Impact of Career Orientation and Written Records and Documentation on Principals’ Role in Public Senior Secondary Schools in Rivers State

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ABSTRACT
The study examined impact of career orientation and written records on principals’ role performance in public senior secondary schools in Rivers State. Two research questions and hypotheses were formulated to guide the study. A descriptive design was adopted. Population of the study consisted of 275 principals of public senior secondary schools in Rivers State. The sample size consisted of 153 principals in public secondary schools in Rivers State. A 14 item self-constructed questionnaire instrument tagged: Impact of Career orientation and Record Keeping on Principals Role Performance Questionnaire (CORKPRPQ) was used for data collection. The reliability coefficient was determined using Cronbach alpha. Mean and standard deviation were used in answering the research questions while z-test statistics was used in testing the hypotheses at 0.05 level of significance. The findings revealed that there was no difference in the mean scores of male and female principals on ways career orientation affect their role performance and there was no significant difference in the mean scores of male and female principals on ways written records impact their role performance in public senior secondary school in Rivers state. It was recommended that; government should sponsor principals to attend seminars, conferences and workshop, to acquire skills that will enhance their role performance for effective school administration.

Keywords: Career, Orientation, Written Records, Principals Role, Rivers State

INTRODUCTION
Education is a service industry and the students are the major reason for which school organisations are established. Parents send their children to school to be educated and acquire relevant skills and knowledge that will enable them to be self-reliant and contribute positively to the societal development. Obi (2004) was of the view that all school activities should aim at developing students; personalities in its totality. FRN (2013) sees the student as the centre of every educational process and as quality end-products of schooling. Uwazurike (2004) conceptualized student personnel management to comprise those administrative and supervisory functions and services other than classroom instruction.

The principals’ roles in secondary school administration can never be over emphasized. He cannot work in isolation. He can only succeed through staff and with good community relationship, school being a bureaucratic organization where his role performance are directed and influenced by various bodies such as the Ministry of Education, the Schools Management Board, the Parents Teachers Association, the board of governance, the communities in which the schools are located.

Nwideeduh and Obasi in Nnabuo, Okorie and Agabi (2004) were of the view that in the Nigeria school system, administrators are handicapped because they are just representing the Ministry of Education who give them already recruited staff and directives, ready-made policies to implement and even without commensurate funds. Therefore it is important that the school principals possess the necessary skills that will enable him to perform his duties appropriately.

School as a bureaucratic organization, employed their workers (academic and non-academic staff) based on technical competences as qualifications are determined by degrees, diplomas and certificates and this has constituted for most members a professional career. Promotion is based on achievement, seniority, and technical knowledge not by political affiliation and godfatherism consideration.
However, career orientation has its own negative consequences in the school administration because it leads to internal conflicts between bureaucracy and professional authority.

Record keeping and documentation as an element of bureaucracy plays a significant role in school administration as it provides necessary information for external supervisors, principals, and teachers to act upon. It also assists principals to compile and use facts and figures that will enable him for proper planning, budgeting, purchasing and maintenance of school facilities. For instance we have statutory and non-statutory records which must have to be kept because they provide useful sources of information to the school members, the school board as well by providing information concerning teaching and non-teaching staff promotion, salaries, demotion and also dismissal. In the support of the above analysis Abraham, (2013) maintained that all school dealings must be well documented in writing.

Principal as a major figure in secondary school, plays a significant role in school system, he advises, guides the talents and energies of teachers, pupils and parent towards achieving common educational goals and objectives. For principals to motivate employees to participate actively towards the achievement of educational goals, he must possess certain personal qualities like being honest, self-motivated, confident, reliable, enthusiastic, team spirit and hardworking.

It is widely conceived that the success or failure of any organisation depend on the organisational structure and the organisations management ability to control and coordinate the human, material resources and other environmental factors internal or external to the organisation. However school as a bureaucratic organisation is expected to achieve maximum efficiency, effectiveness and quality output in all ramifications. Contrary to this, despite the benefit of bureaucracy in schools, observations and research findings have identified bureaucratic ineffectiveness in schools, because of its complexity with laws, procedures, rules and regulation, checks and balances. However the researcher wanted to find out the impact of career orientation and written records/ documentation on principals role performance in public senior secondary schools in Rivers State.

**Organisational Theory of Effectiveness and Efficiency**

Every organisation has goals and objectives to be accomplished. Building up an efficient and effective organisation either private or public depends to a large extent on how well its resources are coordinated and managed. However no organisation can achieve great success without competent management and administration.

Kpee (2014) postulated that all organisations are replica of the human and material resources found in the organisation. No organisation grows taller than the investments into the organisation. Therefore the managers and schools administrators should be concerned and ensure they strike quality balance between the products of the organisation and the human and material resources in the school.

However Chester Bernard in Kpee (2014) postulated that the function of chief executive of every organisation is to ensure efficiency and effectiveness in the organisation. Kpee (2014) saw effectiveness as employer and task oriented while efficiency as employee centered. Hence effectiveness which deals with achieving organisational goals and objectives by performing assigned duties and responsibilities while efficiency deals with achieving those objectives with minimum resources.

School is a bureaucratic organisation whereby functions and activities to be performed are guided by written laws, procedures and policies which must be adhered to by the employees. However the principal who is seen as the chief executive and image maker of the school cannot act out of these laws and procedures given to him by the central bureaucracy (the Ministry of Education and the board). The central authorities, teachers, students, parents and other personnel expected the principals to possess special skills, talent and abilities to understand the current global world, the environmental variables, the employees’ physical and intellectual needs to ensure that organisational and individual goals are accomplished in agreement with the above. Kpee (2014) postulated that efficiency and effectiveness of an organisation depend solely on quality and quantity of human and material resources input invested into the organisation as well as the level of prudence employed by the chief executive in managing the available human and material resources in the organization.

Hence the organisational theory of efficiency and effectiveness maintained that quality management and administration is the key element in the achievement of educational goals. Therefore the principal who is seen as the chief executive, supervisor and manager is expected to be prudent in managing school available resources (the employees, liquid resources and material resources etc) even in the face of challenges and their limited supply if school goals will be achieved.
Career Orientation

Employment in an educational organization is done based on technical competence and qualifications determined by (degrees, diplomas and certificates) and has constituted for most members of professional career (Peretomode, 2014). In bureaucratic organisation promotion are determined by achievement and seniority. Because employment of teachers are done based on qualifications and experience, this result in little or no effort to enhance their creative and innovative ideas, talent and common reason. It also results in internal conflict between bureaucracy and professional authority. However career orientation as a bureaucratic principle maximizes vocational or job security, it often attracts persons or individuals who value security in the organization.

Record keeping is essential for quality management in school. However, the school principals are expected by law to keep accurate and adequate records of all the event and transaction in school system for effective and efficient administration. Ajayi in Igwe (2006) stipulated that records are kept to supply authentic evidence of fact or event. He noted that record keeping is the act of documenting information in school in such manner that it can be retrieved whenever for administrative purpose.

Igwe in Igwe (2006) emphasised that proper record keeping is very important as they readily form data bank from which any information can easily be extracted at a short notice. He also identified the following reasons for proper record keeping in schools.

1. It helps for planning and budgeting purposes
2. It ensures strict compliance with the requirements of educational law
3. It saves the school head from unnecessary embarrassment especially during the list of supervisors to schools.
4. Record keeping serves as indices for assessing performance.
5. It also provide useful information not only for members of the school community but also for the members of the public, employers, researchers and governments.
6. It also aid the teachers to know more about their students and be in a better position to assist them academically, morally and socially. In addition it provides needed information to whoever may need it.
7. It also facilitates administration decision making efficiency in the school.

However record keeping bind the school together, it is an important duty of school principal. That must be brilliantly managed because it is sensitive informative and essential to the super-ordinate and subordinate as well to the parents and society at large no wonder Osaat (2013) described record keeping as one of the life wires of the school system.

To Agi and Adiela (2009) it is the systematic documentation relating to school facilities and Sundry issues fundamental to effective administration of school while Aguba (2009) defined school records as a place where information on a school relevant events are kept. School record can be seen as a written documentation that provide details about school activities and educational resource (human, material, financial and time resources) as well as any other information relevant to school administration. In support of the above assertion Nnabuo (2004) stipulated that school records are documented information (data) about human and facilities which exist in a school.

Abraham (2013) mentioned that all official dealings of the school organisation must be documented in writing, clear and unambiguous, up to date, and well arranged in orderly form. Abraham (2013) listed the reasons why record keeping is needed in schools.

- School records provide parents with information about the behaviour and general academic performances of their child, continuous assessment does this function.
- School records act as an information base to the administrator when he is required by the schools board to compile facts about staff and students for the purpose of appraisal of staff and students, record takes care of this function
- School record help to provide information to employers of labour who want to employ students upon graduation, school record also provides information about students’ performance for scholarship awards, students’ transcripts are prepared from existing record like dossier.

Shebu (2007) identified two methods of storage and retrieving records in schools, which include manual and electronic method, the manual storage involves keeping school record in written form using files, shelves/cupboards and cabinets/draws. While electronic storage system include handsets, personal computers (desktops, laptops, notebooks, palmtops etc.) and microfilms. However in this globalized and digital era, it is an imperative that school principals, have the full knowledge of the usefulness of proper record keeping. The school principal can also organise an elegant eminent
programme for all school personnel through workshops, seminars, and conferences on the need for good school record keeping using information and communication technology (ICT). Hence school as a bureaucratic organisation requires proper record keeping for smooth running.

**Aim and Objectives of the Study**

The aim of the study was to investigate the impact of career orientation and written records on principals’ role in public senior secondary schools in Rivers State. Specific objectives of the study were to:

1. examine ways career orientation affect principals’ role performance in public senior secondary schools in Rivers State.
2. determine the impact of written records and documentation on principals role performance in public senior secondary school Rivers State.

**Research Questions**

The following research questions were answered in the study:

1. In what ways does career orientation affect principals’ role performance in public senior secondary schools in Rivers State?
2. What are the impacts of written record and documentation on principals’ role performance in public senior secondary schools in Rivers State?

**Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean scores of male and female principals on ways career orientation affect their role performance in public senior secondary schools in Rivers State, Nigeria.
2. There is no significant difference in the mean scores of male and female principals on ways written records and documentation can impact their role performance in public senior secondary schools in Rivers State.

**METHODOLOGY**

The researcher adopted descriptive design. The population of this study consisted of 275 principals in public senior secondary schools in Rivers State. The sample of the study consisted of 163 principals from the 275 principals in public secondary schools in Rivers State. The multistage sampling procedure through disproportionate and purposive sampling techniques was used to arrive at the sample. The instrument used for data collection was a self-designed 14 item questionnaire titled; Impact of Career orientation and Record keeping on Principals Role Performance Questionnaire (CORKPRPQ). The Cronbach alpha method was used to establish the reliability index of the instruments. Copies of the instruments were administered to thirty (30) principals outside the sampled area. The reliability coefficient for career orientation was 0.83 and written records and documentation was 0.87. The researcher administered 163 copies of the questionnaire personally to the respondents, so that she can explain any issues or challenges across. 153 copies of the questionnaire were retrieved, which represent 93.87% rate of return. Mean statistics and standard deviation were used to answer the research question. The z-test statistics was used to test the hypotheses at 0.05 alpha level. The criterion mean used was 2.50.
RESULTS

Research Question 1: In what ways does career orientation affect principals’ role performance in public senior secondary schools in Rivers State?

Table 1: Mean ($\bar{X}$) and Standard Deviation (SD) on the responses of male and Female Principals on ways career orientation affect principals’ role performance in public senior secondary schools in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Male Principals</th>
<th>Female Principals</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>$\bar{X}$</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Promotion is determined by seniority and achievement, which does not encourage principals to put in their best.</td>
<td>2.25</td>
<td>1.03</td>
<td>2.07</td>
<td>1.05</td>
<td>2.16</td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Principals lack professional expertise to introduce change and innovation in their schools.</td>
<td>2.62</td>
<td>0.87</td>
<td>2.65</td>
<td>0.97</td>
<td>2.64</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Employment in an educational organization is based upon technical competence like qualifications determined by degrees, diplomas and certification.</td>
<td>2.67</td>
<td>0.94</td>
<td>2.84</td>
<td>0.98</td>
<td>2.76</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Seminars, conferences and in-service training do enhance principals role performance in schools.</td>
<td>2.65</td>
<td>0.96</td>
<td>2.70</td>
<td>0.78</td>
<td>2.68</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Career orientation does provide a sense of employee loyalty to maximize efforts.</td>
<td>2.87</td>
<td>0.89</td>
<td>2.58</td>
<td>0.83</td>
<td>2.73</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Career orientation eliminates internal conflicts between bureaucracy and professional authority.</td>
<td>2.76</td>
<td>0.87</td>
<td>2.70</td>
<td>0.88</td>
<td>2.73</td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>2.64</strong></td>
<td><strong>0.93</strong></td>
<td><strong>2.59</strong></td>
<td><strong>0.92</strong></td>
<td><strong>2.62</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data on Table 1: shows that most of the items had weighted mean scores above the criterion mean of 2.50 and were seen as ways career orientation affect principals’ role performance in public senior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.62 which is above the criterion mean of 2.50, the respondents agreed that principals lack professional expertise to introduce change and innovation in their schools, employment in an educational organisation is based upon technical competence like qualifications determined by degrees, diplomas and certification, seminars, conferences and in-service training do enhance principals role performance in schools, career orientation does provide a sense of employee loyalty to maximize efforts and career orientation eliminates internal conflicts between bureaucracy and professional authority. Furthermore, seminars, conferences and in-service training do enhance principals role performance in schools is seen as the best way career orientation affect principals’ role performance in public senior secondary schools in Rivers State.
**Research Question 2:** What are the impacts of written record and documentation on principals’ role performance in public senior secondary schools in Rivers State?

**Table 2:** Mean $\overline{X}$ and Standard Deviation (SD) on the responses of male and female Principals on the impacts of written record and documentation on principals’ role performance in public senior secondary schools in Rivers State

<table>
<thead>
<tr>
<th>S/ N</th>
<th>ITEMS</th>
<th>Male Principals $\overline{X}$</th>
<th>SD</th>
<th>Female Principals $\overline{X}$</th>
<th>SD</th>
<th>$\overline{X}$</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>In bureaucratic organisation decision and rules are formulated and documented in written form to guide administrative actions.</td>
<td>2.61</td>
<td>0.83</td>
<td>2.67</td>
<td>0.89</td>
<td>2.64</td>
<td>Agree</td>
</tr>
<tr>
<td>8</td>
<td>The ministry of education, the school board required principals to keep both statutory and non-statutory records, because it provides a significant source of information for both the school and community.</td>
<td>2.57</td>
<td>0.87</td>
<td>2.65</td>
<td>0.89</td>
<td>2.61</td>
<td>Agree</td>
</tr>
<tr>
<td>9</td>
<td>Written Record / documentation helps principals to account for educational resources.</td>
<td>2.61</td>
<td>0.94</td>
<td>2.60</td>
<td>0.94</td>
<td>2.61</td>
<td>Agree</td>
</tr>
<tr>
<td>10</td>
<td>Written Record / documentation helps principals to compile useful facts that will enable them for proper maintenance of educational facilities.</td>
<td>2.61</td>
<td>0.96</td>
<td>2.70</td>
<td>0.81</td>
<td>2.66</td>
<td>Agree</td>
</tr>
<tr>
<td>11</td>
<td>Bureaucratic principles of written record/documentation help in proper evaluation of the performance of students in the three learning domains of cognitive, effective and psychomotor</td>
<td>2.73</td>
<td>0.89</td>
<td>2.70</td>
<td>0.79</td>
<td>2.72</td>
<td>Agree</td>
</tr>
<tr>
<td>12</td>
<td>Over consultation of documents and records delay decision making in schools</td>
<td>2.63</td>
<td>0.87</td>
<td>2.60</td>
<td>0.92</td>
<td>2.62</td>
<td>Agree</td>
</tr>
<tr>
<td>13</td>
<td>Written record /documentation help in recommending teaching and Non-teaching staff for promotion, demotion and dismissal in schools</td>
<td>2.20</td>
<td>1.12</td>
<td>2.21</td>
<td>1.07</td>
<td>2.21</td>
<td>Disagree</td>
</tr>
<tr>
<td>14</td>
<td>Valuable records, can be kept using information and communication technology [ICT] like film service, CD-ROM, disk drive, mobile phone, online data warehouse</td>
<td>2.57</td>
<td>0.99</td>
<td>2.60</td>
<td>0.88</td>
<td>2.59</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td><strong>2.57</strong></td>
<td><strong>0.93</strong></td>
<td><strong>2.59</strong></td>
<td><strong>0.90</strong></td>
<td><strong>2.58</strong></td>
<td></td>
</tr>
</tbody>
</table>

Data on Table 2: shows that most of the items had weighted mean scores above the criterion mean of 2.50 and were seen as the impacts of written record / documentation on principals’ role performance in public senior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.58 which is above the criterion mean of 2.50, the respondents agreed that in bureaucratic organisation decision and rules are formulated and documented in written form to guide administrative actions, ministry of education, the school board required principals to keep both statutory and non-statutory records, because it provides a significant source of information for both the school and community, written Record / documentation helps principals to account for educational resources, written Record / documentation helps principals to compile useful facts that will enable them for proper maintenance of educational facilities, bureaucratic principles of written record/documentation help in proper evaluation of the performance of students in the three learning domains of cognitive, effective and psychomotor, over consultation of documents and records delay decision making in schools and valuable records, can be kept using information and communication technology (ICT) like film service, CD-ROM, disk drive, mobile phone, online data warehouse.
Hypotheses

**H01**: There is no significant difference in the mean scores of male and female principals on ways career orientation affect their role performance in public senior secondary schools in Rivers State, Nigeria.

**Table 1.3:** Summary of z-test analysis on the difference of male and female principals on ways career orientation affects their role performance in public senior secondary schools in Rivers State, Nigeria

<table>
<thead>
<tr>
<th>Principals</th>
<th>N</th>
<th>(\bar{x})</th>
<th>SD</th>
<th>Level of sig</th>
<th>df</th>
<th>z-cal</th>
<th>z-critical</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>110</td>
<td>2.64</td>
<td>0.93</td>
<td>0.05</td>
<td>151</td>
<td>0.33</td>
<td>1.96</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>2.57</td>
<td>0.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>rejected</td>
</tr>
</tbody>
</table>

Data on the Table revealed the summaries of Subject, mean, standard deviation and z-test of difference between the mean scores of male and female principals on ways career orientation affect their role performance in public senior secondary schools in Rivers State, Nigeria. The calculated z-test value used in testing hypothesis stood at 0.33, while z-critical value stood at 1.96 using 151 degree of freedom at 0.05 level of significance. At 0.05 level of significance and 151 degrees of freedom, the calculated z-value of 0.33 is less than the z-critical value of 1.96. Hence there is no significant difference between the responses of the respondents. Consequently, the researcher accepted the null hypothesis, and concluded that there is no significant difference in the mean scores of male and female principals on ways career orientation affect their role performance in public senior secondary schools in Rivers State.

**H02**: There is no significant difference in the mean scores of male and female principals on ways written records and documentation can impact their role performance in public senior secondary schools in Rivers State.

**Table 1.2:** Summary of z-test analysis on the difference of male and female Principals on ways written records and documentation can impact their role performance in public senior secondary schools in Rivers State

<table>
<thead>
<tr>
<th>Principals</th>
<th>N</th>
<th>(\bar{x})</th>
<th>SD</th>
<th>Level of sig</th>
<th>df</th>
<th>z-cal</th>
<th>z-critical</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>110</td>
<td>2.57</td>
<td>0.93</td>
<td>0.05</td>
<td>151</td>
<td>0.13</td>
<td>1.96</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>2.59</td>
<td>0.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>rejected</td>
</tr>
</tbody>
</table>

Data on the Table revealed the summaries of Subject, mean, standard deviation and z-test of difference between the mean scores of male and female principals on ways written records /documentation can impact their role performance in public senior secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 0.13, while z-critical value stood at 1.96 using 151 degree of freedom at 0.05 level of significance. At 0.05 level of significance and 151 degrees of freedom, the calculated z-value of 0.13 is less than the z-critical value of 1.96. Hence there is no significant difference between the responses of the respondents. Consequently, the researcher accepted the null hypothesis, and concluded that there is no significant difference in the mean scores of male and female principals on ways written records /documentation can impact their role performance in public senior secondary schools in Rivers State.

**Summary of Findings**

1. Principals lack professional expertise to introduce change and innovation in their schools, employment in an educational organization is based upon technical competence like qualifications determined by degrees, diplomas and certification, seminars, conferences and in-service training do enhance principals role performance in schools, career orientation does provide a sense of employee loyalty to maximize efforts and career orientation eliminates internal conflicts between bureaucracy and professional authority. Furthermore, seminars, conferences and in-service training do enhance principals role performance in schools is seen as the best way career orientation affect principals’ role performance in public senior secondary schools in Rivers State.

2. In bureaucratic organisation decision and rules are formulated and documented in written form to guide administrative actions, ministry of education, the school board required principals to keep both statutory and non-statutory records, because it provides a significant source of information.
for both the school and community, written Record / documentation helps principals to account for educational resources, written Record / documentation help principals to compile useful facts that will enable them for proper maintenance of educational facilities, bureaucratic principles of written record/ documentation help in proper evaluation of the performance of students in the three learning domains of cognitive, effective and psychomotor, over consultation of documents and records delay decision making in schools and valuable records, can be kept using information and communication technology (ICT) like c film service ,CD-ROM, disk drive, mobile phone ,online data warehouse.

3. There is no significant difference in the mean scores of male and female principals on ways career orientation affect their role performance in public senior secondary schools in Rivers State, Nigeria

4. There is no significant difference in the mean scores of male and female principals on ways written records /documentation can impact their role performance in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS
Ways Career Orientation affects Principals’ Role Performance in Secondary Schools in Rivers State
From the study, the respondents agreed that principals lack professional expertise to introduce change and innovation in their schools, employment in an educational organization is based upon technical competence like qualifications determined by degrees, diplomas and certification, seminars, conferences and in-service training do enhance principals role performance in schools, career orientation does provide a sense of employee loyalty to maximize efforts and career orientation eliminates internal conflicts between bureaucracy and professional authority. Furthermore, seminars, conferences and in-service training do enhance principals role performance in schools is seen as the best way career orientation affect principals’ role performance in public senior secondary schools in Rivers State.

According to Peretomode (2014) employment in an educational organization is done based on technical competence and qualifications determined by (degrees, diplomas and certificates) and has constituted for most members of professional career. Also, in bureaucratic organization promotions are determined by achievement and seniority. The implication is that employment of teachers are usually done based on qualifications and experience, this result in little or no effort to enhance their creative and innovative ideas, talent and common reason.

Ways Written Records and Documentation on Principals Role Performance in Secondary Schools in Rivers State
From the study, the respondents agreed that in bureaucratic organization decision and rules are formulated and documented in written form to guide administrative actions, ministry of education, the school board required principals to keep both statutory and non-statutory records, because it provides a significant source of information for both the school and community, written record and documentation helps principals to account for educational resources, written record and documentation help principals to compile useful facts that will enable them for proper maintenance of educational facilities, bureaucratic principles of written record/ documentation help in proper evaluation of the performance of students in the three learning domains of cognitive, effective and psychomotor, over consultation of documents and records delay decision making in schools and valuable records, can be kept using information and communication technology [ICT] like c film service, CD-ROM, disk drive, mobile phone ,online data warehouse.

Abraham (2013) opined that all official dealings of the organisation must be documented in writing. He also stressed that school records should be factually clear and unambiguous, up to date, and well arranged in orderly form. Peretomode (2014) postulated that school officials are required by regulations to keep records of administrative acts, decisions, instructions and communication between them and officials of the schools, Management Board or Ministry of Education. This gave credence to the present study. This implies that proper keeping of school records will give room for accountability, corrections and advancement. Nevertheless, when school principals are allowed to take advantage of proper recording of activities within them, it will create room for their improvement, as well as enhance their performance.
CONCLUSION
Based on the findings of the study it is concluded that, proper keeping of school records will give room for accountability, corrections and advancement. Nevertheless, when school principals are allowed to take advantage of proper recording of activities within them, it will create room for their improvement, as well as enhance their performance.

RECOMMENDATIONS
Based on the findings, the following are hereby recommended.
1. Principals should avail themselves of the functional aspects of bureaucracy and apply them in a manner, that counteract their dysfunctional influences.
2. Ministry of education should give principals opportunity to take certain decisions and steps as it directly affect them, this will create room for better performance.

REFERENCES