



Vice Principals' Perception on the Effects of Student's Records Management on Secondary Schools' Administrative Effectiveness 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 students' records of a school plays a crucial role in the effective administration of the institution. This study sought to examine the effect of students' 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 practices of student records management by vice principals, and the extent to which these affect administrative effectiveness in 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. 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 undecided on the effects of the management of students' records on administrative effectiveness. An average number of 45 (51.2%) responded with positive feedback to the items, meanwhile a minority of 43 (48.8%) responded with negative feedback (strongly disagree and disagree). The Chi-square test revealed that the management of students' records significantly affects administrative effectiveness, however, the association was weak ($X^2 = 1.081, p=0.048$). We equally found that there is the existence of policies, procedures and processes in the management of students' records in secondary schools in the study area. Amongst the measured indicators of students' records management practices, those most regularly practiced are creation of student files, tracing of students' records, ease of accessibility to students' records. Based on our findings, we concluded that the management of students' records has, though to a lesser extent, an effect on administrative effectiveness in secondary schools in Fako Division of the South West Region of Cameroon. We therefore recommend that improvement in records management practices is highly solicited. Such improvement practice should involve shifts from the currently manual system to the more advanced digital systems. These will necessitate the training of all stakeholders in the records management process on skills need for digital 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 (Allison & Otuza, 2017). The operational processes and functions in school administration depend on the good management of the documented activities of the school programs, infrastructures and student records found in school. Previous studies, such as the study by Oluwalola and Bello (2023) 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.

Student record management plays a crucial role in the efficiency of administrative tasks within an educational institution. By effectively managing and organizing student records, administrators are able to access and update important information quickly and easily. This not only saves time but also ensures that accurate information is readily available for decision-making processes. With proper record management systems in place, administrators can efficiently track student progress, attendance, and other pertinent data, ultimately leading to more effective and informed decision-making (Asogwa, 2012). Furthermore, student record management can enhance communication between teachers, students, and parents. By having access to up-to-dated and organized records, teachers can effectively identify areas of improvement for individual students and tailor their teaching strategies accordingly. Parents can also be kept informed about their child's progress and performance, fostering a more collaborative relationship between home and school.

Historically, students' 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 Human Resource (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 students' records management came with the advent of computer technology (Asogwa, 2012). 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 students' records management came with the rise of cloud computing (Oluwalola & Bello, 2023). 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 students' 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 Ameyaw and Frempong-Kore (2021), 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 Umar and Halilu (2023), another key development in students' 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 students' records and unlock valuable insights from their data.

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 (Umar & Halilu, 2023). However, it was not until the Renaissance and the Enlightenment that educational administration began to take shape as a distinct field of study (Gbenga & Samuel, 2022).

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 (Marizion et al., 2018). 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 (Marizion et al., 2018).

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 (Lanette et al., 2013)

LITERATURE REVIEW

Conceptually, student records refer to information that directly relates to a student, maintained by an educational authority, or any information obtained

directly from the student through the use of instructional software or applications assigned to the student by a teacher or other educational authority staff (Lamette et al., 2013). The class attendance register is a record that is useful in showing pupils/students' full names, admission number, date/place of birth and daily record of who attend classes regularly. It is usually kept by class teachers, and marked twice a day, one in the morning and one in the afternoon to ascertain whether the pupil is in school at a particular time or not. The information regarding the number of pupils presents and those absent on daily basis must be submitted to the school head teacher so that he can bring the school's daily attendance notice board up to date. Improperly kept attendance registers can lead to the embarrassment of a head. In a situation where the teacher arbitrarily marks a student who was not in the class present, such student unfortunately dies or is involved in a criminal act outside the school leading to his/her arrest, the school may be forced by the pupils' parents and the law to account for the death or the arrest of such a student.

According to Ahrens and Ferry (2018), cases of students leaving home in the morning for school but never got to school, students playing truancy, some students answering present in the attendance register in the morning and later disappeared from the school. The school attendance register is therefore helpful in checking habitual absenteeism of pupils/students from school. It helps to reveal if a pupil has been sick. Schools are advised to call the attendance register twice a day, in the morning before the first lessons and in the afternoon after the school break preferably after the mid-day. This book contains the name of every student admitted into the school. The details about each child are recorded, this includes admission number, name, sex, date of birth, date of admission, names and addresses of parents. Occupation of parents: promotion/repetition/withdrawal/transfer/completion of course. This is one of the important class records kept by the teacher. This record must be filled neatly, accurately and honestly by the class teacher. Every child should be seen before he/she is marked present (Mensah & Adams, 2014). Every student should be seen physically. Class teachers can be indicted and charge for conspiracy, if any student commit criminal offence. At the end of the term, all the calculations should be done and the register closed appropriately. The register is to be marked at the beginning of each class session either in the morning or in the afternoon. At the end of the term, there is need for the class teacher to calculate average attendance for term which could be gotten through the use of this formula

Contextually, in Cameroon, the management of school records faces a myriad of challenges that impact the quality of education delivery and institutional accountability. Research approaches have aimed at providing a comprehensive summary of the issues surrounding school records keeping in Cameroon, exploring the obstacles faced, the implications of inadequate record management, existing legal

frameworks, technological advancements, best practices for improvement, and real-life case studies showcasing successful record-keeping strategies (Gama, 2010). Looking at the Cameroon's education system is like a big jigsaw puzzle - lots of moving parts, some missing pieces, and occasionally a piece that doesn't seem to fit anywhere (Warin, 2017). Understanding how school records are managed in this system is crucial for ensuring smooth operations and setting students up for success.

In terms of challenges, the slow pace of adapting to digitalization is a major setback. Ensuring that school records are accurately kept and easily accessible can feel like trying to build a sandcastle in a windstorm when infrastructure and resources are lacking. It's hard to keep track of students' progress when you're using stone-age tools in a digital world. Equally, data accuracy and integrity issues are common challenges (Ottu et al., 2014). When school records are riddled with errors or incomplete information, it's like trying to navigate a jungle with a map that leads you in circles. Accuracy and integrity are key in ensuring that students get the education they deserve. Security and privacy concerns have also contributed to the challenges facing records management in Cameroon. School records are a treasure trove of information, but they can also be a goldmine for trouble if not kept under lock and key. It is worth mentioning that government agencies and stakeholders play a crucial role in setting the tone, providing support, and driving initiatives to improve school records management practices.

In the quest to modernize record-keeping practices in Cameroonian schools, the adoption of digital platforms and software solutions has gained significant traction. These tools offer efficient ways to store, organize, and manage vast amounts of student and administrative data, streamlining processes and reducing the risk of errors associated with manual record-keeping (Tagbotor et al., 2015). Schools in Cameroon are increasingly turning to data analytics and reporting tools to gain valuable insights from their records. These tools help administrators leverage their data to make informed decisions, identify trends, and track student performance over time. By harnessing the power of data, schools can better support student success and improve overall educational outcomes.

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.

According to Egwunyenga (2005), the primary mission of a school is to ensure the training of students, in other words, to ensure the transmission of knowledge from the teacher to the pupils. To this end, schools have the means to achieve this mission. However, their real capacity to achieve this objective varies from one school to another. These differences are undoubtedly due to the administrative techniques used by managers, their level of knowledge of standards, and the professional qualities of their leaders. One of such skills and knowledge needed is the management of students' records. The management of student records plays an essential role in the overall efficiency and effectiveness of administrative operations within educational institutions. The accurate and organized maintenance of student records facilitates the seamless flow of information between academic departments, faculty members, and administrative staff. This proactive approach to student support can help prevent dropouts, improve graduation rates, and ultimately enhance the overall quality of education provided by the institution. Mbebi (2023) reported that the average dropout rate before the end of primary education has almost tripled in ten years, from 7.2% in 2004 to 20.5% in 2014. This rate covers both education subsystems and all public and private schools in Cameroon, although the incidence of dropout is higher in public schools (25.7%) than in private ones (15.3%). This study specifically sought to find out the types of student records being managed and the records management methods used in 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° 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. The majority of vice principals sampled were males, accounting for approximately 70.1% of the total vice principal population in the study area. This reflects a broader trend in the administrative structure of secondary schools in Cameroon, where more men hold leadership roles in educational administration. Additionally, the age distribution of sampled vice principals in the study area is varied, with a significant number of them falling in the 28-37 age bracket, suggesting a mix of experienced administrators and younger professionals entering the field. In terms of educational qualifications, the vice principal population in Fako is predominantly well-educated. A large percentage of them hold at least a bachelor's degree, with many also possessing postgraduate qualifications such as master's or doctoral degrees. This high level of education among administrators underscores the commitment to professional development and continuous learning within the education sector in Fako. Furthermore, the diversity of academic backgrounds among the administrators contributes to a rich and dynamic school environment, where educators and administrators bring a range of expertise and perspectives to their school environment.

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. 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 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 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 in order to find out the strength of the relationship that exists between the management of students' records and administrative effectiveness

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

Management of Students' Records

The table below displays the computed results showing the frequencies and percentages of respondents regarding the management of students' records 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 the Students' Records are Managed in Secondary Schools in Fako Division

S/N	Items	N° SA and A	% SA and A	N° SD and D	% SD and D	Decision
1	All students have record files in the school	53	60.9	34	39.1	60.9% Accepted
2	Students' progress record can easily be traced from their records kept in school	67	77	20	23	77% Accepted
3	Students' records are kept via electronic means in school	20	23	67	77	77% Rejected
4	Accessibility to students' record is easy	56	64.4	31	35.6	64.4% Accepted
5	Students' records are regularly updated in the school	12	13.8	75	86.2	86.2% Rejected
6	Students' records usually serve as a guide for school decision making	64	73.6	23	26.4	73.6% Accepted
7	The school has staff responsible for the management of students' records	18	20.7	69	79.3	79.3% Rejected
8	The academic records of students are what guides the school to determine the students' level of preparation for their exams	66	75.9	21	24.1	75.9% Accepted
Average Total		45	51.2	43	48.8	51.2% Accepted

Source: The Researcher (2023)

Table 1 shows the levels of agreements/disagreements of respondents to the research items related to research question 1. The findings revealed, as shown on table 1, that a majority of 53 (60.9%) of the respondents agree all students have record files in their school, 67 (77%) agreed that students' progress record can easily be traced from their records kept in school, 56 (64.4%) agreed that accessibility to students' record is easy, 64 (73.6%) agreed that students' records usually serve as a guide for school decision making and 66 (75.9%) agreed that the academic records of students is what guides the school to determine the students' level of preparation for their exams

On the other hand, the findings revealed that only 20 (23%) agreed that students' records are kept via electronic means in school, 12 (13.8%) agreed that students' records are regularly updated in the school and 18 (20.7%) agreed that the school has staff responsible for the management of students' records

Generally, the items were formulated with the aim of investigating whether the management of students' records has an effect on administrative effectiveness. Findings revealed that the respondents are undecided on the effects of the management of students' records on administrative effectiveness. An average number of 45 (51.2%) responded with positive feedback to the items, meanwhile a minority of 48.8% responded with negative feedback (strongly disagree and disagree).

Verification of the Research Hypothesis

H_{01} : The management of students' records does not significantly affect administrative effectiveness in secondary schools in Fako Division, South west Region Cameroon.

Table 2: Chi-Square Correlation Test for Management of Students Records and Administrative Effectiveness

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.081^a	30	0.048
Likelihood Ratio	45.048	30	0.038
Linear-by-Linear Association	3.098	1	0.078
N of Valid Cases	370		

10 cells (20%) have expected count less than 5. The minimum expected count is 1.44.

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 1.081 and the p-value was 0.048. Since $X^2=1.081$ and $p<0.05$, it indicates that there exists a significant relationship between the management of students' records and administrative effectiveness. This implies that the more or less the administration manages students' records properly, the more or less it becomes effective respectively. This study therefore rejects the null hypothesis and concludes that the management of students records significantly affects administrative effectiveness

DISCUSSION

The findings of the study revealed that the management of students' records affects administrative practices in secondary schools in Fako Division. These findings therefore corroborate previous studies that revealed that managing school records enhanced school administrative effectiveness (Allison & Otuza, 2017). Conversely, poor records management practices result in difficulties in administering, planning and monitoring of educational systems (Ottu et al., 2014) and thus inhibit school administrative effectiveness. A finding of the study suggests a positive correlation exists between good records management practices and administrative effectiveness of school managers. It was deduced from the study that the records management practices observed in this study were done by the school vice principals to systematically control the schools' records in order to meet school needs, national and local educational requirements, and community expectations (Ahrens & Ferry, 2018). This implies that the benefits of school records management practices can be maximized when all the activities involved in record creation to its eventual disposition are properly coordinated.

Students' records storage was found to be less stored via electronic means. These findings are in tandem with those of Gama (2010), Asogwa (2012) and Warin (2017) where they reported that most schools store records in file cabinets and metal cupboards. However, records storage in vaults based on the value of the record had the lowest mean which implied that attention was not given to sensitive and vital school records. This agrees with Tagbator et al. (2015), who found that vital records were not stored securely using modern security equipment in the schools covered by his study but were also stored inside file cabinets or drawers which are prone to both man-made and natural disasters.

Accessibility and update of records were found to be high. The findings agreed with that of Marizon et al. (2018) and Gbenga and Samuel (2022), where they reported that school records were not properly preserved. Findings showed that retention scheduling

has a mean of 2.87 which implies that schools follow a time schedule of where and when the records should be kept and retained. Even though, it was a fair practice it differs from the findings of Mensah and Adams (2014) who found that the schools studied did not have retention schedule policy, but the staff used self-discretion to appraise the records for retention. Bertalanfy (1946) mentioned that the school is a system made of various stakeholders, students being a part of it. Therefore, the proper management of records relating to students' academic and moral activities leads to the success of the school and its administrator.

This study equally found that the keeping and management of students' records were useful for assessing students' academic progress and preparedness examinations. These findings were in line with Umar and Halilu (2023) who stated that record management on academic performance of students is imperative for academic decisions. It was also in agreement with the opinion of Caroline (1999) who added that there is great need for academic record management for effective school management.

CONCLUSION

Based on the findings of the study, the researcher concluded that the management of students' records is only averagely practiced in secondary schools in Fako Division of the South West Region of Cameroon. There is the existence of policies, procedures and processes in the management of students' records in secondary schools in the study area. Amongst the measured indicators of students' records management practices, those most regularly practiced are creation of student files, tracing of students' records, ease of accessibility to students' records. This study therefore rejects the null hypothesis and concludes that the management of students records significantly affects administrative effectiveness

Recommendations

To improve the practice of students' records management in secondary schools in Fako, all stakeholders in the management of records should be trained on the adoption of computerized records management skills and practices

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