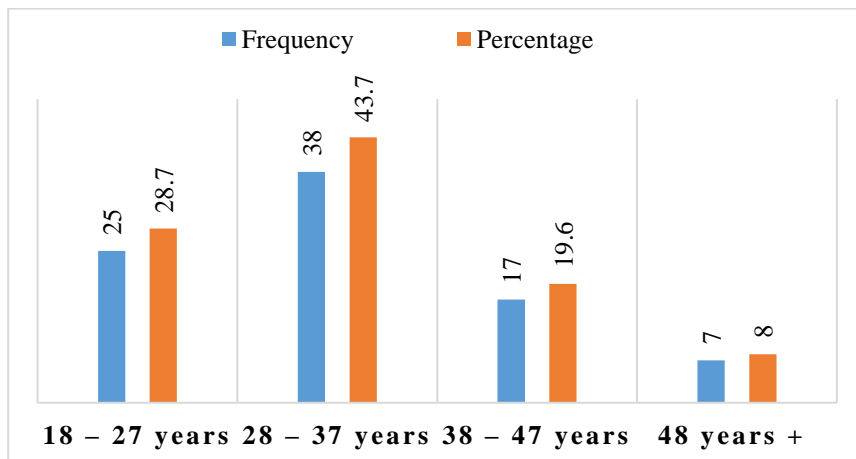


Figure 3: Representation of Respondents based on age

As presented on figure 3 above, the most represented age group was 28-37 years (43.7%) and the least represented was 48 years + (8%)

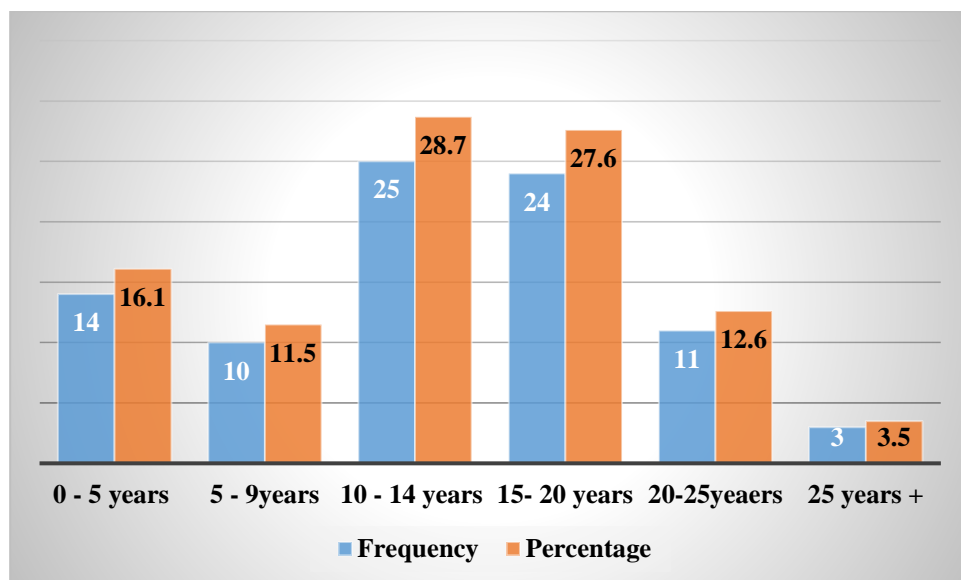


Figure 4: Representation of Respondents based on Working Experience

As presented on figure 4 above, the most represented working experience was 10-15 years (28.7%), closely followed by 15-20 years (27.6%) and the least represented was 25 years + (3.5%).

Presentation of Findings Based on Study Questions

Specific Research Question one: What are the types of staff records being managed by principals of secondary schools in Fako Division, South West Region of Cameroon?

Table 1: Extent of Collection and Preservation of Various Staff Records

Record type	Frequency (%) of Record Collection and Preservation
Syllabus coverage	87 (100)
Staff attendance	63 (72.4)
Staff workload	50 (57.5)
Performance evaluation records	30 (34.5)
Health records	07 (08)
Staff payroll records	13 (14.9)
Updated staff file	28 (32.2)

As presented on table 1, of the 7 records types investigated for the study, only 3 got an above average percentage of being collected and preserved. 87 (100%) of the vice principals indicated that they collect and preserve syllabus coverage records, 63 (72.4%) indicated that they collect and preserve staff attendance records and 50 (57.5%) indicated that they collect and

preserve staff workload records. 30 (34.5%) indicated that they collect and preserve staff performance evaluation records, 07 (08%) indicated that they collect and preserve staff health records, 13 (14.9%) indicated that they collect and preserve staff payroll records and 28 (32.2%) indicated that they collect and preserve updated staff records

Table 2: Frequency of Collection of Various Staff Records

Record type	Regularity of Collection	N (%)
Syllabus coverage	Daily	0 (0)
	Weekly	0 (0)
	Monthly	2 (2.3)
	At the end of each term	61 (70.1)
	At the end of the academic year	24 (26.6)
Staff attendance	Daily	0 (0)
	Weekly	0 (0)
	Monthly	20 (23)
	At the end of each term	51 (58.6)
	At the end of the academic year	16 (18.4)
Staff workload	Daily	0 (0)
	Weekly	0 (0)
	Monthly	6 (6.9)
	At the end of each term	27 (31)
	At the end of the academic year	54 (62.1)
Performance evaluation records	Daily	0 (0)
	Weekly	4 (4.6)
	Monthly	14 (16.1)
	At the end of each term	49 (56.3)
	At the end of the academic year	20 (23)
Health records	Daily	0 (0)
	Weekly	0 (0)
	Monthly	0 (0)
	At the end of each term	0 (0)
	At the end of the academic year	5 (5.7)
Staff payroll records	Daily	0 (0)
	Weekly	0 (0)
	Monthly	33 (37.9)
	At the end of each term	09 (10.3)
	At the end of the academic year	16 (18.4)
Updated staff file	Daily	0 (0)
	Weekly	0 (0)
	Monthly	0 (0)
	At the end of each term	0 (0)
	At the end/start of the academic year	56 (64.4)

The table above present the frequency at which school administrators collect the various records of staff. Regarding syllabus coverage, majority of 61 (70.1%) of school administrators collect this record at the end of each term. For staff attendance, most administrators that is 61 (77%) collect this record at the end of each term. In terms of staff workload, the majority of school administrators, that is, 54 (62.1%) collect these records at the end of each academic year. Concerning staff performance evaluation records, majority of school administrators, that is, 49 (56.3%) collect these records at the end of each term. Regarding staff health records,

only 5 (5.7%) of respondents collect these records, and they do so at the end of each academic year. In terms of staff payroll records, majority, that is, 33 (37.9%) of school administrators collect these records monthly. Finally, regarding updating staff files, majority, that is, 56 (64.4%) of school administrators do so at the start/end of every academic year

Specific Question two: To what extent does management of the various types of staff records affect administrative effectiveness of secondary schools in Fako Division, South West Region of Cameroon?

Table 3: Effect of Management of Various Staff Records on Administrative Effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95% Confidence Level for B	
	B	Std. Error				Lower Bound	Upper Bound
Constant	87.830	6.385		13.756	0.000	75.155	100.505
Syllabus coverage	-0.165	0.063	-0.176	-2.633	0.010	-0.290	-0.041
Staff attendance	-0.385	0.043	-0.677	-8.887	0.015	-0.471	-0.299
Staff workload	-0.118	0.032	-0.252	-3.667	0.033	-0.182	-0.054
Performance evaluation records	-0.290	-0.041	-0.054	-0.165	0.165	-0.165	0.063
Health records	-0.471	-0.299	0.063	-0.385	0.385	-0.385	-0.143
Staff payroll records	-0.182	-0.054	0.043	-0.118	0.118	-0.118	-0.232
Updated staff file	-0.385	0.043	-0.677	-8.887	0.677	-0.176	-2.633

The table above show the multiple regression analysis to show the various staff record types that predict administrative effectiveness. As shown, the management of syllabus coverage records, staff attendance records and staff workload significantly predicts administrative effectiveness ($p=0.010$, $p=0.015$, $p=0.033$ respectively) in secondary schools in Fako Division. Staff performance evaluation, staff health

records, staff payroll records and updated staff file do not significantly predict administrative effectiveness ($p=0.165$, $p=0.385$, $p=0.118$, $p=0.677$ respectively).

Research Question Three: To what extent does the use of various staff records management methods affect administrative effectiveness of secondary schools in Fako Division, South West Region of Cameroon?

Table 4: Extent to Which Various Records Management Methods Affect Administrative Effectiveness

Variable	Modalities	Frequency (%)	P
Record Management Method	Manual	62 (71.3)	0.018
	Electronic	25 (28.7)	

The findings displayed on the table below indicated that there was a significant difference between the various records management methods ($p=0.018$). as shown, the manual method of records management dominates records management practices in secondary schools in Fako Division, thereby producing a significant impact on administrative effectiveness in these schools

DISCUSSION

The study sought to investigate the extent to which the management of staff records affect administrative effectiveness in secondary schools in Fako Division. The study found that staff records management practices account significantly to the effective administration of secondary schools. Staff records management practices adopted by vice principals for effective administration broadly included; documenting, verifying the accuracy of information before documenting it, complying to the order from higher authorities regarding documentation of relevant information and documenting information that is backed up with original documents where necessary.

These findings support the finding of Osakwe (2013) which reported that record creation practices include; documentation of correspondences, reports, memo from higher authorities and information backed up with original documents. This is also in line with the finding of Owan, Arop, and Agunwa (2019) that records are created from reports, minutes, personnel records, administrative decisions, notices and other correspondences. The possible reason for the agreement in the findings could be attributed to the fact that the studies were all conducted in Africa countries, where similar record management are practiced in secondary schools across the continents.

This study found that school administrators require a functional strategy to manage information well in their respective schools. These records or information can be kept or stored effectively through the use of electronic system such as computer. Computer has become an important device for handling voluminous information for corporate bodies or the government. The use of computer ensures that records of services and activities are stored and retrieved immediately when needed by the administrators provided there is light.

Records stored in the system can be secured long enough for future use. Unfortunately, most records in some schools are not secured because of the use of manual record system, which involves the use of manual files, pen, and paper in the production and storage of records.

Edem (2002) reiterated that administrative effectiveness of any organization or institution can be seen in proper and timely generation of reports. Unfortunately, some educational administrators have failed to make use of effective record management for the past decades. Most of the administrators in the government offices and institutions of learning do not know how to maintain proper records of activities performed daily in their respective establishments. Results revealed that school records that are currently kept in secondary school include; admission and withdrawal register, logbook, attendance register, school time table, diary, visitors' book, exam records, time movement book and a host of others. This is in line with the view of Olubebe (2013) which highlights the kind of records kept in schools. To further elucidate the impact of records management on administrative effectiveness, Scheier (1981) in the cybernetic theory stated that the management of records by means of advanced ICT tools is an interdisciplinary process and can impact multiple stakeholders in the organization.

CONCLUSION

From our findings, we concluded that out of the 7 types of records management investigated, syllabus coverage (87, 100%), staff attendance (63, 72.4%) and staff workload (50, 57.5%) in that decreasing order, are the most commonly generated and managed staff records by secondary school administrators. Equally, we concluded that syllabus coverage ($p=0.010$), staff attendance ($p=0.015$) and staff workload ($p=0.033$) are the only 3 types of staff records investigated that significantly predict administrative effectiveness, out of the 7 types investigated. Finally, we concluded that there exists a significant difference between the two methods of staff records management in secondary schools in Fako Division, with the manual method having more impact on administrative effectiveness ($p=0.018$)

Recommendations

Bearing in mind the importance of staff records management in the enhancement of quality administration, and cognisant of the limitations accompanying the manual methods of records management, the study recommends that school administrators should adapt, through skill acquisition, to electronic records management practices.

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