

FACTORS INFLUENCING SCHOOL RECORD KEEPING IN SECONDARY SCHOOLS IN EDO STATE: IMPLICATION FOR COUNSELLING

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Abstract

This study examined the factors influencing record keeping in secondary schools in Edo State, and its implication for counselling. The population of the study comprised teaching and administrative staff in all the secondary schools selected in the State. The survey research design was used in the study. The sample of the study comprised 200 participants which were randomly selected from 10 secondary schools in two local government areas in the State. The 200 respondents were stratified into junior and senior secondary schools and urban and rural schools. The research instrument was a checklist developed by the researcher on factors influencing record keeping in secondary schools in Edo State, this was used to collect data on the factors influencing record keeping. In this study four research questions were raised. Mean and standard deviation were the descriptive statistical tools adopted to analyze the four research questions. The result of the findings clearly showed that: record keeping in Edo State was influenced by a number of factors which included: indifference by school staff towards record keeping, lack of in-depth supervision by school heads, insecurity of the school environment, lack of continuous training on record management, inadequate knowledge of school personnel of how to keep school records, lack of experience on the part of school Staff, shortage of school staff, and insecurity of the school environment. The study brings into focus the need for Education authorities to ensure adequate and continuous training and retraining of management and staff on record keeping strategies. Government should provide more facilities for adequate record keeping. Government should put in place modalities for training and retraining of both management and staff to ensure proper record keeping. Record keeping Staff should be trained and evenly distributed to avoid shortage of staff; appropriate facilities for record keeping should be provided with adequate security measures to safe guard the records in such a way that it becomes very handy to ease the work of the Guidance Counsellor especially for the purpose of referral, placement and follow up as the need arises.

Keywords: School Records, Record keeping, Administrator, School Records, Guidance Counsellor, Teachers.

In an establishment where effective teaching and learning takes place there are appropriate records that should be kept in facilitating activities. According to Nwadiani (2011) “School records include all books and files containing information relating to what goes on in the school, who is in the school as well as that types of property the school owns. These records also consist of the facts about the connection of the school with external environment. Basically, school records provide information necessary for the smooth running of an educational institution. It holds the information relating to the history of the school which includes the past, present and future of any school. Historical information is secured in the records kept in the school. When proper records are not kept in a school, genealogical information about the historical development of the school, may be lost and will not be guaranteed. This will make it difficult to write the history of the school with facts and figures. However, it is important that the staff get familiar with the legal and ethical requirement for record keeping in their specific professional framework and prerogative. Usually, record keeping must be guided by some level of confidentiality, proper safeguarding, preservation of the content and context and so on (Uwaifo 2004, Akporhonor and Iwhiwhu 2007). Omeyi, 1997 in Egwunyenga,(2009) stated that the situation in record keeping in the school system has not been successful because of lack of management components. Ibiam (2004) in support of the above statement noted that many years of neglecting the need for proper record keeping in the education sector had done excessive damage in the sector. In his opinion, Iginodala, (1998) believes that personnel staff who maintain the system of record keeping are inadequate and some are ignorant of their responsibilities. Also Afolabi (1999) affirmed that record keeping management practice has a number of challenges which may include experienced record management personnel and low priority of record management in the scheme of things. Other related problems of record keeping identified generally in the educational system include lack of guidelines for safe record keeping which lead to damage and loss of important information (Egwunyenga 2009) and challenges in record recovery and lack of obligation by management and staff of the need for organized records (Egunleti 2001). Ogundele (2001) believes there is a serious need for staff training. Fadokun 2004 believed that adequate manual classification, storage facilities, security and funds are generally recommended for good record keeping.

The management of records in the secondary schools like in other organization is a cyclic process involving the principals, teachers, students, managers and learners. The bulk of records are handled and kept by the principals manually thus making the processing, retrieval and utilization of these records difficult. Enarniroro (2013) stated that the situation of record keeping and effective management in secondary school system has not attained good success due to insufficient provision of facilities, fund and management components. However, adequate knowledge, experience of personnel staff, adequate security, storage facilities and funds are generally suggested factors for good record keeping. Awe (2009) alleged that government, secondary school management,

Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

staff and students are responsible for inaccessible, erroneous, inadequate and untruthful records. Idoko (2007) stressed that, for the purpose of effectiveness, evaluation, accountability, decision-making and co-ordination of task, records must be kept meticulously. He added that the principals should view record keeping as one of their primary roles in administration. Also the administrative practice of handing and taking over may not be without a snag; school policy formulation and application may take a disorganized shape; teaching and learning may be interrupted from time to time. These and many other problematic situations are likely to arise if school records are not properly kept. Specifically, school record keeping is the documentation of data or information about students by head-teachers, teachers and Counsellors for future use. Durosaro, Sofoluwe, Oduwaiye, Kayode&Ogundele, (2015) stated that records are essential tools for effective planning and management of the school. School records occupy strategic position in the effective, resourceful organization, supervision of the school and allowing for the planning and implementation of suitable course of actions appropriate for monitoring of activities and tasks. In his words records are important because they serve as a key tool that sustains the school and supports in achieving educational goals and objectives. Records keeping can also restore teaching competence and maintain the trend in good teaching and learning process.

Classification of School Records

Educational records that are kept vary from school to school. Omoha (2013) gave detailed listing of school records in two categories as follows:

Statutory Records

Statutory school records have both legal and administrative implications; they are kept in accordance with the education law and must be produced on request by the agents of the Ministry of Education on official inspection. They include the following: Admission/withdrawal register, Log book, Attendance register, School time table, Diary of work, Visitors' book, Examination record book, Time movement book, a copy of National policy on Education, National curricula on different subjects, Assignment book for teachers, Query book, History of the school, Transfer certificate book, Pupils individual files, Sports and games record file, School clubs/societies, Annual leaves roster, Teachers' annual evaluation report, Education inspectors report, Organizational charts, Minutes book, Disciplinary committee file, School land documents, Lesson plan/notes for teachers, as so on.

Non Statutory Records

These types of school records have administrative implications which include: Stock book, Cash account books, School calendar, Health book, Inventory book, Staff minutes book, as so on.

Statement of the Problem

In spite of the numerous importance of regular keeping of school records in managing the day to day running of an educational organization, it was observed that, in most contemporary education institutions, record keeping was not in conformity with standard practice, among many secondary schools in Edo State. Students move from one school to school without documentation of transfer, in some schools there are no records of any student transferring to the school yet they admit students into classes other than JS One. It seems that transfer certificate for admitting a new student relocating from another school have lost its relevance in school administrative record keeping procedure. Nwadiani (2011) opined that school heads and teachers do not keep school records accurately because they do not know how to keep them. Unenlightened filing clerks may not know what to do this can make the system of filing and keeping records very awkward. In which case, information needed as documented evidence may not be available when required by officials from the Ministry, parents, the court of law, students applying for scholarship and so on. Where such information is available; it may not be entirely free from alterations. Thus information provided may not be reliable when used. The history of the school as well as that of the individual learners may be difficult to trace if relevant records were not dully kept and progress evaluation would become a difficult task. It became necessary therefore to investigate what factors are influencing record keeping in schools in Edo State and its implication for Counselling. .

Implications of School Records for Counselling

In the words of the Amanchukwu and Nwanchuku (2015) “poor records management results in difficulties in administration, development and supervision of educational system”. Records benefit both the client and the Counsellor/psychologist through documentation of treatment plans, services provided, and client’s progress. Record keeping documents help the Counsellor/psychologist's planning and implementing an appropriate course of service, allowing the Counsellor/psychologist to monitor his or her work. Records may be especially important when there are significant periods of time between contacts or when the client seeks services from another professional. Appropriate records can also help protect both the client and the Counsellor/psychologist in the event of legal or ethical proceedings. The process of keeping records involves consideration of legal requirements, ethical standards, and other external constraints, as well as the demands of the particular professional context. Proper Clinical records can help the next treating therapist with information to continue with a client should anything happen to the Counsellor

The Contents of counselling records has no fixed rules about what ought to be included in counselling records or how these ought to be written. Counselling records have varied styles, from brief factual accounts of the client’s details to Counsellor’s thoughts, responses and follow-up schedules. This must reflect the therapy and skills used to deliver reasonable counselling care. A good counselling record is written within the

Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

time of the events it records. The process of writing records helps Counsellors in organizing their thoughts and feelings, this is helpful in the counselling process because it enables Counsellors to reflect systematically on what has occurred and plan for future sessions. In other words, the process of writing records enhances the quality of the counselling. Records provide Counsellors with a synopsis for incidental details, such as the names of people mentioned by a client, this helps the Counsellor to concentrate on issues raised by the client rather than recalling details from one session to another. Written records produced during the counselling process would indicate what changes have occurred thus making counselling more visible. This provides valuable information to the Counsellor who may choose to share this knowledge with the client when it is appropriate. Systematic record-keeping provides evidence of the degree of care taken by Counsellors in their work, which may be useful if a client makes a complaint against a Counsellor to a professional body or begins legal action against a Counsellor. It also protects against differences in memory between client and Counsellor.

As Counsellors seek to be professional and credible with other professional services, they need to develop record-keeping practices that support them in performing their role and meet the public expectations of code of ethics of the profession. State and Federal laws, as well as the American Psychological Association's (APA, 2002) "Ethical Principles of Psychologists and Code of Conduct" (hereafter referred to as the Ethics Code), generally require maintenance of appropriate records of Counselling/psychological services. The nature and extent of the record will vary depending upon the purpose, setting, and context of the services. Counsellors/Psychologists should be familiar with legal and ethical requirements for record keeping in their specific professional contexts and jurisdictions. Nwadiani (2011), highlights that school records enable teachers to get acquainted quickly with new students; identify scholastic strength and weaknesses of individual students and to plan a programme to educate students on the identified problems in order for them to embrace social adjustment and to provide a comprehensive and continuous data for their counselling. Yahaya (2007) asserted that records tell the history of the school and are useful historical sources; records facilitate continuity in the administration of a school and enhance the provision of effective guidance and Counselling services for pupils in the social, academic career domains among other benefits.

Purpose of Study

The purpose of the study was to investigate the factors influencing school record keeping in secondary schools in Edo State: Implication for Counselling.

Research Questions

The following research questions were raised to guide the study.

1. What are the factors influencing record keeping in Urban location of Edo State?
2. What are the factors influencing record keeping in Rural location of Edo State?

3. What are the factors influencing record keeping in Junior Secondary Schools in Edo State?
4. What are the factors influencing record keeping in Senior Secondary schools in Edo State?

Methodology

The survey research design was used in this work since the interest was to find out the various factors that influence record keeping in secondary schools. The population of this study was made up of all the teaching and non-teaching staff of all the secondary schools in two out of the eighteen local government areas in Edo state. The sample of this study was 200 respondents made up of teaching and non-teaching staff drawn from five public secondary schools each from two local government areas; data collection was done in categories of Urban and Rural Junior and Senior schools. The research instrument was a checklist developed by the researcher on factors influencing record keeping in secondary schools in selected schools in Edo State. The instrument was validated and a test-retest method was used to establish the reliability of the research instrument. The Pearson's product moment correlation coefficient was used to determine the correlation coefficient value of 0.87. Two hundred (200) copies of the questionnaire was administered to the respondents by the researcher and two other research assistants who also helped to retrieve same after duly filled by the respondents. The data obtained, using the checklist, were analyzed using descriptive statistics of frequency distribution; mean and standard deviation. The benchmark or decision rule was based on any item with mean score less than or equal to 2.49 which was considered as disagree, while any item with mean score equal to or more than 2.50 was considered as agreed. Standard deviation values wide apart show homogeneity in the responses of the respondents.

Result and Discussion

Research Question 1: What are the factors influencing record keeping in urban secondary schools in Edo State?

Table 1: Mean and Standard Deviation Scores of Responses on the Factors Influencing Record Keeping in Urban Secondary Schools in Edo State.

S/N	STATEMENTS	SA	A	D	SD	\bar{x}	SD	RE M AR K
1.	Inadequate knowledge of school personnel on how to keep	50	21	99	30	2.46	1.02	Dis agr ee

Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

school records								
2.	Ignorance of the need for record keeping.	23	16	97	64	1.99	0.93	Disagree
3.	Lack of experience on the part of school Staff.	176	23	1	0	3.88	0.35	Agree
4.	Laziness on the part of school personnel.	167	7	23	3	3.69	0.73	Agree
5.	Shortage of School Staff.	87	84	6	23	3.18	0.95	Agree
6.	Indifference by School Staff towards record keeping.	200	0	0	0	4.00	0.00	Agree
7.	Lack of in-depth supervision by school head.	12	8	180	0	2.16	0.50	Disagree
8.	Difficult method of record keeping.	23	16	97	64	1.99	0.93	Disagree
9.	Staff is saddled with too many official tasks.	17	23	156	4	2.27	0.64	Disagree
10.	Lack of Motivation by	34	19	120	27	2.30	0.91	Disagree

	School heads.							ee
11.	Insufficient facilities for record keeping	50	21	102	27	2.47	1.01	Disagree
12.	Non-enforcement of disciplinary action against defaulters of record keeping	32	89	67	12	2.71	0.80	Agree
13.	Lack of continuous training on record management	199	1	0	0	4.00	0.07	Agree
14.	Non-availability of School Archives	89	68	13	30	3.08	1.05	Agree
15.	Insecurity of the school environment	67	101	8	24	3.06	0.92	Agree
	Grand					3.04	0.80	Agree

Source: Researcher's field survey data, 2022.

Analysis on Table 1 revealed that the respondents with mean score range from 1.99 – 4.00. A grand mean of 3.04 and standard deviation of 0.80 indicated that the respondents agreed that the factors listed in the table above influence record keeping in urban secondary schools in Edo State.

Research Question 2: What are the factors influencing record keeping in rural secondary schools in Edo State?

Table 2: Mean and Standard Deviation Scores of Responses on the Factors Influencing Record Keeping in Rural Secondary Schools in Edo State.

S/N	STATEMENTS	SA	A	D	SD	\bar{x}	SD	REMARK
1.	Inadequate knowledge of school personnel of	198	1	1	0	3.99	0.16	Agree

Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

	how to keep school records.							
2.	Ignorance of the need for record keeping.	102	14	28	56	2.81	1.32	Agree
3.	Lack of experience on the part of school Staff.	88	87	16	9	3.27	0.79	Agree
4.	Laziness on the part of school personnel.	167	7	23	3	3.69	0.73	Agree
5.	Indifference by School Staff towards record keeping .	87	84	6	23	3.18	0.95	Agree
6.	Lack of in-depth supervision by school head.	200	0	0	0	4.00	0.00	Agree
7.	Difficult method of record keeping	98	101	1	0	3.49	0.51	Agree
8.	School Staff is saddled with too many official tasks.	67	34	99	0	2.84	0.90	Agree
9.	Non-enforcement of disciplinary action against defaulters of record keeping.	167	7	23	3	3.69	0.73	Agree
10.	Lack of continuous training on record management.	32	56	99	13	2.54	0.84	Agree

Margaret I. Abikwi Ph.D

11.	Insufficient facilities for record keeping	34	19	120	27	2.30	0.91	Disagree
12.	Non-enforcement of disciplinary action against defaulters of record keeping	89	44	67	0	3.11	0.88	Agree
13.	Lack of continuous training on record management	178	0	21	1	3.78	0.64	Agree
14.	Non-availability of School Archives	176	19	3	2	3.85	0.47	Agree
15.	Insecurity of the school environment	50	21	102	27	2.47	1.01	Disagree
Grand						3.39	0.79	Agree

Source: Researcher's field survey data, 2022.

Analysis on Table 2 revealed that the respondents with mean score range from 2.30 – 4.00. A grand mean of 3.39 and standard deviation of 0.79 indicated that the respondents agreed that the factors listed in the table above influence record keeping in rural secondary schools in Edo State.

Research Question 3: What are the factors influencing record keeping in Junior secondary schools in Edo State?

Table 3: Mean and Standard Deviation Scores of Responses on the Factors Influencing Record Keeping in Junior Secondary Schools in Edo State.

S/N	STATEMENTS	SA	A	D	SD	\bar{x}	SD	REMARK
1.	Inadequate knowledge of school personnel on how to keep school records	178	14	1	7	3.82	0.61	Agree
2.	Ignorance of the need for record keeping.	98	101	1	0	3.49	0.51	Agree
3.	Lack of experience on the part of school	12	8	180	0	2.16	0.50	Disagree

Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

Staff.								
4.	Laziness on the part of school personnel.	155	19	9	17	3.56	0.92	Agree
5.	Shortage of School Staff.	187	11	1	1	3.92	0.34	Agree
6.	Indifference by School Staff towards record keeping.	199	0	1	0	3.99	0.14	Agree
7.	Lack of in-depth supervision by school head.	187	11	2	0	3.93	0.30	Agree
8.	Difficult method of record keeping.	130	50	20	0	3.55	0.67	Agree
9.	Staff is saddled with too many official tasks.	125	59	16	0	3.55	0.64	Agree
10.	Lack of Motivation by School heads.	12	8	180	0	2.16	0.50	Disagree
11.	Insufficient facilities for record keeping	76	62	23	39	2.88	1.12	Agree
12.	Non-enforcement of disciplinary action against defaulters of record keeping	12	15	98	75	1.82	0.81	Disagree
13.	Lack of continuous training on record management	34	19	120	27	2.30	0.91	Disagree
14.	Non-availability of School Archives	50	21	102	27	2.47	1.01	Disagree
15.	Insecurity of the school environment	187	9	0	4	3.90	0.46	Agree

Grand

3.39 0.58 Agree

Source: Researcher's field survey data, 2022.

Analysis on Table 3 revealed that the respondents with mean score range from 1.82 – 3.99. A grand mean of 3.39 and standard deviation of 0.58 indicated that the respondents agreed that the factors listed in the table above influence record keeping in junior secondary schools in Edo State.

Research Question 4: What are the factors influencing record keeping in Senior secondary schools in Edo State?

Table 4: Mean and Standard Deviation Scores of Responses on the Factors Influencing Record Keeping in Senior Secondary Schools in Edo State.

S/N	STATEMENTS	SA	A	D	SD	\bar{x}	SD	REMARK
1.	Inadequate knowledge of school personnel on how to keep school records	12	8	180	0	2.16	0.50	Disagree
2.	Ignorance of the need for record keeping.	155	19	9	17	3.56	0.92	Agree
3.	Lack of experience on the part of school Staff.	87	84	6	23	3.18	0.95	Agree
4.	Laziness on the part of school personnel.	23	16	97	64	1.99	0.93	Disagree
5.	Shortage of School Staff.	17	23	156	4	2.27	0.64	Disagree
6.	Indifference by School Staff towards record	34	19	120	27	2.30	0.91	Disagree

Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

	keeping.							
7.	Lack of in-depth supervision by school head.	12	56	132	0	2.40	0.6	Disagree
8.	Difficult method of record keeping.	11	23	166	0	2.23	0.5	Disagree
9.	Staff is saddled with too many official tasks.	17	3	177	3	2.17	0.6	Disagree
10.	Lack of Motivation by School heads.	17	3	177	3	2.17	0.6	Disagree
11.	Insufficient facilities for record keeping	89	78	29	4	3.26	0.78	Agree
12.	Non-enforcement of disciplinary action against defaulters of record keeping	19	21	132	28	2.16	0.78	Disagree
13.	Lack of continuous training on record management	187	2	3	8	3.84	0.64	Agree
14.	Non-availability of School Archives	3	5	17	175	1.18	0.54	Disagree
15.	Insecurity of the school environment	167	30	2	1	3.82	0.45	Agree

Grand

2.63 0.79 Agree

Source: Researcher's field survey data, 2022.

Analysis on table 4 revealed that the respondents with mean score range from 1.18 - 3.84. A grand mean of 2.63 and standard deviation of 0.79 indicates that the respondents agreed that the factors listed in the table above influence record keeping in senior secondary schools in Edo State.

Discussion of Findings

The first finding of the study according to table 1 revealed that several factors influence record keeping in urban secondary schools in Edo State. The factors influencing record keeping in urban secondary schools in Edo State included indifference by school staff towards record keeping; lack of experience on the part of school Staff; laziness on the part of school personnel; Shortage of School Staff; lack of continuous training on record management, lack of continuous training on record management as well as insecurity of the school environment. This finding is in line with Nwadiani (2011) study which revealed that school heads and teachers do not keep school records accurately because they do not know how to keep them. The implication of this as opined by Amanchukwu and Nwanchukwu (2015) is that poor records management results in difficulties in administration, development and supervision of educational system.

The second finding of the study revealed that lack of in-depth supervision by school head, inadequate knowledge of school personnel of how to keep school records; laziness on the part of school personnel; difficult method of record keeping, non-enforcement of disciplinary action against defaulters of record keeping; lack of continuous training on record management and non-availability of school archives are factors affecting record keeping in rural areas. This finding agrees with the work of Ogundele (2001), Ottuh and Ojugo (2014) who asserted that there is need for staff training due to the multidimensional factors influencing record keeping in rural and urban secondary schools in Nigeria

The third finding stated that inadequate knowledge of school personnel on how to keep school records; ignorance of the need for record keeping; laziness on the part of school personnel; shortage of school staff; indifference by school staff towards record keeping; lack of in-depth supervision by school head; difficult method of record keeping; staff saddled with too many official tasks and insecurity of the school environment are factors that influence record keeping in the junior secondary schools. These findings also corroborate the findings of Durosaro, Sofoluwe, Oduwaiye, Kayode & Ogundele, (2015) who stated that records are essential tools for effective planning and management of the school. Therefore a secured place must be found to keep all records. It is also obvious that the junior secondary schools in Edo State need adequate attention to be given to

Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

these factors listed above for proper record keeping to achieve the goals of school management.

The fourth finding of the study revealed that ignorance of the need for record keeping; lack of experience on the part of school staff; insufficient facilities for record keeping; lack of continuous training on record management and insecurity of the school environment are factors influencing record keeping. These findings agreed with the works of Idoko (2007) and Ottuh and Ojugo (2014) who emphasised the need for school administrators to keep records meticulously.

Conclusion

Record keeping is a strong instrument for keeping the government and the nation informed as to the need or otherwise of further investment in education and other sub-sectors of the economy, the direction as well as the dimension of such investment. One of the major reasons education have not been utilized adequately to achieve national transformation and reconstruction of the third world nation is due to poor record management by educational managers, administrators and teachers. Modebelu and Oyali (2014) stated that record keeping is a strong instruction for keeping the government and the nation informed as to the need of further investment in education and other sub-sectors of the economy, the direction as well as the dimension of such investment. One of the major reasons education have not been utilized adequately to achieve national transformation and reconstruction of the third world nation is due to poor record keeping and management by educational managers, administrative and teachers. .

Recommendations

Based on the findings, the researcher made the following recommendations: Education authorities should ensure adequate and continuous training and retraining of management and staff on record keeping strategies. Government should provide more facilities for proper record keeping. Appropriate supervision should be carried out on record keeping. With advancement of technology school heads should have a data bank of their students. No student should be admitted in a new school without a transfer certificate. This will help control the movement of students who go to enroll for exams they are not qualified for. Relevant authorities should employ more staff which should be evenly distributed to all schools to avoid shortage. Guidance counsellors should be sent to schools to help in appropriate recording of student's placement. Professional guidelines should be compulsorily adhered by the School Counsellor to keep accurate records of students they counsel. School heads should take record keeping supervision seriously by ensuring that student's records are updated termly. Inspection of school records should be done internally and externally and defaulters should be penalized.

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Factors Influencing School Record Keeping in Secondary Schools in Edo State: Implication for Counselling

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Margaret I. Abikwi Ph.D

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