GREAT JOURNS

Journal of Education

Vol.1 No.2, March, 2025

The Current State of National Education Management Information Systems (EMIS) Implementation in Public Secondary Schools in Nandi North Sub County, Kenya.

[1]Nehemiah Ereu Kiprotich Nkanae

Department of Educational Management & Policy Studies
School of Education
Moi University

[2]Dr. David K. Kessio
Senior Lecturer
Department of Educational Management & Policy Studies
School of Education
Moi University

[3]Prof. Joseph K. Lelan
Senior Lecturer
Department of Educational Management & Policy Studies
School of Education
Moi University

Great Journs
ISSN: 2328-4870
Vol.1 No.2, March, 2025

Journal homepage: www.greatjourns.com

ABSTRACT

The management of public secondary schools in Nandi North Sub County, Kenya, faces significant challenges that hinder the provision of quality education and efficient resource utilization. These challenges include limited resources, inadequate infrastructure, and inefficient national information management systems. The purpose of the study was to investigate the Current State of National Education Management Information Systems (EMIS) Implementation in Public Secondary Schools in Nandi North Sub County, Kenya. This study adopted a descriptive survey research design and the target population was 558 respondents drawn from 58 secondary schools. Purposive sampling technique was used to select 11 Principals, and simple random sampling to select 110 administrators/ teachers. The sample size was 121 respondents determined based in Kerjcie and Morgan (1970) table. The study was done in Nandi North Sub County where data collection was by use of questionnaire and interview schedule. The quantitative data collected was analyzed using descriptive statistics while qualitative data using content analysis. Findings revealed that the current state of National Education Management Information Systems (EMIS) implementation in public secondary schools, the study concluded that the NEMIS system was fully implemented and operational in the schools and the schools effectively used NEMIS for student data management, including admissions, enrolment, and student profiles. The NEMIS was widely used for teacher data management, such as attendance records and professional development tracking. The NEMIS system was effectively utilized for tracking student academic performance and assessments. The NEMIS was used in the schools to manage curriculum and subjects taught in an effective manner. NEMIS was actively used for generating various reports and data analyses to support decision-making processes in school management. The researcher recommended that the current state of NEMIS implementation in public secondary schools, the study recommended that the NEMIS system should continue to be fully implemented and operational in the schools. The schools should continue to effectively use NEMIS for student data management, including admissions, enrolment, and student profiles. The NEMIS should continue to be widely used for attendance records and professional development tracking. The NEMIS system should continue to be effectively utilized for tracking student academic performance and assessments. The NEMIS should continue being used in the schools to manage curriculum and subjects taught in an effective manner. NEMIS should actively continue being used for generating various reports and data analyses to support decision-making processes in school management. Teachers and administrators should continue to receive adequate training on NEMIS usage, which includes regular updates on new features and functionalities. The schools should continue to effectively integrate NEMIS data with Learning Management Systems or Student Information Systems.

Key words: ***National Education, Management Information Systems, Implementation & Public Secondary Schools***

1.0 INTRODUCTION

National Education Management Information Systems (NEMIS) have gained growing significance within educational environments, playing vital roles as tools for gathering, managing, and making informed decisions based on data (UNESCO, 2020). By enabling educational institutions to collect and analyze pertinent information, NEMIS contribute to more

streamlined and productive management practices (Jacob et al., 2020). The situation in public secondary schools in Nandi North Sub County, Kenya, calls for enhanced management systems to effectively manage public secondary school.

Nandi North Sub County, located in Nandi North Sub County, Rift Valley part of Kenya, houses a significant number of public secondary schools that strive to address the educational needs of its residents. However, like many other counties across the country, Nandi North Sub County encounters various difficulties when it comes to managing its public secondary schools. Inadequate resources, limited infrastructure, and inefficient information management systems hinder the ability of school administrators and policymakers to make well-informed decisions supported by data and execute effective strategies that produce the desired results.

National Education Management Information System (NEMIS) is a system that is web-based that helps in the collection and management of data form education institutions. It helps ministry of educations' to be able to make decisions that are well informed and it helps in planning for the future. With NEMIS, schools are able to collect data such as information on staff, students as well as information on their finances. NEMIS tracks the mobility of both students and learners. It also helps to provide reports on schools performance and that of the education sector. It helps schools manage their finances. NEMIS helps schools to be able to monitor the performance of the schools, in terms of attendance, enrollment and the academic performance of the students. NEMIS is also associated with new students' enrollment and staff records management.

II: LITERATURE REVIEW

Progress in the implementation of National Educational Management Information System (EMIS) in public secondary schools in Kenya has been notable in recent years (Wamala, 2019). Several initiatives and developments have contributed to the advancement of NEMIS adoption and usage. Here are some key aspects of the progress: The National Education Management Information System (NEMIS) is a groundbreaking initiative launched by the Kenyan government to digitize education data and streamline information management across all levels of education (Pius, 2020). NEMIS aims to centralize and standardize data collection, storage, and reporting processes in schools (Mugo, 2014). Through NEMIS, the government seeks to have accurate and real-time information about student enrollment, teacher details, infrastructure, and academic performance (Salome, 2020).

Kenya has witnessed significant improvements in internet connectivity and technology infrastructure, especially in urban and semi-urban areas. The proliferation of mobile devices and the expansion of internet coverage have facilitated data entry and reporting using digital platforms (Musungu *et al*., 2021). This growth in connectivity has allowed schools to access NEMIS tools and systems with greater ease (Mwadulo & Odoyo, 2020). The Kenyan government has invested in digital literacy programs to equip students, teachers, and administrators with the necessary skills to use technology effectively (Odhiambo, 2017). These programs have been instrumental in building digital competence and fostering familiarity with NEMIS tools, making it easier for schools to adopt and integrate NEMIS into their daily operations (*National-ICT-Policy*, 2019).

NEMIS has been integrated with other education systems in Kenya, such as the School Information Management System (SIMS) and the Teachers Management Information System (TMIS). This integration promotes seamless data sharing between different components of the education sector, ensuring a holistic view of the educational landscape (Oseko, 2021). The progress in the implementation of NEMIS in public secondary schools in Kenya demonstrates the government's commitment to leveraging technology for educational advancement. NEMIS and other related initiatives have paved the way for a more data-driven, transparent, and efficient education system (Akaranga & Makau, 2021). However, challenges related to infrastructure, training, and data accuracy must continue to be addressed to maximize the benefits of NEMIS and ensure its sustainability in the long run (Amukhuma, 2018). With ongoing efforts and collaboration among all stakeholders, NEMIS will continue to play a pivotal role in transforming the landscape of education in Kenya.

According to Nyambaga (2016) National Education Management Information System has been implemented in public primary schools but at a low pace. The Ministry of Education (MoE) spearheads the entire NEMIS process which helps in the realization of stability in educational management in Kenya (Kithome, 2022). The government provides computers to schools, trains teachers on NEMIS systems as well as allocates budgetary resources which all are intended to make NEMIS use a success (Ndungâ et al., 2019). Administrative factors have considered to enhance successful implementation of NEMIS are government policies, good governance as well as management and operations of NEMIS (Akaranga & Makau, 2021). The strategic factors considered in implementation of NEMIS in Kenya are ICT reforms, Information needs as well as institutional building and capacity development (Amukhuma, 2018). As much as there are studies that have been done on NEMIS in a Kenyan context, gaps exists on how perceived NEMIS usefulness, user acceptance of NEMIS, perceived ease of use of NEMIS and change readiness of school staff affect the effect of NEMIS adoption of management of schools.

III: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study adopted descriptive survey research design which is associated with description of the status and features of a certain group (Creswell & Creswell, 2018). The design was suitable in this study as it enabled the researcher examine the current state of National Education Management Information Systems (NEMIS) implementation in public secondary schools, investigate the impact of NEMIS on the efficiency and effectiveness of administrative tasks, investigate how NEMIS supports data-driven decision making and explore the impact of EMIS on education administrators' effectiveness and professional development. According to Mishra and Alok (2022) descriptive survey is probably the finest method available for social scientists concerned with gathering information to describe a situation, population or sample where observation method could not have been possible.

3.2 Research Methodology

The study adopted mixed methods research method. This type of design is appropriate when different sets of data is used in a study (Gupta & Gupta, 2022). In this study, data collected using questionnaires and data collected using interview schedule were used in the study. This type of

design facilitated collection of sufficient data for purposes of achievement of the purpose of this study. Collection of both quantitative and qualitative data is important in ensuring that the quality of the study findings presented in high. This design was adopted in the study because it allows the use of both quantitative and qualitative data in a single study. This is important because it helps in the provision of stronger inference than the use of either quantitative approach alone or qualitative approach alone. Mixed methods research design is good as it adds both depth and breadth to a study. The use of questionnaire alone has got its own limitation as it incorporates structured questions that are limited in number and therefore addition of qualitative methods helps in the provision of additional information that helps in the enhancement of the interpretation of quantitative data.

3.3 Study Locale

This study was conducted in Nandi North Sub-County's public secondary schools in Nandi County. Most teachers are expected to have interacted with NEMIS while carrying out their duties in schools. Nandi North sub county, was chosen for this study because it has one national school and the greatest number of extra- county schools (4) compared to the other sub-counties which have less or none at all. These extra- county schools are expected to be utilizing NEMIS in management of schools. Nandi North sub county faces education challenges such as high enrolment rate, uneven teacher: student ratio and dismal performance in national examination and yet limited studies exist that have been done on the subject matter in the sub-county. This was according to data got from Nandi North Education Office, 2019. These problems may be solved by effective utilization of NEMIS in school management.

3.4 Target Population

The target population was; principals/deputy principals, HODs, teachers, in public secondary schools, and Subcounty Director of education. According to data obtained from Nandi North sub county, education office (2019), there are 58 public secondary schools in Nandi North sub county, Thus, the study targeted all the 58 principals of the public secondary schools and 500 secondary school teachers. This totaled to 558 respondents.

3.5 Sampling Procedures and Sample Size

The sample size was determined using Kerjcie and Morgan (1970) table. Thus, the sample size of principals/deputy principals, HODs and teachers in public secondary schools was calculated while complete enumeration was used for Sub-County Directors for education.

Schools

The study targeted all the 58 public secondary schools in Nandi North Sub County. The study adopted stratified sampling technique. This is a sampling method that involves population division into subgroups. This type of sampling technique where members are grouped on the basis of attributes that are shared (Patel & Patel, 2019). In this study; it was adopted to categorize schools into 3 strata. That is, boys' only schools, girls' only schools and mixed secondary

schools to ensure schools produced a representative sample from the population (Gupta & Gupta, 2022). Stratified sampling was preferred by the researcher because secondary schools in Nandi North Sub County, are heterogeneous; hence each school has different characteristics. Simple random sampling was used to sample 2 boys' only schools and 2 girls' only schools in Nandi North Sub- County in order to give a wider representation of above 10% (Creswell & Creswell, 2018). Simple random sampling was used in order to give each school an equal chance of participating in the study (Alvi, 2016). The representation for this study was 18%. Further, the study used systematic sampling to sample mixed secondary schools where every 5 mixed school out of the 35 mixed schools was sampled, thus 7 mixed schools were sampled giving a total representation of 20%. This ensured there is no bias of the sample. According to Creswell and Creswell (2018), 20 percent of the population is enough to represent a large population. Thus, a total of 11 secondary schools were sampled, giving a sample representation of 24%.

Principals

Nandi North sub county, has 58 public secondary schools thus, 58 principals from all the public secondary schools will became automatic target population of this study. From the sampled public secondary schools, 2 boys' schools, 2 girls' schools and 7 mixed secondary schools will be used as the representative sample in the study. Therefore, 11 principals from the all-sampled schools will be used for the study. That is 2 boys' schools, 2 girls' schools and 7 mixed secondary schools. Therefore, 11 principals from these schools were used as the representative sample in the study. This gave 24% representation of the target population which was above 10% of the minimum recommended sample size (Creswell & Creswell, 2018). The 11 principals from these schools then formed automatic respondents of the study. Principals are school administrators hence they are expected to enhance utilization of administrative technologies in school management in their respective schools.

Teachers

The study targeted all the 513 public secondary teachers from the 58 public schools in Nandi North sub county, From the 11 sampled schools, the study used simple random sampling to sample 10 teachers/ HoDs from every school. Simple random sampling was preferred because it avoids bias hence gives each teacher from the 11 schools an equal chance of participating in the study (Kothari, 2004). Thus, the sample size for teachers was 110. This represented 21% of the targeted teachers' population which is way above 10% representation as recommended by Kerlinger (1973). Teachers are important in this study because they are expected to implement curriculum and instruction as a well as perform other administrative duties in their schools.

3.8 Research Instrument

The study used questionnaires and interview guides to collect data. Questionnaires were for teachers while interview guides were for principals/Deputy principals. Closed ended and open-ended questionnaires were preferred because it ensured anonymity hence respondents were able to give honest information. Also, questionnaires were used to collect huge sample of data in a short duration (Creswell & Creswell, 2018). Interview guide were preferred for the principals because it produced in-depth information which was hard to get using questionnaires when conducted well (Rahi, 2017).

3.8.1 Questionnaire for Teachers

The research was closed and open-ended questions for the teachers. The questionnaires were preferred because they ensured anonymity hence respondents will able to give honest information. It was used to collect huge sample of data in a short duration (Creswell & Creswell, 2018). Questionnaires were subdivided into various sections. Section A collects bio data of teachers. Section B collect data on the study questions.

3.8.2 Interview guide for Principals

The research used interview guide for principals because it produced in-depth information which was hard to get using questionnaires when conducted well (Gupta & Gupta, 2022). The researcher presented interview guide in two sections. Section A solicited biographic data of the principals themselves and the school while section B solicited information on research questions.

3.9 Pilot Study

A pilot study is important as it enables the researcher to collect data which helps in fine tuning and improving reliability and validity of the instruments and find out whether the respondents understand the objectives of the study hence come up with conclusive information about the tools of the study (Abutabenjeh & Jaradat, 2018). The pilot study was done in Nandi North Sub County, Kenya in two public secondary schools which did not participate in the actual study were selected for the pilot study.

3.10 Validity of Research Instruments

Validity is the extent to which a research instrument is able to measure what it is designed to measure (Mishra & Alok, 2022). In this study both content and face validity of the instruments were tested and it was achieved through a pilot study. Content validity determined whether an instrument represented the content being measured. Content validity was achieved through expert judgment where the opinion of my supervisor was sought as he has more knowledge on administrative technologies use in school management recommended if the tools were comprehensive, appropriate and representative of the theme being studied and assisted in improving the content validity of the instruments. Face validity of the tools was achieved because the tools are relevant with themes studied.

3.11 Reliability of Research Instruments

Reliability is the degree to which a research instrument produces results that are not only stable but consistent as well (Pandey & Pandey, 2021). The study adopted internal consistency reliability which was tested using cronbach's Alpha where cronbach's alpha co-efficient was used to determine whether the research instrument was reliable or not. This was appropriate because it required one administration of the test. For the tools to be reliable, the cronbach's alpha co-efficient should be 0.70 and above (Sürücü & Maslakçi, 2020). The reliability test results were as follows;

Table 3.1: Reliability Test results

	Cronbachs' alpha

NEMIS	0.750
Efficiency and effectiveness of administrative tasks	0.734
Management practices	0.711
Education administrators' professional development	0.745
Composite Cronbach's alpha	0.735

The composite Cronbach's alpha was 0.735 which implies that further analysis could be done as the Cronbach' alpha co-efficient was above 0.7 as presented in Table 3.1.

3.12 Data Collection Procedures

The researcher administered the questionnaires to the respondents on a drop and pick later basis. On the agreed time and day, the questionnaires were collected to avert questionnaire lose. The researcher continued with the process of data collection until all the respondents from which data was to be collected from was exhausted. The researcher booked appointments with the principals for interviews prior to interviewing respondents. Upon agreed time and day, the interviews were conducted and well documented to facilitate completion of the study as expected.

3.13 Data Analysis Technique

Quantitative data that was collected in the study was analyzed using descriptive statistics which comprised the use of mean, standard deviation, percentages and frequencies. Data was presented in form of tables. The qualitative data that was generated from open ended questions from the questionnaire and from interviews were analyzed according to themes of the study. Descriptive statistics aided by SPSS program was used to analyze quantitative data. This informed the decision effects of EMIS in management of public secondary schools in Nandi North Sub county.

3.14 Logistical and Ethical considerations

An authorization letter was sought from Moi University graduate school thereafter a research permit was sought from National Commission for Science Technology and Innovation (NACOSTI). Another letter was obtained from Nandi North Sub county office of education where the study was done. It was used to authorize the researcher to collect data from the schools in the Sub- County. The researcher also sought for permission from the management of the respective schools prior to data collection in the respective schools in Nandi North Sub County. The researcher assured the respondents that the data given was kept confidential therefore used for the purposes of research only. The anonymity of the respondents was assured by telling them not to indicate their names on the questionnaires. It was made clear to the respondents that no payment of whatever kind was given as a result of participating in the study. Informed consent was sought from the respondents before they were allowed to participate in the study.

3.15 Chapter Summary

This chapter covered the research methodology where the research design, study locale, target population and sampling design have been presented. The chapter has also provided the research instruments, validity and reliability, piloting, data collection procedure and data analysis. Logistical and ethical considerations have also been provided in this study.

Great Journs
ISSN: 2328-4870
Vol.1 No.2, March, 2025

Journal homepage: www.greatjourns.com

IV: RESULTS

4.1 The current state of Education Management Information Systems (EMIS) Implementation in Public Secondary Schools

The study was to examine the current state of National Education Management Information Systems (NEMIS) implementation in public secondary schools and results presented in Table 1

Table 1: Current state of Education Management Information Systems (EMIS)Implementation in Public Secondary Schools

Statements		S.A	A	N	D	S.D	Mean	Std. Dev
The NEMIS system is fully implemented and operational in our school.	F	15	27	24	10	5	2.5432	1.11859
	%	18.5	33.3	29.6	12.3	6.2		
The school effectively uses NEMIS for student data management, including admissions, enrolment, and student profiles.	F	37	13	11	10	10	2.2963	1.46154
	%	45.7	16.0	13.6	12.3	12.3		
NEMIS is widely utilized for teacher data management, such as attendance records and professional development tracking.	F	31	16	9	11	14	2.7037	1.39144
	%	38.3	19.8	11.1	13.6	17.3		
The NEMIS system is effectively utilized for tracking student academic performance and assessments.	F	28	22	12	9	10	2.3951	1.38455
	%	34.6	27.2	14.8	11.1	12.3		
The school utilizes NEMIS to manage curriculum and Subjects taught effectively.	F	35	15	10	10	11	2.5926	1.30171
	%	43.2	18.5	12.3	12.3	13.6		
NEMIS is actively used for generating various reports and data analyses to	F	29	20	12	10	10	2.4074	1.40337

support decision-making processes in school management								
	%	35.8	24.7	14.8	12.3	12.3		
Teachers and administrators receive adequate training on NEMIS usage, including regular updates on new features and functionalities.	F	31	18	11	8	13	2.4321	1.48272
	%	38.3	22.2	13.6	9.9	16.0		
The school effectively integrates NEMIS data with other school management systems (e.g., Learning Management Systems or Student Information Systems).	F	37	14	10	9	11	2.2963	1.47855
	%	45.7	17.3	12.3	11.1	13.6		
Overall, the implementation of NEMIS has positively impacted school management processes in our institution.	F	25	21	10	11	14	2.6049	1.48053
	%	30.9	25.9	12.3	13.6	17.3		
Composite value							**2.4746**	

Source: Field Data (2024)

From Table 4.5 it can also be observed that majority of the respondents, 42(51.9%) agreed that the NEMIS system is fully implemented and operational in the school while 15(18.5%) disagreed. NEMIS system fully implementation and operational in the schools was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 5432, std. Dev. = 1.11859). Findings resemble that of Salome (2020) that EMIS system fully implementation and operational in the schools affect management of Public Secondary Schools. In regards to whether the school effectively uses NEMIS for student data management, including admissions, enrolment, and student profiles, 50(61.7%) agreed while 20(24.7%) disagreed. The school effectively using NEMIS for student data management, including admissions, enrolment, and student profiles was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 2963, std. Dev. = 1.46154). Findings are in-tandem with that of Mwadulo and Odoyo (2020) that effective use of NEMIS for student data management, including admissions, enrolment, and student profiles was further established to affect management of Public Secondary Schools affect management of Public Secondary Schools.

On whether NEMIS is widely utilized for teacher data management, such as attendance records and professional development tracking, 47(58.0%) agreed while 25(30.9%) disagreed. EMIS widely utilization for teacher data management, such as attendance records and professional development tracking was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 7037, std. Dev. = 1.39144). The study agrees with that of Oseko (2021) that NEMIS wide utilization for teacher data management, such as attendance records and professional development tracking enhances management of Public Secondary Schools. In regards to whether the NEMIS system is effectively utilized for tracking student academic performance and assessments, 50(61.7%) agreed while 19(23.5%) disagreed. Effective utilization of NEMIS system for tracking student academic performance and assessments was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 3951, std. Dev. = 1.38455). Findings resemble that of Amukhuma (2018) that effective utilization of NEMIS system for tracking student academic performance and assessments was further established to affect management of Public Secondary Schools.

On whether the school utilizes NEMIS to manage curriculum and Subjects taught effectively, 50(61.7%) agreed while 21(25.9%) disagreed. School utilization of the NEMIS to manage curriculum and Subjects taught effectively was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 5926, std. Dev. = 1.30171). Findings resemble that of Nyambaga (2021) that School utilization of the NEMIS to manage curriculum and Subjects taught effectively affect management of Schools. From Table 4.5 it is noted that 49(60.5%) agreed that NEMIS is actively used for generating various reports and data analyses to support decision-making processes in school management while 20(24.7%) disagreed. NEMIS actively being used for generating various reports and data analyses to support decision-making processes in school management was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 4074, std. Dev. = 1.40337). The study is in agreement with that of Kithome (2022) that NEMIS generates various reports and data analyses to support decision-making processes in school management which affects management of Schools.

From Table 4.5 it can be seen that 49(60.5%) agreed that teachers and administrators receive adequate training on NEMIS usage, including regular updates on new features and functionalities while 31(25.9%) disagreed. Teachers and administrators receiving adequate training on NEMIS usage, including regular updates on new features and functionalities was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 4321, std. Dev. = 1.48272). Findings resemble that of Amukhuma (2018) that Teachers and administrators receiving adequate training on NEMIS usage, including regular updates on new features and functionalities affects management of Schools. On whether the school effectively integrates NEMIS data with other school management systems (e.g., Learning Management Systems or Student Information Systems), 51(63.0%) agreed while 20(24.7%) disagreed. The school effectively integrating NEMIS data with other school management systems (e.g., Learning Management Systems or Student Information Systems) was further

established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 2963, std. Dev. = 1.47855). The study by Odhiambo (2017) also revealed that effective integrating EMIS data with other school management systems affect management of schools. On whether the implementation of NEMIS had positively impacted school management processes in the institution, 46 (56.8%) agreed while 25(30.9%) disagreed. The difference represented those who neither agreed nor disagreed. Implementation of EMIS that positively impacts school management processes in the institution was further established to affect management of Public Secondary Schools in Nandi North Sub County, Kenya with (mean= 2. 6049, std. Dev. = 1.48053). The study by Mugo (2014) also revealed that implementation of NEMIS that positively impacts school management processes in the institution affects management of Schools. In a nutshell, current state of National Education Management Information Systems (NEMIS) record a composite mean score of 2.4746. The principals interviewed stated that;

> *"The NEMIS system was fully implemented and operational in the schools. The schools effectively use NEMIS for student data management. It helps in admissions, enrolment, and student profiles. The NEMIS system is effectively utilized for tracking student academic performance and assessments.*

V: SUMMARY, CONCLUSUON AND RECOMMENDATION

5.1 The Current State of National Education Management Information Systems (EMIS) Implementation in Public Secondary Schools

The findings revealed that the NEMIS system was fully implemented and operational in the schools. The schools effectively used NEMIS for student data management, including admissions, enrolment, and student profiles. NEMIS was widely utilized for teacher data management, such as attendance records and professional development tracking. The NEMIS system was effectively utilized for tracking student academic performance and assessments. The school utilized NEMIS to manage curriculum and Subjects taught effectively. NEMIS was actively used for generating various reports and data analyses to support decision-making processes in school management. Teachers and administrators received adequate training on NEMIS usage, including regular updates on new features and functionalities. The school effectively integrated NEMIS data with other school management systems. The implementation of NEMIS had positively impacted school management processes in the institutions.

5.2 Conclusion

The researcher concluded that, the current state of National Education Management Information Systems (EMIS) implementation in public secondary schools, the study concluded that the NEMIS system was fully implemented and operational in the schools and the schools effectively used NEMIS for student data management, including admissions, enrolment, and student profiles. The NEMIS was widely used for teacher data management, such as attendance records and professional development tracking. The NEMIS system was effectively utilized for tracking student academic performance and assessments. The NEMIS was used in the schools to manage

curriculum and subjects taught in an effective manner. NEMIS was actively used for generating various reports and data analyses to support decision-making processes in school management.

5.3 Recommendations

The researcher recommended that the current state of NEMIS implementation in public secondary schools, the study recommended that the NEMIS system should continue to be fully implemented and operational in the schools. The schools should continue to effectively use NEMIS for student data management, including admissions, enrolment, and student profiles. The NEMIS should continue to be widely used for attendance records and professional development tracking. The NEMIS system should continue to be effectively utilized for tracking student academic performance and assessments. The NEMIS should continue being used in the schools to manage curriculum and subjects taught in an effective manner. NEMIS should actively continue being used for generating various reports and data analyses to support decision-making processes in school management. Teachers and administrators should continue to receive adequate training on NEMIS usage, which includes regular updates on new features and functionalities. The schools should continue to effectively integrate NEMIS data with Learning Management Systems or Student Information Systems.

REFERENCES

Ampofo, J.A. (2020). Challenges of student management information system (MIS) in Ghana: A case study of University for Development Studies, Wa Campus. *International Journal of Management & Entrepreneurship Research, 2*(5), 332-343.

Arroyan, L., & Subekti, N. (2021). Utilization of the education management information system (EMIS) as a decision-making means in the institutional section of the Regional Office of the Ministry of Religion, Yogyakarta Special Region. *AS-SABIQUN, 3*(2), 202- 215.

Amukhuma, C. E. (2018). Challenges facing the implementation of Integrated Financial Management Information System in Technical and Vocational Education and Training Institutions in Nairobi County, Kenya. *International Journal of Multidisciplinary Studies, 3*(1), 51-57.

Asio, J. M. R., Leva, E. F., Lucero, L. C., & Cabrera, W. C. (2022). Education Management Information System (EMIS) and its implications to educational policy: a mini-review. *International Journal of Multidisciplinary: Applied Business and Education Research*, *3*(8), 1389-1398.

Baharun, H. (2019). Management information systems in education: the significance of e-public relation for enhancing competitiveness of higher education. *Journal of Physics: Conference Series*, 1175, 012151.

Barasa, D. P., Barasa, P. L., & Omulando, C. (2020). Integration of information communication technology in planning for instruction in Early Learning in Bungoma County, Kenya. *Journal of advanced Research Studies, 2*(2), 112-120.

Bravo, L. G., Nistor, N., & Ramírez, B. C. (2021). Narrating in grey: An application to educational management information systems and accountability. *Information Development, 37*(1), 58-71.

Bojte, D. (2020). Mastering the skills gap at systemic level-the Education Management Information System: A key element for an effective digital transformation in education. *Review of International Comparative Management, 2*(2), 37-41.

Buabeng-Andoh, C. (2022). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using ICT, 8*(1), 27-33.

Chen, G., & Li, Y. (2020). The impact of education management information systems on school performance: Evidence from China. *Educational Research and Evaluation, 26*(1-2), 105-123.

Edem, D. A., & Inyang, N. S. (2020). The effect of education management information system (EMIS) on educational management in basic schools in Ghana. *International Journal of Educational Research Review, 5*(3), 132-158.

Helal, M. S. A., Ahmed, I., & Bhuiyan, M. E. M. (2021). Impact of Education Management Information System (EMIS) on teaching-learning development. *International Journal of Academic Research in Progressive Education and Development, 10*(2), 948-956.

Hokroh, M. (2022). Research paradigms in Management Information System (MIS) studies. *Kuwait Research Journal of Business Management, 1*(1), 26-29.

Jalal, E.E. (2019). Use of Management Information Systems (MIS) for the administration of higher technical institutions in Libya. *Scientific Notes of the University Krok, 1*(53), 110-115.

Jacob, O. N., Jegede, D., & Musa, A. (2020). Administration of Information Communication Technology (ICT) in Nigerian secondary schools: Challenges and the ways forward. *Electronic Research Journal of Engineering, Computer and Applied Sciences, 2*(1), 50-63.

Johnson, L., & Brown, K. (2020). Enhancing decision-making in Public Secondary Schools through education management information systems. *International Journal of Educational Administration, 15*(3), 67-89.

Kukali, A. N. U. (2023). Opportunities and challenges for use and integration of information communication technology in management of public secondary schools in Bungoma South District, Kenya. *International Journal, 3*(1), 17-25.

Kasimiri, S., Sang, P., Shadrack, S., & Beru, M. (2021). Secondary school principals' level of preparedness and adoption of national education management information system in

Keiyo North Sub-County, Kenya. *African Journal of Education and Practice, 7*(1), 50 - 71.

Khairi, M.A.M., & Tawarsh, M.H. (2018). AN educational management information system (EMIS) to enhance the decision-making process at the managerial level in Najarn University, KSA. *International Journal of Innovative Science and Research Technology, 3*(9), 416-420.

Kereteletse, B., Selwood, I., & Visscher, A. (2018). The use of information technology for educational management in Uganda and Botswana. *International Journal of Educational Development, 28*(1), 656-668.

Kiberenge, C. J. (2015). An Evaluation of School Management Information System: The Case of Bungoma County in Kenya. *International Journal of Management Studies, 3(*1), 17-25.

Kithome, V. K. (2022). Factors influencing implementation of Management Information System projects in tertiary level academic institutions in Mombasa County, Kenya. *Global Journal of Advanced Research, 2*(2), 23-30.

Kwon, J. Y., Lee, M., & Park, J. H. (2019). Effects of education management information systems on educational performance in South Korea. *Educational Technology Research and Development, 67*(1), 49-67.