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ASSESSMENT OF PRINCIPALS' MANAGEMENT OF SCHOOL RECORDS ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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Abstract

This study assessed principals' management of school records on teachers' job performance in public secondary schools in Kaduna State, Nigeria. The objectives of the study are to: examine principals' management of school diary on teachers' job performance in public secondary schools in Kaduna state, Nigeria, and ascertain the principals' management of teachers' attendance registers on teachers' job performance in public secondary schools in Kaduna state, Nigeria. The systems theory was used for the study. The researcher used a descriptive survey research design. The population for this study was 71,919. A total of 360 respondents was used to select a sample from a population of 71,919. The instrument used by the researcher for data collection is a self-structured questionnaire. The data collected through the questionnaire design for the study were analysed using descriptive analysis such as frequencies and percentages. The postulated hypotheses of this research were analysed using the statistical tool of Analysis of Variance (ANOVA). Hypotheses were tested at a 0.05 alpha level of significance. Based on the result of the findings, the study concluded that school diaries were provided, while a lesser percentage was not provided. Also, teachers' attendance registers were managed in senior secondary schools in Public Senior Secondary School, Kaduna State, Nigeria, and a reasonable number of school records are managed in senior secondary schools in public secondary schools in Kaduna State, Nigeria. In view of the findings the researcher recommends that; fully provided and well managed records, will alleviate academic and administrative problems in public secondary schools in Kaduna State, Nigeria, Government should provide records office for management both electronic and manual movement book in public secondary schools in Kaduna State and employ clerical officers to handle the records and secondary school administrators should try as much as they can to be encouraging record management practices most especially continuous assessments records in their respective schools to have the desired records toward attaining educational goals.

Keywords: Principal, Management, School records, Teachers, Job Performance, Secondary Schools

Introduction

The education system in Nigeria is characterised by a diverse landscape that reflects the country's cultural, linguistic, and socio-economic diversity. The structure of the Nigerian education system is organised into three levels: basic education (comprising primary and junior secondary education), senior secondary education, and tertiary education. The Federal Ministry of Education oversees the national education policy, while each of the 36 states has its State Ministry of Education, contributing to a decentralised approach to education management (Federal Republic of Nigeria, 2018). The importance of effective school record management within the Nigerian education system cannot be overstated. School records encompass a wide range of documents and information, including student academic records, attendance registers, financial records, and administrative documents. The significance of these records lies in their role as a foundational component for effective school administration, policy formulation, and decision-making processes.

Effective educational management requires accurate and timely data for quality planning and decision making using the implementation of Nigeria Education Management Information System (NEMIS) guidelines to keep school records (Smith, 2020). One of the provisions of the implementation of Nigeria Education Management Information System (NEMIS) policy implementation guidelines 2009, towards enhancing effective planning, resource allocation and decision making as it concerns the educational sector, is that schools should make available records of their day-to-day activities as they happen within the school system (FME, 2007). The adequate keeping of records over the years has given the educational administrators the ability to unveil interesting knowledge from educational-related data that could assist in effective management of schools in the 21st century.

School records are official documents, books and files containing essential and crucial information on actions and events which are kept and preserved in the school offices for utilisation and retrieval of information when needed

(Abdullahi et al., 2025; Durosaro, 2022). Such records are kept by principals, teachers, counsellors, and the administrative staff. These records are essential because they affect all areas of school management, such as budgeting, planning, staffing, and facilities, among others. Interestingly, record keeping is a germane factor in determining the effectiveness and efficiency of the school system. In fact, it is central in the administration of an institution of learning because it documents the planning and implementation of an appropriate course of service, allowing proper monitoring.

Records management is the professional discipline to control the creation, maintenance, and disposition of information in the form of records. It includes the management of forms, reports, directives, active filling, in active storage, record retention and a variety of other components. While some view records only as paper produced or received by an organisation, records include any reproducible form of information, including microfilm, computer data, video tapes, photographs, etc. The records management function protects these vital resources of an organisation, be it educational or otherwise (Durosaro, 2021).

School records are grouped into statutory and non-statutory. Statutory records include admission/withdrawal register, attendance register, scheme of work, timetable, logbook, visitor's book, time/movement books, school diary, lesson plan/note for teachers, examination record book, and others. Non-statutory records are cash book, stock book, punishment book, school calendar, inventory book, staff minutes book, inspection/supervision report file, requisition book, etc. Records management is the application of systematic and scientific control of recorded information that is required for the operation of the school. Such control is exercised over the distribution, utilisation, retention, storage, retrieval, protection, preservation and final disposition of all types of records within the school. The aim of record management is to achieve the best retrieval and exploitation of school records in the school system and to improve the efficiency of record-making and keeping processes. Records management helps to control the quality and quantity of information that is created in a manner that effectively serves the needs of the school (Fatai et al., 2021; Akube, 2019).

As educational institutions, records about students' academic activities, responsibilities assigned to staff, course contents, log book, financial transactions, and the general administration of the institutions should be properly generated, organised, preserved, and appraised. Sometimes, misappropriation of resources happens due to a lack of records or data when they are needed by the school authority. School administrators do have crises with parents as a result of the unavailability of important records concerning their children. Without records, it is difficult to ascertain students' academic performance, the total number of students in an institution or the total amount of fees collected in a particular term or session. The relevance of record-keeping in our secondary schools cannot be undermined because the issue of record-keeping is quite vital to the success of the entire educational enterprise. Since all schools are expected to keep records for effective and efficient achievement of educational goals and objectives, it becomes pertinent to assess the Principal's Management of School Records on Teachers' Job Performance in Public Secondary Schools in Kaduna State, Nigeria.

Statement of the Problem

Despite the importance of school records in the achievement of educational objectives, these records do not seem to be adequately managed by principals. From observation, reliable records are not properly managed. This suggests that records management practice in Nigeria, particularly in Kaduna State, has several problems which may include insufficiently skilled and experienced record management personnel and possibly low priority attention to records management in the scheme of things. This low priority attention to records management often manifests in the area of missing files and records, falsification of records (change of declaration of age), missing school plan and destruction of records to cover up something. Despite the core value of effective record keeping in the school system, many secondary schools in Kaduna state still leave much to be desired in terms of effective records management.

Many principals have complained of falsification of data among staff, and several times, supervisors from the state ministry of education and the local government education authority have also recorded high falsification of school data by school heads and teachers. It has been observed that principals most often do not provide an accurate number of students on enrolment during the PTA levy account, among others.

Based on the above facts, it becomes necessary to assess the Principal's Management of School Records on Teachers' Job Performance in Public Secondary Schools in Kaduna State, Nigeria.

Objectives of the Study

The study has the following specific objectives, which are to:

1. Examine principals' management of school diary on teachers' job performance in public secondary schools in Kaduna state, Nigeria
2. Ascertain the principals' management of teachers attendance registers on teachers' job performance in public secondary schools in Kaduna state, Nigeria.

Research Questions

The following research questions guided the study:

1. How do principals manage the school diary book on teachers' job performance in public secondary schools in Kaduna State, Nigeria?
2. What are the practices employed by principals in managing teachers attendance registers on teachers' job performance in public secondary schools in Kaduna State, Nigeria?

Hypotheses

The following hypotheses were tested:

HO_1: There is no significant difference in the opinions of principals, teachers and state ministry of education officials regarding principals' management of the school diary book on teachers' job performance in public secondary schools in Kaduna State, Nigeria.

HO_2: There is no significant difference in the opinions of respondents regarding principals' management of teachers attendance register records on teachers' job performance in public secondary schools in Kaduna State, Nigeria.

Literature Review

Concept of School Record

School records are seen as the collection of information on school personnel (students, teachers and non-teachers), facilities, funds and school activities which are preserved for future use or reference purposes. The information or data which are written manually or electronically are preserved in books, files, diskettes and other electronic media (Akubo, 2018). According to Oluwole (2017), school records are books, documents, diskettes and files in which are embodied information on what goes on in the school, e.g. social, academic and non-academic activities. She further stresses that records keeping connotes all activities concerned with the creation, storage, retrieval, retention and deposition of all information relating to what goes on in the school, who is in the school, the school plant, as well as other information pertinent to the growth of the school. Also, Durosaro (2021) explained that school records are official transcripts or copies of proceedings of actions, events, and other matters kept by the school manager. School records could be viewed as authentic registers or instruments of official accounts of transactions or occurrence which are preserved in the school's office.

Concept of Teacher's Job Performance

A teacher's job performance is the outcome or result of a student's study at the end of a given period. In addition, it is said to be the achievements obtained by students in relation to ability or level of understanding, representing the academic inputs in terms of skills, knowledge and technical know-how that have been assimilated (Onoride, 2019). It is measured or shown in grade points and the class of degree. Having said that, the educational process is complex; it makes sense to highlight that ascertaining or determining student academic achievement is done through evaluation. Evaluation is often said by psychologists and test and measurement experts (Onoride, 2019) to be sensitive, significant and critical, and without it, academic performance would be unknown. The outcome of students' evaluation largely reveals "academic performance". It is for this reason that the academic performance of students is greatly relied on as an indicator of academic achievement. In other words, it is believed that it shows

how much in terms of content (impacted knowledge) the students have learnt, retained, utilised and can apply in the present and in the future.

In a nutshell, student academic performance, according to Onoride (2019), is the learning outcomes of schooling in terms of the cognitive and affective outcomes that students acquire as a result of their schooling. In addition, several social outcomes are derived from schooling; these are socialisation and social control functions. Because the latter outcomes relate to schools as institutions, measures of them are usually described at the level of the school. This is the reason why most tertiary institutions in Nigeria award certificates on the basis of academic requirements and character worthiness. For the purpose of clarity, the broad set of outcomes from schooling is categorised into cognitive outcomes, affective outcomes and social outcomes.

Concept of School Diary

A school diary is a statutory school record used to record all the topics expected to be completed with the students by all the subject teachers for each of the terms in a particular class. According to Amanchukwu and Ololube (2015), the school diary shows the topics that are to be done and have been done each term for each class/subject. The topics that are to be filled into the school diary are extracted from the current subject curriculum and further broken down into term-by-term. The subject curriculum is a document prepared by the Federal Ministry of Education and published by the Nigerian Educational Research and Development Council (NERDC). Ezenweani (2016) described the subject curriculum as a document structured to highlight the topics, objectives to be achieved, and the materials to be used by the teacher.

According to Ezenweani (2016), the topics specify the unit headings that are stated in the document. These topics are arranged in order of difficulty. The curriculum contains all the approved topics that the students need to learn in all the subjects in an academic session in each of the classes. For example, the Mathematics curriculum for Junior Secondary School (JSS I-III) contains all the topics that the students are expected to learn in JSS I, II and III in the full academic session in mathematics. In addition to the various stipulated topics in the curriculum, the document also contains the various instructional objectives to be achieved by the end of each topic and also indicates the expected students/teacher interaction in the classroom. The scheme of work and syllabus all depend on the subject curriculum.

Concept of Teacher's Attendance

Student's attendance is document that is kept by the classroom teacher, and it is used to record in detail when a child is present or absent from school. The record indicates the total times a child is present or absent from school on a weekly and term basis. The attendance register consists of personal data of pupils such as admission number, name of pupils, date of birth, name of parents, residential/official address of parents/guardian and religion of parents/guardian. Others include: class/form, year, sex, and a column for the three terms' school fees. Teachers should mark it at the beginning of each day/session and close it thirty minutes after the beginning of the second session. No deletion or erasure should be made in the register, the errors could be encircled with red ink and a correct entry could be made alongside. Vertical lines are used to indicate holidays/days drawn with a red pen and the reason for the holidays/days indicated in the log book (Nauer et al., 2018).

Attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status (Epstein & Sheldon, 2002). Additionally, students who attend school regularly score higher on tests than their peers, who are frequently absent. Lochmiller (2013) asserts that, given the consequences of chronic absenteeism and its prevalence in the nation's schools, researchers from education, counselling, and health fields have invested substantial energy in identifying factors that predict student absenteeism as well as estimating the cost of missing school for students both short and long term. The research suggests that individual, family, and school characteristics can all influence student attendance.

Furthermore, the researchers reveal that chronically absent students are more likely to develop serious mental health issues, engage in drug and alcohol use, have lower test scores, become violent or participate in criminal behaviours, experience increased risk of dropping out, and suffer from sexual harassment (Kearney, 2008; Balfanz & Byrnes, 2012; Komakech & Osuu, 2014; Olubiyi et al., 2019).

Furthermore, Nauer et al. (2018) show that children who have poor attendance in kindergarten tend to do poorly in first grade, and that children with a history of poor attendance in the early elementary grades have lower levels of academic achievement throughout their school years. The study also reveals that chronic absenteeism in the early elementary years hurts not only the students who miss school, but also affects the achievement of an entire school. In addition, a report by the Open Society Institute says, schools with high levels of absenteeism tend to have slower-paced instruction overall, harming the achievement levels of strong students as well as those who struggle (Nauer et al., 2018).

Systems Theory

Systems theory is one of the modern management theories to study the relationship between an organisation and its environment. This theory considers all elements in the whole organisation as well as its parts. The theorists view organisation as an adaptive system, which must adjust to changes in its environment if it is to survive (Massie, 1997). Zander (2002) refers to these modern management theories as integrative management theories in the sense that they study the relationship between organisation and its environment, thereby attempting to understand organisation as a whole system.

The systems theory is traced to Aristotle (1958). The theory is based on the belief that the whole is greater than the sum of its parts. However, Nwankwo (1992) argued that it is not enough to understand the parts; it is also important to understand the relationship among the parts. Describing a system as a series of interrelated and interdependent parts, such that the interaction of any part (sub-system) affects the whole system, that is to say, inasmuch as principals' work is towards achieving the set goals, he still needs the cooperation of teachers in the system. That means they cannot work without each other.

School records have to be processed, stored and retrieved when needed at the various departments. Peretomode (1991) and Nwankwo (1982) stated that the systems theory rests on the belief that all in systems, all the parts perform different functions, but their interaction are dependent on each other. The system theory is relevant to records management because the educational system, or even a single school's unit or child, is a system, and the concept of interaction and interdependence of parts with the others and the wider system is applicable.

In conclusion, the review in this section shows that management theory is relevant to school management and promotes efficiency. The system theory, on the other hand, concentrated on the interrelationship and interdependence of various segments of the organisation. The systems theory makes it clear to the principals, as it relates to school records management, that they must relate very well and work with the subordinates through delegating authority to them (teachers) to make proper record management a foundation for the future of the educational system. This theory provides information to the principals/managers on strategies for leadership, work or staff within an organisation.

The obvious relevance of this theory to these work borders in the strength of school administrators and principals to adopt the principle of interrelation and interdependence in school management. This could promote delegation of duties, respect, and value of various functions among departments in the school, thereby introducing a new dimension in school record management.

Methodology

The researcher used a descriptive survey research design with a population of 71,919, consisting of all the principals, teachers and ministry of education officials in all the public secondary schools in Kaduna State, Nigeria, with a total of 360 respondents. The instrument used by the researcher for data collection is a self-structured questionnaire which was designed based on issues raised in the research questions. Five (5) points Linkert scale was designed for the ranking of data, which includes Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. The data collected through the questionnaire design for the study were analysed using descriptive analysis such as frequencies and percentages. The descriptive statistical analysis is usually employed to aggregate means, describe, and present the results in a research and measure constructs. The postulated hypotheses of this research were analysed using the statistical tool of Analysis of Variance (ANOVA).

Results

Research Question One: Principals' management of school diaries on teachers' job performance in public secondary schools in Kaduna State, Nigeria

Items 1-10 of the Questionnaire were answered using Frequency, Mean and Standard Deviation, which were used to analyse responses to the questions as presented in Table 1

Table 1: Mean Score of Respondents on the principals' management of school diary on teacher's job performance.

S/N	Item Statement	Respondents	SA	A	UD	D	SD	N	MEAN
1.	The principal consistently ensures the accuracy and completeness of school diary records for the teacher's job.	Principals	6	10	0	0	2	18	4.0
		Teachers	9	210	0	0	0	305	4.3
		MOE	10	18	0	4	2	34	3.9
2.	The principal effectively organises and maintains the school academic lessons for the teacher's job performance.	Principals	6	10	0	0	2	18	4.0
		Teachers	105	200	0	0	0	305	4.4
		MOE	8	20	0	6	0	34	3.9
3.	The principal employs appropriate technology to manage and update school academic topics for teachers' job performance.	Principals	5	10	1	1	1	18	4.3
		Teachers	139	160	0	0	6	305	4.2
		MOE	19	15	0	0		34	4.6
4.	Principals manage topics expected to be completed with the students by all the subject teachers for each of the terms in a particular class.	Principals	3	7	3	2	3	18	3.3
		Teachers	89	158	15	26	17	305	3.9
		MOE	10	13	0	6	5	34	3.5
5.	The principal actively engages with teachers and staff to verify and cross-check the accuracy of students' lessons, fostering a culture of accountability in record-keeping.	Principals	7	6	2	1	2	18	3.8
		Teachers	88	138	5	29	45	305	3.6
		MOE	9	11	6	4	4	34	3.5
6.	The principal employs an appropriate textbook to manage and update students' academic topic records efficiently.	Principals	6	12	0	0	0	18	4.7
		Teachers	154	138	0	0	0	305	4.5
		MOE	10	14	3	7	0	34	3.8
7.	The principal consistently ensures that up-to-date records of students' academic topics in our school are kept.	Principals	2	7	1	2	6	18	2.8
		Teachers	67	159	7	35	24	305	3.8
		MOE	14	8	0	5	7	34	3.5
8.	The principal consistently ensures that teachers' lesson notes are recorded and saved.	Principals	8	6	1	0	3	18	3.9
		Teachers	71	214	1	4	2	305	4.2
		MOE	15	6	2	5	6	34	3.6
9.	The principal consistently ensures that students' academic topics are covered by the teacher for better performance.	Principals	10	6	0	1	1	18	4.3
		Teachers	92	190	0	5	5	305	4.2
		MOE	10	20	0	3	1	34	4.0
10.	The principal consistently ensures that teachers' topics for the week are followed.	Principals	2	8	4	2	2	18	3.3
		Teachers	63	91	15	65	58	305	3.1
		MOE	15	10	0	4	5	34	3.8

From table 1, item 1 revealed that it was retained by all the respondents, with principals having a mean score of 4.0, teachers 4.3 and MOE officials 3.9. This implies that principal consistently ensures the accuracy and completeness of school diary records for teacher's job is used by principals in joint decision-making between parties involved. Item 2 showed that principals have a mean score of 4.0, teachers 4.3 and MOE 3.9, which indicates that the item statement was accepted by all the respondents. It shows that the principal effectively organises and maintains school academic lessons for teachers' job performance in public secondary schools.

Item 3 was also accepted by all the respondents, with the mean score for principals 5.3, teachers 4.4 and MOE 4.6. This implies that parties believe that principals employing appropriate technology to manage and update school academic topics for teachers' job performance is accepted. Item 4 was further accepted with the mean scores of 3.3, 3.9 and 3.5 for principals, teachers and MOE. Representatively, this implies that the parties involved agreed that principals manage topics expected to be completed with the students by all the subject teachers for each of the terms in a particular class. Item 5 had a mean score for principals of 3.8, teachers of 3.6 and MOE of 3.5, which implied that it was accepted. This means that the principal actively engages with teachers and staff to verify and cross-check the accuracy of students' lessons, fostering a culture of accountability in record-keeping. Item 6 showed that principals had a mean score of 4.7, teachers 4.5 and MOE 3.8, which was accepted, implying that principals employ appropriate textbooks to manage and update students' academic topic records efficiently.

Item 7 was rejected by principals but was accepted by teachers and MOE with the respective mean scores of 2.8, 3.8, and 3.5, which implied that principal consistently ensures that up-to-date records of students' academic topics in the school are kept. Item 8 has the mean score of 3.9, 4.2 and 3.6 for principals, teachers and MOE, respectively, indicating that principal consistently ensures that teachers' lesson notes are recorded and saved. Item 9 has the means scores of 4.3, 4.2 and 4.0 for principals, teachers and MOE, respectively and was accepted, which means principal consistently ensures that students' academic topics are covered by teachers for better performance. Similarly, item 10 was accepted with the corresponding mean scores of 3.3, 3.1 and 3.8 for principals, teachers and MOE. By this analysis, it was revealed that the principal consistently ensures that the teacher's topics for the week are followed.

Research Question Two: Principals' management of teachers' attendance registers on teachers' job performance in public secondary schools in Kaduna State, Nigeria

Items 11-15 of the Questionnaire were answered using Frequency, Mean and Standard Deviation to analyse responses to the questions as presented in Table 2

Table 2: Mean Score of Respondents on Principals' Management of Teachers' Attendance Registers on Teachers' Job Performance.

S/N	Item Statement	Respondents	SA	A	UD	D	SD	N	MEAN
11.	The principal consistently monitors and updates school attendance registers to accurately reflect teachers' job performance.	Principals	10	5	0	1	2	18	4.1
		Teachers	108	181	0	2	1	305	4.3
		MOE	15	13	2	4	0	34	4.0
12.	The principal implements efficient procedures for teachers to submit attendance records in a timely and organised manner.	Principals	5	3	0	7	3	18	3.0
		Teachers	185	49	7	21	30	305	4.2
		MOE	11	10	3	7	3	34	3.6
13.	The principal employs technology to streamline the management of school attendance registers to enhance teachers' job performance.	Principals	2	3	0	6	7	18	2.3
		Teachers	40	71	3	141	37	305	2.8
		MOE	8	11	0	13	2	34	3.2
14.	There is a clear and communicated attendance policy overseen by the principal to ensure consistent record-keeping practices.	Principals	2	2	2	6	6	18	2.3
		Teachers	34	41	0	129	90	305	2.3
		MOE	10	12	0	11	1	34	3.5
15.	The principal regularly reviews attendance data, identifying patterns and implementing strategies to address any attendance-related issues proactively.	Principals	6	10	2	0	0	18	4.2
		Teachers	130	107	5	35	15	305	4.0
		MOE	19	12	0	3	0	34	4.4

From table 2, item 11 revealed that it was retained by all the respondents, with principals having a mean score of 4.1, teachers 4.3 and MOE 4.0. This implies that principal consistently monitors and update school attendance registers to accurately reflect teachers' job performance. Item 12 showed that principals have a mean score of 3.0, teachers 4.2 and MOE 3.6, which indicates acceptance that principals implement efficient procedures for teachers to submit attendance records in a timely and organised manner. Item 13 was rejected by two of the respondents, with the mean score for principals 2.3, teachers 2.8 and accepted by MOE, with the mean score of 3.2, which means that principals employ technology to streamline the management of school attendance registers to enhance teachers' job performance.

HO_1: There is no significant difference in principals' management of the school diary on teachers' job performance.

Table 3: Summary of Analysis of Variance (ANOVA) on principals' management of school diary on teachers' job performance

Negotiation Technique	Sum of Squares	df	Mean Square	F.	Sig.
Between Groups	4.264	2	2.132	4.935	0.008
Within Groups	147.319	341	.432		
Total	**151.583**	**343**			

From Table 3, the F-value is 4.935, and the P-value is 0.008 at the 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected. Thus, there is a significant

difference in principals' management of school diary on teachers' job performance in public secondary schools in Kaduna state, Nigeria.

HO_2: There is no significant difference in Principals' management of teachers' attendance registers on teachers' job performance.

Table 4: Summary of Analysis of Variance (ANOVA) on the principals' management of teachers' attendance registers on teachers' job performance.

Management of Teachers Attendance Decision	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.616	2	.808	1.479	0.229
Within Groups	186.336	341	.546		
Total	**187.952**	**343**			

From Table 4, the F-value is 1.479, and the P-value is 0.229 at the 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore accepted; thus, there is no significant difference in principals' management of teachers' attendance registers on teachers' job performance in public secondary schools in Kaduna State, Nigeria.

Discussion of Findings

From the research questions, thus, principals' management of school diary on teachers' job performance in public secondary schools in Kaduna state, Nigeria. The study revealed that school diaries were used by principals in the management of teachers' job performance in public secondary schools in Kaduna state, Nigeria. This mechanism enables the parties involved to express their feelings and their understanding of the management of the school record. This finding is in line with that of Okeke (2021), which states that for a school to be effective in records keeping, there must be proper provision, utilisation and management of the following: admission and withdrawal register, log book, scheme of work, time-table, attendance register, weekly diary movement book, and a copy of the national policy on education, among others. It is also in agreement with the opinion of Afolabi (2021) that school diaries are records which are compulsorily provided and kept in the school. Failure to provide these records by the school heads is an offence.

Also, the findings of HO_2 show that principals used teachers' attendance registers for the management of teachers' job performance in public secondary schools in Kaduna State, Nigeria. It was revealed from the study that this mechanism is used to manage teachers' job performance. This is supported by the observation of Okeke (2021), that school records, when properly kept, serve as an information centre (bank) from which principals, supervisors and teachers can retrieve information when the need arises. Furthermore, Egwuyenga (2020) opined that good school records provide information for the teachers, planners, counsellors, and instructional supervisors for planning and implementation of instruction and administrative activities.

Conclusions

This study found that records are the lifeline of an organisation's survival. Based on the results of the findings, the study concluded that school diaries were provided, while a lesser percentage were not provided. In this case, there is an absolute need to provide the remaining records that are required to be kept by law in public senior secondary schools in Kaduna State, Nigeria.

Recommendations

In view of the above, the following recommendations were made:

1. Governments at the federal and state levels should try as much as they can to provide all the needed school supplies to the respective public secondary schools and design a kind of programme in record management to be used in these schools across the state. This programme should be named "school records management system".

2. The government should encourage or make it compulsory to use related electronic gadgets, e.g., a computer, in providing and managing teachers' attendance registers in public secondary schools in Kaduna State. To minimise misplacement and mishandling of records in the institutions of learning.

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