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## EVALUATION OF USAGE OF NATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM ON SCHOOL RECORD KEEPING PUBLIC SECONDARY SCHOOLS IN TURKANA COUNTY KENYA.

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### ORIGINAL RESEARCH ARTICLE

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**Abstract:**

This study evaluated Usage of National Education Management Information System on school record keeping of Public Secondary Schools in Turkana County. The evaluation was anchored in program theory. The study adopted explanatory sequential design. The target population were; 68 principals, 68 deputy principals and 68 directors of studies. Simple random and critical case purposive sampling were used. The sample size consisted of 63 respondents. Data were collected using questionnaire and interview guide. Cronbach's alpha was used to determine reliability. The face and content validity of instruments was determined by consulting experts and trustworthiness of qualitative instruments was via thick descriptions, triangulations, peer briefing and member checking. Quantitative data were analyzed using mean scores, frequencies, standard deviations and percentages. Hypotheses were tested using Chi-square. Qualitative data were analyzed using themes and presented in form of narrations and direct quotations. The finding was that, there is a significant relationship between usage of NEMIS and students' online enrolment.

**Keywords:** *National Education Management Information System (NEMIS); school record keeping; Turkana County.*

**Background to the Study**

Wienclaw (2021) defined evaluation research as a systematic approach that employs scientific methodologies to assess whether a specific program, policy, or initiative has successfully met its declared objectives. It involves several critical steps, including goal development, planning (including planning how the program will be evaluated), implementation, evaluation, and feedback based on the evaluation. Organizations often implement new programs to adapt to market changes or regulatory requirements, making it essential to evaluate the outcomes to ensure effectiveness. This evaluation process not only measures success but also identifies any negative impacts or unforeseen consequences that may arise from the initiative.

Record keeping is the systematic way of recording, storing, documenting and retrieving information for use by organizations. ICT and record keeping are interwoven as the ICT facilities are vital tools in enhancing record-keeping in schools (Matlala, 2019). Records and record keeping constitute the life wire of an organization, it would be very difficult to plan and administer an organization such as the school effectively if records are not kept and properly managed. School records are documents, books, diskettes, etc which contain information on what is happening in the daily routine of any school organization (Okpala & Ukandu, 2022). However, most schools are still comfortable with the traditional method of record keeping. The few records that are kept in some of their offices and departments using the traditional

method cause laborious effort and difficulty in the retrieval of information.

Most often, files are tucked in cabinets and rodents; insects destroy them by tearing them. The tendency of falsifying these files by some unfaithful staff of the organization is another disadvantage of the traditional method of record management. Different types of records can be kept in any school organization for quality teaching and learning to take place. In the school system, records can be classified into management records, administrative reference records and student records. Management Records are records of meetings, procedures, decisions and resolutions kept as important reference materials through which institutions keep track of changes in their procedure and practices, as well as to know the state of transparency of their activities in the past and present. They also stand as the basis for determining what should be done in the future. Administrative records include admission records, personnel records and physical resource records. Admission records are permanent records showing the records of students from the first day of admission. Proper record keeping of all related records is very important as they readily form a data bank from which any information can easily be extracted at a short notice.

The advantages of proper record keeping in education cannot be overstated. Sunday, et.al (2020) outlines the following as some of the advantages of keeping records. School record keeping serves as a repository for school history. Provides a mechanism for effective time management and

synchronization of school work and activities. Assists inspectors/supervisors in evaluating student performance and providing objective advice when necessary. It aids in effective teaching and learning, as well as school administration. It informs pupils/students on their present academic performance and growth. It makes records of graduating students' available for admission and placement. It disseminates knowledge to the school community, the broader public, employees, and researchers. It allows parents to monitor their children's academic achievement and behavior. It facilitates and supplements student advice and counseling. It gives data for planning and decision-making. It enables school principals/head teachers to collect information about students/pupils and staff for decision-making by higher authorities and courts of law when necessary.

Record keeping is an established methodology for ensuring the systematic management of all records and the information they contain throughout their life cycle. Records are the major administrative tools for the success of the school system. If they are not kept and managed as required, the whole university system may be disorganized and administrative effectiveness may become a mirage. Management and Administrative records are the basic records found in any educational institution, especially at the university level (Bolaji & Ibrahim 2023). The purpose of recordkeeping and management is to ensure accurate and up-to-date records of students' achievements and growth. As a result, the school and parents can easily access information on the child's

school activities at any time. For the school system to be effective and efficient, it must value record keeping (Umeri, 2022). Accurate record keeping is a useful tool for informed decision-making and effective management in schools and other organizations. School records are considered important not only because of the many important purposes they serve, but also because of the legal requirements for record keeping. School administrations should ensure that school information is not tampered with.

According to Fidel et al., (2023) school record keeping is as vital as the school itself. In fact, the sub-system determines the system. What this means is that there is no school or an institution of learning without good comprehensive school records keeping. Williams (2021) defines school records keeping as the act of keeping information or data which is collected on various aspects of a school and preserved for future use. Umeri (2022) defines school records as official documents, books, and files containing information that is highly crucial about actions and events that take place in schools. The study evaluated how NEMIS enrolment, record keeping influence payment of support staff, school supplies, funding of maintenance improvement (MI) project and co-curricular activities such as music, sports and drama competitions.

School record management according to Onuorah and Ezenna (2023) are those meaningful activities and roles rendered by school administrators (principals and staff) to maintain and keep an upto date regarding the school. School record management is of

paramount value this is because it is the basis through which effective and efficient school administration can be achieved. Record management also deals with the documentation of data to its utmost update towards achieving any organizational goals. It is central in the administration of institution of learning because it documents the planning and implementation of appropriate course of service allowing for proper monitoring. The efforts of school principals and staff to preserve and retrieve the information of an individual staff and students and make use of them when there is a need is referred to as school record management.

According to Dada (2020) record is a brain box of information packaged in different formats that lives after the death of the creator from generation to generation. In most of the academic institutions, records come in various format from digital to hybrid copies and could be stored in physical or cloud-based spaces. There records in whatever format, type and storage are vital assets that must be properly managed. Effective record keeping is tantamount to effective management. Record management leads to the achievement of organizational goals. Theoretical and empirical research shows that good records management benefits institutions (Mukred & Yuof 2020). Such benefits include effective design, planning, supervision and monitoring of programs, (Falola, Capillas, Vergarra & Carbito, 2022), efficient financial management, a fair distribution of resources among all units, performance and educational needs of

students and better teaching and learning facilities (Mabara, 2020).

**Concepts of School Records** School records are essential documents that provide a temporary or permanent record of events or facts, especially through writing and electronic devices. They are created, received, and maintained as evidence by institutions or individuals before law courts or in business transactions. School records are crucial for maintaining information that is reliable, accurate, complete, precise, and up-to-date. They can be in the form of reports, letters, memos, pictures, films, journals, diaries, and more. School records showcase the history of the school, its progress, and the direction and condition of its development over time. They also aid in the smooth running of academic programs. Onanwa (2022) described school records as documented statements of facts about persons, facilitates, proposals, and activities in and about the school. They are essential for evaluation, order lines, planning, administrative convenience, discipline, grouping, continuity, revision, legal defense, and guidance and counseling. Chinyere et al (2019) emphasized the importance of school records for evaluation, order lines, planning, administrative convenience, discipline, grouping, continuity, revision, legal defense, guidance, and counseling. Basic school managers and administrators need to implement the use and preservation of school records in schools.

School records are crucial for the success of any formal organization, such as schools, as they help in achieving goals and maintaining accurate records of students' achievements,

school activities, and other relevant information. School record management involves various activities and roles performed by school administrators to maintain and update these records, which is essential for effective and efficient school administration. Record keeping is central to the administration of institutions of learning, as it documents the planning and implementation of appropriate courses of service, allowing proper monitoring (Odeniyi & Adeyanju, 2020). School record-keeping practices involve activities such as adding new information or modifying existing ones to keep them updated. Regular checks and revisions are necessary to ensure the records are in good condition and orderly state.

Maintaining school records can be costly and time-consuming, as some records may require proper disposal due to their life span and valuable office space. School records are official documents, books, and files containing essential information on actions and events that are kept and preserved in school offices for retrieval and utilization when needed. They showcase the history of the school, its progress, and the direction and condition of school development over time. School records also refer to all necessary documents kept to aid the smooth running of academic programs in the school (Akpa et al., 2023). A principal is the highest authority in secondary school, responsible for managing major administrative tasks, supervising students and teachers, and supervising various activities. They have varying years of job experience and face the challenge of addressing all relevant issues related to the

school they oversee. A school principal who takes pain to prepare and keep quality school records should strive to have good keeping practices and culture (Olaifa et al 2024).

### **Research Design and Methodology**

Mixed methods evaluation paradigm was adopted. The evaluation utilized explanatory sequential design. 'QUAN' and 'QUAL' explanatory sequential design was used in which 'QUAN' strand was major while 'QUAL' strand was minor. The evaluation targeted 68 public secondary schools. This in turn gave 68 principals, 68 deputy principals and 68 directors of studies. Simple random and critical case purposive sampling techniques were used to select schools, principals, deputy principals and director of studies. The study utilized questionnaire and interview guide to collect the data. To determine the validity of the questionnaires and interview guides, the evaluator presented the drafts to experts to assess the questions for face and content validity. To determine internal consistency of questionnaire using Cronbach's alpha, 10 items measuring each construct from the five evaluation questions were selected. The items were given to the pilot schools then Cronbach's alpha was determined for the pre-test. Triangulations, peer briefing and member checking were used to the

trustworthiness of the interview guide results. Using descriptive statistics, the data was summarized using means, standard deviations, frequency distributions and percentages. The data were displayed in tables according to evaluation questions. Inferential statistics of Chi-square tests for categorical data was used to test for the null hypothesis. Significance level (p-value) was set at 0.05 to determine if findings are statistically meaningful. The findings were related to evaluation question and hypothesis.

### **Findings**

The influence of NEMIS usage on record keeping was rated based on usage of NEMIS on storage of information. A four-point Likert scale from not very largely used to very largely used was adopted. Some of the records cross examined for storage in NEMIS included: School registration information, School equipment and fixed assets details, record of co-curricular activities, specific quantity of learning materials, disaster experienced by the school, school data, reports on inventory of administrative documents, past records, geographical analysis and school past academic performance. The findings of NEMIS usage on record keeping were discussed as displayed in Table 1.

Table 1: Frequencies, Means and Standard Deviation of Respondents of NEMIS Usage on Recording keeping.

	N	Not Very Largely Used	Not Largely Used	Largely Used	Very Largely Used	Mean	Std. Deviation
The school registration information is stored in NEMIS	63	2(3%)	6(10%)	27(43%)	28(44%)	3.29	.771
The school equipment and fixed assets; buildings, vehicles and the acquisition date are uploaded in NEMIS	63	9(14%)	17(27%)	28(44%)	9(14%)	2.59	.909
NEMIS enables the school record the school utilities such as water, Gas	63	14(22%)	18(29%)	26(41%)	5(8%)	2.35	.919
We use NEMIS to record the co-curricular activities (drama games) that the school participates in and the highest level achieved	63	20(32%)	27(43%)	14(22%)	2(3%)	1.97	.822
NEMIS captures specific quantity of learning materials for both the course books and the supplementary books	63	6(10%)	14(22%)	35(56%)	8(13%)	2.71	.812
NEMIS enables the school administration to capture any disaster experienced such as earthquake, floods, cattle resettling, fire	63	16(25%)	28(44%)	14(22%)	5(8%)	2.13	.889
NEMIS data storage and databases are done successfully in my school	63	5(8%)	5(8%)	34(54%)	19(30%)	3.06	.840
NEMIS Data analysis, presentation, and submission of reports to higher levels is often done successfully	63	5(8%)	20(32%)	30(48%)	8(13%)	2.65	.806
We use NEMIS to analyze and make reports for my	63	8(13%)	22(35%)	25(40%)	8(13%)	2.52	.877

school successfully							
NEMIS provides an inventory of all administrative documents which includes term reports, financial audit reports and material resources	63	17(27%)	10(16%)	32(51%)	4(6%)	2.37	.955
We refer to past records in NEMIS portal whenever planning for future events	63	5(8%)	21(33%)	24(38%)	13(21%)	2.71	.888
We modify important school records like timetables, reports easily using NEMIS	63	25(40%)	23(37%)	14(22%)	1(2%)	1.86	.820
We use NEMIS record like students' past discipline when planning for processes such as dismissal, admission and promotion	63	22(35%)	25(40%)	12(19%)	4(6%)	1.97	.897
The NEMIS platform helps us in geographical analysis of education indicators that the government uses in funding schools	63	13(21%)	15(24%)	30(48%)	5(8%)	2.43	.911
We always retrieve school past academic performance for reference from NEMIS	63	26(41%)	29(46%)	5(8%)	4(6%)	1.81	.840

The data displayed in Table 1 indicates 28(44%) of schools very largely and 27 (43%) largely used NEMIS to store school registration information. The views of respondents had 3.29 mean and 0.771 standard deviation confirms the views were too close or the same. The mean was high while the SD was low meaning that a very minimal variation was observed in their views. Most of them agreed on NEMIS as store for school registration information. All public registered schools upload their details in NEMIS for identification and funding by the government. Most schools upload NEMIS data and data bases successfully.

The SD of 0.840 shows that the views were clustered closely around 3.06 mean hence largely used. Once the students' details are uploaded in NEMIS they are successfully saved. 8(13%) of schools very largely and 35(56%) largely used NEMIS to capture specific quantity of learning materials for both course books and supplementary books. The corresponding mean of 2.71 and high SD 0.812 shows that there was a wide range of views but most of the respondents largely used the function. The school equipment and fixed assets and acquisition date are largely 28(44%) uploaded in NEMIS but views had a wide variation as per SD 0.909.



Most schools largely 30 (48%) submit NEMIS data analysis and presentation but there was a wide range of views resulting from 20(32%) not largely using the function. 25(40%) schools largely used NEMIS to analyze and make reports while 22(35%) did not largely use it. The low mean of 2.52 and high SD 0.817 indicates that a small number of schools largely use the NEMIS for reporting while the rest of schools do not largely use NEMIS. A very large usage of 13(21%) and large usage of 24(38%) was observed in use of past records in NEMIS portal. Whenever planning for future events 21(33%) schools do not largely use the past records. 30(48%) of schools largely use NEMIS platform in geographical analysis of education indicators that government uses for funding schools. SD 0.911 is higher hence there is a wide range of views of respondents with 13(21%) not very largely and 15(24%) not largely using NEMIS for geographical analysis. NEMIS as inventory of all administrative documents has been largely used by 32(51%) respondents but SD 0.955 shows that the views of most respondents are far from the mean (2.37). The views of respondents in NEMIS enabling the schools record utilities were widely spread away from the mean with SD 0.919. This function was not largely used by most of the schools. NEMIS enabling the school administration to capture any disaster experienced was observed that, 16(25%) not very largely and 28(44%) not largely used NEMIS to record the disaster. The findings agree with Gabriel (2021) that schools have all the statutory and non- statutory records for proper and adequate administrative duties that are manually kept.

According to Table 1 NEMIS was not largely 27(43%) and not very largely used to record co-curricular activities. Schools do not largely 23(37%) and not very largely 25(40%) use NEMIS to modify important school records. Most respondents opined that they do not very largely 22(35%) and not largely 25(40%) use NEMIS record for student's past discipline. Schools do not refer to NEMIS for any disciplinary cases. An observation made by a principal agrees with NEMIS not fully used for storing all school records. The statement as follows:

*NEMIS is not reliable since it does not capture all school records. (Principal 6, Interviewed on 25<sup>th</sup> October 2024).*

*No disciplinary reports are stored in NEMIS portal. Use of NEMIS as academic performance reference was not very largely 26(41%) and not largely 29(46%) used schools. Though NEMIS has a function of uploading academic performance per subject but schools do not upload academic records. The functions which had a mean of less than one was not very largely used by most schools and the views of the respondents were far from the mean. ICT, human resources, data management, and stakeholder engagement influence NEMIS performance. According to Oseko & Ngugi (2021), NEMIS improved accuracy and timeliness of enrolment data, especially in Extra County schools. Extra County schools benefited most, while Sub County schools lagged due to limited resources. Awareness of NEMIS was higher in County and Extra County schools, leading to better administrative record keeping. Advocated for structured staff training, clear policy*

*frameworks, and infrastructure investment to enhance NEMIS effectiveness (Khaemba, 2021).*

Based on participants' responses, NEMIS used to keep records of essential information. This information includes school accounts which are used to pay schools capitation, students' data including names and school enrolment. The government termly funds received by the school are always displayed on the school portal. The online records have made it easier for government planning and funding process. These observations are in agreement with Falolis et al (2022) who concluded that digitalization of students' records makes its management and generation easier, faster and this finding is in consonance with Matina & Ngulube (2019) which showed that record management had a significant impact on school administration and promotes good governance.

Following the usage of NEMIS on record keeping, it is evident that schools that do not have bank account and registration details on NEMIS portal don not receive funding. Therefore, there is a close relationship between usage of NEMIS and record keeping in public secondary schools. This relationship is in line with the finding by Njoku & Emejue (2025), that there is a strong association between digitalization and management of school records in secondary schools' management. If NEMIS is upgraded and continue being used to streamline learners' data in secondary schools it will help in facilitating and accelerating students records to meet up

with the needs of the students and the objective of the Ministry of Education. This finding is in consonance with Mukred and Yusof (2020) study which showed that the use of digitalization in students' record management is a boost to accuracy, timelessness and professionalism.

If key details on handling EMIS adequately are not taken into consideration to ensure the proper use of EMIS in tracking students' records in selected secondary schools, then a lot of information about the students' may be lost. The schools' data which is the students' records, for example, their details such as admission, performance and class attendance may not be properly managed thus leading to poor planning and managing of the schools. This may also hinder the government from knowing exactly if the resources allocated are sufficient to facilitate good management of schools since there is no accountability with the way the finances are being utilized to students' population and records (Kosgei & Munyua, 2022).

The principal being the accounting officer of the school ensures that financial statements of the school assets and liabilities are prepared and are ready for audit by 30th June of each year financial year. NEMIS hosts the financial records of the school that is required for auditing. A report at County director of Education reads as follow; "examination of documents provided for audit revealed that there were discrepancies between that in the National Education Management Information System (NEMIS) and school records relating to the enrolment of students which resulted in variance. In the circumstances the accuracy of the student's

enrolment data could not be confirmed (CDE OFFICE 2025). This is an indication that NEMIS keeps school financial record especially those associated with government funding.

NEMIS contains several school records. The co-curricular activities that take place in institutions, year and the highest level achieved are uploaded in the system. In January 2025 the ministry of education introduced a function in NEMIS for registering players in all sports disciplines through Kenya secondary schools' sports Association. The sports disciplines include football, volley ball, basketball, Netball, Rugby and Racket games. During regional competitions most of the schools that did not upload the players on NEMIS did not play. Teaching and learning material records specific quantity of learning materials both the course books and the supplementary books are stored in NEMIS. Any disaster that affects institution reports are written and uploaded in the system. The details of the learner, transfers, discharging institution and the new institution are part of the NEMIS system. Performance details of each learner after completion of specific level for example Primary, Secondary and details on learner's talents are part of the records administrators upload on NEMIS system (Ministry of Education, 2020).

Teachers and non-teaching staff personal details that include birth certificate entry number, identification number and phone number are captured in an institution for registration on the system. Transfers of teachers from one institution to the other as staff balancing as TSC responsibility are

captured in the system. It also displays the transfer history of a teacher. Teaching areas a teacher is teaching in an institution for allocation of lessons are recorded. Study areas a teacher is trained for departmental deployment are include in the teachers' details. The responsibilities assigned to a teacher within an institution for management and supervision purposes are also captured.

The fee amount charged per a school is uploaded in system. Funds the government disburses to public Primary and Secondary school in a given term within a school calendar year are displayed on the system and every school administrator can access through the registration details of the school. According to Oparaji et al (2024) school records are important. It is extremely difficult to run any administration effectively without records. To a school principal, it is part of his official responsibility to keep records. A school without records is a school without future. From Jesuorobo, (2019) one of the standout findings was that effective record keeping significantly enhances the flow of information within schools. This supports better decision-making and coordination among staff. Schools maintained a variety of records, including academic, financial, and administrative documents. The study emphasized that these records are essential for tracking student progress, managing resources, and ensuring accountability.

Angwenyi (2025) observed that schools with strong record-keeping systems showed improved financial and operational efficiency, which translated into better overall performance. Accurate records help

schools manage diverse funding sources like government subsidies and school fees more effectively, reducing mismanagement and boosting accountability. Schools rely on a mix of government subsidies, student fees, and other income streams. Proper record keeping ensures these funds are tracked and allocated efficiently. Schools with robust record-keeping systems demonstrate better resource utilization, leading to improved learning outcomes and smoother operations.

Evaluation has raised some concerns following NEMIS use in record keeping in secondary schools. This includes poor internet connectivity which can hinder access to the system and data submission. Schools need to meet specific system requirement as such as a 2.4 GHZ processor, IGB RAM which is lacking in ASAL region. Ensuring data accuracy is crucial and errors can lead to mismanagement of funds and resources incomplete data can affect the effectiveness of NEMIS in tracking student performance and resource allocation school staff may require training to effectively use NEMIS and manage data. User frequently interface is required as a complex interface can lead to frustration and errors. Ensuring the security and confidentiality of student and staff data is essential. Some users feel that NEMIS lacks additional functions such as students discipline records and transport management. The evaluation following the findings has suggested recommendations to education stake holders that may be used to improve the system (Ouma, 2020).

The financial data for school is stored in NEMIS. This is an indication that NEMIS is used for keeping financial records of the

school. Since these records are kept in NEMIS, therefore, there is a relationship between usage of NEMIS in financial accountability and record keeping in public secondary schools in Turkana. These evaluation findings concur with Elujekwute, 2021 who implied that, school records have influence on School financial Management of secondary schools. Since school financial records are part of audit record which always show whether the school funds have been spent as intended this agrees with Olaifa, (2024) observation that, School records are essential for improving educational aims and objectives and a lack of school records can lead to problems for the Ministry of Education and school principals.

Schools with organized record-keeping systems showed better financial and operational performance. Good documentation helped improve planning, budgeting, and decision-making (Angwenyi & Miroga, 2025). Manei & Omagwa (2019) found a strong positive relationship between record-keeping and financial performance in public schools. When schools maintained accurate financial records, they managed resources more efficiently and minimized errors. Nwosu & Ozioko (2020) highlighted the role of transparency and documentation in enhancing financial accountability in Nigerian secondary schools. Poor record keeping led to mismanagement, while thorough records improved stakeholder confidence.

## Conclusion and Recommendations

The influence of NEMIS usage on record keeping was rated based on usage of NEMIS on storage of information. Some of the records cross examined for storage in NEMIS included: School registration information, School equipment and fixed assets details, record of co-curricular activities, specific quantity of learning materials, disaster experienced by the school, school data, reports on inventory of administrative documents, past records, geographical analysis and school past academic performance. Schools very largely store school registration information in NEMIS. All public registered schools upload their details in NEMIS for identification and funding by the government. The research recommended that the Ministry of Education should improve on the operations of NEMIS because at times it is slow whenever schools' administrators want to retrieve information the stored information.

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