# Bishop Stuart University

**Information and Communications Technology Utilization and Records Management in Secondary Schools in Sheema District Southwestern Uganda**

**By**

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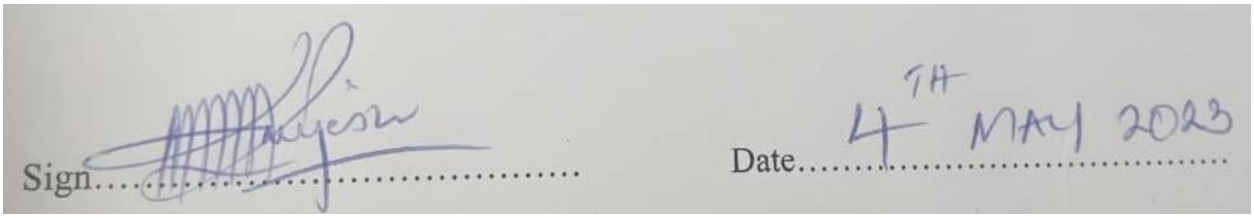
**19/BSU/MEAP/014**

**A Dissertation Submitted to Faculty of Education, Arts and Media Studies in Partial Fulfilment of the Requirements for Award of the Degree of Master of Education Administration and Planning Of Bishop Stuart University**

**May 2023**

## Declaration

I, **Patience Kyoshabire** hereby declare that this dissertation is my original work and has never been submitted to any institution for any consideration.

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## Approval

This dissertation has been done under our supervision and is submitted for examination with our approval.

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## Dedication

This work is dedicated to my family members especially my husband Mr. Aruho Tomson and our children Atwiine Prime, Abaho Divine, Abaasa Hero, and Mirembe Precious for supporting my studies. Your efforts towards the success of my studies represent the highest degree of love and care. May God reward you richly.

**Acknowledgements**

I am grateful to God for the inspiration, strength, vision, wisdom and understanding that enabled me to carry out this research. I would like to extend my sincere appreciation to my supervisors Dr. Denis Kintu, and Mr. Ronald Bahati for their guidance towards the completion of this dissertation.

I am very grateful to the lecturers without whom the entire research process would not have been possible. I thank all my friends and my discussion group for always being there for me. I greatly appreciate their moral support in completing this research. I thank all the respondents from secondary schools in Sheema District, especially records officials, teachers, head teachers and ICT administrators who provided me with information. May the almighty God reward you abundantly.

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## List of Acronyms

| | |
|---|---|
| **BSU:** | Bishop Stuart University |
| **CD:** | Compact Disc |
| **CDROM:** | Compact Disc Read-Only Memories |
| **CIS:** | Computer Information Science |
| **DVD:** | Digital Versatile Disk |
| **ICT:** | Information and Communication Technology |
| **IT:** | Information Technology |
| **LAN:** | Local Area Network |
| **MEAP:** | Master of Education Administration and Planning |
| **MoES:** | Ministry of Education and Sports |
| **NPIT:** | National Policy on Information Technology |
| **PCs:** | Personal Computers |
| **SPSS:** | Statistical Package for Social Scientists |
| **UK:** | United Kingdom |
| **VCD:** | Video Compact Disk |
| **WAN:** | Wide-Area Network |

## Abstract

The study was about the relationship between data and communications innovation utilization and records administration in auxiliary schools in Sheema Locale, Southwestern Uganda. It was guided by the taking after goals: to set up the level of utilization of ICT, to decide quality of records overseen in auxiliary schools of Sheema Locale, and to decide the relationship between ICT utilization and records administration in auxiliary schools. A add up to test of 10 schools (five private auxiliary schools and five government helped auxiliary schools), 10 head instructors, 10 ICT chairmen was chosen utilizing purposive testing. Twenty (20) records authorities and 100 instructors were chosen utilizing basic irregular inspecting. The analyst utilized surveys and meet strategies of information collection. Quantitative information from the field was handled and analyzed utilizing Factual Bundle for Social Researchers (SPSS v20). Subjective information from interviews was analyzed descriptively and data displayed within the story shape. The consider discoveries found that the level of utilization of ICT in auxiliary schools of Sheema Locale was tall at an in general cruel 3.77. The think about discoveries found that the quality of records overseen in auxiliary schools of Sheema Locale was great, with an in general cruel 3.80. The study found that the relationship coefficient was 0.290 which shows that there's a positive relationship between ICT utilization and records administration in many secondary schools of Sheema Area. The p esteem 0.001 appears that there's a measurably critical relationship between ICT utilization and records administration in auxiliary schools of Sheema Area. Be that as it may, the consider found that a few schools in Sheema Locale don't have ICT apparatuses and others have few of which are not adequately utilized. It was concluded that there was a tall level of utilization of ICT in auxiliary schools of Sheema Locale. It was moreover concluded that the degree to which records are overseen in auxiliary schools of Sheema Area was tall. It was too concluded that a few auxiliary schools of Sheema Locale don't utilize /have ICT devices. It was assist concluded that there was a measurably critical relationship between ICT utilization and records administration in numerous auxiliary schools of Sheema Locale. Subsequently changes in ICT utilization were related with changes within the quality of records administration. It was suggested that the government ought to give ICT apparatuses to all auxiliary schools. This will improve the selection of the innovation frameworks for legitimate administration of records in schools.

# Chapter One

# Introduction

## 1.0 Introduction

This chapter is composed of the background of the study, theoretical background, conceptual background, contextual background, the statement of the problem, purpose of the study, research questions and objectives, study scope, significance of the study and the conceptual framework.

## 1.1 Background to the Study

Over a century prior, states of mind and forms were distant less systematic, and records were held in a aimless design in the event that at all (Agbo, 2015). Oliver and Chapman (1993), contend that data innovation bolsters exercises including the creation, capacity, control and communication of data at the side their related strategies, administration and application in auxiliary schools. Data and communications innovation utilization comprises of both physical gadgets and softwares that are utilized to exchange information from one physical area to another (Borgia, 2014). Data innovation frameworks give the establishment or stage on which an organization can build its particular data framework (Benlian et al., 2018).

Globally, within the early history of data and communications innovation (ICT utilization, there were essentially no set rules or controls administering records administration (Kasozi, 2012). Viable contemplations like back, space and assets played a gigantic part in determining how records were overseen and for how long. As before long as records were not essential, or on the off chance that capacity costs got to be as well exorbitant or badly designed, they were hurled (Toyo, 2017). There were no formal processes or lawful rules for utilization of ICT in

auxiliary schools for records administration. Within the Joined together Kingdom within the late 19th century, three government bodies came into impact to pass laws that would control utilization of ICT for records administration in auxiliary schools. The open record office was made in 1838 to center on the conservation of key open records. Its command included making beyond any doubt these records were open to analysts (Watson & Andrew, 2013).

In Africa, the field of records administration has experienced extraordinary progressions of utilization of ICT and typically primarily due to the rise of present day data and communications innovation utilization (Kasozi, 2012). The utilization of ICT in schools has progressed on the execution and administration of schools. Tusubira and Mulira (2012) contended that at the organizational level, it is broadly acknowledged that the integration of ICT in organizational capacities is essential for expanded proficiency, cost-effectiveness and competitiveness.

The utilization of data and communications innovation cannot be disregarded in any circle of human tries. Olayemi (2007) sets that data and communications innovation utilization (ICT) is computer-related innovation utilized to process, store and travel information. It could be a non specific term alluding to a innovation which is being utilized for collecting, putting away, altering and passing on of data in different forms. The government of Uganda through Uganda communications commission started the national ICT approach in 2003 (Farrell, 2007). Utilization of ICT in auxiliary school has changed the way in which schools store and oversee records nowadays. They have received the utilize of ICT in arrange to manage with the ever expanding data created inside the organization (Lyman, 2014).

A school record serves to help in successful administration of the school. Head instructors are required to keep records not only since it could be a statutory obligation but since of its esteem in moving forward administration hones. Subsequently, ICT got to be crucial within the organization of schools. Lawal (2011) expressed clearly that it is not elegant for a secretarial staff to type in all the letters and plan all other archives by hand or by the utilize of typewriter. The impact of ICT in school record keeping cannot be denied. Writing of letters, plans of work and record recording may well be time devouring because it is dull. ICT assists the school vital to meet the assignment of school administration within the region of record keeping (David, Tanui & Oruta, 2019). But with the utilize of ICT, speed, exactness, fast data recovery and choice making can take put. Adegun (2012) contended that the presentation of ICT in schools upgrades the day by day school schedule; input and yield offices which encourages cross examination of records, modifications, shows and recovery of data which are not conceivable with manual framework can be done (Guma, Faruque & Khushi, 2013). Hence Headteachers are required to keep records such as monetary, scholarly, stock records not as it were since they are statutory.

### 1.1.2 Theoretical Background

This work is guided by transformation theory. Adaptive structure theory, Dr. Anthony Giddens, 1984. Theory states that individuals and organizations create and create social patterns through their behavior and interactions, and these patterns change and constrain behavior, behavior and future interventions (DeSactis & Poole, 1994). Adaptive Structure Theory (AST) provides a framework for understanding. Information and communication technology (ICT) uses and stores information to provide a foundation. The social structure serves as a model for the planning and execution of projects. In recent years, information and

communication technology has had a significant impact on information management. Information and communication technology enables organizations to allow their employees to work in remote locations (also known as remote work); this allows companies and their employees to reduce costs while increasing productivity and improving their quality of life while continuing to contribute to the company (Oliver , 2011). Business organizations in ICT have seen efficient, fast and reliable communication and data transfer that enables effective data management. Common office equipment includes telephones, fax machines, copiers, and mainframe workstations, followed by early forms of computer workstations for simple word processing and database operations. This theory is valid for this study because it shows that information and communication technology (ICT) is a computer technology used to process, store and transmit information. It is a general term that refers to equipment used to collect, store, record and transmit information in various formats. Therefore, Information and Communication Technologies (ICT) is used to store and distribute educational materials in secondary schools. The AST recommends that individuals and organizations adapt their use of ICTs to their specific needs and situations, and that these changes can lead to social development. For example, the use of new electronic data storage will result in a change in the way individuals and organizations create, access and use data, as well as the role, duties and responsibilities of those involved in data collection.

### 1.1.3 Conceptual background

The study is about the relationship between data and communications innovation utilization and records administration. Data and communications innovation utilization was the autonomous variable whereas records administration was the subordinate variable. In this think about data and communications innovation utilization was conceptualized in terms of

prepared human asset, accessibility of ICT assets and reasonableness of setting up ICTs frameworks. Data and communication innovations (ICT) are a differing set of mechanical apparatuses and assets utilized to communicate, make, store, and oversee data. This incorporates equipment such as computers, smartphones, and other computerized gadgets, as well as program applications, online stages, and other computerized assets that encourage communication and data trade (Kaware & Sain, 2015). The National Approach on Data Innovation (NPIT) (2001) alludes to Data Innovation (IT) as any hardware that's utilized in programmed securing, capacity, control, administration, development, control, exchanging, compatibility, transmission or gathering of information or information.

On the other hand, records administration was conceptualized in terms of scholarly records administration, budgetary records administration and school stock records administration. Records administration in auxiliary schools involve the appropriation of standard strategies that clarify different perspectives of school records. Ngoepe (2014) contends that successful records administration lead to an deliberate and effective stream of data, which empowers schools to perform their capacities effectively and effectively. McLeod (2012) watch that records administration guarantee that suitable consideration and security are given to all records, so that the prove and data they contain are made accessible to approved authorities. Seniwoliba et al. (2017) watch that records administration makes a difference schools to characterize the conventions taken after in overseeing their records, hence cultivating responsibility and great administration.

### 1.1.4 Contextual background

Agreeing to Omona & Ikoja-Odongo (2006), the Government of Uganda through Uganda Communications Commission started the national ICT arrangement (2003) to introduce innovation changes within the nation and shaped the Service of information and communication advances to supervise, direct and control its utilization within the nation in 2006. The ICT apparatuses utilized incorporate computers, iPads, shrewd phones, streak plates, difficult plates, among others. School records incorporate; monetary records, scholarly records, school budgets, among others. The Service of Instruction and Sports started a venture to prepare government supported auxiliary schools with computer research facilities in arrange to expertise learners and neighboring communities with ICT abilities to move advancement and imagination within the nation (Mubaraka, Bugamba & Rose, 2013).

In Sheema Locale, a few schools profited from the program and others exclusively set up computer research facilities, bought office computers for bursars, secretaries and custodians with the point of maximizing ICT empowered school frameworks. Be that as it may, numerous schools still work with the conventional record framework for record keeping totally. As a result the taking after have been experienced, schools proceed to lose a parcel of cash in school expenses as understudies control bank slips due to nonattendance of a harmonized framework (Bernbawn & Moses, 2011). Need of insights related with a record framework, trouble in stock and records following which put schools at chance of proceeded misfortune of numerous reading material in their libraries (Obura, 2011), and insufficient security driving to misfortune of important archives, and deficiently space for records administration (Luyomba & Ndagire, 2020), asset limitations, removal of key reports and ineffectual records recovering forms (Mohhammed, Tettah & Azuman, 2018).

### 1.2 Statement of the problem

In a perfect world, ICT empowers successful records administration hence guarantees school records of crucial verifiable, monetary, and lawful esteem (Perused and Ginn, 2015). Records Administration gives regulation responsibility and opportune get to to data. Subsequently, ICT utilization is of vital significance in records administration in auxiliary schools. ICT utilization incorporates human assets, apparatus, reasonableness and web (West, 2015). In spite of the endeavors by the Government of Uganda through the Service of Instruction and Sports to guarantee that auxiliary schools have ICT devices, there's improper records administration in auxiliary schools of Sheema Locale Southwestern Uganda.

In existential circumstance, auxiliary schools in Sheema Area are characterized by destitute records administration for case, curators miss reading material in their records, bursars have contrasting students' charge equalizations, secretaries have less numbering of understudies and obscure names on the lesson records and a few students' conclusion of term scholarly report cards miss subject marks. This has come about into need of insights, trouble in stock and record following, and need of records administration approaches and methods (Area Instruction Officer's Report, 2018/2019). In spite of the fact that distinctive analysts (for case, Kasozi (2012), Ahmed & Jibia (2013) have considered data and communications innovation utilization and records administration, these studies were not wiped out auxiliary schools in Sheema District South Western Uganda. In the event that the issue isn't critically tended to, there will be expanded cases of abuse of school resources and moo school efficiency. In this manner, the consider pointed to set up the relationship between data and communications innovation utilization and records administration in auxiliary schools in Sheema Locale South Western Uganda.

### 1.3 Purpose of the study

The reason of the consider was to set up the level of data and communications innovation utilization, quality of records administration in auxiliary schools, and the relationship between data and communications innovation utilization and records administration in auxiliary Schools in Sheema Locale Southwestern Uganda. The discoveries anticipated to advise the advancement of policies, guidelines, and preparing programs to assist schools progress their ICT utilization and records administration hones, which can eventually lead to superior instructive results for understudies.

### 1.4 Objectives of the study

(i) To establish the level of utilization of ICT in secondary schools of Sheema District.

(ii) To determine the quality of records managed in secondary schools of Sheema District.

(iii) To determine the relationship between ICT utilization and records management in secondary schools of Sheema District.

### 1.5 Research Questions

(i) What is the level of utilization of ICT in secondary schools of Sheema District?

(ii) What is the quality of records managed in secondary schools of Sheema District?

### 1.6 Hypothesis

There is no significant relationship between ICT utilization and records management in secondary school of Sheema District.

## 1.7 The study scope

### 1.7.1 Content Scope

The study was about the relationship between information and communications technology utilization and records management in secondary schools in Sheema District South Western Uganda.

### 1.7.2 Geographical Scope

The study was carried out in auxiliary schools of Sheema Area. Sheema Area is found 33 Kilometers by street, west of Mbarara City. Sheema Locale is bordered by the taking after Area: Behweju to the north, Mbarara to the east, Ntungamo to the southwest, and Bushenyi to the west. Sheema locale has 60 areas, 12 sub provinces and 598 towns (Town Clerk's Report, 2017). The facilitates of the locale are: 00 32S, 30 24E. Concurring to populace census of 2014 Sheema Area includes a add up to populace of 220,200 individuals, where 120,800 are females and 99,400 are guys (Uganda Bureau of Insights, 2016). The zone was chosen for the ponder since it had rehashed reports concerning data and communications innovation utilization and records administration in auxiliary schools in Sheema Area.

### 1.7.3 Time Scope

The study considered a period of 8 a long time from 2012 to 2020. This was since it was when computers were presented in auxiliary schools and records administration was being changed over from manual to advanced. It was the time schools set up research facilities and bought office computers (Locale Instruction Officer's report, 2018/2019.

### 1.7.4 Population Scope

The population scope included head teachers, ICT administrators, records officials (such as secretaries, bursars and librarians) and teachers in secondary schools in Sheema District.

## 1.8 Significance of the study

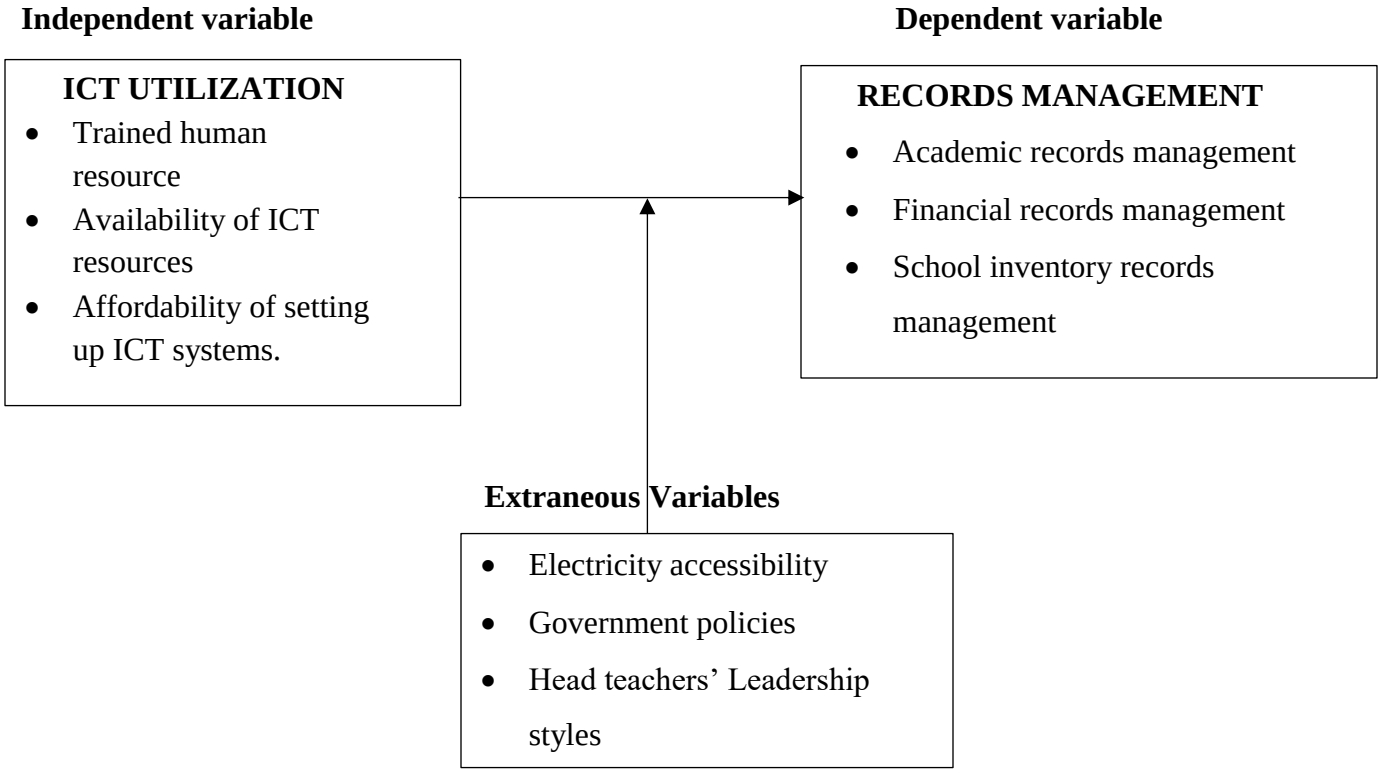
1. The study findings would advise arrangement creators on the focal points of receiving data and communications innovation in records administration in auxiliary schools so that there would be accentuation on ICT tools.

2. The study findings would include on the accessible writing to help future analysts on the subject of data and communications innovation and records administration in auxiliary schools management.

3. The study findings would bring out preferences related with utilizing ICT in records administration within the overseeing of auxiliary schools to stakeholders.

4. The study findings would empower the school directors to overcome the deficiencies in records administration.

**Conceptual framework**




**Source:** Developed from the works of Goyal et al, (2010)

**Figure 1.1 Conceptual framework**

The conceptual system over appeared how the autonomous variable impacts the subordinate variable. The figure assist shows free variable as ICT utilization conceptualized in terms of prepared human assets, accessibility of ICT assets, and reasonableness of setting up ICT instruments. It assist demonstrates subordinate variable as records administration conceptualized in terms of scholarly records administration, budgetary records administration, and school stock records administration. Successful ICT utilization leads to great records administration in auxiliary schools. With legitimate preparing, staff individuals may be more constant approximately recording and organizing scholarly information, which can result in more precise and total records. With the utilize of ICT assets, school money related records

administration can gotten to be more exact. Mechanized program can diminish the probability of human blunders and guarantee that monetary information is legitimately recorded. ICT assets can too offer assistance to streamline stock administration forms, reducing the time and exertion required to oversee stock information. This could empower school staff to center on other important errands, such as directions conveyance and understudy bolster. The figure advance demonstrated unessential factors that will impact the subordinate variable. These include electricity availability, government arrangements, and authority styles. With the expanding utilize of innovation in instruction, scholarly records administration are being digitized, which needs get to power. Without power, it would not be conceivable to utilize computers, scanners, and other advanced gear required for digitization. The government of Uganda has approaches in put that require schools to keep precise monetary records administration. This implies that schools have to be keep track of salary and costs, finance, and other monetary transactions. A head educator who communicates viably with their staff is more likely to guarantee that stock records are overhauled routinely. Typically since they can communicate the significance of keeping up exact stock records to their staff and guarantee that they are mindful of their obligations.

# Chapter Two

# Literature Review

## 2.0 Introduction

This chapter presented the literature of the study in relation to research objectives as it was given by different scholars and researchers.

## 2.1 Theoretical review

The study was guided by the versatile structuration hypothesis created by Anthony Giddens in 1984. Versatile Structuration Hypothesis (AST) is one of the best three speculations of gather communication. Anthony Giddens (1984) accepts that bunch individuals influence results and call his hypothesis versatile since he considers that bunch individuals intentioned receive rules and assets to achieve objectives. AST is an approach for considering the part of progressed data innovations in organizational alter. The hypothesis looks for to get it the sorts of structures that are given by progressed innovations and the structures that really rise in human activity as individuals associated with these advances. There are three schools of thought on data innovation and organizational alter. The decision making school could be a positivist approach that emphasizes cognitive forms related with judicious decision-making. It proposes that innovation ought to bring efficiency, efficiency, and fulfillment to people and organizations and posits that disappointment to realize wanted alter reflects a disappointment within the innovation, its execution, or its conveyance to the organization. This school advances the conviction that individuals produce social developments of innovation utilizing assets, interpretive plans, and standards inserted within the bigger organization setting. Agreeing to the hypothesis, data and communication innovation (ICT) is used to store and

travel school records in auxiliary schools. In any case, versatile structuration hypothesis does not pay sufficient consideration to control flow, especially within the setting of ICT utilization and records administration in schools. Control lopsided characteristics among partners, such as instructors, chairmen, and understudies, can impact the selection and utilize of ICT in auxiliary schools.

## 2.2 Review of related literature

### 2.2.1 The level of utilization of ICT in secondary schools

Mandari (2017) famous that there's a ought to supply ICT instruments and offices in auxiliary schools and engaging instructors on utilizing them to oversee school records. There ought to be clear standard of records keeping hones which can quicken choice making and progressing data sharing through the utilization of ICT in schools. Ahmed (2015) famous that the school chairmen have positive demeanors with respect to the utilization of ICT in their schools. The comes about too shown that, a noteworthy number of schools have a arrangement objective towards utilization of ICT for organization and for keeping track of school records. Utilization of ICT in instruction is taken after with a long-term commitment from different levels of the government and charitable educate and Government approach. In any case, it is vital to consider a extend of broader organizational and supportability variables in arrange to successfully address the issue of record administration in auxiliary schools.

The study by Enakrire (2010) revealed that ICT are utilized for distinctive purposes in records administration operations within the Service of Instruction and Sports since of the advancing nature of change. Moses (2009) demonstrated that web offices, computers, administration data frameworks, electronic databases were accessible and open to chairmen, speakers and

understudies in spite of the fact that with confined get to for seeing comes about, record keeping, setting and checking exams. ICT offices such as computers administration data framework and web were the foremost common utilized by examination administration. In spite of the fact that the over considers uncovered that ICT are utilized for distinctive purposes in records administration operations, there are a few confinements to the think about that ought to be taken under consideration. More particular data on the diverse purposes for which ICT are utilized, as well as a talk of results and client viewpoints, would be important in advance assessing the suggestions of this finding.

Mirzajani et al., (2016) noted that it may be a prerequisite for the school specialists to prepare chairmen and give more ICT offices like computers, computer program, web offices and solid databases to viably utilize ICT at all levels of examination administration. Be that as it may, it is imperative to consider broader organizational variables, understudy inclusion, supportability, and potential unintended results in arrange to completely realize the benefits of ICT in examination management in auxiliary schools.

Afritie, Yangapouri and Hindu (2020) built up that the teach don't have legitimate records administration. Examined and Ginn (2015) famous that the records administration approach ought to spell out a records maintenance period and transfer strategies. There ought to moreover be up-to-date antivirus applications on all computers and records supervisors ought to routinely upgrade the antivirus introduced on their machines. Agreeing to the consider by Nwaomah (2015), the utilization of data and communication innovation had negative and immaterial influence on students' records administration in auxiliary schools. In spite of the fact that the over considers established that educate don't have appropriate records administration, advance inquire about and investigation are needed to supply a more

comprehensive understanding of the issue and to distinguish potential arrangements that take into consideration outside components and basic causes.

**2.3 The quality of records managed in secondary schools**

A think about by Noah, Akpabio and Sammy (2014) on the utilization of data and communication innovation for school records keeping in Nigeria found that ICT utilization in state auxiliary schools was moo in spite of the fact that it made a difference the administration in blast, dealing with and handling of data with more prominent speed and exactness. The think about encourage fights that in spite of the fact that a few of the schools utilized computers, handsets and printers for record keeping, a number of utilized diskettes, streak drives and compact circles and suggested that government ought to supply the vital ICT offices to all state auxiliary schools, make strides preparing of principals on the utilize of computers and give standby generators to thwart irregular power disruption. Further inquire about and examination are required to supply a more comprehensive understanding of the issue and to recognize potential arrangements that take under consideration basic causes, potential disadvantages, and the degree of enhancement accomplished in auxiliary schools.

Olagboye (2004) cited in Noah et al (2014) records schools records to incorporate: confirmation and withdrawal letters, participation registers, log-books, cash book, visitor's book, plans of work school time table, rules and control book, minutes of board of gatherings among others. Nwaomah (2015) revealed that data and communication innovation had negative and immaterial impact on students' records administration viability within the federal and state colleges, but had critical and positive impact on the private colleges. Encourage

investigate and investigation are required to supply a more comprehensive understanding of the significance, arrange, and part of innovation in overseeing auxiliary school records.

Defiaghor, (2012) as cited in Ridwan, (2015) clarified that clients are presently more free than some time recently as they can get to these electronic designs from their domestic computers and look databases concurring to their data needs. Understudies, instructors, analysts, data experts, and representatives are the client categories in tertiary educate. Their needs shift; their data or writing looking for conduct too changes, and they have to be be cared in like manner. Data assets moreover have to be be gotten to by them depending on their prerequisites be print materials or web-based assets. Electronic assets infer data materials that require the utilize of electronic gadgets such as individual computers (PCs), tablets, palm-tops, Notebook-laptops, DVD ,VCD, CD players, projectors, phones, I-pods, Iphones, I-pads, web-, Faded, LAN-systems, etc for their utilization. A few of the foremost utilized of these assets incorporate streak drives, memory cards, DVD-, VCD-, CDROMs, DVD-, VCD-, CD-RAMs and DVD. Advance inquire about and examination are required to supply a more comprehensive understanding of the affect and potential disadvantages of this expanded freedom on records administration in auxiliary schools.

Ridwan (2015) focused that the application and dissemination of data and communication innovation cannot be seen in isolation from improvement in media transmission innovation. Advancement in computer and media transmission innovation have come about in major changes in essential library operations as well as overseeing data in several workplaces and organization, such as circulatory reference administrations, cataloguing and classification, collection advancement (requesting and procurement). Be that as it may, the advancements have provoked numerous organizations to utilize the utilize of ICT gadgets to assist oversee

data and records of those organizations. Numerous organizations presently embrace the utilize of computer frameworks, database administration frameworks, improvement of organize frameworks to form, store, protect, secure and utilize information for viable choice making within the organization. The analyst recommends encourage dialog and examination to supply a more nuanced and comprehensive understanding of the relationship between ICT and media transmission innovation, and how this relationship impacts records administration in schools and other organizations.

Bisaso, Kereteletwse, Selwood and Vissher (2008) Users' discernments of the affect of CIS utilize were in common exceptionally positive. Variables basic for CIS utilize in Botswana were the quality of the data the CIS given, and the sum of client preparing. In Uganda, the sum of CIS utilize was particularly subordinate on the degree of preparing, and the back from the data framework director. Carefully outlined client preparing courses are considered vital in advancing more extensive and way better CIS utilize. The over ponder is as well generalized and needs setting and detail, which limits its value as a premise for making any conclusive judgements almost the affect of CIS utilize. In this manner a more comprehensive ponder that considers a more extensive extend of factors, counting potential disadvantages and restrictions of CIS utilize, would be essential to supply a more precise appraisal of its affect.

### 2.4 The relationship between ICT utilization and records management in secondary schools

Agreeing to the think about by Mutisya (2017) ICT was utilized within the administration of records for reading material and work out books to a awesome degree. It was famous that web was once in a while utilized whereas a few instructors and principals had no dynamic emails.

So also, Oyier, Odundo, Lilian and Wangui (2015) famous that the integration of ICT in regulatory administration has made it conceivable for private auxiliary schools to be proficient and successful in overseeing records, communication and records dealing with. Particularly, utilize of ICT includes tackling innovation for superior arranging, setting guidelines, affecting alter and observing comes about of the center capacities. The over ponders need the detail and setting, and don't give sufficient data to completely assess the utilize of ICT in overseeing records for course readings and work out books. A more comprehensive ponder that considers a more extensive extend of variables, counting potential benefits and downsides of utilizing ICT for this reason, would be essential to supply a more accurate assessment.

Oluoch (2016) uncovered that schools were taking several steps to assist in upgrading ICT conveyance such as searching for gifts from the government, prioritizing buy of ICT hardware and utilizing parents' association to purchase computers. He concluded that more bolster required to be given to schools to empower them accomplish their dream of completely actualizing the utilization of ICT within the administration of school exercises. Albugami and Ahmed (2015) appeared that ICT was seen as an imperative instrument in progressing execution, collaboration, learning encounter and learning results. In any case, a few challenges that influence the application of ICT in Saudi schools are, for illustration, the need of space, assets, support, a need of ICT abilities among schools in conjunction with a need in ICT preparing and a need of clear ICT arrangements. The over thinks about don't give particular data on the viability of the steps that schools are taking to improve ICT conveyance. It is hazy whether looking for awards, prioritizing ICT gear buys, or utilizing parent association to buy computers are compelling techniques for moving forward ICT conveyance in auxiliary schools.

Achuonye and Nwiyi (2010) famous that school record keeping makes a difference guardians who would need to know the scholarly execution and common behavior of their children, educates the understudies on their current scholarly status hypothesis propelling them to work harder, makes a difference reviewers or administrators of instruction who require seeing the records to empower them survey the students' exhibitions dispassionately and provide exhortation for advancement where fundamental. Be that as it may, challenges like need of prepared work force, destitute state of school offices, need of power, need of ICT materials and offices in schools and destitute demeanors on record keeping were cited in arrange to progress on the procedures of ICT utilization in schools, the think about prescribed that the state ought to guarantee that there's a consistent supply of power in all auxiliary schools. The over think about is as well common and needs particular data on how the utilization of ICT can progress the effectiveness of school record keeping. It too does not consider any potential impediments or challenges which will emerge in utilizing ICT for school record keeping, such as the fetched of executing and keeping up the innovation or the require for preparing to guarantee legitimate utilization.

Ziraba (2010) found that; numerous schools particularly in Mukono locale utilized the conventional way of communicating, the utilize of papers due to insufficient ICT offices and lacking computer aptitudes among the directors and the instructors. The think about prescribed the school organization and partners put in put an ICT foundation with clear approaches in arrange to assist school collect the coherent points of interest of ICT. Whereas the over think about gives a few knowledge into the state of ICT utilization in schools, it needs profundity and specificity in terms of the potential affect of the conventional communication strategies utilized in auxiliary schools.

Mukred et al., (2016) uncovered that ICT and record administration have a solid degree of commonality and numerous complementary aptitudes. ICT and record administration are both concerned with the creation, capacity, openness and security of advanced data. The extreme point of both record administration and ICT is to bolster, secure and empower the trade of the association in a cost-effective manner presently and within the future. Data and Communication Innovation is the major alter seen within the world of record administration. Be that as it may, where ICT engineers and keeps up frameworks to oversee an organisation's data resources, the center of record administration is on securing, classifying and keeping up the realness of records, so they stay open and work as prove of the commerce conducted for as long as they are required to be kept. Be that as it may, the over ponder did not appear clarity on how precisely ICT complements or covers with record administration in auxiliary schools.

According to Joseph, Debowski and Goldschmidt (2012, with Data and Communication Innovation, Record Administration ought to be basic as compared with the complexity of conventional record keeping. The utilize of ICT for school record keeping and administration gives an diagram of the number of understudies that enlisted, exact data on students' expenses installment status, and a comprehensive database of staff, understudies and educates with fair a press. Be that as it may in most of the tertiary teach in Ghana the case is diverse where nearly all their records and record administration are done physically and Ho Polytechnic isn't an special case. The over consider did not account for the reality that executing ICT for record administration requires extra assets, such as equipment, computer program, and preparing, which may include to the complexity of the method.

# Chapter Three

# Research Methodology

## 3.0 Introduction

This chapter covered the study design, study population, study area, sample size, sampling technique, source of data quality control, data analysis and the ethical considerations.

## 3.1 Study design

The study received a cross-sectional investigate plan which included the investigation of information collected from the populace test at a given time. This consider utilized both quantitative and subjective inquire about approaches amid information collection and examination. The plan was chosen since it empowered the analyst to create suppositions of a cross-sectional populace almost a subject.

## 3.2 Study Area

The study was carried out in Sheema Locale. Sheema Locale is bordered by the taking after district, Behweju to the north, Mbarara to the east, Ntungamo to the southwest, and Bushenyi to the west. Sheema Locale has 12 sub provinces and 60 areas and 598 towns (Town Clerk's Report, 2017). Sheema Area is found 33 Kilometers by street, west of Mbarara town. The arranges of the locale are: 00 32S, 30 24E. Concurring to populace census of (2012) Sheema Area includes add up to populace of 220,200 individuals, where 120,800 are females and 99,400 are males. The range was chosen for the think about since it had rehashed reports concerning data and communications innovation utilization and records administration in auxiliary schools in Sheema District Southwestern Uganda (Area Instruction Officer's Report, 2018/2019.

### 3.3 Study population

The target populace of the study were head instructors, ICT chairmen, records authorities (such as secretaries, bursars and custodians) and instructors. The analyst considered the examined populace that was agent. The examined populace was from 5 government helped schools and 5 private schools. The inspected populace was in this way 10 head instructors, 10 ICT directors, 20 records' authorities, 100 instructors.

### 3.4 Study sample size

The sample size were 10 schools (five private auxiliary schools and five government supported auxiliary schools), 10 head instructors, 10 ICT chairmen, 20 records authorities and 100 instructors were examined. The generally add up to tested measure was 140. The test measure of respondents of 140 was decided utilizing the table for test assurance by Krejcie and Morgan (1970). The whole populace for all was 220 from 10 schools. The decided test measure was as displayed in Table 3.1.

**Table 3.1: Sample Size**

| Category of respondents | Total Population | Sample Size | Sampling Technique |
|---|---|---|---|
| Head teachers | 10 | 10 | Purposive sampling |
| ICT administrators | 10 | 10 | Purposive sampling |
| Records' officials | 50 | 20 | Simple random sampling |
| Teachers | 150 | 100 | Simple random sampling |
| Total | 220 | 140 | |

### 3.5 Sampling techniques

The test was chosen utilizing the taking after strategies, to be specific straightforward irregular, purposive inspecting and stratified. This expanded generalizability of the discoveries.

Selection of schools: The schools were chosen utilizing stratified inspecting method concurring to sort of school. This empowered analyst to test break even with number of schools (that's government supported and private schools).

Simple random sampling: The method was utilized to choose instructors and records authorities (bursars, secretaries and curators) since of their enormous number. Each person had a chance of being chosen basing on the sampling frame containing names of the instructors within the diverse schools. Basic irregular examining was chosen since it guaranteed representativeness of the populace. The analyst made a list of all people within the populace of intrigued (instructors and record authorities), which were utilized to choose the test. At that point, she relegated a interesting number to each title on the examining outline. The numbers were consecutive and haphazardly created, without any designs or redundancies. The analyst utilized a random number generator to choose the test from the examining outline. And created as numerous arbitrary numbers as the required test measure, and chosen the names corresponding to those numbers from the inspecting outline. The chosen test estimate was satisfactory for the inquire about address and measurable analysis.

Purposive sampling: For purposive testing, this was utilized to choose specific individuals to supply in-depth sees since the think about was both quantitative and subjective. The respondents who were chosen purposively included head instructors, and ICT directors from chosen auxiliary schools. Purposive examining permitted the analyst to assemble subjective reactions, which driven

to way better bits of knowledge and more exact inquire about comes about. Head instructors, and ICT chairmen were chosen utilizing purposive examining since they play particular parts as distant as data and communications innovation utilization and records administration is concerned. Subsequently they had relative information.

Gender of respondents: Sex of respondents was decided by stratified arbitrary examining. Stratified irregular testing could be a strategy of examining that includes the division of a populace into littler subgroups known as strata. Stratified irregular testing made a difference the analyst to get exact gauges of respondents by Gender.

### 3.6 Data Collection Methods

The analyst utilized survey study and meet strategies of data collection.

#### 3.6.1 Questionnaire Overview Method

A survey overview could be a information collection strategy by which the members were specifically addressed around their sentiments on the think about issue. The survey study included close-ended questions. This strategy given a moderately simple and straight forward approach to the consider. The survey overview strategy was utilized to gather information from instructors, and records authorities. Questionnaire survey method empowered the analyst to gather data from respondents inside a brief time.

#### 3.6.2 Interview Method

Interviewing may be a information collection strategy by which the analyst collected points of interest of the respondent's reply through confront to confront discussion on the things of the

consider factors. Meet plans for information collection were given by the head instructors and ICT chairmen outlined and these were utilized to get subjective information from Head instructors, and ICT chairmen. Interviews were utilized since

they give in-depth reactions from the field. Subsequently information from interviews supplemented quantitative information.

### 3.7 Data Collection Instruments

Data collection rebellious were apparatuses utilized for collecting information. These apparatuses included surveys and meet plans or guides which were utilized to gather information from respondents.

#### 3.7.1 Questionnaires

A survey could be a set of questions given to a bunch of people focused on to get information approximately the issue considered. The survey comprised of closed-ended questions. Closed finished questions were inquired to confirm and affirm, inspiring straightforward and particular answers. The survey for instructors comprised of Area A and B. Area A comprised of foundation characteristics of respondents and segment B was around data and communications innovation utilization. 5 point likert scale was utilized where 5=strongly Concur (SA), 4=Agree (A), 3=undecided (U), 2=Disagree (DA), 1=strongly Oppose this idea (SD).

After the endorsement from the Headtecahers, the analyst met instructors in their free time and presented herself. Afterward the surveys were managed to instructors, and records authorities for getting data concerning their understanding and discernments of the interface between data and communications innovation utilization and records administration. Amid information collection

respondents were given sufficient time to fill the questions. This strategy was chosen since a parcel of information from a expansive number of individuals can be collected inside a really short time and it is conservative in terms of cash and time.

### 3.7.2 Interview guides

An interview may be a discussion with reason and thus information is collected effectively. Interviews moreover had more prominent adaptability and opportunity to rebuild questions. An interview was utilized to gather information through confront to confront interviews that were conducted with the head instructors, and ICT directors) of the chosen auxiliary schools. The meet was outlined with open finished questions which empowers the respondents to allow much data. The analyst drawn closer head instructors and ICT directors, and clarified to them the reason of the think about. Afterward the analyst inquired head teachers and ICT directors to reply to her questions. Meet guides were utilized since they helped the questioner to stay centered amid testing time for more profound data.

## 3.8 Data collection method

The analyst gotten an initial letter from the inquire about Facilitator of Graduate School Religious administrator Stuart College which she displayed to Sheema Locale Instruction Officer who presented her to pertinent specialists in auxiliary schools in Sheema Locale looking for for permission to conduct investigate in auxiliary schools and after that continue to headteachers.

The analyst taken after the program given by headteachers. Once the analyst was given authorization, she educated respondents around the purpose of the study and request them to readily give the data that's required after taking portion within the ponder. The analyst drawn closer Headteachers, ICT directors, records’ authorities, and instructors.

The analyst managed surveys herself to the respondents after which she picked them back from respondents after being filled and meet the respondents from their workplaces actually whereas recording their reactions.

### 3.9 Data quality control

#### 3.9.1 Validity of the instrument

The legitimacy of a investigate instrument is the degree to which the instrument measures what it is planning to degree. Substance Related Prove of Legitimacy strategy was utilized to decide the degree to which the rebellious degree what they are expecting to degree. A list of destinations, which guided the development of the instrument, and a partitioned list of the things outlined particularly to reply the investigate questions were given to two learned people approximately the think about topic.

These learned people were autonomously inquired to have a careful review of the things and connect each objective with the individual thing, evaluating the significance of the things to the substance tended to to the goals. The two learned people were inquired to rate each thing on a 4-point scale specifically: - not important (NR), to some degree pertinent (SR) very pertinent (QR), and exceptionally pertinent (VR). The analyst computed the level of assention on the things between the two learned people as inter-rater assention (to what degree do these learned people concur).

$$CVI = \frac{\text{No. of Questions rated relevant.}}{\text{Total no. of questions}}$$

$$CVI = \frac{14}{15}.$$

$$= 0.93$$

Since the result was 0.93 over the suggested esteem of 0.7. Hence the instrument was prescribed as valid.

### 3.9.2 Reliability of quality of the instrument

Reliability is characterized as the degree to which the test may be a steady degree over time in case the respondents are inquired to allow an reply at a diverse time (David & Sutton, 2004). Concurring to Kothari (2004), unwavering quality infers soundness or constancy of an instrument or strategy in arrange to get information. Cronbach's Alpha Unwavering quality Coefficient was computed to set up unwavering quality of instrument with offer assistance of SPSS program adaptation 20. And a Cronbach's alpha unwavering quality coefficient of 0.82 was built up. Concurring to Sekaran (2003) experts as a run the show of thumb, require a unwavering quality of 0.70 or higher (gotten on a significant test) some time recently they utilize an instrument.

### 3.10 Data management and analysis

Quantitative information from the field was handled and analyzed utilizing clear insights from Measurable Bundle for Social Scientists (SPSS v20). Particularly, Pearson item minute relationship coefficient was utilized to set up the relationship between ICT and Records administration.

Qualitative information from interviews were analyzed utilizing topical examination. Topical examination may be a strategy for analyzing subjective information that involves searching across a information set to recognize, analyze, and report rehashed designs. It could be a strategy for depicting information and it includes translation within the forms of selecting codes and building topics. Subjective information was organized into topics, categorized through substance examination. The method included displaying data, summarizing such information into categories or subjects for substantial induction and elucidation to draw way better conclusions for the consider.

**3.11 Ethical considerations**

The researcher got moral clearance from Bishop Stuart University investigate morals committee. Analyst gotten educated assent from members some time recently they may take an interest in a study.

Informed assent of the respondents was gotten. Members were given with all important data around the consider, counting the reason, methods, potential dangers and benefits, and their right to pull back from the ponder at any time.

Steps to secure the secrecy of participants' information were considered, counting utilizing mysterious or pseudonymous information when conceivable and guaranteeing that any individual recognizing data is kept secure and private.

Anonymity of the respondents was watched. Security of members was regarded and guaranteed that their information isn't utilized or shared in ways that might hurt or humiliate them.

The analyst carefully considered the potential dangers of hurt to members and take steps to play down those dangers. This incorporates guaranteeing that members are not uncovered to physical or mental hurt, which any potential dangers are exceeded by the potential benefits of the investigate.

Researcher guaranteed that the inquire about is conducted in a reasonable and evenhanded way, which members are not subjected to segregation or inclination based on variables such as race, sexual orientation, age, or financial status.

Participants were treated with regard and respect, and guarantee that their rights and welfare are secured all through the inquire about prepare. The researcher was straightforward around the investigate strategies, discoveries, and any strife of intrigued that will impact their work.

# Chapter Four

## Data Presentation, Analysis and Interpretation

### 4.0 Introduction

This chapter presents data from field, analysis and interpretation of findings are given below. The findings are presented according to study objectives in tabular form.

### 4.1 Background Characteristics of respondents

Demographic characteristics of respondents that were considered in this study in order to ascertain whether respondents were fairly selected from the target population. Results on this are presented on Table 1.

**Table 1: Background characteristics of respondents (n=140)**

| Items | Frequency (f) | Percentage (%) |
|---|---|---|
| **Gender** | | |
| Male | 56 | 40.0 |
| Female | 84 | 60.0 |
| **Age** | | |
| 21-30 years | 33 | 23.6 |
| 31-40 years | 48 | 34.3 |
| 41-50 years | 55 | 39.3 |
| Above 50 years | 4 | 2.8 |
| **Highest level of education** | | |
| Diploma | 15 | 10.7 |
| Degree | 100 | 71.4 |

| | | |
|---|---|---|
| Post Graduate | 25 | 17.9 |

Results in table 1 indicated that more than half of the respondents 84 (60%) were females, while the least 56 (40.0%) were males. Regarding to age of respondents, most of the respondents 55 (39.3%) were 41-50 years, followed by 48 (34.3%) who were 31-40 years while the least 4 (2.8%) were above 50 years. With respect to highest level of education, majority of the respondents 100 (71.4%) had degrees, followed by 25 (17.9%) who had postgraduate, and then 15 (10.7%) had diploma level of education.

### 4.2 The level of utilization of ICT in secondary schools of Sheema District

In this regard, the objective formed the main theme since the questions were asked in this line. Rating was done according to the Likert scale that is, 5=Strongly Agree, 4=Agree, 3=undecided, 2=Disagree, 1=Strongly Disagree. Results are summarized in Table 3.

**Table 3 Descriptive Statistics for the level of utilization of ICT in secondary schools of Sheema District by Teachers (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-discs, CDs, hard discs, 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=Undecided, 2=Disagree, 1=Strongly Disagree**

***f* = Frequency, % = Percentages**

Comes about in Table 3, with respect to whether instructors continuously utilize a computer in keeping marks for understudies, most of the respondents specified concur, taken after by 19 (15.8%) who said, unequivocally concur, at that point 12 (10.0%) undecided, 6 (5.0%) oppose this idea, and the slightest 3 (2.5%) unequivocally oppose this idea. The cruel score of 3.88 was near to code 4 on 5-point Likert scale which was utilized to degree things comparing concur, this inferred that instructors continuously utilize a computer in keeping marks for understudies. Concerning whether instructors continuously utilize computer amid reviewing understudies, larger part of the respondents 90 (75%) demonstrated concur, taken after by 15 (12.5%) who demonstrated undecided, at that point 9 (7.5%) oppose this idea, 4 (3.3%) emphatically concur, and the slightest 2 (1.7%) emphatically oppose this idea. The cruel score of 3.71 was near to code four on five-point Likert scale utilized to degree things comparing to concur, subsequently this suggested that instructors continuously utilize computer amid

evaluating understudies. With regard to whether instructors continuously utilize ICT devices amid instructing prepare, larger part of the respondents 85 (70.8%) specified concur, taken after by 12 (10.0%) who specified undecided, at that point 10 (8.3%) oppose this idea, 9 (7.5%) unequivocally concur, and the slightest 4 (3.3%) unequivocally oppose this idea. The cruel score of 3.71 was near to code four on five-point Likert scale utilized to degree things comparing to concur. The suggested that instructors continuously utilize ICT apparatuses amid instructing process.

With regard to whether instructing substance is kept in computers, larger part of the respondents 80 (66.7%) specified concur, taken after by 17 (14.2%) who said undecided, at that point 16

(13.3%) oppose this idea, 4 (3.3%) emphatically oppose this idea, and the slightest 3 (2.5%) emphatically oppose this idea. The cruel score of 3.52 inferred that educating substance is kept in computers. Concerning whether instructors continuously compute students' marks in ICT devices such as computer, iPad, keen phone, etc., larger part of the respondents 78 (68.0%) said concur, taken after by 18 (15.0%) who specified undecided, at that point 12 (10.0%) unequivocally concur, at that point 9 (7.5%) oppose this idea, and the slightest 3 (2.5%) emphatically oppose this idea. The cruel score of 3.73 was near to code four on five-point Likert scale utilized to degree things comparing to concur. This inferred that instructors continuously compute students' marks in ICT devices such as computer, iPad, keen phone, etc.

Concerning whether the subtle elements of course records are kept in ICT gadgets, larger part of the respondents 76 (63.3%) specified concur, taken after by 16 (13.3%) who specified undecided at that point 14 (11.7%) unequivocally concur, at that point, 10 (8.3%) oppose this

idea, and the slightest 4 (3.3%) emphatically oppose this idea. The cruel score of 3.72 was near to code four on five-point Likert scale utilized to degree things comparing to concur, subsequently this suggested that the subtle elements of teachers' course records are kept in ICT gadgets. Concerning whether instructors are recognizable with utilizing ICT instruments to keep their records of students' participation, larger part of the respondents 75 (62.5%) said concur, taken after by 20 (16.7%) who specified unequivocally concur, at that point 15 (12.5%) undecided, at that point 7 (5.8%) oppose this idea, whereas the slightest 3 (2.5%) emphatically oppose this idea. The cruel score of 3.85 was near to code four on

five-point Likert scale utilized to degree things comparing to concur. In this manner this shown that instructors are commonplace with utilizing ICT instruments to keep their records of students' attendance.

As respects to whether instructors keep their records completely different ICT devices such as flash-discs, CDs, difficult circles, among others, larger part of the respondents 87 (72.5%) specified concur, taken after by 23 (19.2%) specified unequivocally concur, at that point 6(5.0%) undecided, and 4 (3.3%) oppose this idea. The cruel score of 4.08 was near to code four on five-point Likert scale utilized to degree things comparing to concur, which implied that instructors keep their records completely different ICT instruments such as flash-discs, CDs, difficult circles, among others. The in general cruel score of 3.77 was near to code four on five-point Likert scale utilized to degree things comparing to concur. Hence this suggested that the level of utilization of ICT in auxiliary schools of Sheema Locale was high.

The over ponder discoveries concurred with reactions from interviews where one of the Headtecaher was cited in this verbatim: that "…….teachers most frequently utilize ICT for 'routine tasks' such as record keeping, lesson arrange advancement, data introduction, essential

data looks on the Web. Moreover instructors who are more learned in ICT utilization perform well ……" Another head educator said that: "…lack of satisfactory instructor preparing within the utilize of ICT ruin their utilization within the classroom. A few instructors need the essential abilities and certainty to consolidate ICT viably into their teaching…"

Another Head instructor said that "…..Unequal get to to innovation,

such as computers and web network, limits the capacity of instructors to coordinated ICT into their instructing and learning processes….."

One of the ICT directors specified that "……Some instructors and school directors are safe to the utilize of ICT within the classroom due to concerns almost its adequacy or seen dangers related with innovation use……." Another ICT director said that "…..Adequate specialized back and support for ICT hardware is missing in schools, driving to challenges in utilizing innovation effectively…." Another Headtecaher said that "…..the effectiveness of ICT utilize within the classroom depend on the particular academic approach utilized, and successful integration of ICT requires a consider thought of how it can back and improve understudy learning….."

The over consider discoveries inferred that there was a tall level of data and communications innovation utilization in Auxiliary Schools in Sheema Locale Southwestern Uganda. However, to the littler degree a few schools don't utilize ICT.

### 4.3 The quality of records managed in secondary schools of Sheema District

In this regard, the objective formed the main theme since the questions were asked in this line. Rating was done according to the Likert scale ranging from 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree on scale of 5-1. Mean scores were obtained

by diving total sum of frequencies to number of respondents who answered the questionnaires. Results are summarized in Table 4.

**Table 4: Descriptive statistics for the quality of records managed in Secondary schools by records officials**

| **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 discs, hard discs | 12(10.0%) | 91(75.8%) | 11(9.2%) | 5(4.2%) | 1(0.8%) | 3.90 |
| 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=Undecided, 2=Disagree, 1=Strongly Disagree, *f*=frequency**

Comes about in Table 4, concerning "whether budgetary records are kept electronically" larger part of the respondents 80 (66.7%) specified habitually, taken after by 22 (18.3%) who said exceptionally regularly, 10 (8.3%) sometimes, 6 (5.0%) seldom, and 2 (1.7%) exceptionally once in a while. The cruel score of 3.95 was near to code four on five-point Likert scale utilized to degree things comparing as often as possible. This suggested that budgetary records are continuously kept electronically. Concerning "Whether passwords are set to secure school stock records" larger part of the respondents 90 (75.0%) specified regularly, taken after by 12 (10.0%) every so often, 8 (6.7%) once in a while, taken after by 6 (5.0%) who specified exceptionally as often as possible, and 4 (3.3%) exceptionally once in a while. The cruel score of 3.72 was near to code four on five-point Likert scale utilized to degree things comparing habitually. This inferred that passwords are continuously set to secure school stock records.

As respects to "whether scholastic records are entered in computer agreeing to students' lesson lists" larger part of the respondents 88 (73.3%) specified as often as possible, taken after by 11 (9.2%) specified sometimes, 9 (7.5%) exceptionally regularly, 7 (5.8%) once in a while, and 5 (4.2%) exceptionally once in a while. The cruel score of 3.74 was near to code four on five-point Likert scale utilized to degree things comparing regularly. This inferred that scholastic records are continuously entered in computer agreeing to students' lesson records. With regard to "Whether electronic school records are effectively followed at any time?" lion's share of the respondents 97 (80.8%) specified habitually, taken after by 14 (11.7%) said once in a while, 5 (4.2%) once in a while, 3 (2.5%) exceptionally seldom and 1

(0.8%) regularly. The cruel score of 3.73 was near to code four on five-point Likert scale utilized to degree things comparing as often as possible. In this manner this suggested that electronic school records are effortlessly followed at any time.

Concerning “Whether school work plans are kept in electronic record keeping tools” larger part of the respondents 95 (79.2%) specified as often as possible, taken after by 13 (10.8%) said once in a while, 6 (5.0%) seldom, 4 (3.3%) exceptionally as often as possible and 2 (1.7%) said exceptionally seldom. The cruel score of 3.78 was near four on five-point Likert scale utilized to degree things comparing to habitually. Hence this inferred that work plans are kept in electronic record keeping devices. As respects to “Whether stock records are kept on distinctive ICT capacity gadgets such as; CDs, Streak circles, difficult discs” lion's share of the respondents 91 (75.8%) specified regularly, taken after by 12 (10.0%) said exceptionally habitually, at that point 11 (9.2%) sometimes, at that point 5 (4.2%) seldom, and 1 (0.8%) exceptionally once in a while. The cruel score of 3.90 was near to code four on five-point Likert scale utilized to degree things comparing habitually, which suggested that stock records are kept on distinctive ICT capacity gadgets such as; CDs, Streak circles, difficult discs.

With regard to “Whether manual records such as school affirmations are kept” larger part of the respondents 94 (78.3%) said habitually, taken after by 15 (12.5%) said every so often, at that point 6 (5.0%) once in a while, 3 (2.5%) exceptionally habitually, and 2 (1.7%) exceptionally seldom. The cruel score of 3.75 was near to code four on five-point Likert scale utilized to degree things comparing to

regularly. This suggested that manual records such as school confirmations are continuously kept. The generally cruel score of 3.80 was near to code four on five-point Likert scale utilized to degree

things comparing to as often as possible. In this manner this suggested that the degree to which records are overseen in auxiliary schools of Sheema Locale was tall.

The over think about discoveries concurred with reactions from interviews where one of the ICT directors was cited in this verbatim: "…...school records such as inventories, budgetary records, are continuously kept electronically. Moreover scholastic records for case certificates, course records, understudy course plans, understudy monetary data, and understudy teach records are kept electronically in computers……"

One of the Head educator said that "... we utilize different sorts of ICT, such as electronic databases and understudy data frameworks, to oversee records. In any case we are challenged by joining information from distinctive sources and frameworks may be challenging for schools, particularly when information is put away in numerous designs or locations…"

The over discoveries inferred that the quality of records overseen in auxiliary schools of Sheema was great. In any case, to a littler degree a few schools are challenged by joining information from diverse frameworks and a few schools need ICT gadgets.

### 4.4 The relationship between ICT utilization and records management in secondary schools of Sheema District

To establish the relationship between ICT utilization and records management in secondary schools of Sheema District, Pearson product moment coefficient was used. Both descriptive statistics and Pearson correlation coefficient were run from the data that was gathered using questionnaires. Results are presented in Table 5:

**Table 5: Correlation coefficient for the relationship between ICT utilization and records management in secondary schools of Sheema District**

| | | ICT Utilization | Records Management |
|---|---|---|---|
| ICT Utilization | Pearson Correlation | 1 | 0.490** |
| | Sig. (2-tailed) | | 0.001 |
| | N | 120 | 120 |
| Records Management | Pearson Correlation | 0.490** | 1 |
| | Sig. (2-tailed) | 0.001 | |
| | N | 120 | 120 |

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

The comes about in Table 5, the 2-tailed importance test appears that the relationship coefficient was 0.490 which shows that there's a positive relationship between ICT utilization and records administration in auxiliary schools of Sheema Locale. The p esteem 0.001 shows that there's a measurably critical relationship between ICT utilization and records administration in auxiliary schools of Sheema Area. Subsequently the invalid speculation

which expressed that “There is no noteworthy relationship between ICT utilization and records administration in auxiliary school of Sheema district” was rejected. In this manner the ponder discoveries adopted alternative speculation which expressed that there's critical relationship between ICT utilization and records administration in auxiliary school of Sheema District.

The over think about discoveries concurred with reactions from interviews where one of the ICT chairmen was quoted in this verbatim: “…….ICT are used in instruction to help instructors and understudies to memorize more successfully by giving instructors with a wide extend of modern instructional method. These innovations are moreover utilized to empower course instructors to do authoritative assignments more efficiently……”

One of the Headtecaher said that “….information and communications innovation (ICT) utilization and records administration are both vital components of advanced instruction frameworks. Records administration includes the orderly control and organization of data in a school setting…..”

Another Headtecaher said that:

“…..ICT apparatuses can be utilized to bolster different angles of records administration, such as information section, capacity, recovery, and investigation. For illustration, a school may utilize a understudy data framework (SIS) that permits instructors and directors to track understudy

advance and participation, store scholarly records, and create reports. This framework can be gotten to and overseen through ICT apparatuses such as computers, tablets, or smartphones……"

The over ponder discoveries inferred that successful ICT utilization moves forward records administration in auxiliary schools of Sheema District.

# Chapter Five

## Discussion of Findings, Conclusions and Recommendations

### 5.0 Introduction

This chapter is about discussion of findings in chapter four, conclusions and recommendations. They are presented according to study objectives.

### 5.1 Discussion of Findings

#### 5.1.1 The level of utilization of ICT in secondary schools of Sheema District

The think about discoveries found that the level of utilization of ICT in auxiliary schools of Sheema Area was tall at an by and large cruel score of 3.77. The over consider discoveries are in assention with Ahmed (2015) who famous that records authorities were the utilizing ICT in their schools. The comes about too demonstrated that, a noteworthy number of schools have a approach objective to utilization of ICT for organization and for keeping track of school records. The consider by Enakrire (2010) uncovered that ICT are utilized for distinctive purposes in records administration operations within the Service since of the advancing nature of change, floppy circle, papyrus, tape recorders, and typewriting. Methodologies of security, diverse gadgets, and approach are noteworthy.

Similarly, Mirzajani et al., (2016) noted that it may be a prerequisite for the school specialists to prepare directors and give more ICT offices like computers, computer program, web offices and dependable databases to successfully utilize ICT at all levels of examination administration. Also, Perused and Ginn (2015) famous that the records administration arrangement ought to spell out a records maintenance period and transfer strategies. There

ought to too be up-to-date antivirus applications on all computers and records directors ought to routinely upgrade the antivirus introduced on their machines.

The analyst sees that, in spite of the expanding utilization of ICT in auxiliary schools, there are still a few challenges that have to be be tended to. For illustration, a few instructors may not be recognizable with the most recent advances or may need the fundamental preparing to coordinated them viably into their educating hones.

### 5.1.2 The quality of records managed in secondary schools of Sheema District

The think about discoveries found that the quality of records overseen in auxiliary schools of Sheema Area was great, with an generally cruel score of 3.80. The over think about discoveries are in line with Noah, Akpabio and Sammy (2014) who fight that in spite of the fact that a few of the schools utilized computers, handsets and printers for record keeping, some utilized diskettes, streak drives and compact circles and suggested that government ought to supply the essential ICT offices to all state auxiliary schools, progress preparing of principals on the utilize of computers and give stand by generators to thwart irregular power disruption.

However, Ridwan (2015) focused that the application and dissemination of data and communication innovation cannot be seen in segregation from improvement in media transmission innovation. Development in computer and media transmission innovation have come about in major changes in fundamental library operations as well as overseeing data completely different workplaces and organization, such as circulatory reference administrations, cataloguing and classification, collection development (ordering and procurement).

According to analyst, the administration of records in schools could be a basic perspective of school organization. It guarantees that data is organized and available, which can upgrade decision-

making, responsibility, proficiency, and communication. Schools ought to contribute in creating compelling record-keeping approaches and strategies to guarantee that their data administration hones are up to date and comply with lawful and administrative necessities.

### 5.1.3 The relationship between ICT utilization and records management in secondary schools of Sheema District

The consider discoveries demonstrated that the relationship coefficient was 0.490 which demonstrates that there's a positive relationship between ICT utilization and records administration in auxiliary schools of Sheema Locale. Usually in agreement with Mutisya (2017) who uncovered that ICT was utilized within the administration of records for content books and work out books to a awesome degree. It was famous that web was once in a while utilized whereas a few instructors and principals had no dynamic emails. Additionally et al., (2015) famous that the integration of ICT in authoritative administration has made it conceivable for private auxiliary schools to be effective and successful in overseeing records, communication and reports dealing with.

The study also concurs with Oluoch (2016) who uncovered that schools were taking a few steps to assist in upgrading ICT conveyance such as trying to find gifts from the government, prioritizing buy of ICT hardware and utilizing parents' association to purchase computers and concluded that more back is required to be given to schools to empower them accomplish their dream of completely executing the utilization of ICT within the administration of school exercises. Furthermore, Albugami and Ahmed (2015) appeared that ICT was seen as an imperative apparatus in progressing execution, collaboration, learning involvement and learning results. In any case, a few challenges that influence the application of ICT in Saudi

schools are, for case, the need of space, assets, upkeep, need of ICT aptitudes among school, need in ICT preparing and need of clear ICT approaches.

According to the analyst, the relationship between ICT utilization and records administration in schools is closely entwined. The utilize of ICT can bolster successful records administration hones by encouraging information section, capacity, recovery, and examination.

**5.2 Conclusions**

It was concluded that there was a tall level of utilization of ICT in auxiliary schools of Sheema Area. Usually since instructors continuously utilize a computer in keeping marks for understudies, utilize computer amid evaluating understudies, utilize ICT apparatuses amid educating handle, instructing substance is kept in computers, compute students' marks, the subtle elements of course records are kept in ICT, and instructors keep their records totally different ICT tools.

It was too concluded that the quality of records overseen in Sheema auxiliary schools was great. This suggests that money related records are continuously kept electronically, passwords are continuously set to ensure school stock records, scholastic records are continuously entered in computer agreeing to students' course records, electronic school records are effectively followed at any time, work plans are kept in electronic record keeping apparatuses, stock records are kept on distinctive ICT capacity gadgets, manual records such as school affirmations are continuously kept. However, a few schools, in spite of the fact that few, don't have adequate ICT instruments. In this manner they don't legitimately utilize ICT for records administration purposes.

It was assist concluded that there was a factually noteworthy relationship between ICT utilization and records administration in auxiliary schools of Sheema Locale. In this manner changes in ICT utilization were related with changes in records administration.

### 5.3 Recommendations

Schools should keep up the level of utilization of ICT.

Workshops should be organized at locale level to teach record authorities (bursars, secretaries and curators) upon ICT utilization and records management.

The government should give ICT devices to all auxiliary schools and make strides ICT foundation arrange.

### 5.4 Areas for further research

- The same study on communications innovation utilization and records administration in auxiliary schools can be carried out in other locale and compare comes about from Sheema Area to draw more conclusions and suggestions.
- Utilization of information and communication technology (ICT) resources and job effectiveness among teachers in secondary schools.

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# Appendices

## Appendix 1: Questionnaire for Teachers

**Dear Sir/Madam**

I am, Kyoshabire Patience a post graduate student pursuing MEAP. My study is on **information and communications technology utilization for records management in secondary schools in Sheema district Uganda** as a requirement for the award of the Degree. You have been selected as a resourceful person for the study and I request that you spare a few minutes and answer the following questions. Your responses are entirely for academic purposes and will be accorded maximum confidentiality.

Thank you.

**Intruction:** You are reqired to tick the best alternative.

**Section A: Background Characteristics**

**1.Gender**

Male ☐ Female ☐

**2. Age** …… years

**5. Highest level of education**

Diploma ☐ Degree ☐ Post Graduate ☐

Others specify ……

**7. Type of school**

Government ☐ Private ☐

**Section B: Information and communications technology utilization in Secondary Schools in Sheema District Southwestern Uganda**

Under this section, you are asked to tick; 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=strongly Disagree.

| | **Items on information and communications technology utilization** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| 1 | I always use a computer in keeping marks for students | | | | | |
| 2 | I always use computer during grading students | | | | | |
| 3 | I always use ICT tools during teaching process. | | | | | |
| 4 | My teaching content is kept in computers | | | | | |
| 5 | I always compute students' marks in ICT tools such as computer, iPad, smart phone, etc. | | | | | |
| 6 | The details of my class list are kept in ICT devices. | | | | | |
| 7 | I am familiar with using ICT tools to keep my records of students' attendance. | | | | | |
| 8 | I keep my records in different ICT tools such as flash-discs, CDs, hard discs, among others. | | | | | |

**Thank you for your participation**

## Appendix 2: Questionnaire for Records Officials

**Dear Sir/Madam**

I am, Kyoshabire Patience a post graduate student pursuing MEAP. My study is on **information and communications technology utilization for records and information management in secondary schools in Sheema district Uganda** as a requirement for the award of the Degree. You have been selected as a resourceful person for the study and I request that you spare a few minutes and answer the following questions. Your responses are entirely for academic purposes and will be accorded maximum confidentiality.

Thank you.

**Instruction:** You are required to tick the best alternative

**Section A: Background Characteristics of respondents**

**1. Gender**

Male ☐ Female ☐

**2. Age** …… years

**5. Highest level of education**

Diploma ☐ Degree ☐ Post Graduate ☐

Others specify ……

**7. Type of school**

Government ☐ Private ☐

**Section B: The quality of records managed in secondary schools of Sheema District**

Under this section, your asked to tick 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=strongly Disagree.

| | **Quality of records managed** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| 1 | Financial records are kept electronically | | | | | |
| 2 | Passwords are set to protect school inventory records? | | | | | |
| 3 | Academic records are entered in computer according to students' class lists | | | | | |
| 4 | Electronic school records are easily traced at any time | | | | | |
| 5 | School work plans are kept in electronic record keeping tools | | | | | |
| 6 | Inventory records are kept on different ICT storage devices such as; CDs, Flash discs, hard discs | | | | | |
| 7 | Manual records such as school admissions are kept | | | | | |

**Thank you for your participation**

## Appendix 3: Interview Guide for Head Teachers and ICT Administrators

**Questions**

What is your position (head teacher or ICT administrator)?

What do you comment on the following items.

1. The level of utilization of ICT in secondary schools of Sheema District.
2. The quality of records managed in secondary schools of Sheema District.
3. The relationship between ICT utilization and records management in secondary schools of Sheema District.

**Appendix 4: Table for Determining Sample Size for a Population of a Given Size**

| *N* | *S* | *N* | *S* | *N* | *S* |
|---|---|---|---|---|---|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 102 | 1800 | 317 |
| 45 | 40 | 290 | 105 | 1900 | 320 |
| 50 | 44 | 300 | 109 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 198 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note: *N* = population size

*S* = sample size

Source: Krejcie and Morgan (1970).

## Appendix 5: Raw Data for Information and Communications Technology Utilization and Records Management

| s/n | ICT Utilization | Records management | s/n | ICT Utilization | Records management |
|---|---|---|---|---|---|
| 1 | 3.88 | 3.95 | 36 | 3.52 | 3.78 |
| 2 | 3.71 | 3.72 | 37 | 3.73 | 3.73 |
| 3 | 3.71 | 3.74 | 38 | 3.72 | 3.78 |
| 4 | 3.52 | 3.73 | 39 | 3.72 | 3.78 |
| 5 | 3.73 | 3.78 | 40 | 3.85 | 3.9 |
| 6 | 3.72 | 3.9 | 41 | 3.52 | 3.78 |
| 7 | 3.85 | 3.75 | 42 | 3.73 | 3.73 |
| 8 | 4.08 | 3.72 | 43 | 3.72 | 3.78 |
| 9 | 3.71 | 3.74 | 44 | 3.72 | 3.78 |
| 10 | 3.71 | 3.73 | 45 | 3.52 | 3.78 |
| 11 | 3.52 | 3.78 | 46 | 3.73 | 3.73 |
| 12 | 3.73 | 3.73 | 47 | 3.72 | 3.78 |
| 13 | 3.72 | 3.78 | 48 | 3.72 | 3.78 |
| 14 | 3.72 | 3.78 | 49 | 3.85 | 3.9 |
| 15 | 3.85 | 3.9 | 50 | 3.52 | 3.78 |
| 16 | 4.08 | 3.72 | 51 | 3.73 | 3.73 |
| 17 | 3.71 | 3.74 | 52 | 3.72 | 3.78 |
| 18 | 3.71 | 3.73 | 53 | 3.72 | 3.78 |
| 19 | 3.52 | 3.78 | 54 | 3.85 | 3.9 |
| 20 | 3.73 | 3.73 | 55 | 3.52 | 3.78 |
| 21 | 3.72 | 3.78 | 56 | 3.73 | 3.73 |
| 22 | 3.72 | 3.78 | 57 | 3.72 | 3.78 |
| 23 | 3.85 | 3.9 | 58 | 3.72 | 3.78 |
| 24 | 3.73 | 3.74 | 59 | 3.85 | 3.9 |
| 25 | 3.72 | 3.73 | 60 | 3.72 | 3.78 |
| 26 | 3.85 | 3.78 | 61 | 3.85 | 3.9 |
| 27 | 3.52 | 3.78 | 62 | 3.52 | 3.75 |
| 28 | 3.73 | 3.73 | 63 | 3.52 | 3.78 |
| 29 | 3.72 | 3.78 | 64 | 3.73 | 3.73 |
| 30 | 3.72 | 3.78 | 65 | 3.72 | 3.78 |
| 31 | 3.85 | 3.9 | 66 | 3.72 | 3.78 |
| 32 | 3.52 | 3.72 | 67 | 3.85 | 3.9 |
| 33 | 3.73 | 3.74 | 68 | 4.08 | 3.78 |
| 34 | 3.72 | 3.73 | 69 | 3.71 | 3.9 |
| 35 | 3.85 | 3.78 | 70 | 3.52 | 3.78 |

| s/n | ICT Utilization | Records management |
|---|---|---|
| 71 | 3.73 | 3.73 |
| 72 | 3.72 | 3.78 |
| 73 | 3.72 | 3.78 |
| 74 | 3.85 | 3.9 |
| 75 | 3.52 | 3.78 |
| 76 | 3.73 | 3.73 |
| 77 | 3.72 | 3.78 |
| 78 | 3.52 | 3.78 |
| 79 | 3.73 | 3.73 |
| 80 | 3.72 | 3.78 |
| 81 | 3.72 | 3.78 |
| 82 | 3.85 | 3.9 |
| 83 | 3.73 | 3.78 |
| 84 | 3.72 | 3.9 |
| 85 | 3.85 | 3.75 |
| 86 | 3.52 | 3.78 |
| 87 | 3.73 | 3.73 |
| 88 | 3.72 | 3.78 |
| 89 | 3.72 | 3.78 |
| 90 | 3.85 | 3.9 |
| 91 | 3.52 | 3.78 |
| 92 | 3.73 | 3.73 |
| 93 | 3.72 | 3.78 |
| 94 | 3.72 | 3.78 |
| 95 | 3.85 | 3.9 |
| 96 | 3.71 | 3.95 |
| 97 | 3.52 | 3.72 |
| 98 | 3.73 | 3.73 |
| 99 | 3.72 | 3.78 |
| 100 | 3.52 | 3.78 |
| 101 | 3.73 | 3.73 |
| 102 | 3.72 | 3.78 |
| 103 | 3.52 | 3.78 |
| 104 | 3.73 | 3.73 |
| 105 | 3.72 | 3.78 |

| s/n | ICT Utilization | Records management |
|---|---|---|
| 106 | 3.73 | 3.73 |
| 107 | 3.72 | 3.78 |
| 108 | 3.72 | 3.78 |
| 109 | 3.72 | 3.78 |
| 110 | 3.85 | 3.9 |
| 111 | 3.52 | 3.78 |
| 112 | 3.85 | 3.9 |
| 113 | 3.52 | 3.78 |
| 114 | 3.73 | 3.73 |
| 115 | 3.72 | 3.78 |
| 116 | 3.72 | 3.78 |
| 117 | 3.85 | 3.9 |
| 118 | 3.73 | 3.75 |
| 119 | 3.72 | 3.95 |
| 120 | 3.85 | 3.72 |

**Appendix 6: Map of Uganda Showing Sheema District**

**Appendix 7: Map of Sheema District**