

The Relationship between ICT Utilization and Records Management in Secondary Schools of Sheema District.

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ABSTRACT: The study was designed to establish the relationship between information communication technology utilization and records management in secondary schools in Sheema District, southwestern Uganda. It was guided by the following objectives: to establish the level of utilization of ICTs, to determine the extent to which records are managed in secondary schools, and to determine the relationship between ICTs utilization and records management in secondary schools. A total sample of 10 schools (5 private secondary schools and 5 government aided secondary schools), 10 head teachers, 10 ICT administrators was selected using purposive sampling. Twenty (20) records officials and 100 teachers were selected using simple random sampling. The researcher used questionnaire survey and interview methods of data collection. Quantitative data from the field was processed and analyzed using Statistical Package for Social Scientists (SPSS v21). Qualitative data from interviews was analyzed descriptively and information presented in the narrative form. The study findings found out that the level of utilization of ICTs in secondary schools of Sheema District was high at an overall mean score of 3.77. The study findings found out that the extent to which records are managed in secondary schools of Sheema District was high, with an overall mean score of 3.80. The study findings found out that the correlation coefficient was 0.290 which indicates that there is a slight positive relationship between ICTs utilization and records management in secondary schools of Sheema District. The p value 0.001 shows that there is a statistically significant relationship between ICTs utilization and records management in secondary schools of Sheema District. It was concluded that there was a high level of utilization of ICTs in secondary schools of Sheema District. It was also concluded that there was a high extent to which records are managed in secondary schools of Sheema District. It was further concluded that there was a statistically significant relationship between ICTs utilization and records management in secondary schools of Sheema District. Therefore changes in ICTs utilization were associated with changes in records management. It was recommended that the school administrators should be trained in basic ICTs utilization skills and especially in their applications in managing records and information by the Government of Uganda. This will enhance the adoption of the technology systems for proper management of records and information of schools.

Keywords ICT Utilization, Relationship, Records Management, Secondary Schools Sheema,

I. BACKGROUND

Over a century ago, attitudes and processes were far less methodical, and records were retained in a haphazard fashion if at all (Agbo, I. S. (2015). Globally, in the early history of ICT utilization, there were simply no set rules or regulations governing records management (Kasozi, 2012). Practical considerations like finance, space, and resources played a huge role in determining how records were managed and for how long. As soon as records were no longer necessary, or if storage costs became too costly or inconvenient, they were tossed (Toyo, 2017). There were no formal processes or legal guidelines for the utilization of ICT in secondary schools for records management. In the UK in the late 19th century, three government bodies came into effect to pass laws that would regulate the utilization of ICT for records management in secondary schools. The public record office was created in 1838 to focus on the preservation of key public records. Its mandate included making sure these records were accessible to researchers (Watson & Andrew, 2013).

In Africa, the field of records management has undergone great advancements in the utilization of ICTs and this is mainly due to the emergence of modern information and information communication technology utilization (Kasozi, 2012). The utilization of ICT in schools has improved the performance of the management of schools. Tusubira and Mulira (2012) argued that at the organizational level, it is widely accepted that the integration of ICT in organizational functions is necessary for increased efficiency, cost-effectiveness, and competitiveness. The utilization of information communications technology cannot be ignored in any sphere of human endeavors. Olayemi (2007) posits that information communication technology utilization (ICT) is computer-related technology used to process, store, and transmit data. It is a generic term referring to a technology that is being used for collecting, storing, editing, and passing on information in various forms.

The government of Uganda through the Uganda communications commission initiated the national ICT policy in 2003. The utilization of ICT in secondary school has transformed the way in which schools store and manage records today have adopted the use of ICT in order to cope with the ever-increasing information generated within the organization (Lyman, 2014). A school record serves to assist in the effective management of the school. Headteachers are required to keep records not only because it is a statutory duty but because of its value in improving management practices. Consequently, ICT became indispensable in the administration of schools. Lawal (2011) stated clearly that it is no longer fashionable for secretarial staff to write all the letters and prepare all other documents by hand or by the use of a typewriter.

In an existential situation, secondary schools in Sheema District Southwestern Uganda were reported to be characterized by unappropriated records management (District Education Officer's report, 2018/2019). Although different researchers (for example, Kasozi (2012), and Ahmed & Jibia (2013) have studied information communication technology utilization and records management, these studies were not done in secondary schools in Sheema District South Western Uganda. If the problem is not urgently addressed, there would be increased cases of misuse of school resources and low school productivity. Therefore, the study aimed to establish the relationship between information communication technology utilization and records management in secondary schools in Sheema District South Western Uganda

Purpose of the study

The purpose of the study was to establish the relationship between information communication technology utilization and records management in secondary schools in Sheema District Southwestern Uganda

II. PROBLEM STATEMENT

Ideally, Read & Ginn (2015) argues that ICT enables effective records management thus ensures school records of vital historical, financial, and legal value. Records Management provides institutional accountability and timely access to information. Therefore, ICT utilization is of paramount importance in records management in secondary schools. ICT utilization includes human resources, machinery, affordability and internet (West, 2015). Despite the efforts by the Government of Uganda through the Ministry of Education and Sports to ensure that secondary schools have ICT tools, there is inappropriate records management in secondary schools of Sheema District Southwestern Uganda. Dissertation by Tenywa (2014) revealed that ICT for records management in secondary schools means superior data storage capacity, faster data retrieval, easier amendment of data and data redundancy.

In existential situation, secondary schools in Sheema District were characterized by unappropriated records management (District Education Officer's report, 2018/2019). Although different researchers (for example, Kasozi (2012), Ahmed & Jibia (2013) have studied information communication technology utilization and records management, these studies were not done in secondary schools in Sheema District South Western Uganda. If the problem is not urgently addressed, there would be increased cases of misuse of school resources and low school productivity. Therefore, the study aimed to establish the relationship between information communication technology utilization and records management in secondary schools in Sheema District South Western Uganda

III. METHODS

Study Design and Setting

This study employed both quantitative and qualitative research approaches during data collection and analysis. The study followed the cross-sectional research design that involves the analysis of data collected from the population sample at a given time. The study was carried out in Sheema District. Sheema district is bordered by the following districts, Behweju to the north, Mbarara to the east, Ntungamo to the southwest, and Bushenyi to the west. Sheema district has 60 parishes, 12 sub-counties 60 parishes, and 598 villages (Town Clerk's Report, 2017).

Participants

The participants of the study were head teachers, ICT administrators, records officials such as secretaries, and record managers and teachers. Due to time and cost constraints, the researcher considered the

sampled population that be representative. The sampled population was from 5 government-aided schools and 5 private schools. The sampled population was thus 10 head teachers, 10 ICT administrators, 20 records officials, and 100 teachers.

Recruitment and Sampling Procedure

A total sample of 10 schools (5 private secondary schools and 5 government-aided secondary schools). 10 head teachers were selected using purposive sampling, 10 ICT administrators were selected using purposive sampling, 20 records officials were selected using simple sampling, and 100 teachers were selected using simple random sampling. **Simple random sampling:** The method was used to select teachers and records officials because of their big number. Each individual had a chance of being selected based on the sampling frame containing the names of the teachers in the different schools. **Purposive sampling:** For purposive sampling, was used to select particular people to provide in-depth views since the study was both quantitative and qualitative. The respondents who were selected purposively included head teachers, and ICT administrators from selected secondary schools. Purposive sampling allowed the researcher to gather qualitative responses, which led to better insights and more precise research results.

Ethical Considerations

The researcher obtained an introductory letter from the directorate of graduate studies, research, and innovations to the relevant authorities in secondary schools in Sheema District. The researcher obtained clearance from the Bishop Stuart University's research coordinator. To ensure privacy, the researcher informed respondents upfront that indeed their names are not required and that they have a right to leave questions unanswered for which they do not wish to offer the requisite information.

Analysis

Quantitative data from the field was processed and analyzed using Statistical Package for Social Scientists (SPSS v21). Specifically, the Pearson product-moment correlation coefficient was used to establish the relationship between ICT and Records management. Qualitative data from interviews were analyzed using thematic analysis. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. It is a method for describing data and it involves interpretation in the processes of selecting codes and constructing themes. Qualitative data was organized into themes, and categorized through content analysis. The procedure involved presenting information and summarizing such data into categories or themes for valid inference and interpretation to draw better conclusions for the study.

Limitations

This study makes significant contributions as far as suggesting the relationship between ICTS utilization and records management in secondary schools of Sheema District. However, limitations emerged from this study. First, the study was carried out on secondary schools in Sheema District. This limits the generalization of the findings on all educational institutions in the Sheema district. Two, this study used the quantitative approach as the dominant one limiting in-depth analysis of the problem

IV. RESULTS

The level of utilization of ICTs in secondary schools

The rating was done according to the Likert scale ranging from 1 to represent strongly disagree (very low), 2 to represent disagree (low), 3 to represent not sure (median), 4 to represent agree (high) and 5 to represent strongly agree (very high) on a scale of 1-5. Results are summarized in Table 1.

A. Table 1: Descriptive Statistics for the level of utilization of ICTs in secondary schools of Sheema District (n=120)

Items	5 F (%)	4 F (%)	3 F (%)	2 F (%)	1 F (%)	Mean scores
I always use a computer in keeping marks for students	19(15.8%)	80(66.7%)	12(10.0%)	6(5.0%)	3 (2.5%)	3.88
I always use computer during grading students	4(3.3%)	90(75.0%)	15(12.5%)	9(7.5%)	2(1.7%)	3.71
I always use ICT tools during teaching process.	9(7.5%)	85(70.8%)	12(10.0%)	10(8.3%)	4(3.3%)	3.71
My teaching content is kept in computers	3(2.5%)	80(66.7%)	17(14.2%)	16(13.3%)	4(3.3%)	3.52
I always compute students' marks in ICT tools such as computer, iPad, smart phone, etc.	12(10.0%)	78(65.0%)	18(15.0%)	9(7.5%)	3(2.5%)	3.73
The details of my class list are kept in ICT devices.	14(11.7%)	76(63.3%)	16(13.3%)	10(8.3%)	4(3.3%)	3.72

I am familiar with using ICT tools to keep my records of students' attendance.	20(16.7%)	75(62.5%)	15(12.5%)	7(5.8%)	3(2.5%)	3.85
I keep my records in different ICT tools such as flash-disks, CDs, hard disks, among others.	23(19.2%)	87(72.5%)	6(5.0%)	4(3.3%)	-	4.08
Overall mean score						3.77

5=Strongly Agree, 4=Agree, 3=Not sure, 2=Disagree, 1=Strongly Disagree

F = Frequency, % = Percentages

Results in table 1, regarding whether teachers always use a computer in keeping marks for students, most of the respondents mentioned agree, followed by 19 (15.8%) who mentioned, strongly agree, then 12 (10.0%) undecided, 6 (5.0%) disagree, and the least 3 (2.5%) strongly disagree. Concerning whether teachers always use computers during grading students, the majority of the respondents 90 (75%) indicated agree, followed by 15 (12.5%) who indicated undecided, then 9 (7.5%) disagree, 4 (3.3%) strongly agree, and the least 2 (1.7%) strongly disagree. With respect to whether teachers always use ICT tools during the teaching process, the majority of the respondents 85 (70.8%) mentioned agree, followed by 12 (10.0%) who mentioned undecided, then 10 (8.3%) disagree, 9 (7.5%) strongly agree, and the least 4 (3.3%) strongly disagree. With respect to whether teaching content is kept on computers, the majority of the respondents 80 (66.7%) mentioned agree, followed by 17 (14.2%) who mentioned undecided, then 16 (13.3%) disagree, 4 (3.3%) strongly disagree, and the least 3 (2.5%) strongly disagree. Concerning whether teachers always compute students' marks in ICT tools such as computers, iPad, smartphones, etc., the majority of the respondents 78 (68.0%) mentioned agree, followed by 18 (15.0%) who mentioned undecided, then 12 (10.0%) strongly agree, then 9 (7.5%) disagree, and the least 3 (2.5%) strongly disagree. Concerning whether the details of class lists are kept in ICT devices, the majority of the respondents 76 (63.3%) mentioned agree, followed by 16 (13.3%) who mentioned undecided then 14 (11.7%) strongly agree, then, 10 (8.3%) disagree, and the least 4 (3.3%) strongly disagree. Concerning whether teachers are familiar with using ICT tools to keep their records of students' attendance, the majority of the respondents 75 (62.5%) mentioned agree, followed by 20 (16.7%) who mentioned strongly agree, then 15 (12.5%) undecided, then 7 (5.8%) disagree, while the least 3 (2.5%) strongly disagree. As regards whether teachers keep their records in different ICT tools such as flash disks, CDs, and hard disks, among others, the majority of the respondents 87 (72.5%) mentioned agree, followed by 23 (19.2%) mentioned strongly agree, then undecided, and 4 (3.3%) disagree. The overall mean score of 3.77 was close to code four on a five-point Likert scale used to measure items corresponding to an agreement. Therefore this implied that the level of utilization of ICTs in secondary schools of Sheema District was high.

The above study findings agreed with responses from interviews where one of the participants was quoted in this verbatim:

".....teachers most often use ICTs for 'routine tasks such as record keeping, lesson plan development, information presentation, and basic information searches on the Internet. Also, teachers who are more knowledgeable in ICTs utilization perform well"

This implied that there was a high level of information communication technology utilization in Secondary Schools in Sheema District Southwestern Uganda.

The extent to which records are managed in secondary schools

The rating was done according to the Likert scale ranging from 1 to represent very rarely, 2 to represent rarely, 3 to represent occasionally, 4 to represent frequently and 5 to represent very frequently on the scale of 1-5. Mean scores were obtained by the diving total sum of frequencies to a number of respondents who answer the questionnaires. Results are summarized in Table 2.

Table 2: Descriptive statistics for the extent to which records are managed in secondary schools

Items	5 F (%)	4 F (%)	3 F (%)	2 F (%)	1 F (%)	Mean scores
Financial records are kept electronically	22(18.3%)	80(66.7%)	10(8.3%)	6(5.0%)	2(1.7%)	3.95
Passwords are set to protect school inventory records	6(5.0%)	90(75.0%)	12(10.0%)	8(6.7%)	4(3.3%)	3.72
Academic records are entered in computer according to students' class lists	9(7.5%)	88(73.3%)	11(9.2%)	7(5.8%)	5(4.2%)	3.74
Electronic school records are easily traced at any time	1(0.8%)	97(80.8%)	14(11.7%)	5(4.2%)	3(2.5%)	3.73
School work plans are kept in electronic record keeping tools	4(3.3%)	95(79.2%)	13(10.8%)	6(5.0%)	2(1.7%)	3.78
Inventory records are kept on different ICT storage devices such as; CDs, Flash	12(10.0%)	91(75.8%)	11(9.2%)	5(4.2%)	1(0.8%)	3.90

disks, hard disks						
Manual records such as school admissions are kept	3(2.5%)	94(78.3%)	15(12.5%)	6(5.0%)	2(1.7%)	3.75
Overall Mean Scores						3.80

5=Strongly Agree, 4=Agree, 3=Not sure, 2=Disagree, 1=Strongly Disagree

Results in Table 2, concerning “whether financial records are kept electronically” the majority of the respondents 80 (66.7%) mentioned frequently, followed by 22 (18.3%) who mentioned very frequently, 10 (8.3%) occasionally, 6 (5.0%) rarely, and 2 (1.7%) very rarely. Concerning “Whether passwords are set to protect school inventory records” the majority of the respondents 90 (75.0%) mentioned frequently, followed by 12 (10.0%) occasionally, 8 (6.7%) rarely, followed by 6 (5.0%) mentioned very frequently, and 4 (3.3%) very rarely. As regards “whether academic records are entered in the computer according to students’ class lists” the majority of the respondents 88 (73.3%) mentioned frequently, followed by 11 (9.2%) mentioned occasionally, 9 (7.5%) very frequently, 7 (5.8%) rarely, and 5 (4.2%) very rarely. With respect to “Whether electronic school records are easily traced at any time?” the majority of the respondents, 97 (80.8%) mentioned frequently, followed by 14 (11.7%) mentioned occasionally, 5 (4.2%) rarely, 3 (2.5%) very rarely and 1 (0.8%) frequently. Concerning “Whether school work plans are kept in electronic record keeping tools” the majority of the respondents 95 (79.2%) mentioned frequently, followed by 13 (10.8%) mentioned occasionally, 6 (5.0%) rarely, 4 (3.3%) very frequently and 2 (1.7%) mentioned very rarely. As regards “Whether inventory records are kept on different ICT storage devices such as; CDs, Flash disks, hard disks” the majority of the respondents 91 (75.8%) mentioned frequently, followed by 12 (10.0%) mentioned very frequently, then 11 (9.2%) occasionally, then 5 (4.2%) rarely, and 1 (0.8%) very rarely. With respect to “Whether manual records such as school admissions are kept” the majority of the respondents 94 (78.3%) mentioned frequently, followed by 15 (12.5%) mentioned occasionally, then 6 (5.0%) rarely, 3 (2.5%) very frequently, and 2 (1.7%) very rarely. The overall mean score of 3.80 was close to code four on a five-point Likert scale used to measure items corresponding to the frequency. Therefore this implied that the extent to which records are managed in secondary schools of Sheema District was high.

The above study findings agreed with responses from interviews where one of the participants was quoted in this verbatim:

“.....school records such as inventories, and financial records, are always kept electronically. Also, academic records for example certificates, class lists, student course schedules, student financial information, and student discipline files are kept electronically in computers.....”

This implied that the extent to which records are managed in secondary schools of Sheema District is high.

The relationship between ICTs utilization and records management in secondary schools

To establish the results both descriptive statistics and the Pearson correlation coefficient was run from the data gathered using questionnaires. Results are presented in 3:

Table 3: Correlation coefficient for the relationship between ICTs utilization and records management in secondary schools of Sheema District

		ICTs Utilization	Records Management
ICTs Utilization	Pearson Correlation	1	0.290**
	Sig. (2-tailed)		0.001
	N	120	120
Records Management	Pearson Correlation	0.290**	1
	Sig. (2-tailed)	0.001	
	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

The results in Table 3, the 2-tailed significance test shows that the correlation coefficient was 0.290 which indicates that there is a slight positive relationship between ICTs utilization and records management in secondary schools of Sheema District. The p-value of 0.001 shows that there is a statistically significant relationship between ICTs utilization and records management in secondary schools of Sheema District. Therefore the null hypothesis which stated that “There is no significant relationship between ICT utilization and records management in the secondary school of Sheema district” was rejected. Therefore the study findings adopted an alternative hypothesis which stated that there is a significant relationship between ICT utilization and records management in the secondary school of Sheema District.

The above study findings agreed with responses from interviews where one of the participants was quoted in this verbatim:

“.....ICTs are currently being used in education to assist teachers and students to learn more effectively by providing teachers with access to a wide range of new pedagogy. These technologies are also being used to enable class teachers to do administrative tasks more efficiently.....”

This implied that effective ICTs utilization improves records management in secondary schools of Sheema District.

V. DISCUSSION

The level of utilization of ICTs in secondary schools

The study findings found that the level of utilization of ICTs in secondary schools of Sheema District was high at an overall mean score of 3.77. Therefore teachers always use computers in keeping marks for students with a mean score of 3.88; teachers always use computers during grading students with a mean score of 3.71; teachers always use ICT tools during the teaching process with a mean score of 3.71; teaching content is kept in computers with a mean score of 3.52; teachers always compute students' marks in ICT tools such as computer, iPad, smartphone, etc. with a mean score of 3.73; the details of class lists are kept in ICT devices with a mean score of 3.72; teachers are familiar with using ICT tools to keep their records of students' attendance with a mean score of 3.85; teachers keep their records in different ICT tools such as flash-disks, CDs, hard disks, among others with a mean score of 4.08.

The above study findings are in agreement with Ahmed (2015) who noted that school administrators have positive attitudes regarding the utilization of ICT in their schools. The results also indicated that a significant number of schools have a policy goal to the utilization of ICT for administration and for keeping track of school records. Utilization of ICT in education is followed by a long-term commitment from various levels of the government and charitable institutions and Government policy. The study by Enakrire (2010) revealed that ICTs are used for different purposes in records management operations in the Ministry because of the evolving nature of transformation, the organization no longer used old technologies of microfilm/fiches, floppy discs, papyrus, tape recorders, and typewriters. Strategies of security, different devices, and policy are significant.

The extent to which records are managed in secondary schools

The study findings found that the extent to which records are managed in secondary schools of Sheema District was high, with an overall mean score of 3.80. Therefore financial records such as financial statements are always kept electronically with a mean score of 3.95; passwords are always set to protect school inventory records such as school equipment with a mean score of 3.72; academic records are always entered in the computer according to students' class lists with a mean score of 3.74; electronic school records are easily traced at any time with a mean score of 3.73; work plans are kept in electronic record keeping tools with a mean score of 3.78; inventory records such machinery records are kept on different ICT storage devices such as; CDs, Flash disks, hard disks with a mean score of 3.90; manual records such as school admissions are always kept with a mean score of 3.75. The above study findings are in line with Noah, Akpabio, and Sammy (2014) who contend that though some of the schools used computers, handsets, and printers for record-keeping, a few used diskettes, flash drives, and compact disks and recommended that government should supply the necessary ICT facilities to all state secondary schools, improve the training of principals on the use of computers and provide stand by generators to forestall intermittent electricity disruption.

The relationship between ICTs utilization and records management in secondary schools

The study findings found that the correlation coefficient was 0.290 which indicates that there is a slight positive relationship between ICTs utilization and records management in secondary schools of Sheema District. The p-value of 0.001 shows that there is a statistically significant relationship between ICTs utilization and records management in secondary schools of Sheema District. This is in agreement with Mutisya (2017) who revealed that ICT was used in the management of records for textbooks and exercise books to a great extent. It was noted that the internet was rarely used while some teachers and principals had no active emails. Similarly, Oyier, Odundo, Lilian, and Wangui (2015) noted that the integration of ICT in administrative management has made it possible for private secondary schools to be efficient and effective in managing records, communication, and document handling. Specifically, the use of ICT involves harnessing technology for better planning, setting standards, effecting change, and monitoring the results of the core functions.

VI. CONCLUSIONS & RECOMMENDATIONS

Conclusion

It was concluded that there was a high level of utilization of ICTs in secondary schools of Sheema District. This is because teachers always use a computer in keeping marks for students, use the computer during

grading students, use ICT tools during the teaching process, teaching content is kept in computers, compute students' marks in ICT tools, the details of class lists are kept in ICT, and teachers keep their records in different ICT tools.

It was also concluded that there was a high extent to which records are managed in secondary schools of Sheema District. This implies that financial records are always kept electronically, passwords are always set to protect school inventory records such as school equipment, academic records such as records of marks are always entered into the computer according to students' class lists, electronic school records are easily traced at any time, work plans are kept in electronic record keeping tools, inventory records are kept on different ICT storage devices, manual records such as school admissions are always kept.

It was further concluded that there was a statistically significant relationship between ICTs utilization and records management in secondary schools of Sheema District. Therefore changes in ICTs utilization were associated with changes in records management. However, some schools though do not have sufficient ICT tools, therefore do not properly utilize ICT for records management purposes.

Recommendations

There was a high level of utilization of ICTs in most of the secondary schools of Sheema District. Therefore the government should maintain a high level of utilization of ICTs by continually getting involved in the development of ICT in the administration of secondary schools.

There was a high extent to which records are managed in secondary schools of Sheema District. In order to maintain effective records management, the government should introduce Records management Programmes in all secondary schools. The government should organize workshops to educate library staff on the management of records.

There was a statistically significant relationship between ICTs utilization and records management in secondary schools of Sheema District. However, some schools though do not have sufficient ICT tools, therefore do not properly utilize ICT for records management purposes. Therefore the government should provide ICT tools to all secondary schools. There should also be an improved ICTs infrastructure network.

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