

RECORDS KEEPING OF ADMINISTRATIVE HEADS AND DELIVERY OF BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN RIVERS STATE

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ABSTRACT

The study determined the relationship between records keeping of administrative heads and delivery of Business Education programme in tertiary institutions in Rivers State. The study adopted correlational research design. The population of the study consisted of 78 Business Educators and Deans (Faculty of Education) in four (4) tertiary institutions offering Business Education Programme in Rivers State. The entire population of 78 Business Educators and Deans were involved in the study without sampling. Thus, the study was a census research. Structured questionnaire were used as instrument for the collection of primary data. Validation was by two experts in Business Education and one from Measurement and Evaluation in Ignatius Ajuru University of Education, Port Harcourt. Cronbach Alpha was used to ascertain the reliability of the instrument. A total of 78 copies of the questionnaire were administered using Google Form Survey Tool via online channels such as Facebook Messenger, WhatsApp, and e-mail. The researcher followed up the e-response process and 71 copies of the questionnaire distributed were retrieved representing 91%. Pearson Product Moment Correlation Coefficient was used to analyze the research questions and testing of the hypotheses at 0.05 level of significance. The findings revealed that there was a significant positive relationship between records keeping of administrative heads and delivery of Business Education programme in tertiary institutions in Rivers State. The study concluded that administrative heads of tertiary institutions in Rivers State who exhibit strong records keeping can allocate funds strategically to hire qualified Business Educators, maintain state-of-the-art facilities, and invest in innovative teaching methods, all of which are essential for delivering high-quality Business Education programme. Consequently, it was recommended among others that administrators in tertiary institutions in Rivers State should utilize advanced records keeping software such as expenses tracking application to monitor and report their spending in the process of providing study contents.

Keywords: Record Keeping, Business Education Programme, Youth Employment

Introduction

The delivery of Business Education in tertiary institutions has been plagued by inefficiencies, including poor instructional strategies, inadequate student engagement, and insufficient preparation for self-employment. These issues have been further exacerbated by financial indiscipline among administrative heads, leading to misappropriation of funds, poor resource allocation, and demotivated staff.

The situation can be likened to a ship without a rudder, drifting aimlessly without direction or purpose. Just as a ship requires a skilled captain to navigate through treacherous waters, Business Education programmes require effective financial management to ensure quality delivery and achieve their objectives.

Record keeping consistency refers to the systematic and uniform approach that a school head or administrator adopts in maintaining and managing school records. This consistency is crucial for ensuring that all records are accurate, up-to-date, and easily retrievable when needed (Otamiri, 2019). It involves adhering to established guidelines and procedures for documenting various aspects of school operations, including student attendance, academic performance, staff information, financial transactions, and other essential data. By establishing a routine for record

keeping, administrative heads can streamline processes related to data entry, retrieval, and reporting. This efficiency saves time and resources while minimizing errors.

Consistent records provide a reliable foundation for analyzing trends in student performance and other operational metrics. School leaders can use this data to identify areas needing improvement or intervention. Consistent record keeping enhances communication between teachers, administrators, parents, and students by providing clear documentation of events such as disciplinary actions or academic achievements (Heliyon, 2023). A consistent approach allows schools to track changes over time effectively enabling long-term planning based on historical trends in enrollment numbers or academic performance.

The problem of this study was that the record keeping of administrative heads in tertiary institutions in Rivers State is hindering the effective delivery of Business Education programmes. This indiscipline manifests in various forms, including poor budget management, inadequate financial record-keeping, and misappropriation of funds, ultimately affecting the quality of instruction, student engagement, and preparation for self-employment.

Through observation and review of existing literature, it has been noted that financial indiscipline among administrative heads is a significant contributor to the inefficiencies in Business Education programme delivery. This observation is supported by empirical studies that highlight the impact of financial mismanagement on educational outcomes.

Addressing the record keeping of administrative heads through improved financial management practices, increased transparency, and accountability could provide a valuable solution to the problem. By ensuring that funds are properly allocated and managed, tertiary institutions in Rivers State can improve the delivery of Business Education programmes, enhance student engagement, and better prepare students for self-employment. This study aims to investigate the impact of financial discipline of administrative heads on the delivery of Business Education in tertiary institutions in Rivers State, with a view to providing insights for policy adjustments and programme improvement.

What strategies can be employed to improve record keeping among administrative heads and enhance the delivery of Business Education programmes in tertiary institutions in Rivers State?

Objectives of the Study

1. determine how records keeping correlates with instructional delivery of Business Education in tertiary institutions in Rivers State.
2. ascertain the relationship between records keeping and Business Education students' engagement in tertiary institutions in Rivers State.
3. determine the relationship between records keeping and preparation of self-employable youths in tertiary institutions in Rivers State.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between records keeping and instructional delivery of Business Education in tertiary institutions in Rivers State?
2. What is the relationship between records keeping and Business Education students' engagement in tertiary institutions in Rivers State?
3. What is the relationship between records keeping and preparation of self-employable youths in tertiary institutions in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between records keeping and instructional delivery of Business Education in tertiary institutions in Rivers State.
2. There is no significant relationship between records keeping and Business Education students' engagement in tertiary institutions in Rivers State.
3. There is no significant relationship between records keeping and preparation of self-employable youths in tertiary institutions in Rivers State.

Records Keeping

All organisations rely on records to help with operations and document services. Records help with administration, record individual rights and obligations, and provide proof of public authority's work. Access to information contained in records is the foundation of organisational actions, which is why excellent public management results from implementing proper records management (Smith, 2018). According to Ngoepe (2018), records management is a field that has recently grown in popularity across many sectors, including public and corporate sectors, as well as in NGOs and the general public. Consequently, each government agency needs a system for maintaining records if it is to deliver efficient services and achieve its mission. Maintaining accurate records is critical to the smooth running of any business. For the institutions, they are a kind of memory and proof of what has happened in the past. Records are a valuable asset that must be handled with care at every stage of their lifecycle, from creation to maintenance and finally destruction. Organisational efficiency, effectiveness, and cost are all negatively impacted by ineffective records management processes. An organization's records serve as proof of its actions. As part of its routine operations, it keeps records of its financial dealings for reference at a later date.

Organisations spend a lot of money keeping records to refer to in the future and make good decisions, according to Kemoni and Wamukoya (2018). Records management is meaningless if users can't quickly and easily find the information they need. Therefore, institutions may respond to public comments, make better use of resources, and enhance service delivery with the use of records. According to Ngulube (2018), organisations may defeat information sabotage and loss by keeping careful records of all management and administrative tasks. Due to the immutability of an organization's records, effective records management procedures are essential (Yusuf & Chell, 2015). Record keeping, according to Sturges (2020), is a method for examining the lifecycle of records, from creation to usage, maintenance, and removal. The goals of public record management are to ensure that records are used efficiently and effectively for their intended purpose and to dispose of them appropriately once they have served their function. Given the foregoing, it should come as no surprise that records are the lifeblood of every business. Organisations, whether public or private sector, may struggle to improve their performance if they fail to record their actions adequately.

According to De-Wet and Du-Toit (2020), records keeping include all administrative tasks related to creating, maintaining, using, and disposing of records in a way that adequately and properly documents policy. It also includes the knowledge and abilities needed to keep track of where documents are kept inside a company. Additionally, according to Donal (2023), records keeping is the process of professionally managing information in the form of physical records from the moment they are received or created until they are either permanently retained in archives or destroyed. This includes processing, distribution, and placing records in a storage and retrieval system. The effectiveness of records management relies on employees' ability to guarantee the security of such documents. That is why it is crucial that they take precautions to prevent unauthorised individuals from accessing these details. It is imperative that they make sure these documents can be retrieved whenever needed.

Student's Engagement

The success of any educational program, but especially business programs, hinges on the level of student participation. It includes how enthusiastic, invested, and engaged pupils are in what they are studying. Student participation in a business education program has a major impact on retention rates, academic achievement, and happiness with the program as a whole. If students are interested in what they are learning, they are more likely to contribute thoughtfully to class discussions, work well with others, and find real-world examples to illustrate what they have learnt (Aina, 2016). Business teachers frequently use active learning tactics to pique their students' interest. Some examples of these methods include having students work in groups, using case studies and simulations, and providing them with chances for experiential learning. Students improve their critical thinking abilities and grasp course content more thoroughly when they are actively involved in their own learning, according to research by Hamidu and Peter (2023). This method does double duty: it encourages participation and gets pupils ready for the challenges they'll face in the corporate world.

Students' engagement may be defined as the extent to which they are enthusiastic about and actively participate in their own learning. Several factors, including students' thoughts, feelings, and actions, contribute to their level of participation in a business education program. Improving educational results and making sure kids are engaged learners rather than just taking in knowledge is why it's so important. Students who actively participate in class are more likely to do well in their studies (Ikpe, 2019). Students learn best when they are actively involved in their own education through activities like class debates, group projects, and practical application of what they've learnt (Otamiri and Otomiewo, 2022). This has important implications for the field of business education, where students' comprehension of abstract concepts like market analysis and financial management is enhanced via active participation in practical exercises rather than relying solely on textbooks and lectures. Critical thinking, problem-solving, communication, and teamwork are some of the most important abilities that students may acquire in a business school program. Students develop these abilities via active participation in group assignments that require them to work together, discuss problems, and come up with solutions. Students are need to think strategically and analytically in order to complete case studies and simulations (LinkedIn, 2022).

Nwosu et al. (2021) argued, however, that students risk failing to grasp the fundamental theoretical ideas of business education if they become bogged down in class debates or group projects. Because of this, they may miss out on information that is vital to their professional development in the future. The possibility for pupils to participate unequally is another concern. When working in groups, some students may choose to take the lead while others sit on the sidelines. As a result, not all students have the same chances to participate or learn from their classmates, which can lead to a lack of thorough knowledge. Less outspoken pupils may experience emotions of inadequacy or irritation as a result. Although learning by doing is essential in business school, it is possible to have too much of a focus on practical experience and not enough on theoretical understanding. There is a risk that students may focus too much on practical applications and not enough on the theories and ideas that underpin them. Their capacity to think critically and make judgements grounded on solid business principles may be impaired by this mismatch (Johnson, 2018). Student stress and burnout can result from overly active learning environments without sufficient downtime. Students' mental health and academic performance may suffer if they are overly burdened with the expectation that they must actively engage in every area of a program. They may become less invested in learning and future activities as a whole as a result of this stress. There are instances when student involvement activities don't line up with the stated goals of the learning process. Engagement activities risk taking focus and resources away from the business education program's intended outcomes if they do not directly support those aims.

Relationship between Record Keeping and Instructional Delivery of Business Education Programme

Effective record keeping provides valuable data that can inform decision-making processes within business education programme. By analyzing records related to student performance, enrollment trends, and resource allocation, administrators can make informed decisions regarding curriculum development, faculty hiring, and resource management. This data-driven approach enhances the overall effectiveness of educational delivery by aligning resources with student needs and institutional goals. Accurate record keeping directly impacts the quality of services provided to students in business education programme. When institutions maintain comprehensive records on student progress and engagement, they can offer personalized support services tailored to individual needs. For example, tracking academic performance allows advisors to identify students who may require additional assistance or intervention before they fall behind.

To De-Wet and Du-Toit (2020), a robust record-keeping system streamlines administrative processes within business education programme. By digitizing records and utilizing management software, institutions can reduce the time spent on manual data entry and retrieval tasks. This efficiency not only saves time but also minimizes errors associated with paper-based systems. Consequently, staff can focus more on enhancing educational delivery rather than being bogged down by administrative burdens. Record keeping serves as a repository for institutional knowledge that is vital for continuity and improvement in business education programs. Historical records document past practices, decisions made by faculty and administration, and changes in curriculum over time. This information is invaluable for new administrators or faculty members who need to understand the institution's history and context when making future decisions. Maintaining accurate records fosters accountability within business education programs by providing a clear audit trail for all actions taken by the institution. This transparency builds trust among stakeholders including students, parents, faculty members, and regulatory bodies by demonstrating that the institution operates ethically and responsibly.

Similarly, Donal (2023) averred that accurate record keeping ensures that administrative processes such as student enrollment, grading, scheduling, and financial management run smoothly. This allows the institution to focus on delivering high-quality education rather than constantly resolving administrative issues. Well-maintained records provide easy access to information such as student performance, course materials, and faculty schedules, which enhances overall administrative efficiency. Maintaining detailed records allows educational institutions to make informed decisions. For example, records on student enrollment trends, course performance, and financial data enable programme managers to identify areas for improvement, make budget adjustments, or expand certain courses. Record keeping helps track resource utilization, which aids in more strategic allocation of faculty, technology, and classroom spaces. Accurate student records allow faculty and administrators to monitor academic performance, attendance, and participation. This enables timely interventions for students who may be struggling and provides tailored support where needed. With access to detailed records, educators can develop personalized learning paths for students, ensuring that the curriculum is tailored to their needs and goals.

To Egeonu (2022) proper financial record keeping is essential for managing the budget, tracking expenses, and ensuring transparency. This is particularly important in allocating funds for faculty salaries, learning materials, scholarships, and facility maintenance. Good record keeping ensures that scholarship Programmes and financial aid are administered fairly and effectively, keeping track of the distribution of funds and monitoring student eligibility. Educational institutions must adhere to national and international standards for accreditation. Record keeping is vital for maintaining compliance with these standards, such as documenting faculty qualifications, curriculum updates, and student outcomes. Records of past performances, audits, and other relevant documents are

often required for accreditation reviews, impacting the institution's credibility and ability to continue offering Business Education programme. By keeping detailed records of course evaluations, student feedback, and employment rates after graduation, institutions can measure the effectiveness of their programme. These records are essential for quality assurance and continuous improvement. Records of past courses, including student feedback and performance, help in refining and updating the curriculum to ensure it remains relevant and competitive.

The assertion of Nwanguma-Kakoro (2022) revealed that accurate records of student performance, programme outcomes, and faculty research contributions provide valuable data for academic research and benchmarking against other institutions. Record keeping allows institutions to track changes in student demographics, career outcomes, and industry demands over time, helping them to stay competitive and adapt to market needs. Record keeping aids in providing better student services, such as tracking the progress of administrative requests (transcripts, certificates), managing internship placements, and maintaining academic history. Efficient handling of these services contributes to higher student satisfaction. Institutions can maintain records of alumni career paths, which can be useful for guiding current students, identifying industry trends, and adjusting programme to meet job market demands. Records of contracts, agreements with faculty or external partners, and student policies provide legal protection in case of disputes. This includes records of internships, partnerships with businesses, and other collaborative efforts. Record keeping helps maintain academic integrity by documenting grades, disciplinary actions, and attendance, which can protect the institution from legal challenges or accusations of unfair practices. Record keeping of partnerships with businesses, industry leaders, and other educational institutions is crucial for maintaining these relationships. Proper documentation of joint projects, student internships, and guest lectures can lead to long-term partnerships. Maintaining records of alumni can help in building strong networks for future collaboration and support in the form of guest lectures, mentorship, or funding. To this end, the test of hypotheses seven, eight and nine is necessitated as stated below:

- Ho₁: There is no significant relationship between records keeping and instructional delivery of Business Education in tertiary institutions in Rivers State.
- Ho₂: There is no significant relationship between record keeping and Business Education students' engagement in tertiary institutions in Rivers State.
- Ho₃: There is no significant relationship between records keeping and preparation of self-employable youths in tertiary institutions in Rivers State.

The Big Bucket Theory of Record Management By US National Archives and Records Administration (NARA) in 2003

Additionally, the Big Bucket Theory of Records Management is utilised in this study. Consolidating paper and electronic material into broad categories, or buckets, was initially suggested in 2003 by the U.S. National Archives and Records Administration (NARA). It was originally called flexible scheduling. Instead of using a long checklist, workers organise their records according to a few categories. For the sake of clarity and legal compliance, these categories could be based on time periods, company roles, legal and regulatory classifications, or anything else that makes sense to the company. Theoretically, the huge bucket method ought to considerably streamline record retention, leading to better compliance from staff and less chance of files being mishandled. In actuality, it frequently accomplishes just that. Large containers, however, do have their own set of factors to think about. Overly generalised categories pose a threat to both record accessibility and storage capacity. A document's retention period is equal to the length of the longest retention schedule within its own category. Because of this, certain documents could be preserved for a very long period after they would have otherwise been disposed of.

The greatest piece of advise for employing big buckets is to pick the categories properly, which is an implication of the Big Bucket Theory of Record Management to the current study. Distinguishing files related to specific events, regulatory actions, or legal proceedings from regular records is

important. Files and documents that are relevant to the same company operations or need the same services or products can be stored together in a single bucket. The best way to establish sensible and easy-to-use bucket categories is to get the individuals who deal with these records every day involved. To ease the transition from extensive lists to huge buckets, several businesses have adopted a "little bucket" strategy, which involves merging fewer retention categories into more manageable ones. While not as straightforward as the more comprehensive approach, this simplifies record management for staff.

METHODOLOGY

The correlational research design was adopted for the study. The population of the study consisted of seventy-eight (78) Business Educators and Deans of Faculty of Education in four (4) tertiary institutions offering Business Education Programme in Rivers State. Information regarding the study population were obtained from the Heads of Department (HODs) of Business Education across the institutions. The study did not use any sampling methods; rather, it included participation from all 78 business educators and deans in the population. Therefore, the research was a census, which is a type of research method that is recognised to be one in which the full population is employed rather than taking a sample from it. Structured questionnaire were used as instrument for the collection of primary data. Utilising the Pearson Product Moment Correlation Coefficient, which was made possible by the Statistical Package for Social Sciences (SPSS) Version 26.0, the evaluation of research themes and the testing of hypotheses were carried out.

RESULTS

Research Question 1: How do records keeping correlate with instructional delivery of Business Education in tertiary institutions in Rivers State?

Hypothesis 3: There is no significant relationship between records keeping and instructional delivery of Business Education in tertiary institutions in Rivers State.

Table 1: Correlation of Records Keeping and Instructional Delivery

		Records Keeping	Instructional Delivery
Pearson r	Correlation Coefficient	1.000	.733**
	Sig. (2-tailed)	.	.000
	N	71	71
	Correlation Coefficient	.733**	1.000
	Sig. (2-tailed)	.000	.
	N	71	71

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2025.

For the hypothesis testing the relationship between record keeping and lesson delivery, Table 1 shows an r-value of 0.733 at a 0.00 significance level, which is lower than the selected alpha level of 0.05. The null hypothesis (Ho1), which states that there is no significant relationship between records keeping and instructional delivery of Business Education in tertiary institutions in Rivers State, was rejected and the alternate hypothesis (Ha1) was accepted because the significance value 0.00 is less than the alpha level of 0.05. What this means is that maintaining records is crucial to the success of business education programs in Rivers State's universities and colleges. Maintaining records and delivering teaching are highly correlated, with a correlation value of $r = .733$. This shown that instructional delivery of Business Education in Rivers State's higher education institutions is positively correlated with record maintenance.

Research Question 2: How does records keeping correlate with Business Education students' engagement in tertiary institutions in Rivers State?

Hypothesis 2: There is no significant relationship between records keeping and Business Education students' engagement in tertiary institutions in Rivers State.

Table 2: Correlation of Records Keeping and Students' Engagement

		Records Keeping	Students' Engagement
Pearson r	Records Keeping	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	71
	Students' Engagement	Correlation Coefficient	.481**
		Sig. (2-tailed)	.000
		N	71

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2025.

With an r-value of 0.481 at a significance level of 0.00, which is less than the stipulated alpha level of 0.05, Table reveals that the hypothesis assessing the association between record keeping and student participation is rejected. With a p-value lower than the critical value of 0.05, we can accept Ha2 as the alternative hypothesis and reject Ho2, which states that Business Education students in Rivers State's tertiary institutions are not significantly affected by record keeping. This data reveals a strong correlation between the degree to which Business Education students in Rivers State's universities participate in class and the frequency with which they retain records. Keeping records and being actively involved are somewhat related, according to the correlation coefficient ($r = .481$) for Business Education students. After a modification in record keeping procedures, the results showed that business education students in Rivers State will be somewhat more involved with their higher education institutions.

Research Question 3: What is the relationship between records keeping and preparation of self-employable youths in tertiary institutions in Rivers State?

Hypothesis 3: There is no significant relationship between records keeping and preparation of self-employable youths in tertiary institutions in Rivers State.

Table 3: Correlation of Records Keeping and Preparation of Self-Employable Youths

		Records Keeping	Preparation of Self-Employable Youths
Pearson r	Records Keeping	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	71
	Preparation of Self-Employable Youths	Correlation Coefficient	.551**
		Sig. (2-tailed)	.000
		N	71

** . Cor relation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2025.

The r value of 0.551 at a significance level of 0.00 in Table 10 above is less than the selected alpha level of 0.05 for the hypothesis regarding the preparation of self-employed adolescents and the maintenance of records. The null hypothesis (Ho3), which asserts that there is no significant relationship between records keeping and the preparation of self-employable youths in tertiary institutions in Rivers State, was rejected, as the significance value of 0.00 is less than the alpha level

of 0.05. Consequently, the alternative hypothesis (H_a3) was accepted. This suggests that there is a substantial correlation between the preparation of self-employable adolescents in tertiary institutions in Rivers State and the maintenance of records. The moderate relationship between records keeping and the preparation of self-employable adolescents is indicated by the correlation coefficient ($r = .551$). This demonstrated that the preparation of self-employable adolescents in tertiary institutions in Rivers State is moderately improved by the maintenance of adequate records.

Record Keeping and Delivery of Business Education Programme

The test of hypotheses one, two and three revealed that there is a high positive relationship between records keeping and instructional delivery of Business Education in tertiary institutions in Rivers State; there is a moderate positive relationship between records keeping and Business Education students' engagement in tertiary institutions in Rivers State; and there is a moderate positive relationship between records keeping and preparation of self-employable youths in tertiary institutions in Rivers State. By analyzing records related to student performance, enrollment trends, and resource allocation, administrators can make informed decisions regarding curriculum development, faculty hiring, and resource management. This data-driven approach enhances the overall effectiveness of educational delivery by aligning resources with student needs and institutional goals. Accurate record keeping directly impacts the quality of services provided to students in Business Education programme. When institutions maintain comprehensive records on student progress and engagement, they can offer personalized support services tailored to individual needs.

Supportively, De-Wet and Du-Toit (2020) found that a robust record-keeping system streamlines administrative processes within business education programme. By digitizing records and utilizing management software, institutions can reduce the time spent on manual data entry and retrieval tasks. This efficiency not only saves time but also minimizes errors associated with paper-based systems. Consequently, staff can focus more on enhancing educational delivery rather than being bogged down by administrative burdens. Record keeping serves as a repository for institutional knowledge that is vital for continuity and improvement in business education programs. Historical records document past practices, decisions made by faculty and administration, and changes in curriculum over time. This information is invaluable for new administrators or faculty members who need to understand the institution's history and context when making future decisions. Maintaining accurate records fosters accountability within business education programs by providing a clear audit trail for all actions taken by the institution. This transparency builds trust among stakeholders including students, parents, faculty members, and regulatory bodies by demonstrating that the institution operates ethically and responsibly.

Similarly, Donal (2023) found that accurate record keeping ensures that administrative processes such as student enrollment, grading, scheduling, and financial management run smoothly. This allows the institution to focus on delivering high-quality education rather than constantly resolving administrative issues. Well-maintained records provide easy access to information such as student performance, course materials, and faculty schedules, which enhances overall administrative efficiency. Maintaining detailed records allows educational institutions to make informed decisions. For example, records on student enrollment trends, course performance, and financial data enable programme managers to identify areas for improvement, make budget adjustments, or expand certain courses. Record keeping helps track resource utilization, which aids in more strategic allocation of faculty, technology, and classroom spaces. Accurate student records allow faculty and administrators to monitor academic performance, attendance, and participation. This enables timely interventions for students who may be struggling and provides tailored support where needed. With access to detailed records, educators can develop personalized learning paths for students, ensuring that the curriculum is tailored to their needs and goals.

Moreso, Egeonu (2022) revealed that proper financial record keeping is essential for managing the budget, tracking expenses, and ensuring transparency. This is particularly important in allocating funds for faculty salaries, learning materials, scholarships, and facility maintenance. Good record keeping ensures that scholarship Programmes and financial aid are administered fairly and effectively, keeping track of the distribution of funds and monitoring student eligibility. Educational institutions must adhere to national and international standards for accreditation. Record keeping is vital for maintaining compliance with these standards, such as documenting faculty qualifications, curriculum updates, and student outcomes. Records of past performances, audits, and other relevant documents are often required for accreditation reviews, impacting the institution's credibility and ability to continue offering business education programme. By keeping detailed records of course evaluations, student feedback, and employment rates after graduation, institutions can measure the effectiveness of their programme. These records are essential for quality assurance and continuous improvement. Records of past courses, including student feedback and performance, help in refining and updating the curriculum to ensure it remains relevant and competitive.

The findings of Nwanguma-Kakoro (2022) revealed that accurate records of student performance, programme outcomes, and faculty research contributions provide valuable data for academic research and benchmarking against other institutions. Record keeping allows institutions to track changes in student demographics, career outcomes, and industry demands over time, helping them to stay competitive and adapt to market needs. Record keeping aids in providing better student services, such as tracking the progress of administrative requests (transcripts, certificates), managing internship placements, and maintaining academic history. Efficient handling of these services contributes to higher student satisfaction. Institutions can maintain records of alumni career paths, which can be useful for guiding current students, identifying industry trends, and adjusting programme to meet job market demands. Records of contracts, agreements with faculty or external partners, and student policies provide legal protection in case of disputes. This includes records of internships, partnerships with businesses, and other collaborative efforts. Record keeping helps maintain academic integrity by documenting grades, disciplinary actions, and attendance, which can protect the institution from legal challenges or accusations of unfair practices. Record keeping of partnerships with businesses, industry leaders, and other educational institutions is crucial for maintaining these relationships.

CONCLUSION

Based on the analyses and discussion of findings, the study concluded that there is a significant positive relationship between records keeping of administrative heads and delivery of business education programme in tertiary institutions in Rivers State. Also, it was found that organizational culture significantly moderates the relationship between financial discipline of administrative heads and delivery of business education programme in tertiary institutions in Rivers State.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. Administrators in tertiary institutions in Rivers State should transition from manual to digital record-keeping systems to enhance efficiency, reduce errors, and improve accessibility of academic and financial records.
2. Administrators in tertiary institutions in Rivers State should receive regular training on modern records-keeping practices, including compliance with data protection regulations.
3. Administrators in tertiary institutions in Rivers State should develop clear policies and guidelines on record management to ensure consistency and uniformity across departments.
4. Administrators in tertiary institutions in Rivers State should implement culture that establishes clear financial policies and ethical standards to ensure that administrative heads

practice sound financial discipline, reducing misuse of funds and improving resource allocation for business education programmes.

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