



The Effects of Non-Human Resources Records Management on Administrative Effectiveness in Secondary Schools in Fako Division, South West Region of Cameroon.

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ABSTRACT

Effective school administration plays a central role in shaping the overall success of a school. Administrators are responsible for creating a positive and nurturing environment that fosters student growth and development, partly through the effective management of non-human resources. This study sought to examine the effect of non-human resources records management on administrative effectiveness in secondary schools in the geo-political area of Fako Division, South West Region of Cameroon. The records continuum theory by Cook in 1999 provided the theoretical backbone of the study. The study objectively adopted the descriptive survey design. The population of study included a stratified randomly selected sample of 87 vice principals of public, lay private and confessional schools in Fako Division, South West Region of Cameroon. Data was collected by means of a structured questionnaire. 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 (Chi-Square test). Findings revealed that the respondents are negative on the effects of the management of non-human resources records on administrative effectiveness. A majority average number of 44 (51.3%) responded with negative feedback to the items, meanwhile a minority of 48.7% responded with positive feedback (strongly agree and agree). The Chi-square test revealed that the management of non-human records does not significantly account for the level of administrative effectiveness ($\chi^2 = 53.920$, $p=0.095$). Based on these findings, we concluded that there is no significant relationship between adequate non-human resources record management and the administrative effectiveness of secondary schools in Fako Division as portrayed by the findings of the study. This study therefore fails to reject the null hypothesis and concludes that the management of non-human resources records does not significantly affect administrative effectiveness. We therefore recommend that in order to continually enhance information-based decision-making processes within secondary schools, a framework for the implementation of non-human resources management practices should be established, with follow-ups and evaluation strategies put in place.

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INTRODUCTION

School administrative effectiveness is a critical component in ensuring the success and well-being of students in educational institutions. Effective school administrators are responsible for creating a safe and supportive learning environment, facilitating communication between staff, parents, and students, and implementing policies and procedures that promote academic achievement. They must possess strong leadership skills, excellent communication abilities, and a deep understanding of educational theory and best practices in order to effectively manage the daily operations of a school (Amos, 2017). School administrative effectiveness is essential for ensuring that schools are able to provide high-quality education and support to all students. By focusing on creating a positive school culture, utilizing data-driven decision making, and fostering strong relationships with staff, parents, and students, administrators can help create an environment where all individuals can thrive and succeed. Through their leadership and expertise, school administrators play a critical role in shaping the educational experiences of students and preparing them for future success.

Effective school administration is crucial for the success and overall functioning of any educational institution. While human resources play a significant role in this process, non-human resources can also greatly impact administrative effectiveness. Non-human resources such as technology, facilities, and materials can provide valuable support to school administrators in decision-making, planning, and everyday operations (Amanchukwu, & Ololube, 2015). Materials and resources such as textbooks, teaching aids, and school supplies are essential for effective school administration. School administrators need to ensure that teachers have access to the necessary materials and resources to deliver quality instruction. Additionally, administrators must allocate resources efficiently and effectively to meet the diverse needs of students and staff. By investing in high-quality materials and resources, school administrators can support teaching and learning,

promote student success, and ultimately improve overall school performance. Non-human resources play a crucial role in school administrative effectiveness. By leveraging technology, maintaining facilities, and providing adequate materials and resources, school administrators can enhance their ability to lead and manage educational institutions effectively.

Historically, the field of non-human resources management in schools has evolved significantly over the years, adapting to the changing needs and challenges of educational institutions. In the past, non-human resources management in schools primarily focused on tasks such as maintenance, procurement, and budgeting. However, as schools have become more complex organizations, the role of non-human resources management has expanded to encompass a broader range of functions (Hassan, 2017). One of the key developments in the evolution of non-human resources management in schools has been the increasing use of technology to streamline processes and improve efficiency. For example, many schools now use software systems to track and manage assets, such as computers and other equipment. This not only helps schools keep better track of their resources, but also allows them to make more informed decisions about resource allocation. Another important trend in the evolution of non-human resources management in schools is the growing emphasis on sustainability and environmental stewardship. Schools are increasingly focused on reducing their carbon footprint and adopting environmentally-friendly practices in their operations. This includes everything from energy-efficient building designs to recycling programs for paper and other materials. Non-human resources managers play a key role in implementing and overseeing these initiatives.

Additionally, the increasing diversity of the student population has also influenced the evolution of non-human resources management in schools. Non-human resources managers must now consider the needs of students from different backgrounds and with different abilities when making decisions about resource allocation. This may include ensuring that

facilities are accessible to students with disabilities, or providing resources to support English language learners.

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).

LITERATURE REVIEW

Conceptually, non-human resource management include organization or institution, basic infrastructure in concrete terms is essential. Buildings, playgrounds, equipment's, furniture's, machineries and stationeries are required for various practical purposes. Libraries, laboratories, auditorium and so on are part and parcel of an educational institution for organizing different

curricular and co-curricular programmes. The modern age of science and technology has made it possible to equip the educational institution with various media and materials, electronic gadgets including radio, television computers, projectors of many kinds and traditional aids like illustrations, models, charts, maps etc. at reasonable prices. Like human resources, there must be proper identification of physical resource needs, installation, maintenance and the most important thing is their proper utilization. But the material resources must be of right type with right specifications to be available in the right place and at the right time so that the educational goals can be realized without difficulty, duplication and wastage. It is also necessary that physical resources should have adequate flexibility, adoptability and stability for meeting the future needs and conditions, (Burden, 1995)

The resources which are mostly based on ideas and ideals, heritage, image is the curriculum, methods of teaching, innovations and experiments. Like the individual, every organization has its own personality with integrity, its own culture and its own values which are unique and influential for the smooth functioning and effective management of the institutions for creating motivation and self- pride among individuals. All these create feelings, belongingness, involvement and self-satisfaction among the personnel for working and implementing the programmes in educational institutions. At last, it can be said educational management will be meaningful if there will be a great deal of co- ordination and inter relation among these three resources. The cause is that all these three resources are interdependent and immensely contribute to holistic development of every educational institution as a whole, (Smith, 2005)

School records management is the application of systematic and scientific control of recorded information that is required for the operation of the school (Bosah, 1997). Such control is exercised over the distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition of all types of records within the school. The aim of records management is to achieve the best storage, retrieval and exploitation of school records in the school system and also to improve the efficiency of record making and keeping processes. Omoha (2013) posits that a school head (principal) must have accurate information to help him/her assess meaningfully the progress of the school. All school records are very useful; school records must be complete and be made available when the need arises. Records, which are not regularly kept, will be incomplete and misleading, badly kept records can hinder the progress of the school. The principal of secondary school is the chief executive, supervisor, coordinator and education appraiser. It becomes appropriate that the works for the welfare of staff and students are preserved using adequate records for evaluation (Chinyere et al. 2019).

More so, Idoko (2005) opined that school records are essential for evaluation, order lines,

planning, administrative convenience, discipline, grouping, continuity, revision, legal defense, guidance and counseling. It becomes expedient that secondary school managers and administrators implement the use and preservation of school records in schools. Educational management and leadership are clear dual functions in that the school managers work with only organized structures with definite roles and get things done through staff and students as prescribed by the organization and not according to his whims and caprices

Statement of the Problem

Effective school administration plays a fundamental role in ensuring the overall success and well-being of a school. School administrators are responsible for creating a positive learning environment, managing resources, and facilitating communication between staff, students, and parents. Without strong leadership and effective management skills, a school may struggle to meet the academic, social, and emotional needs of its students. School administrators are responsible for establishing clear policies and procedures that promote a safe and inclusive learning environment (Dada, 2020). They are responsible for creating a school culture that values diversity, equity, and respect for all individuals. In addition to creating a positive learning environment, effective school administration is also essential for maintaining efficient and effective operations. School administrators are responsible for managing budgets, allocating resources, and ensuring that the school is in compliance with relevant laws and regulations. They also play a crucial role in hiring and evaluating staff, providing professional development opportunities, and fostering a culture of collaboration and continuous improvement

Gama (2010) indicated that there are several indicators that show school principals in most African schools, including Cameroon, are ineffective in their roles. The inadequate infrastructure and resources in many Cameroonian schools point to a failure on the part of principals to effectively manage school finances and allocate resources appropriately. It is not uncommon to find schools lacking basic amenities such as textbooks, classrooms, and technology. This lack of investment in infrastructure reflects poorly on the leadership of school principals, as they are ultimately responsible for ensuring that schools are well-equipped to provide a conducive learning environment for students. Without adequate resources, students are unable to reach their full potential and succeed academically. Furthermore, the consistent reports of corruption and mismanagement within the education system in Cameroon suggest that school principals are not effectively upholding ethical standards and promoting transparency in their schools. There have been numerous incidents of embezzlement and fraudulent activities involving school funds, which has had a detrimental effect on the quality of education being provided to students. This lack of ethical leadership undermines the credibility of school principals

and erodes trust within the education system. In order to improve the effectiveness of school principals in Cameroon, there needs to be a greater emphasis on accountability, professionalism, ethical leadership and the management of non-human resources within the education sector. It is against this backdrop that this study is conducted.

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° 10' north and longitude 9° 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 of 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 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 co-efficient 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

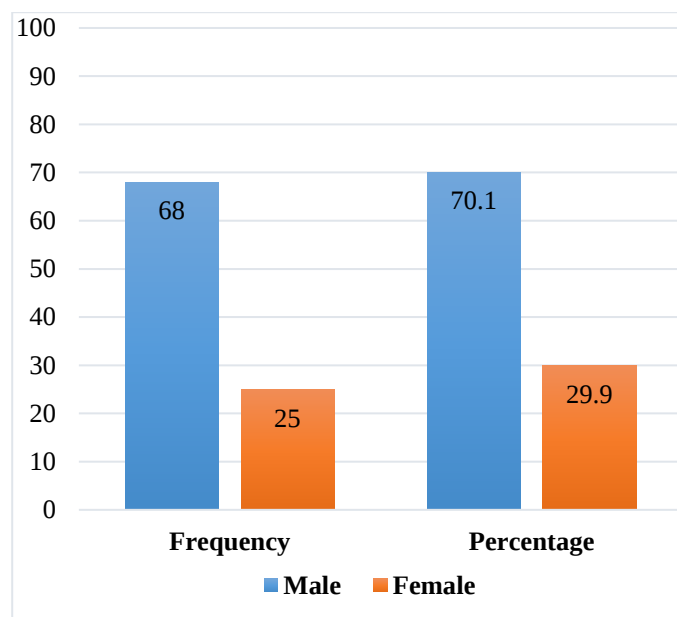


Figure 1: Representation of Respondents based on Gender

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

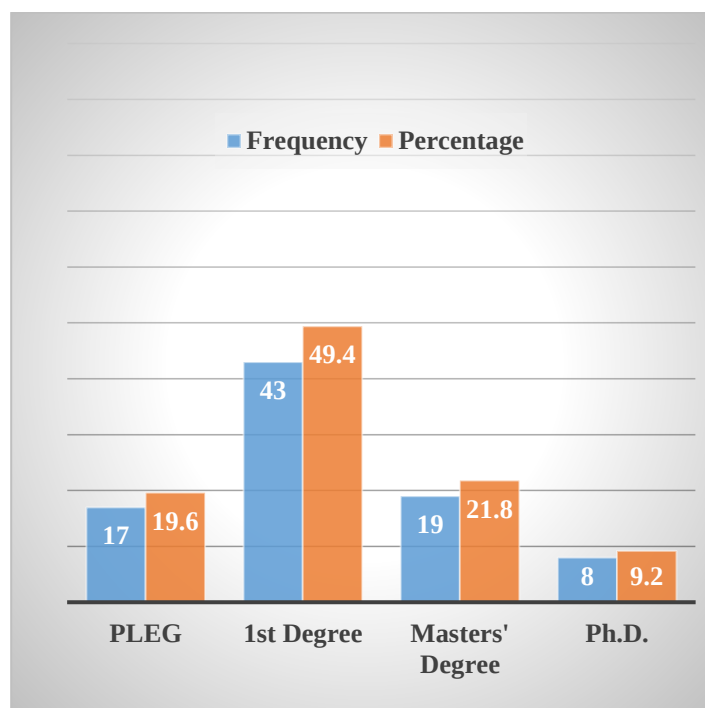


Figure 2: Representation of Respondents based on Academic Qualification

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%)

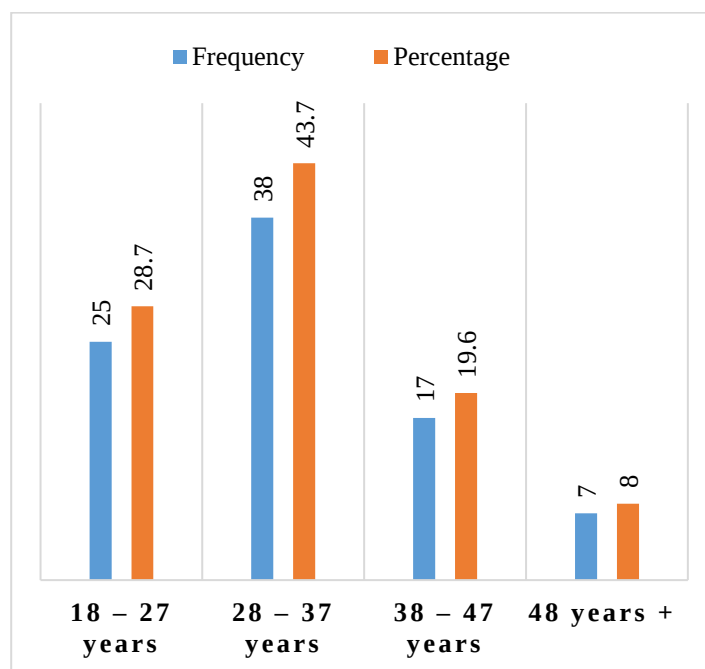


Figure 3: Representation of Respondents based on age

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%).

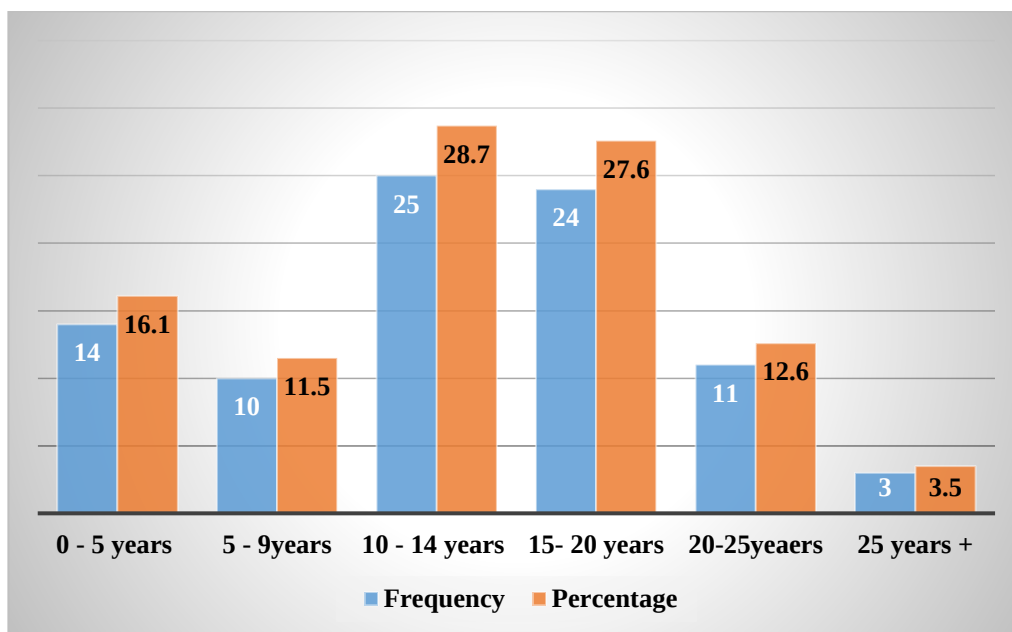


Figure 4: Representation of Respondents based on Working Experience

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%)

Management of Non-Human Resources and Administrative Effectiveness

Table 1 displays the computed results showing the frequencies and percentages of respondents regarding the management of non-human resources and administrative effectiveness. The results show respondents' percentage agreement to the various items in the questionnaire, categorized into agree, strongly agree, disagree and strongly disagree.

Table 1: Extent to which Management of Non-Human Resources Affects Administrative Effectiveness

S/N	Items	N° SA and A	% SA and A	N° SD and D	% SD and D	Decision
9	I have record of the usage of the school library	59	67.8	28	32.2	67.8% Accepted
10	I keep records of materials of the school laboratory	19	21.8	68	78.2	78.2% Rejected
11	Higher authorities have easy access to school non-human resources records	55	63.2	32	36.8	63.2% Accepted
12	I ensure to document all sports equipment of the school	32	36.8	55	63.5	63.5% Rejected
13	I document all cases of destruction of school equipment	15	17.2	72	82.8	82.8% Accepted
14	I include in my annual report all school materials	59	67.8	28	32.2	67.8% Accepted
15	I make use of the record of school materials while planning the school budget	48	55.2	39	44.8	55.2% Accepted
16	All duly registered students have easy access to school facilities available for students	52	59.8	35	40.2	59.8% Accepted
Average Total		42	48.7	45	51.3	51.3% Rejected

Source: The Researcher (2023)

Table 11 shows the levels of agreements/disagreements of respondents to the research items related to research question 2. The findings revealed, as shown on table 7, that a majority of 59 (67.8%) respondents agreed that they have record of the usage of the school library, 55 (63.2%) agreed that higher authorities have easy access to school non-human resources records, 59(67.8%) agreed that they include in their annual report all school materials, 48 (55.2%) agreed that they make use of the record of school materials while planning the school budget and 52 (59.8%) agreed that all duly registered students have easy access to school facilities available for students.

On the other hand, the findings revealed that only 19 (21.8%) agreed that they keep records of materials of the school laboratory, 32 (36.8%) agreed that they ensure to document all sports equipment of the school and 15 (17.2%) agreed that they document all cases of destruction of school equipment.

Generally, the above section aimed at investigating whether the management of non-human resources records has an effect on administrative effectiveness. Findings revealed that the respondents are negative on the effects of the management of non-human resources records on administrative effectiveness. A majority average number of 44 (51.3%) responded with negative feedback to the items, meanwhile a minority of 48.7% responded with positive feedback (strongly agree and agree).

Verification of the Research Hypothesis

H₀₂: The management of school non-human resources does not affect administrative effectiveness in secondary schools in Fako Division, South west Region Cameroon.

Table 2: Chi-Square Correlation Test for Management of Non-Human Resources and Administrative Effectiveness

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.920 ^a	25	0.095
Likelihood Ratio	52.758	25	.001
Linear-by-Linear Association	13.341	1	.000
N of Valid Cases	87		

a: 8 cells (16%) have expected count less than 5. The minimum expected count is 0.82.

Source: The Researcher (2023)

Table 2 above presents the Chi-square correlational statistics computed to the management of students' records and administrative effectiveness at a 0.05 level of significance ($p=0.05$). The chi-square correlation coefficient (X^2) was found to be 53.920 and the P-value was 0.095. Since $X^2 = 53.920$ and $p>0.05$, it indicates that there exists an insignificant relationship between the management of non-human resources records and administrative effectiveness. This study therefore fails to reject the null hypothesis and concludes that the management of non-human resources records does not significantly affect administrative effectiveness

DISCUSSION

The findings of the study revealed that the management of non-human resources records does not significantly affect administrative practices in secondary schools in Fako Division. Several studies (Davis, 2007 and Fasasi, 2010) have affirmed this finding and revealed that record management in some institutions are poorly done. They found that almost all the institutions in Akwa Ibom State have not been able to adopt an enhanced information management system to improve upon their administrative tasks. A close observation of government institutions in Akwa Ibom State revealed that majority of

the offices are still using manual record management system, which involves the use of office file, pen, paper, pencil to process records (Benjamin, 2002). This is one of the reasons why office tasks are not performed effectively and productively, in terms of accuracy, neatness, and easy retrieval of information required.

The findings of the presents study concluded that schools' administrators do not attach much importance for the use of Information and Communications Technologies (ICT); example, computers and other information management tools/devices for proper record management. This is evident in the fact that majority of respondents agreed to the fact that it becomes difficult for them to share files and documents within higher authorities. Provision of records the organization would enhance effective record management and retrieval and sharing among the users. Benjamin (2013) revealed that often times, students miss their admission because the schools they attended cannot supply them with the transcripts and other essential documents. Cases also abound when people miss employment opportunities and promotion due to their inability to obtain certificates from schools where they were trained.

The present study found that school administrators keep records on materials inventories and destruction. These are in line with those of Smith (2003) who revealed that information or data which are written

manually or electronically are preserved in books, files and computers, and other electronic devices. He revealed that within the schools, administrative records include: budgetary information, students' academic assessment booklet, number of schools in the state and students, training and development of the civil servants, income and expenditure records, economic empowerment records, resource allocation to all tiers of government. In a school system, some of these records kept are: number of teachers recruited, staff disposition, students' personal files, log book, the school diary, note of lesson, transfer certificate, terminal report cards, teachers' time book, movement book, the supervisory notebook, staff minutes' book, visitors' book and so on.

The study found that the management of non-human records was necessary for the planning of school budgets. The significance of the result is in agreement with the opinion of Akubo (2004) who stated that the financial position of a school is determined through the school records. The expenditure made in a school is usually entered into appropriate ledger and in appropriate accounting books. It also agreed with opinion of Olaboye (2004) who stressed that data collected from school records on students or pupils' enrolment and school facilities can be used for strategic planning purposes. They equally concluded that proper record management is a useful guide to intelligent decision making and effective administration in schools and other organizations.

Still in line with the present study, Jones (2003) maintained that what gives the administrator the power and control to manage the resources is the availability of information. This explains why the study found a low level of administrative effectiveness as well information based administrative practices in the study area. It is interesting to note that proper storage and security of information or data in the administration could bring about the effectiveness of the administration of any organization.

Just as stated by Kauffman (1980) in his complexity theory, the management of non-human resources is a complex process that requires the constant manipulation and interactions with various stakeholders in the school, and this culminates in the effectiveness of the administrator. Equally, Mayo (1945) in his human relations theory stated that successful administration relies greatly on the ability of the school head to interact with the human components in the school. The management of all non-human resources to ensure that human needs and welfare are taken care of, inevitably leads to the success of the principal as an administrator.

CONCLUSION

The findings reveal that there is no significant relationship between adequate non-human resources record management and the administrative effectiveness of secondary schools in Fako Division as portrayed by the findings of the study. This study therefore fails to

reject the null hypothesis and concludes that the management of non-human resources records does not significantly affect administrative effectiveness

Recommendations

In order to continually enhance information-based decision-making processes within secondary schools, a framework for the implementation of non-human resources management practices should be established, with follow-ups and evaluation strategies put in place

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