

**INFORMATION MANAGEMENT AND HUMAN RESOURCE
MANAGEMENT PRACTICES AMONG PRINCIPALS IN
SECONDARY SCHOOLS IN IMO STATE**

Afam C. Ndu

Post-Basic School of Mental Health Nursing, Federal Neuropsychiatric Hospital, New
Haven, Enugu, Nigeria

afamci@yahoo.com

ABSTRACT: This research was carried out to determine principals' information management and human resource management practices in secondary schools in Imo State. It sought to determine if there is a relationship between principals' information management and their orientation of new teachers, staff development, motivation and discipline of teachers. The study drew heavily from the resource dependency theory, organizational information processing theory and organizational information theory. It employed a correlational research design. Four research questions guided the study. The four hypotheses developed for the study were tested at a 0.05 level of significance. A proportionate stratified random sampling technique was used to select 113 schools, which is 40 percent of the 279 schools in Imo State. Again, 40 per cent of teachers in the 113 schools were selected using a stratified sampling technique. Data was collected by means of a 68-item questionnaire consisting of two sections, one on information management and the other on human resource management. The section on human resource management was organized into four categories, namely staff orientation, staff development, staff motivation, and staff discipline, in order to highlight essential human resource management practices undertaken by secondary school principals. Only teachers were used as respondents. The instrument's reliability was assessed using the Cronbach Alpha Coefficient, which yielded a reliability index, while the Pearson Moment Correlation Coefficient was employed for data analysis. The study observed a highly positive relationship between principals' information management and all four categories of human resource management studied. Based on the findings of the study, it was recommended that schools should, among other things, upgrade their information resources and facilities like libraries, databases and internet connectivity.

Keywords: Information Management, Human Resource Management, Principals

INTRODUCTION

The major task of the management team in every organization is human management. Thus, the importance of proper human management in an organization cannot be overemphasized. In secondary schools, the principal, as the head of management, should possess the leadership quality that promotes human management. This is pertinent because the relationship between the principal and his subject, especially the teachers, plays a vital role in the student's performance, both academically and otherwise. Therefore, principals are expected to provide effective leadership.

Secondary schools occupy a strategic place in the Nigerian educational system. They form a link between the primary and tertiary levels of education (Federal Republic of Nigeria (FRN), 2013). They are an important component of human capital development (Mante & O'Brien,

2011) and, as such, are valuable to society. The Federal Republic of Nigeria (FGN, 2013) defined secondary education as the education children receive after primary school and before the tertiary stage. Secondary education is specifically concerned with preparing citizens for useful living within society and for higher education. Secondary education is charged with the responsibility of providing trained manpower in the applied sciences, technology and commerce at a sub-professional grade. It is equally committed to raising a generation of people who can think for themselves, respect the views and feelings of others, and respect the dignity of labour. To achieve these objectives, secondary schools must be effectively managed. Effective management of schools implies a situation where the stated objectives of the school are achieved. Therefore, effective management of a school depends on the efficient utilization of school resources, especially the school's human resources.

One of the factors that contribute significantly to the success of any secondary school is the quality and strength of its staff. Secondary school staff refers to the principal, teachers, and other non-tutorial staff. The principal cannot achieve success without the cooperation and support of well-qualified and dedicated staff. High-quality staff is the best asset of the principal. The selection and development of school staff is, therefore, a major task for secondary school administrators. By implication, the selection, development and retention of teachers are of great importance in the educational system and the wider society (Ejidike, 2015).

The process of carrying out effective selection, development and retention of teachers falls within the domain of human resource management in secondary schools. Human resource management (HRM) was originally known as personnel management. Nakpodia (2010) defined human resource management as a process of effectively using the human resources of an organization through the management of people-related activities. Human resource management cuts across the entire cycle of staff management, running from recruitment to discharge. In spite of the importance of recruitment in the entire HRM process, public secondary school principals' roles in HRM seem to be mostly auxiliary. In Imo State, for example, the Public Service Rules entrust the responsibility of recruitment, selection and discharge of staff with the State Education Management Board (SEMB), while powers of compensation and retirement mostly reside with the State Ministry of Education. In terms of discipline, the Teachers' Registration Council of Nigeria (TRCN) mandates all heads of educational institutions (principals included) to report all cases of misconduct by a registered teacher to the Teachers Investigation Panel. Such, again, is the mandate of the Teachers Disciplinary Committee as spelt out in the Teachers Registration Council of Nigeria (TRCN, 2015).

Notwithstanding the diminished HRM mandate of public secondary school principals relative to their counterparts in private secondary schools or corporate establishments, they still play significant roles in some areas of human resource management namely, motivation of teachers, orientation of new members and training, where school-based workshops and seminars are involved (Akomolafe, 2019; Udalla, 2012). Principals equally play important roles in disciplining teachers. These roles played by principals in the management of the human resources of their schools are reflected in most of their routine administrative tasks.

From the discussion above, it becomes more appropriate to regard human resource management as permeating every segment of a principal's duty. Ejidike (2015) accurately described the principal's role as consisting, in addition to the conventional issues mentioned above, being an effective organizer, coordinator and supervisor of various school activities. It includes maintaining good human relations with staff in order to gain their maximum support

and cooperation. This, by implication, means that a principal is engaged in human resource management when involved in activities that portray him as being sensitive to the need for quality and the welfare of his teachers. Principals' human resource management, therefore, involves four broad functions: employment (planning, recruitment, selection, placement and orientation), development, motivation and discipline (Ejidike, 2015).

However, Gumede, (2018), Ayeni (2012), Akomolafe, (2019), have noted severe lapses in various aspects of principals' managerial duties. If this is the case, the issue of information management can hardly be left out since the management of school information is an integral aspect of general school management. This creates a serious problem in school management, considering the importance of information in this area. Schiller, Dolan and Jackson (2011) and Mayfield, Mayfield and Lunce (2013) emphasized the need to recognize new dynamics of HRM, most significant of which is the contemporary use of Information System (IS) in support of the HRM process. As a further justification of the connection between information management and human resource management, Grieves and Hanafin (2015) insisted that the need for information by human resource managers is most acute in these two areas. The first is in the primary task of recording when, how and with what teachers are recruited; the second is in assessing the effectiveness of the human resource management process in relation to how it discharged its responsibilities.

Information is seen as a series of symbols that carry a message, a set of items in which meaning is conveyed (Merriam, 2011). In the school setting, information consists of books in libraries, newspapers, magazines, newsletters and publications on educational policy statements (Fasai, 2014). It also includes written and oral statements from school authorities; data is also taken as a component of information. Data are material that enables educators to know more about students: state achievement tests, periodic benchmark assessments, tests, quizzes, demographic information, or personal observation, to name a few (Wayman, Spring, Lemke & Lehr, 2012). Herman, Golan and Dreyfus (2018) more concretely described data as consisting of test scores, attendance rates, discipline records, teacher, parents and students' inputs, and principal's observations. In agreement with this idea, Moisescu and Badescu (2012) asserted that the term information generically refers to all facts, data, or instructions in any medium or form. This justifies Squier's (2013) position that data management is included in information management.

The management of these forms of information within the school is even more important now in light of the introduction of the Nigeria Education Management Information System (NEMIS), which emphasized the need to have timely, accurate and reliable statistics for effective planning and management of education sector throughout the country. This not only shows the link between information and all aspects of educational management, including HRM, but also shows that effective information management at the national level depends largely on schools' ability to manage their numerous information sources.

However, it appears that schools are failing in this crucial task. This is because, the NEMIS policy noted numerous shortfalls in the school information management process which included inability to produce credible data on time, among others; it was observed, as a matter of fact, that schools lack everything that is basic to data generation". The following, amongst others, were the specific areas where there existed critical lapses in school information management, prompting the introduction of the policy: inadequacy of school record books; teachers who have not been trained to keep records; teachers who do not understand why they should keep these records and fill the forms that come to them regularly and lack of monitoring

to expose non-compliance. These deficiencies found in the schools seem to indicate school management in terms of ability to effectively lead their schools towards good information management (Adeyemi & Olaleye, 2010; Regina, 2017; Nwosu, 2013 & Olugboye, 2014).

The consequences of information mismanagement are numerous. One of these is delays and failure to access services due to missing or misplaced records from public institutions, which is a common challenge even in secondary schools (Mazikana, 2019). One may refer to a study by Tsaura (2011), which found that the records storage facilities at the Ministry of Education, Sport, Arts and Culture provincial registry in Gweru were not appropriate for record keeping. A key explanation of the root of the problem made by Tsaura (2011) was that there were inadequate shelves to store incoming records from district offices. He further noted that files were piled on the floor, and some records were torn because they were tied in bundles with elastic bands. According to this author, a similar situation was established at the health sector in Zimbabwe, where poor records management practices were attributed to a high rate of staff turnover and lack of staff with records management training (Manheru, 2019). In all these, unsuitable storage facilities and unskilled registry officials have been highlighted as the major problem of information resources in public institutions (Chateera, 2013; Katekwe, 2018; Mutare, 2019). Following this, the inadequacy of information on the basis of which sound decisions could be taken can be regarded as another major consequence of poor information mismanagement.

Moisescu and Badescu (2012) defined information management as harnessing of organizational processes and systems that acquire, create, organize, distribute and use information. Continuing, they regard the term as including all activities involved in the identification, collection, filtering, fusing, processing, focusing, dissemination and usage of information. Principals of secondary schools are constantly faced with the need to identify, collect, filter, process, disseminate, store and use information to carry out multifarious administrative tasks. Often, this information is sought for the purpose of performing needed functions that border on the recruitment selection, orientation, training and compensation of teachers. Information is equally relevant for essential administrative duties such as transfer, discipline, and retirement of secondary school teachers. In other words, information management by secondary school principals is linked to their human resource management.

The challenge created by the enormous need to align information with the management of human resources has given rise to the development of the Human Resource Information System (HRIS), which reflects an intention to solve the problems associated with the complex issues of information management and human resource management. According to Silver, Marcus and Beath (2017), information systems are implemented within an organization to improve its efficiency and effectiveness. Information system is frequently used to refer to the interaction between people, processes, data and technology. It is the way in which people interact with information technology in support of the business process. This contemporary view of information and human resources of an organization as forming a system is a valuable take-off point for research into the relationship between information management and human resource management.

Against this backdrop, the need to regard information management as a major variable in HRM cannot be waived off. However, while being cautious of making causal connection between information management and human resource management, the researcher investigated if a relationship exists between the two variables. In other words, there is a compelling need to find out if human resource management functions of principals and the use of facts, figures and

other written statements about teachers are related. This will possibly explain the massive underperformance in school HRM in spite of efforts made over the years to improve traditional HRM practices like orientation, development, supervision, motivation and discipline. It may also help in explaining why most schools that witness incidences of poor management of human resources also suffer from issues of information mismanagement. However, no known empirical evidence has been obtained in Imo State secondary school system in this direction. Based on this, it becomes imperative to find out if there is a relationship between both concepts in Imo State secondary schools.

Research questions

1. What is the relationship between principals' information management and staff orientation practices in Imo State Secondary Schools?
2. What is the relationship between principals' information management and staff development practices in Imo State Secondary Schools?
3. What is the relationship between principals' information management and staff motivation practices in Imo State Secondary Schools?
4. What is the relationship between principals' information management and staff disciplinary practices in Imo State Secondary Schools?

METHODS

Research Design

A correlational research design was adopted in this study because it investigates the relationship between two variables. A correlational study investigates the ability of change to occur in two parallel variables, whereby they tend to go together, either inversely or conversely, on a given phenomenon (Isangedighi & Ogomaka, 2012; Nworgu, 2015). In other words, since this study is concerned with examining the relationship between principals' information management and their human resource management, a correlational design was considered most suitable for the study.

Area of the Study

The study covered the entire public secondary schools in Imo State: The state has 27 local government areas, grouped into 6 educational zones: Okigwe Zone I, Okigwe Zone II, Orlu Zone I, Orlu Zone II, Owerri Zone I, and Owerri Zone II. Most inhabitants of Imo State are farmers. The state also has a significant number of workers in the civil and public service of government. Again, a handful of Imo 60 citizens are traders who mostly reside in the state's three main cities of Okigwe, Orlu and Owerri. Imo State is located in the South East geopolitical zone of Nigeria. It is bordered in the North by Anambra, in the South by Rivers, and in the East and West by Abia and Delta states, respectively.

The researcher chose Imo for two reasons: First, Imo is a state with important and effective educational records. Priding itself as having education as its biggest industry, Imo has consistently had the highest number of applicants in the Unified Tertiary Matriculation Examination (UTME), the highest number of graduates, and the highest population of National Youth Service Corps (NYSC) members in the last 20 years (Emeka, 2010) and highest enrolments in secondary education. Based on this, it will be an interesting choice for research

aimed at investigating issues that implicitly question the quality of education in terms of administrative and managerial adequacies.

Population for the Study

The population for the study was 279 principals from public secondary schools in Imo State Public Secondary School System. These figures were based on recent records in the Imo State Secondary Education Management Board (ISEMB, 2020). However, the principals were selected through the eyes of the teachers. The decision to choose teachers was based on the fact that teachers play crucial roles in information management in secondary schools. On the other hand, teachers stand at the centre of human resource management in secondary schools for the fact that they are the resources that are being managed in this regard.

Sample and Sampling Technique

Instruments

Data collection in this study was done with two sets of questionnaires (1) Human Resources Management questionnaire (HRMQ) (2) Information Management Questionnaire (IMQ) developed by the researcher. Each of the questionnaire has two sections, A and B. Section A was on the bio-data of the respondents while section B carries the items that measure the constructs. The questionnaire on human resource management was a 35 items instrument arranged in four clusters based on the four research questions. Cluster 1 had 9 items and it focused on staff orientation, cluster 2 had 12 items and it focused on staff development, cluster 3 had 9 items and it focused on staff motivation and cluster 4 had 5 items which focused on staff discipline. A four-point scale with assigned values was used to rate the responses to the questionnaire items as follows: Very High (VH) 4 points, High (H) 3 points, Low (L) 2 points and Very Low (VL) 1 point. An introductory letter stating the reasons for the study was attached to the instrument for the respondents.

Secondly the questionnaire on information management consists of 33 items designed to measure information management. It has the same response options with human resource management questionnaire.

Validation of the Instrument

The instrument was subjected to face validity using 3 experts, who are 2 lecturers in the Department of Educational Management, and an expert in measurement and evaluation option of the Department of Mathematics and Computer Education, Faculty of Education, all in Enugu State University of Science and Technology. They were requested to validate the instrument in terms of clarity, adequacy and appropriateness with particular reference to the purpose of study, research questions and hypotheses. One of the validators suggested that the unnecessary variables should be expunged in order to suit the purpose of the study. The validators asked the researcher to use four option ratings instead of initial five. However, out of the initial 81 items generated (42 on information management and 49 on human resources management) 13 were discarded, corrections were made on 16 items while 55 were untouched. Hence their suggestions, corrections and criticism enabled the researcher develop a total of 68 items (33 item for information management and 35 items for human resource management) as final version of the instrument which was used for data collection.

Reliability of the Instrument

To ensure the reliability of the instrument, it was trial tested on 200 teachers in 10 public secondary schools in Anambra State. To ascertain the internal consistency of the instrument, the researcher made use of Cronbach's Alpha statistic to compute the internal consistency. The coefficients for the four human resource managerial practices were 0.89 for orientation, 0.85 for motivation, 0.87 for staff development and 0.68 for staff discipline. Also, a Cronbach Alpha reliability co-efficient index of 0.78 was obtained on the information management questionnaire (See Appendix D).

Data Collection

The questionnaires were administered and collected by the researcher and three other research assistants who were briefed on the procedures for the administration and collection of the questionnaire. The distribution was done on wait and collect basis and was completed in 4 weeks. This way, a measurably high return rate was registered. Eight hundred and nine-three (893) that is 96.7% that were correctly filled and returned out of the nine hundred and twenty-three (923) copies distributed were used for the analysis.

RESULTS

Research Question One

What is the relationship between principals' information management scores and their scores in staff orientation practices in Imo State Secondary Schools?

Table 1: Pearson's Correlation between Principals' Information Management Scores and their Staff Orientation Practices Scores

	N	Principals' information management scores	Principals' orientation practices scores	Decision
Principals' information management scores	893	1	.875	
Principals' orientation practices scores	893	.875	1	Highly positive

The above table shows that the Pearson's Correlation Coefficient, $r(\text{pdf: } 4,888) = .875$. This shows that there is a strong positive correlation between principals' information management and their staff orientation practices in Imo State Secondary Schools. If principals' information management performance increases, their staff orientation management will also increase.

Research Question Two

What is the relationship between principals' information management scores and their scores in staff development practices in Imo State Secondary Schools?

Table 2: Pearson’s Correlation between Principals’ Information Management Scores and their Staff Development Practices Scores

	N	Principals’ information management scores	Principals' staff development practices scores	Decision
Principals’ information management scores	893	1	.843	
Principals' staff development practices scores	893	.843	1	Highly positive

As shown in table 2, the Pearson’s Correlation Coefficient, $r(df\ 4,888) = .843$. This is an indication that a strong positive correlation exists between principals’ information management and their staff development practices such that if there is an increase in principals’ performance in information management, their management of their staff with reference to development will also increase.

Research Question Three

What is the relationship between principals’ information management scores and their scores in staff motivation practices in Imo State Secondary Schools?

Table 3: Pearson’s Correlation between Principals’ Information Management Scores and their Staff Motivation Practices Scores

	N	Principals' information management scores	Principals' staff motivation practices scores	Decision
Principals' information management scores	893	1	.895	
Principals' staff motivation practices scores	893	.895	1	Highly positive

The above table shows that the Pearson’s Correlation Coefficient, $r. (df\ 4, 888) = .895$. This shows that there is a very strong positive correlation between principals’ information management and their staff motivation practices. This shows that if there is an increase in principals’ performance in information management, the effectiveness of staff motivation will also increase.

Research Question Four

What is the relationship between principal’s information management scores and their scores in staff disciplinary practices in Imo State Secondary Schools?

Table 4: Pearson’s Correlation between Principals’ Information Management Scores and their Staff Disciplinary Practices Scores

	N	Principals’ information management scores	Principals staff discipline practices scores	Decision
Principals’ information management scores	893	1	.813	
Principals’ orientation practices scores	893	.813	1	Highly positive

As shown in the above table, the relationship between principals’ information scores and their scores in staff disciplinary practices was highly positive. This is shown by the size of the Pearson’s Correlation Coefficient, r , which is .813 $df=4,888$. This is an indication that enhanced principals’ information management will most likely lead to an increase in their performance with reference to staff disciplinary practices.

DISCUSSION

Information Management and Staff Orientation

The broad aim of the study was to determine if there is a relationship between principals’ information management and their human resource management in secondary schools in Imo State. After correlating the scores from information management and human resource management, the researcher found that a positive relationship exists between principals’ information management and their staff orientation practices. This is an indication that an increase in principals’ information management performance will lead to a corresponding increase in his or her ability to effectively carry out orientation programmes for beginning teachers. In other words, effective information management by principals will also lead to a prosperous orientation of staff. Of course, orientation is all about disseminating information. When staff are given enough information, they will have adequate knowledge of the school sector. The information the teachers hear during orientation will definitely determine their understanding of the school. Staff orientation is one of the components of human resource growth with proper information management. As stated earlier, one may not be surprised at this outcome since information is power. During orientation, if the teachers are not well-informed, they will have limited knowledge. This is in line with the view of Lunenberg (2011), who held that the effectiveness of principals’ orientation programmes is hinged, among other things, on the proper management of information concerning the needs and interests of the beginning teacher. This validates the assumption held in this study that principals’ information management is linked to their ability to conduct orientation programmes for new teachers effectively.

Information Management and Staff Development

In the case of information management and staff development, a positive relationship between principals’ information management and staff development was recorded. This is an indication that principals who manage information about their staff very well will tend to develop their staff to a considerably high extent. On the other hand, principals who cannot effectively manage staff information will tend to score low in staff development. To buttress more on this, the outcome of this study revealed that good information management by secondary school

principals is a panacea to staff development. When a teacher has all the information he/she needs to know definitely, it will help the teacher who is avail of information that will help him/her grow will work towards that growth, unlike one who lacks the information. Therefore, the importance of information management in staff development cannot be over-emphasized. In addition to the above proper and knowledge of important information in school will give a teacher sense of belongingness and job satisfaction. Thus, a satisfied teacher will like to develop him/herself.

This finding agrees with Hayajneh et al. (2013), who found that the Human Resource Information System (HRIS) impacts very highly on the identification of training needs, defining the goals of training programmes, evaluation of training and follow-up in order to discover the effectiveness of training in organisations. All these confirm the claim that the contemporary use of Information Systems (IS) in the Human Resource Management (HRM) process has improved the decision-making ability of organisational management (Mayfield et al., 2003; Schuller. 2001). This finding validates the assumption earlier held in this study that principals' information management is linked to their ability to conduct staff development programmes for their teachers effectively

Information Management and Staff Motivation

A positive relationship between information management and staff motivation was observed. This implies that improvement in principals' information management will most likely have a multiplier effect on their ability to motivate their staff effectively. On the other hand, principals who cannot manage information about their staff to a great extent will not be able to carry out staff motivation functions effectively. In addition to that, there are two types of motivation: intrinsic and extrinsic motivation. Availing teachers of accurate information, they require in school could serve as an intrinsic motivation. The principal can use information as a way of motivation in the school. Feeding the teachers on the proper and desirable information could boost their strength to work. For instance, teachers may not know some welfare packages proposed to them by the government unless the principal informs them. Obviously, such teachers may not have the zeal to work. But for obvious reasons, their spirit of work will be triggered if the principal informs them that such packages will be given to them in due course; hence, the importance of information management in staff development among teachers cannot be overemphasised. This conforms to the findings of Coombs (2001) that effective information management, aided by functional information technology tools, enables an organisation to improve its human resource management, specifically the ability to reward, promote and evaluate staff.

Information Management and Staff Discipline

It was also found that a positive relationship exists between principals' information management and their staff disciplinary practices. This suggests that enhanced principals' information management will most likely lead to an increase in their performance of staff disciplinary functions. By implication, principals' inability to manage information about their staff will tend to occur at the same time with a decrease in their ability to discipline their staff. Furthermore, the importance of information management on staff, especially between principals and teachers, is much. When a teacher has proper information, especially on the rules, regulations and consequences of action in the school, such teachers will discipline him/herself to avoid trouble. Most teachers engage in some ill behaviours in school because they lack the proper information on the consequences of their actions. Above all, a principal

who informed teachers on punishments for certain behaviours may not hesitate to emit it on any teachers who disobey because he has warned the teacher against that. On the other hand, if a principal fails to educate teachers very well on the consequences of certain actions, such a principal may lack the conscience to punish the teacher because the teacher is not aware of the consequences. Thus, proper information management by principals helps them to insist on discipline.

This concurs with the findings of Hayajneh et al. (2013) who explained that a good I-IRIS enables an organisation to gauge the time it requires to fill certain jobs accurately, estimate the return on human capital investment and human value added. This role of HRIS furnishes management with what they will use for a just and justified discipline of staff.

Conclusion

This research has revealed that effective school administration has much to do with adequate human resource management and improved information management. However, the reality of information management and human resource management in Nigerian secondary schools has been that of teething problems and huge challenges. Secondary school administrators and stakeholders have, therefore, been faced with the daunting task of putting in place adequate information and human resource infrastructure and procedures that will translate to sound management of these twin concepts. Consequently, using organisational information processing theory, organisational information theory and resource dependency theory, the researcher undertook to investigate the existence of a relationship between information management and human resource management in Imo State public secondary schools. Responses to the researcher's questionnaire were drawn from a sample of teachers in Imo State Public Secondary School System. Based on this, the following conclusions were reached:

1. Effective information management practices, consisting of the ability to accurately identify, collect, analyse, store, retrieve and disseminate information about school staff is linked with the ability of principals to carry out orientation programmes for new teachers properly.
2. Effective information management is equally linked with the conduct of professional development programmes for new teachers. This is premised on the fact that good information management enables principals to properly assess teachers' strengths and weaknesses, with a view to recommending them to remedial sessions through staff development programmes.
3. Again, the study proves that when principals carry out successful information management, they will be in a better position to identify areas where they can more properly direct improvement measures aimed at better motivation of their teachers.
4. Finally, this study deduces that effective information management can aid principals who want to maintain a more reliable disciplinary record of their teachers. This is chiefly due to the fact that disciplinary measures must necessarily be drawn from disciplinary records. Otherwise, justice and fair play will be compromised.

Recommendations

The existence of a relationship between information management and human resource management presents theorists and practitioners of education management with a new challenge. This can be seen in the following recommendations.

1. Principals should regard the management of information about their teachers as being relevant not only for purposes of general school administration but as making a heavy input to human resource management. Consequently, principals should seek to know more about their teachers and to understand that any knowledge gained by so doing, both written and oral, formal and informal means will undoubtedly redound to improved human resource management.
2. Human resource information system professionals should include those issues that are core to the management of teachers such as orientation, development or training, motivation and discipline or supervision into their work. The inordinate emphasis on recruitment, selection, payroll, and benefit administration characteristic of traditional HRJS should be avoided as these areas find little relevance in all that constitutes a principal's sphere of duty.
3. Another salient recommendation for schools is to upgrade their information resources and facilities like libraries, database, internet connectivity and the provision of good shelves and drawers for the storage information. As findings from this study show, these have invaluable implications for sound information management and, by implication, improved human resource management.
4. Finally, principals are encouraged to periodically carry out training sessions meant to update their teachers on the latest information and human resource managerial trends. The scope and complexity of contemporary information science has made it such that the traditional dominance of the principal in this area can no longer obtain. Rather, a collaborative involvement of principal and school staff in the management of information can lead to greater results.

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