

Record Keeping Practices of Secondary School Principals: An Enugu State Education Zone Study

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Abstract

This study was designed to establish record keeping practices of secondary school principals in Enugu State Education Zone and problems associated with keeping of records. The study was a descriptive research design guided by four research questions. Questionnaire, titled "Record Keeping Practice of Secondary school Principals in Enugu Education Zone of Enugu State" which was designed by the researcher was used for data collection. 650 secondary school teachers and 28 principals from Enugu Education Zone of Enugu State were used for the study; thereby bringing the total study population to 678. Data was analyzed using mean and the level of acceptance for answering each research question was based on a mean of 2.5 and above on four point rating scale. The result among others shows that secondary school principals and teachers in Enugu State indicated that records presently kept in their schools include admission register, attendance register, weekly diaries of work, log book, visitor's book, staff record register, staff minutes book, school time-table, punishment book, school accounts books and education edict and regulation Manual. It was the opinions of the secondary school principals and teachers that the administrative practices that characterize the keeping of day to day administrative records to senior teachers, record events as they occur in the appropriate record booklets, keep accurate custody of record materials and books in the offices, check every item of information in the records before appending their signatures and monitor teachers' adherence to instructions on the keeping of records. There was no significant difference between the opinions of secondary school teachers and principals with regard to the administrative practices that characterize the keeping of records in secondary schools in Enugu Education Zone. Based on findings of the study, recommendations were made.

Keywords: Record Keeping, Secondary Schools, School Principals, School Teachers

Introduction

Education law demands that every educational institution should keep certain school records. These records are administrative records and teachers professional records. There are other records not required by law, but which are kept because they provide a useful source of information not only for members of the school community but also for people outside it, these include employers for example may be interested in having particular information about students' scholastic achievements, parents may be interested in knowing how their children behave and perform in the school. Some ex-students may write for information about their career while in school, auditors may be interested in checking on details of financial transactions, inspectors may need to go through the record of work of a particular teacher who is facing disciplinary action, you too may need to collate some information about a student or member of staff to back up a case you are putting to the school Board.

Therefore, because of their usefulness, school records should be easily assessable but at the same time they should be safely kept where they cannot be easily destroyed. The usefulness of school records depends on their being accurate, complete and reliable. Institutions dealing with man and his activities need records to discharge their duties efficiently. That is why record keeping is very important in the school system. Taken together, records in the school system serve the following purposes. Records enable the principal and the teacher to understand the background nature, problems, activities and progress of each child and with such an understating, the principal and the teacher are in a good position to help students. Proper keeping of records furnishes parents with data on the activities, problems and achievements of

their children or wards. Some records provide students with information on the pattern of their progress. Through appropriate records, prospective employers often gather information on the background, nature, activities and achievements of applicants. If a student seeks transfer from one school to another, school records are needed to determine whether or not he should be accepted by the school to which he seeks transfer. Accurate records are crucial factor in the successful planning of the financial, physical and human resources in the school system by Ministry of Education and other relevant agencies.

Some record keeping is very important in the school system as it is in other human enterprises. Apart from contributing immensely towards proper performance of the various functions in the school system, appropriate records helps school personnel to understand the complex nature of man. Therefore, it is mandatory that school principals and teachers became familiar with the various types of records in the school system, the procedure for keeping each record as well as its' usefulness. Unfortunately, reports of inspectors of education and chief supervisory principals in most education zones of Enugu state seems to indicate that there may be weakness and inefficiencies in the record keeping practices of secondary school principals and teachers in Enugu Education One. The problem which this study seeks to address posed as question is: What administrative practices are adopted by secondary school principals in the keeping of records in Enugu Zone Secondary school and what problems are associated with record keeping in Schools?

Record Keeping

Smith (1972) reported that record keeping in school enables the school head to maintain continuity in the general educational process in a particular school programme and in all area of learning. Morphet, Joes and Reller (1974) pointed out that the school administration has the responsibility of keeping records of funds, property and person accurately, honestly and faithfully. Kempner (1980) noted that records enable school head to understand background, nature, problems, activities and progress of each child; this is in essence, the duty of school heads to keep records of their schools since records provide information for students, teachers and the administration when needed. Ogbonnaya (1994) had argued that if school records are properly kept they serve as an information bank from which the principal and his staff call recall stored information when needed. Eresimadu and Nduka (1987) pointed out that since records can be left to the memories of people, they must be kept to form a repertory of useful information for individual staff, the school, the community and other educational institutions, the nation and rest of the world.

Supporting the importance of records as a store house of information to students, teachers and administrators, Ezeocha (1990) added that records are also kept for purposes of school financial accounting as well as keeping inventory of school equipment and activities. Indeed, a good documentation of importance of record keeping in schools has been provided by Ozigi (1997), Akubue (1992); Adeboyeje and Afolabi (1992) that the keeping or records furnishes not only school heads and teachers with knowledge of background, problems and activities of students but also provides parents and prospective employers with information on problems and achievements of children or applicants.

Records constitute a store house of useful information to students, parents, teachers, school heads and employers on the background activities and progress of staff and students. Since record keeping is so important, secondary school principals should adopt efficient administrative procedures in the keeping of school records. These procedures as enunciated by Ehiametalor and Aderounmu (1985) include prompt procurement of records from the appropriate authorities, proper delegation of duties to teachers on the keeping of records and efficient monitoring of teachers delegated to keep records.

Statement of the Problem

Records constitute a storehouse of useful information to students, parents, teacher, school heads and employers on the background activities and progress of staff and students. The keeping of records furnishes not only parents but teachers, principals with data on the activities, problems and achievement of their students. Unfortunately, reports of inspectors of education and chief supervising principals in most local government areas in Enugu Education Zone of Enugu State seems to indicate that there may be weaknesses and inefficiencies in record keeping practices of secondary school principals. For instance, the chief supervising principal of Enugu Education Zone of Enugu State had during the conference of secondary principals held in 1997 at Enugu indicated school principals over what he called lapses in keeping of records in secondary schools. Also, the chief inspector of Education in Enugu Education Zone had ring the 1997/98 schools year criticized the lack of zeal and interest on the part of teachers delegated to keep records. The outstanding issues this study seek to address is the lapses in administrative practices that characterize keeping of records; it also seek to determine problems associated with keeping records in secondary schools in Enugu Education Zone of Enugu State.

Propose of the Study

The main purpose of the study was to determine record keeping practices of secondary schools in Enugu Education Zone of Enugu State. Superficially, the study tends to:

- i. Find out what records are presently kept in schools.
- ii. Establish administrative practices that characterizes keeping of records in secondary school.
- iii. Find out problems associated with keeping of records;
- iv. Determine seriousness of such problems indentified.

Significance of the Study

Schools have been established for the purposes of achieving set goals. In order to achieve these goals, teachers and principals are appointed to manage affairs of schools. Their functions are not just limited to teaching alone, but ensuring that everything run smoothly and there is strict accountability. Therefore, a study such as this which was designed to establish record keeping practices of secondary school principals in Enugu Education Zone becomes significant. Findings of this study will provide information, which will enable principals and teachers to effectively and efficiently keep records in their schools. The findings of this will also inform school board on nature of record keeping that exist in secondary schools in Enugu Education Zone. These findings will help governments in making far reaching decisions on how to improve on record keeping system which is currently used in secondary schools. Finally, the result of this study could lead to organization of seminars and workshops which will help to inform principals and teachers about importance of keeping schools records.

Research questions

1. What records are presently kept in schools?
2. What administrative practices characterized the keeping of records?
3. What problems are associated with the keeping of records?
4. How serious are the problems indentified?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean opinion scores of secondary school principals and teacher in Enugu Education Zone with regard to administrative practices that characterize keeping of records.
2. There is no significant difference between the mean opinion scores of secondary school principals and teachers in Enugu Education Zone with regard to problems associated with record keeping in schools.

Methodology

Research design according to Uzoagulu (1998) can be described as an outline, general arrangement or plan from which something may be made. Nworgu (2001) stated that a research design is a plan or blue print which specifies how data relating to a given problem should be collected and analyzed; it provides the procedural outline for the conduct of any given investigation. The adopted survey research design because it is considered the most appropriate and fitted definition of the researcher's work. The study was conducted in Enugu Education Zone of Enugu Sate. Enugu Education Zone consists of three Local Government Areas namely Enugu North, Enugu South, and Enugu East.

Population of the Study

The population of the study consisted of all secondary school principals and teachers in Enugu Education Zone of Enugu State. Based on 1998/99 session, the population of principals was twenty-eight while that of teachers was one thousand, six hundred and twenty four only (Enugu State School Management Board, 1998/99). The Table 1 presents the Population of Secondary school Principals and teachers in Enugu Education Zone by Local Government Area.

S/No	L.G.A	No. of Principals	No. of Teachers
1	Enugu North	7	533
2	Enugu East	8	528
3	Enugu South	13	663
Total		28	1,624

Simple random sampling technique was used to select the number of secondary school teachers to be involved in the study. The number of secondary school teachers selected was 650. All the secondary school principals were involved in the study because of small nature of the population size which was twenty-eight. The research instrument used for was questionnaire titled "Record Keeping Practices of Secondary School Principals in Enugu Education Zone". It was developed by the researcher and the instrument was made up of two sections, Part A and Part B. Part A consisted of the following personal data: name of school, rank of respondent and location of school while Section B was made up of twenty eight items in four cluster of A, B, C and D.

A four points rating scale was provided for respondents to make their responses to the questionnaire. These were strongly agree (SA = 4), agree (A = 3), disagree (D = 2), strongly disagree (SD = 1), and very serious (VS = 4), serious (S = 3), not serious (NS = 2) and not a problem (NP = 1). The scale is rated as follows:

The instrument was subjected to an initial face validation by five experts in education administration and planning at University of Nigeria, Nsukka. The experts were requested to look at the instrument that they are in line with the purpose of the study. The face-validated instrument was subjected to field trial using 20 secondary school teachers in five secondary schools in Agbani Education zone in Enugu State as trial subjects. On the basis of the responses obtained during the field trial, corrections and adjustments were made in the instrument so as to ensure clarity, precision, internal consistency and flow of thoughts from one item to the other. From the face validation and field trial, it became apparent that the instruments were valid and reliable for collecting the data for answering the four research questions of the study. A modified version of Kuder-Richardson formula was used in estimating the internal consistency of the instrument. A reliability index of 0.75 was arrived at after the computation.

The research employed the direct delivery technique in the administration of the instrument/. This means that the questionnaire was administered personally on the respondents. Secondary schools in Enugu North were the first set of secondary schools to be visited. After this, secondary schools in Enugu South and Enugu East were visited. Mean scores were used in answering the research questions while the test statistics was used in testing the two null hypothesis formulated to the study. The level of acceptance for each research question was based on a mean of 2.5 and above on the four point rating scale.

Findings/Discussions

This presents the analysis of the collected data and discusses the discoveries made.

Research Question 1: What records are presently kept in secondary school in Enugu Education Zone?

Table 1: Mean ratings of the secondary school principals and teachers on records presently kept in schools.

S/NO	Questionnaire Item	Principals			Teachers		
		X	SD	Dec	X	SD	Dec
1.	Admission Register	3.93	0.27	SA	3.08	1.16	SA
2	Attendance Register	3.71	0.47	SA	3.27	1.04	SA
3	Weekly Diaries Of Work	3.93	0.27	SA	3.54	0.90	SA
4	Log Book	3.86	0.36	SA	3.15	0.19	SA
5	Visitors Books	3.86	0.36	SA	3.96	0.28	SA
6	Staff Record Register	3.50	0.65	SA	3.62	0.75	SA
7	Staff Minutes Book	3.79	0.43	SA	3.58	0.76	SA
8	School Time Table	3.86	0.36	SA	3.85	0.37	SA
9	Punishment Book	3.79	0.43	SA	3.30	0.62	SA

10	School Account Book	3.93	0.27	SA	3.12	0.77	SA
11	Education Edict and Regulation	3.07	0.49	SA	2.85	0.88	A

Table 1 presents the mean ratings of the principals and teachers on the records presently kept in their schools. The table shows that all the items are highly rated by both categories of respondents. Items 81, 2, 3, 4, 5, 6, and 7 are rated 3.93, 3.71, 3.93, 3.86, 2.50 and 3.79, items, 9, 10, and 11 are rated 3.86, 3.79, 3.93 and 3.07 by the secondary school principals. For the teachers items 1, 2, 3, 4, 5, 6 and 7 are rated 3.08, 3.27, 3.54, 3.15, 2.12 and 2.85 respectively.

It is therefore the opinions of the secondary school principals and teachers in Enugu Education Zone that the records presently kept in their schools include admission register, attendance register, weekly diaries of work, log book visitors book, staff record register, staff minutes book, school time-table, punishment book, school account book and education edict and regulations. Secondary school principals and teachers in Enugu education Zone indicated that the records presently kept in their schools include admission register, attendance register, weekly diaries for work, log book, visitor's book, staff record register, staff minutes book, school time-table, punishment book, school accounts book and education edict and regulations manual. This finding is understandable given the fact that these records are the ones specified by law, to keep it secondary schools be the Enugu State Post Primary School Management Board. The researcher's personal experience as a teacher in one of the secondary schools shows that these records are the ones kept.

Research Question 2: What administrative practices characterize the keeping of records in secondary schools in Enugu Education Zone?

Table 2: Mean rating of the secondary school principals and teachers on the administrative practices that characterize the keeping of records.

S/NO	Questionnaire Item	Principals			Teachers		
		X	SD	Dec	X	SD	Dec
12	Secondary school principals delegate the keeping of day to day administrative records to senior teachers	2.86	0.74	A	2.69	0.97	A
13	Record events as they occur in the appropriate record book-lets	2.64	1.08	A	3.23	0.59	SA
14	Keep accurate custody of record materials and books in their offices	2.71	0.91	A	3.33	0.68	SA
15	Check every item of information in the records before appending their signatures	3.14	0.77	SA	3.43	0.51	SA
16	Monitor teachers adherence to instructions on the keeping of records cluster mean	3.14	0.77	SA	2.88	1.11	A

Table 2 presents the opinions of the secondary school principals and teachers in Enugu Education zone on the administrative practices that characterize the keeping of records in schools. The table shows that all the five items are highly rated by both the principals and the teachers. For the principals, the means score of the five items range from 2.64 to 3.14 while those of the teachers range from 2.69 to 3.43.

It is therefore the opinions of the secondary school principal and teachers that administrative practices that characterize keeping of records include the fact that principals delegate keeping of day to day administrative records to senior teachers, record event as they occur in their appropriate record booklets, keep accurate custody of record materials and books in the offices, check every item of information in the records before appending their signatures and monitor teaches adherence to instructions on the keeping of records. These findings are not surprising given the existential experiential fact that school heads to delegate some authority to their teachers to keep some administrative records in schools. Ezeocha (1990) reported that since the custody of all school records is not the monopoly of the principals, he normally appoints such other person like the vice-principal, heads of departments and senior teachers to assist him in the keeping of the records. Ehiametalor and Adeiounmu (1985) stated that among the tasks of the principals is that of

keeping accurate custody of record materials and books as well as checking and cross-checking every items of information in the records before appending their signatures.

Research Question 3: What problems are associated with keeping of records in schools?

Table 3: Mean ratings of the secondary school principals and teachers on the problems associated with keeping of records in records in schools.

S/NO	Questionnaire Item	Principals			Teachers		
		X	SD	Dec	X	SD	Dec
17	Lack of funds to procure books and equipment	2.87	0.94	A	3.04	0.99	SA
18	Delay in the supply of records book to principals	2.64	0.84	A	3.09	0.80	SA
19	Negative attitude to work by the principal	1.71	0.61	D	1.81	0.85	D
20	Too many administrative functions of the principal	2.21	0.80	A	2.00	0.80	A
21	Dishonesty on the part of teachers delegated to keep records	2.14	0.66	A	2.27	1.19	A
22	Lack of zeal and interest on the part of teachers to keep records	2.50	0.52	A	2.46	1.17	A

Table 3 presents the opinions of the secondary school principals and teachers in Enugu Education zone on the problems associated with keeping of records in schools. Looking at the table we can see that for the secondary school principals the mean scores of items 17, 18 and 22 are 2.87, 2.84 and 2.50 while those of items 19,20 and 21 are rated 1.71, 2.21 and 2.14 respectively. The table also shows that the secondary school teachers rated items 17, 18 and 22, 3.04, 3.09 and 2.46 while items 19, 20 and 21 are rated 1.81, 2.00 and 2.27 respectively. It is therefore the opinions of the secondary school principals and teachers in Enugu Education Zone that the problems associated with keeping of records in their schools include lack of funds to procure books and equipment, delay in the supply of record books to principals as well as lack of zeal and interest on the part of teachers to keep records. The finding that there was lack of funds to procure record materials and equipment for schools is not surprising given the hard economic twice. Fagbemi (1786) averred that in a period of austerity, finding of capital projects in educational institutions like classroom blocks, library, laboratory buildings and the provision of materials and equipment become a problem since government rarely gives grant for capital projects. It is also obvious that lack of funds will result in the delay in the supply of record materials and equipment schools. It is thus not surprising that the respondents also indicated delays in the supply of records to schools. The reported dishonesty and lack of zeal on the part of teachers delegated to keep records could be attributed to the general indiscipline and lukewarm attitude to work by most secondary schools teachers. Ogbonnaya (1994) observed that teachers' lukewarm attitude are due to delay in the payment of their salaries and allowances.

Research Question 4: How serious are the problems associated with the keeping or records as identified?

Table 4: Mean ratings of the secondary schools principals and teachers on the seriousness of the problems associated with the keeping of records as identified.

S/N O	Questionnaire Item	Principals			Teachers		
		X	SD	Dec	X	SD	Dec
23	Lack of funds to procure books and equipment	2.79	0.97	S	3.00	1.06	S
24	Delay in the supply of records book to principals	2.64	1.01	S	2.92	0.92	S
25	Negative attitude to work by the principal	2.29	1.14	NS	2.15	0.88	NS
26	Too many administrative functions of the principal	2.21	0.89	NS	2.35	0.75	NS
27	Dishonesty on the part of teachers delegated to keep records	2.78	1.05	S	2.58	0.99	S
28	Lack of zeal and interest on the part of teachers to keep records	2.93	1.07	S	2.88	1.14	S

Table 4 above presents opinions of secondary school principals and teachers in Enugu Education zone on the seriousness of the problems associated with the keeping of records in schools. Looking at the table, we can see that the mean scores of the secondary school principals on four of the six items in this cluster namely; items 23, 24, 27 and 28 are 2.79, 2.64, 2.78 and 2.93 respectively. Items 23, 24, 27, and 28, are 2.79, 2.64, 2.64, 2.78, and 2.93 respectively. Items 25 and 26 have low means scores of 2.29 and 2.21 respectively. The table also shows that the secondary school teachers rated items 23, 24, 27, and 28, 3.00, 2.92, 2.58 and 2.88 respectively. However, items 25 and 26 are rated 2.15 and 2.35 respectively.

It is therefore the opinion of the secondary school principals and teachers that lack of funds to procure books and equipment, delays in the supply of record books to principals, dishonestly and lack of zeal and interest on the part of teachers constitute serious problems associated with the keeping of records in secondary schools in Enugu Education zone of Enugu state. The finding that lack of funds to procure books and equipment and that delays in the supply of record books to teachers constitute very serious problems in the keeping or records are not surprising because in a period of austerity and inflations,. As supported by (Fagbemi 19) funds are hard to come by to embark on school projects or procure school equipment. The reported lack of zeal and interest on the part of teachers are also not surprising because when teacher's salaries and allowances are not paid, their morale, zeal and interest will be low.

Hypothesis 1

There is significant difference between the mean opinion scores of secondary school principals and their teachers with regard to the administrative practices that characterize the keeping of records in secondary schools in Enugu Education Zone.

Table 5:

Summary of T-Test for Hypothesis One

Variable	Mean	SD	N	Level of significant	DF	Call t value	Table t-value	Decision
Administrative practices that characterize the keeping of records teachers	3.11	0.65	650	0.05	676	1.50	1.96	H ₀ is accepted
Principal	2.90	0.73	28					

Table 5 presents the t-test analysis of the different between the mean scores of the teachers and principals on the administrative practices that characterize the keeping of records in schools, looking at the table; we can see that the calculated t-value is 1.50 at 676 degrees of freedom and .05 level of significance. Since this calculated value of 1.50 is less than the critical (table) value of 1.96, the first null hypothesis of the study is accepted. The result of hypothesis indicated that there was no significant difference between the opinions of secondary school teachers and principals with regard to the administrative practices that characterize the keeping of records in secondary schools in Enugu Education Zone. This finding is supported by the result of research question two which has cluster mean scores of 3.11 and 2.90, an indication of no significant difference between the opinions of the two categories of respondents. So, although the magnitude of the teachers' mean score is greater than that of the principals by narrow margin, the difference is not statistically significant.

Hypothesis 2: There is no significant difference between the mean opinion scores of secondary school teachers and principals with regard to the problems associated with the keeping of records in schools.

Table 6: Summary of T-Test for Hypothesis Two

Variable	Mean	SD	N	Level of significant	DF	Call t value	Table t-value	Decision
Problems in the keeping of records teachers	2.45	0.71	650	0.05	676	0.44	1.96	H ₂ is accepted
Principal	2.38	0.83	28					

Table 6 presents the t-test analysis of the different between the mean scores of the teachers and principals in Enugu Education Zone on the problems associated with the keeping of records in schools. Looking at the table, we can see that the calculated t-value is 0.44 at 676 degree of freedom and 0.05 level of significance. Since this calculated t-value of 0.44 is far less than the table (critical) value of 1.96, the second null hypothesis of this study is accepted. Therefore, there is no significant difference between the opinions of secondary school teachers and principals with regard to the problems associated with the keeping of records in schools. The result of hypothesis two indicated that there was no significant differences between the opinions of secondary school teachers and principal with regard to the problems associated with the keeping of records in secondary schools in Enugu Education Zone. This finding is supported by the result of research question three with the cluster mean scores of 2.45 and 2.29 and indication of no significant difference between the opinions of the two categories of respondents. So, although the magnitude of the teachers' mean score is greater than that of the principals by narrow margin, the difference is not statistically significant.

Summary of Findings

The following constitute the summary of the findings of this study.

1. Secondary school principals and teachers in Enugu Education zone of Enugu State indicated that records presently kept in their schools include admission register, attendance register, weekly diaries of work, log book, visitor's book, staff record register, staff minutes book, school time-table, punishment book, school accounts book and education edict and regulations manual.
2. It was opinions of the secondary school principals and teachers that the administrative practices that characterize the keeping of records include the fact the principals delegate the keeping of day to day administrative records to senior teachers, record events as they occur in the appropriate record booklets, keep accurate custody of record material and books in the office, check every item of information in the records before appending their signatures and monitor teachers' adherence to instructions of the keeping of records.
3. Secondary school teachers and principals in Enugu Education Zone of Enugu State reported that problems associated with the keeping of records in secondary schools include lack of funds to procure books and equipment, delay in the supply of record books to principals as well as lack of zeal and interest on the part of teachers to keep records.
4. It was opinions of secondary school principals and teachers that lack of funds to procure books and equipment, delays in the supply of record books to principals, dishonesty and lack of zeal and interest on the part of teachers constitute serious problems associated with the keeping of records in secondary schools in Enugu Education Zone of Enugu State.
5. There was no significant difference between the opinions of secondary school teachers and principal with regard to the administrative practices that characterize the keeping of records in secondary schools in Enugu Education Zone.
6. There was no significant difference between the opinions of secondary school teachers and principals in Enugu Education Zone with regard to the problems associate with the keeping of records in secondary schools.

Conclusion

This study focused on record keeping practices of secondary school principals in Enugu education zone of Enugu State. The need for the study arose because reports of inspectors of education and chief supervising principals in most local governments in the Enugu education zone of Enugu State indicated that there may be weaknesses and inefficiencies in the record keeping practices of secondary school principals. This study was therefore conceived to investigate the record keeping practices of secondary school principals in Enugu education zone of Enugu State. Therefore, conclusions have been drawn from the major findings of the study that records presently kept by all secondary school teachers and principals in Enugu education zone of Enugu State include admission and attendance register, weekly diaries of work, log book, visitor's book, staff record register, staff minutes book, school time-table, punishment book, school accounts book and education edict manual. Several problems are associated with the keeping of records in secondary schools in Enugu education zone. These include lack of funds to procure record books and equipment, delays in the supply of record books to principals and lack of zeal and interest on the part of teachers to keep records.

Recommendations

The following recommendations have been made in the light of the findings:

1. Secondary school principals in Enugu education zone of Enugu State should continue to encourage and monitor their teachers in the keeping of records in schools. The principals should ensure that all the relevant records are kept in secondary schools.
2. Secondary schools principals should continue to delegate the keeping of day to day administrative records such as attendance register, diaries and schemes of work, and punishment book to teachers in their schools. They should ensure that they record events as they occur in the appropriate record booklets and check every item of information in the records before appending their signatories. This is necessary because when principals append their signatories to records, the implication is that such records are correct and are duly kept.
3. The Enugu State Post Primary School Management Board should provide secondary school principals with sufficient funds to procure all record materials in their schools. This is necessary because without funds, principals cannot procure the records for their schools.
4. The Enugu State Post Primary School Management Board should take necessary steps to pay teachers salaries and allowances regularly. This will lead to increased morale and interest on the part of teachers in the keeping of records.

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