

PROPER RECORD KEEPING AND COUNSELLOR EFFECTIVENESS IN SECONDARY SCHOOLS

Dr. Amede Lucky
Faculty of Education
National Open University of
Nigeria, Jabi, Abuja.

Abstract

The study examined the proper record keeping and counsellor effectiveness in public secondary schools in Ndokwa East LGA, Delta state. Four research questions and two hypotheses guided the study. Consensus research design was utilized in this study. The option of this research design was suitable due to its benefits in recognizing the entire features of a population. The population of the study comprised all 296 teachers in 17 public secondary schools in Ndokwa East LGA, Delta state. All the 296 teachers in Ndokwa East constituted the sample size and were subsequently administered with the questionnaire. Instrument used for the study was a questionnaire titled: Proper Record Keeping Inventory (PRKI) consisted of five sections. The descriptive statistics, mean rating, t-test and one way ANOVA were used to analyse the data generated from the study. The outcome of the study revealed among others that there are many characteristics of good school counsellors' records keeping and that the importance of record keeping for school counsellors are numerous. Sequel to the findings of this study, recommendations were made which include among others that schools' authorities should organize seminar for school counsellors on the roles of proper record keeping to achieve effectiveness in their duties. Also, School counsellors should adopt ICT in record keeping to enhance quick and wise decision making.

Key Words: Record Keeping, Counsellors' Effectiveness,

Introduction

Record keeping is very pertinent for effective counselling in any organization or institution. Concise client records that contain all the relevant information are essential for counselling. General points about record keeping include Keeping your client records to the point, accurate and factual. Try not to use information in your notes which would be hard to substantiate (Salon, 2024).

A record is defined as a documented proof of a transaction which can refer to any activity that falls within the normal routine of an organization. Records are information or data on a particular subject or activity collected or preserved for future use (Weggant, 2005). Ekpikon-Ekenem (2019) opined that such records like anecdotal

record, cumulative record folder etc., should be kept by counsellors. Records management involves the storage, retrieval and use of information.

It's really essential for a counsellors to keep client consultation records. Good records can help a counsellors to provide a high standard of care. There is the need for counsellors to maintain a continuous record of up to date information about relevant aspects of clients' lives and about the treatments provided because they are the first thing to fall back on in the event of a claim being brought against them. Client records and formation should be kept confidential, secure, and protected' from unauthorised disclosure. If they are paper records, they should be locked safely. If you keep computer records, be sure to protect with password and have a backup procedure (Salon, 2024).

Keeping good client records is actually a fundamental part of good professional counselling practice. Well-kept records support counsellors in delivering high standards of care to your clients. They maintain a reliable history of important information relating to your clients' health, treatments and relevant events, rather than relying on memory. Well maintained records will help the counsellors insurance to provide them with the best possible defence if someone should make a complaint or unnecessary accusation against them. In litigation proceedings, it's often not so much a case of the client's word against the therapist's word but rather the client's word against the therapist's records. If something were to happen to prevent the counsellor from continuing to provide treatment for your clients or a case of referral, client records would be of great benefit to the next treatment therapist to ensure continuity of appropriate care (Salon, 2024). Records therefore are an important means of accountability because they provide proof of activities. Ololube (2013) as cited in Amanchukwu and Ololube (2015) identified some additional and important reasons for records keeping in schools to include, accountability, decision making, employment, information for parents, information bank and planning.

Completing client records correctly include full name of client, date of consultation, details of lifestyle and medical history where relevant, brief description of the therapy or treatment given, unusual reactions to the therapy or treatment given, details of patch tests carried out, and the relevant comments made by the client about the therapy that was provided. Others are details of aftercare advice, any consent forms should be kept and lastly, change to form signed by thr client. According to Ibara as cited in Amanchukwu and Ololube (2015), completeness, flexibility, quality, relevance etc. are some of the characteristics or attributes of good record management.

Poor records management results in difficulties in administering, planning and monitoring counselling activities. In fact, hapless records management and the lack of staff development are responsible for problems with management and policy

implementation in schools and ministries of education. Hanior, Achor and Gire (2018) have identified fire outbreaks, flooding, pests and rodents, improper storage and fragile nature of electronic records as some of the challenges facing record keeping in schools. Symons (2018) opined that much fund should be committed to school record as well as keeping of school records should be computerized for easy management in line with global practice.

Egwyunyenga (2009) noted that proper record keeping by office administrators are constrained due to insufficient skills by office managers, lack of infrastructure, problem of storage, poor supervision and poor records management programme in Nigerian schools. Thus, management of school records becomes an issue of great concern to school counsellors. Thus, in the face of the aforementioned challenges, it is pertinent to determine proper record keeping and counsellors' effectiveness in secondary schools in Ndokwa East LGA, Delta state.

Statement of the Problem

Record keeping is very important in school because it affects all other aspects of school administration such as counselling, planning, budgeting, personnel, discipline etc. Management of counsellors' records is an issue of great concern to education stakeholders, parents, students, individuals, government and non-governmental organization. As the problems occur they constitute impediments to the achievement of educational objectives.

Record management practice by school counsellors has a number of challenges which may include insufficient skill, inadequate experienced and qualified counsellors in schools, deficient facilities and equipment, engaging available counsellors with duties rather than counselling activities, and possibly low priority of record management in the scheme of things.

In spite of the fact that, records keeping are very vital in the achievement of educational objectives, these records do not seem to be adequately kept by some teachers, counsellors and principals in Ndokwa East LGA, Delta state, and it becomes obvious that accurate, reliable and trustworthy counsellors' records are not readily accessible. This concern therefore made the study expedient.

Purpose of objective

The study examined the proper record keeping and counsellor effectiveness in public secondary schools in Ndokwa East LGA, Delta state. Specific objectives includes to;

1. Examine the characteristics of good school counsellors' records keeping.
2. Determine the importance of record keeping for school counsellors.
3. Assess the challenges associated with records keeping by school counsellors.
4. Evaluate the strategies that can improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.

5. Explain the influence of gender on the strategies that can improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.
6. Explain the influence of Counsellors' qualifications on the strategies that can improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.

Research Questions

The researcher was guided by the following four research questions

1. What are the characteristics of good school counsellors' records keeping?

2. What is the importance of record keeping for school counsellors?
3. What are the challenges associated with records keeping by school counsellors ?
4. What are the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state?

Hypotheses

H₁: Gender does not significantly influence the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.

H₂: Counsellors' qualifications do not significantly influence the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state

Method

Consensus research design was utilized in this study The option of this research design was suitable due to its benefits in recognizing the entire features of a population.

The population of the study comprised all 296 teachers in 17 public secondary schools in Ndokwa East LGA, Delta state. All the 296 teachers in Ndokwa East constituted the sample size and were subsequently administered with the questionnaire.

Instrument used for the study was a questionnaire titled: Proper Record Keeping Inventory (PRkI) consisted of five sections. Section A sought the demographic information of the respondents while section B has a 10 items on the the characteristics of good school counsellors' records keeping, section C was constituted of 10 item questionnaire on the importance of record keeping for school counsellors, section D has a 10 items on the challenges associated with records keeping by school counsellors while section E dwells on the strategies to improve records keeping for effective counselling. The questionnaire was based on modified Likert-type scale, with 4 response categories: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The options on the scale were weighed on modified Likert format: SA=4, A=3 SD=2 and SD=1. 2.5 weighted mean was used to evaluate the outcome of data analysis.

The researcher first scrutinized the instruments. The instrument also passed through the some experts in the Department of Guidance and Counselling of the Faculty of Education, Delta State University, Abraka, who modified it and ensured that the instrument measured the variables it purported to measure and improve the face validity. This takes care of items like relevance, sentence structure, clarity and statutory of the item to the intended objectives of the study. Due to the experts' contribution and the corrections made, the instrument was considered valid to measure what it tends to measure for the study.

The reliability of the instrument was determined by administering it on a sample of 30 public secondary schools teachers outside the region mapped for the original study. The validated questionnaire was used to conduct a pilot study at Isoko North local government area of Delta state which was not part of the original sample population. The exercise was repeated in two weeks interval and the data from both tests were analyzed with the Pearson Product Moment Correlation statistics. The coefficient of reliability was estimated at 0.84, which was suitable for the studies.

The researcher administered the questionnaires with the aid of three trained research assistants. The sampled public secondary schools teachers were given enough time to respond to the questionnaire items before their retrieval. Completed questionnaires were collected subsequently. Out of the 296 questionnaire administered, 201 were successfully retrieved, which was 68% success.

The data collected were analyzed with the descriptive statistics, mean rating, the Independent sample test (IST) and the one way ANOVA. Hypotheses were tested at 0.05 significant levels.

The statistics were chosen for the analysis because of their robust nature of comparing both the variances and means of two and three independent samples.

Results

Answer to research Questions

Research Question 1: What are the characteristics of good school counsellors' records keeping?

Table 1: Descriptive statistics on the characteristics of good school counsellors' records keeping

S/N	characteristics of good school counsellors' records keeping	N	Sum	Mean	Std. Dev.	Remarks
Q1	The maintenance of records should involve all activities that ensure that they are in good condition, and kept in an orderly state.	201	547.00	2.7214	.71553	Ok

Q2	Complete and comprehensive records should be kept to give users all the information needed to plan and make effective decisions.	201	503.00	2.5025	.73569	Ok
Q3						
Q4	The quality of any information contained in any record must be accurate and reliable.	201	520.00	2.5871	.73731	Ok
Q5						
Q6	A good record keeping requires alternative source of storage.	201	527.00	2.6219	.73234	Ok
Q7	Accessible and easily retrievable on-demand or when needed	201	541.00	2.6915	.73101	Ok
Q8	The financial cost of collecting, analyzing, synthesizing, storing and retrieving records should be low.	201	534.00	2.6567	.75271	Ok
Q9	Data should be flexible and be used by more than one user at different times for different purposes.	201	513.00	2.5522	.77363	Ok
Q10	Disposition can also include transfer of records to a historical archive or to a museum	201	532.00	2.6468	.69253	Ok
	A good record should be legible and capable of one interpretation	201	531.00	2.6418	.72183	Ok
	Chronologically kept for ease analytical reference	201	488.00	2.4279	.85792	Ok
				2.60	.75	
	Total	2010	5236			Ok

Descriptive statistics on the characteristics of good school counsellors' records keeping is shown on Table 1. It revealed the total sum of 5236, average mean of 2.60 and a standard deviation of 0.75. The average mean of 2.60 is greater than the benchmark of 2.5. The implication was that there are many good characteristics of school counsellors' records keeping.

Research Question 2: What is the importance of record keeping for school counsellors?

Table 2: Mean rating on the importance of record keeping for school counsellors

S/N	Importance of record keeping for school counsellors	N	Sum	Mean	Std. Deviation	Remarks
Q11	Records serves as a historical document or reference with detailed records of every consultation	201	588.00	2.9254	.67779	Agreed
Q12	Well kept records support counsellors in delivering high standards of care to clients.	201	540.00	2.6866	1.10285	Agreed
Q13	To enable the school counsellors to provide necessary data about the clients which may be needed from time to time by other agencies of education	201	502.00	2.4975	1.12305	Agreed
Q14	Well maintained records will help the counsellors to provide a reliable history of important information relating to your clients' health, treatments and relevant events, rather than relying on memory.	201	477.00	2.3731	1.05123	Agreed
Q15	It provides information for parents and guardians who may seek information regarding the general conduct and academic performance of their children and wards at school	201	523.00	2.6020	1.04919	Agreed
Q16	It is useful in supplying information on the personal and family background of student.	201	515.00	2.5622	1.02341	Agreed
Q17	It becomes a vital document for the settlement of legal controversies and claims in litigation proceedings	201	511.00	2.5423	1.05331	Agreed
Q18	Records would be of great benefit to the next treatment therapist to ensure continuity of counselling	201	513.00	2.5522	1.12628	Agreed
Q19	Records are important means of accountability because they provide proof of activities.	201	558.00	2.7761	.96158	Agreed
Q20	It makes it easy to locate clients relatives during emergency.	201	541.00	2.6915	1.10199	Agreed
	Total	201	5268	2.62	9,03	Agreed

Table 2 revealed Mean rating on the importance of record keeping for school counselors in Ndokwa East LGA, Delta state in Ndokwa East LGA, Delta state. Records serves as a historical document or reference with detailed records of every

consultation has the highest average mean of 2.9254, followed by records are important means of accountability because they provide proof of activities; it makes it easy to locate clients relatives during emergency, well kept records support counsellors in delivering high standards of care to clients. It provides information for parents and guardians who may seek information regarding the general conduct and academic performance of their children and wards at school and useful in supplying information on the personal and family background of student with mean scores of 2,7761, 2.6915, 2.6866, 2.6020 and 2.5622 respectively. The total average is 2.62, which is below the weigh average of 2.5. The implication is that the importance of record keeping for school counsellors are numerous.

Research Question 3: What are the challenges associated with records keeping by school counsellors?

Table 3: Descriptive statistics on the challenges associated with records keeping by school counsellors in Ndokwa East LGA, Delta state

S/N	Challenges associated with records keeping by school counsellors	N	Sum	Mean	Std. Deviation	Remarks
Q21	Unskilled manpower	201	505.00	2.5124	1.00055	Agreed
Q22	Poor office equipment	201	604.00	3.0050	.73822	Agreed
Q23	Flooding	201	596.00	2.9652	.71679	Agreed
Q24	pests and rodent	201	627.00	3.1194	.71111	Agreed
Q25	fire outbreaks	201	594.00	2.9552	.80807	Agreed
Q26	Lack of public electricity supply and high cost of running private power	201	572.00	2.8458	.78173	Agreed
Q27	Absence of motivation	201	590.00	2.9353	.81289	Agreed
Q28	Poor supervision and poor records management programme	201	528.00	2.6269	.88604	Agreed
Q29	Insecurity and hacking of data base				.75768	
Q30	improper storage and fragile nature of electronic records				.92174	
	Total	201	565.00	2.8109	.81	Agreed
		201	532.00	2.6468		Agreed
		2010	5713	2.84		Agreed

Descriptive statistics on the challenges associated with records keeping by school counsellors in Ndokwa East LGA, Delta state is shown on Table 3. It revealed the total sum of 5713, average mean of 2.84 and a standard deviation of 0. 81. The average mean of 2.84 is greater than the bench mark of 2.5. The implication was that there are

enormous challenges associated with records keeping by school counsellors in Ndokwa East LGA, Delta state.

Research Question 4: What are the strategies to improve records keeping for effective counselling?

Table 4: Mean rating on the strategies to improve records keeping for effective counselling in secondary schools

S/N	Strategies to improve records keeping for effective counselling	N	Sum	Mean	Std. Dev.	Remarks
Q31	Biblio therapy	201	532.00	2.6468	1.06752	Agreed
Q32	Cognitive behaviour therapy	201	513.00	2.5522	1.09476	Agreed
Q33	Anger management	201	465.00	2.3134	1.09830	Agreed
Q34	Role playing	201	500.00	2.4876	1.06822	Agreed
Q35	Problem solving skills	201	480.00	2.3881	1.00929	Agreed
Q36	Family Behavior Therapy	201	484.00	2.4080	1.06899	Agreed
Q37	Dialectical Behavior Therapy	201	503.00	2.5025	1.17526	Agreed
Q38	The Matrix Model	201	542.00	2.6965	1.00620	Agreed
Q39	Desensitization and Reprocessing	201	509.00	2.5323	1.20008	Agreed
Q40	Motivational Enhancement Therapy	201	481.00	2.3930	1.02944	Agreed
	Total	2010	5009	2.52	1.08	Agreed

Table 4 revealed Mean rating on the strategies to improve records keeping for effective counselling secondary schools in Ndokwa East LGA, Delta state. The Matrix Model has a higher average mean of 2.6965, followed by Biblio therapy, Cognitive behaviour therapy, Desensitization and Reprocessing and Dialectical Behavior Therapy with mean scores of 2.6468, 2.5522, 2.5323 and 2.5025 respectively. The least is anger management as indicated in the Table was a lower mean score of 2.3134. The total average is 2.52, which is above the weigh average of 2.5. The implication is that there are several strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.

Test of Hypotheses

Hypothesis 1 Gender does not significantly influence the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.

Table 5: T-test statistics on the influence of gender on the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig.
Male	102	1.7843	.65442	.06480	199	-10.770	.030
Female	99	2.6566	.47727	.04797			

.05 level of significant.

Table 5 above is a t-test analysis on the influence of gender on the strategies to improve records keeping for effective counseling in Ndokwa East LGA, Delta state, at t (-10.770), df= 228, P>.05. Hypothesis 1 which states that gender does not significantly influence the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state was therefore accepted. The implication is that gender does not significantly influences the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.

Hypothesis 2: Counsellors’ qualifications do not significantly influence the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state **Table 6: Descriptive statistic on the influence of Counsellors’ qualifications on the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
NCE	35	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
Degree	88	1.3864	.48971	.05220	1.2826	1.4901	1.00	2.00
Post graduate degree	78	1.8333	.37509	.04247	1.7488	1.9179	1.00	2.00
Total	201	1.4925	.50119	.03535	1.4228	1.5622	1.00	2.00

Table 6 above is a descriptive statistic on the influence of Counsellors’ qualifications on the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state. The table gives categories of the subjects into NCE, Degree and Post graduate degree. A total of 100 students participated in the study. Out of this figure, 35 were of NCE, 88 for Degree and 78 of Post graduate degree. The mean scores for the NCE, Degree and Post graduate degree are 1.0000, 1.3864 and 1.8333 respectively; with a total mean score of 1.4925.

Table 7: One-way ANOVA statistics on the influence of Counsellors’ qualifications on the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	18.542	2	9.271	57.912	.000
Within Groups	31.697	198	.160		
Total	50.239	200			

The one-way statistics revealed a significant difference between and within groups as shown in Table 7 above with F (9.271= df, 2/198, p = .000). The hypothesis which states that teachers' qualifications do not significantly influence the administrative strategies to improve records keeping in secondary schools in Ndokwa East LGA, Delta state in the study was therefore rejected. In order to determine the actual differences between the three socio-economic subsets of respondents involved in the study, a posteriori test was conducted. The Turkey HSD post hoc test in Table 8 below revealed that staff from NCE mean difference of -.38636 and -.83333 to Degree and Post graduate degree, Degree have mean difference of .38636 and -.44697 to NCE and Post graduate degree while Post graduate degree have mean difference of .83333* and .44697* to NCE and Degree, respectively. All the mean differences were significant at (p=.000). The implication is that Counsellors’ qualifications significantly influence the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state

Table 8: Tukey HSD Multiple Comparisons on the influence of Counsellors’ qualifications on the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state

(I) Qualifications	(J) Qualifications	Mean Difference (IJ)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
NCE	Degree	-.38636*	.07996	.000	-.5752	-.1975
	Post graduate degree	-.83333*	.08140	.000	-1.0256	-.6411
Degree	NCE	.38636*	.07996	.000	.1975	.5752
	Post graduate degree	-.44697*	.06222	.000	-.5939	-.3000
Post graduate degree	NCE	.83333*	.08140	.000	.6411	1.0256
	Degree	.44697*	.06222	.000	.3000	.5939

*. The mean difference is significant at the 0.05 level.

Discussion of results

Research Question 1 sought to indicate the characteristics of good school counsellors' records keeping in Ndokwa East LGA, Delta state. The study revealed that there are many good characteristics of school counsellors' records keeping. This outcome is in consonant with the view of Ibara (2010) as cited in Amanchukwu and Ololube (2015) who outlined completeness, flexibility, quality, relevance etc. as some of the attributes of counsellors' records keeping.

Research Question 2 sought to establish the importance of record keeping for school counsellors in Ndokwa East LGA, Delta state. The study revealed that the importance of keeping school records in secondary schools in Ndokwa East LGA, Delta state is numerous. This outcome is in consonant with the view of Ololube (2013) as cited in Amanchukwu and Ololube (2015) who itemized some important reasons for records keeping in schools to include, accountability decision making, employment, information for parents, information bank and planning.

The result of research question 3 in the study also revealed enormous challenges associated with records keeping by school counsellors in Ndokwa East LGA, Delta State. Hanior E.A. et al (2018) have listed fire outbreaks, flooding, pests and rodents, improper storage and fragile nature of electronic records are some of the challenges facing record keeping in schools. Egwunyenga (2009) noted that proper record keeping by office administrators are constrained due to insufficient skills by office managers, lack of infrastructure, problem of storage, poor supervision and poor records management programme in Nigerian schools. Egwunyenga (2009) noted that proper record keeping by office managers are constrained due to insufficient skills by office managers, lack of infrastructure, problem of storage, poor supervision and poor records management programme in Nigerian schools.

Research Question 4 sought to evaluate the strategies to improve records keeping for effective counselling secondary schools in Ndokwa East LGA, Delta State. The analysis revealed that there are several strategies to improve records keeping for effective counseling in secondary schools in Ndokwa East LGA, Delta state. This concurs with Salon (2024) who stressed the need for counsellors to maintain a continuous record of up to date information about relevant aspects of clients' lives and about the treatments provided because they are the first thing to fall back on in the event of a claim being brought against them. client records and formation should be kept confidential, secure, and protected ' from unauthorised disclosure. If they are paper records, they should be locked safely. If you keep computer records, be sure to protect with password and have a backup procedure (Salon, 2024). Symons (2018)

opined that much fund should be committed to school record as well as keeping of school records should be computerized for easy management in line global practice.

Implication of the study for counsellors

The study examined the proper record keeping and counsellor effectiveness in public secondary schools in Ndokwa East LGA, Delta state. This study would be of immense benefit to school counselors, since it would enlighten them on the necessity of adopting modern system of record keeping through the use of improved technologies. The study would provide some useful hints to school counselors on how to keep students' academic records so as to be able to retrieve them as at when required. the findings of the study would help them to access students' records so as to enable them organize individual counselling for them where necessary. This study would help government and school administrators to pay attention to e-record keeping since it has a significant role to play in enhancing national activities. This finding would help counsellors to undertake in-service training to boost the knowledge and skills in electronic records management and to obtain adequate knowledge on the modalities of e-record keeping.

Conclusions

The outcome of the study revealed that there are many characteristics of good school counsellors' records keeping and that the importance of record keeping for school counsellors are numerous. There are enormous challenges associated with records keeping by school counsellors and that there are several strategies to improve records keeping for effective counselling in public secondary schools in Ndokwa East LGA, Delta state. Gender does not significantly influence the strategies to improve records keeping for effective counseling while Counsellors' qualifications significantly influence the strategies to improve records keeping for effective counselling in secondary schools in Ndokwa East LGA, Delta state.

Recommendations

The researchers recommend the following:

1. Schools' authorities should organize seminar for school counsellors on the roles of proper record keeping to achieve effectiveness in their duties.
2. School counsellors should adopt the application of ICT in record keeping to enhance quick and wise decision making.
3. School administrators should always provide recording tools and adequate fund to counsellors to properly maintain, store and retrieve the documents when needed..
4. Rules and regulations should be provided in handling and continuation of records in School.
5. Technology should be integrated in a system that delivers efficiency and improvements in the records management processes

References

- Alutu, A. N. G. (2017). *Theory and practice of guidance and counselling*. Benin: Mindex Publishing Co.
- Akubo, A. (2004). *Proper record keeping and effective management*. Lagos: Concept Publications Limited.
- Alabi, A. T. (2008). Methods of record keeping, storage, retrieval and utilization in Schools paper presented at workshop on records keeping for head teachers in kwara state primary schools.
- Amanchukwu, R. N., & Ololube, N. P. (2015). Excellent School records behaviour for effective management of educational systems. *Human Resource Management Research*, 5(1), 12-17.
- Egwunyenga, B. O. (2009). *The influence of record keeping on administrators*. Ebonyi Publishers. Ekpiken-Ekenum, R. (2019). Counselling and record keeping in Nigeria. In E. O. Egbochuku & I. K. S. Ifelonne (eds.) *Counselling and human development in Nigeria*. Ambik press.
- Hanior, E. A., Achor, E. E., & Gire, T. P. (2018). Challenges of school record keeping and *quality public secondary education* in Nigeria: Implications for counselling. In E.
- E. Achor, S. M. Kurumeh & T. T. Udu (Eds.), *Issues of quality education in Nigeria*, 2 119-125.
- Ibara, E. C. (2010) Information and communication technology in early childhood education: Risks, benefits and strategies for effective application. Icheke, *Journal of Faculty of Humanities, Ignatius Ajuru University of Education*. 9(1) 128-137 Kolo, I. A.,
- Egbochuku, E. O., Ayo, H., Ekanem, R. & Mburka, A. (2018). *Qualitative interactive portfolio for Counsellors professional capacities and competences development: a professional skills development manual for practicing Nigerian counselors*. Abuja: Counselling Association of Nigerian (CASSON) Publishers.
- Salon, G. (2024). *Brush up your knowledge: understanding therapist insurance & client records*. Available at <https://www.salongold.co.uk/holistic-complementary-therapistinsurance/therapist-insurance-client-records>
- Symons L. (2018). *Record keeping; Ideas for counselors in Dr. Glenn Shepherd, CCC, Notebook on ethics, Legal issues, and standards for counsellors*.

Retrieved from [http://www.ccpa-accp.ca/wp-content/uploads/2015/NOE.Record-Keeping-ideas-for Counsellors-pdf](http://www.ccpa-accp.ca/wp-content/uploads/2015/NOE.Record-Keeping-ideas-for_Counsellors-pdf).

Umeri, V. (2022). *School records management*. |<https://safsms.com/blog/school-records->
Weggant J. (2005). Effective record keeping in educational management. *Educational Journal Journal* 7(1) 42-