THE RELATIONSHIP BETWEEN INTEGRATED STUDENT MODULE AND INDIVIDUAL LEARNER MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN KERICHO COUNTY KENYA

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ABSTRACT
An integrated student module should ensure that data on student well-being while in school is captured for efficient management of the individual students. The purpose of the study was to examine the relationship between the integrated student module and individual learner management in public secondary schools in Kericho County. The specific objectives of the study were; to establish the use of integrated student module to manage individual leaners, to examine the impact of integrated student module on individual learner management and to examine the relationship between integrated student module and individual learner management in public secondary schools in Kericho County. The Adaptive Structuration Theory (AST) and Data to Knowledge Process Model guided the study. The study used correlation survey research design. The unit of sampling was the schools. The target population comprised of 273 deputy principals from 273 schools in Kericho County. Stratified random sampling technique was used to obtain a sample of 140 deputy principals. Data was collected using a questionnaire. A pilot study was conducted in thirty public secondary schools in Bomet County. The reliability of each research instrument was determined using Cronbach`s Alpha Coefficient and it yielded reliability coefficient of 0.74. The validity of the research instruments was determined by a panel of experts in educational administration, peers, and the supervisors. The data collected was analysed with the aid of the Statistical Package for Social Sciences (SPSS) version 20. The data was analysed using descriptive and inferential statistics and presented using tables and narrations. The study established the respondents used the student module to collect and analysed students` data with an overall mean of 3.56. The respondents also used the analysed data to manage individual learners with an overall mean of 3.55. The study further established that there was no significant relationship between the student module and individual learner management n (114) =0.391 p > 0.05 = (R² 0.07. The study recommended introduction of compulsory and frequent compulsory

courses on data management for all school staff members by the government and that measure is put in place to ensure that collected data is used to make decision on individual learners. It is hoped that the study would shed light on data management in schools and how schools use data to manage individual leaner. The findings of the study could be useful to educational management researchers, the Ministry of Education, in formulating effective policies on data management and data use in schools to make decisions on individual learners.

1.1 Introduction

Management and use of data in schools determines how schools provide services to its stakeholders. According to Breiter and light (2006), Data is a collection of text, numbers, and symbols in unorganized form. Data represent the raw state without judgement, interpretation or meaning (Ahmed, 2015). Abdul-Hamid (2017), observed that for data to be of any use to learning institutions, there is the need to collect accurate, timely and reliable data.

Student data according to Zeide (2016) allows students to take control of their destiny and ensures accountability. To achieve this, the education system needs to adapt to diverse, non-traditional student bodies and to meet the demands of an increasingly knowledge-based economy. New technologies generate a higher quality and quantity of data which can be aggregated across years, schools, and sources so that sophisticated analytical tools yield insights that researchers, educators, and policymakers can use for student and institutional success, make the learning process more effective by transforming teaching theory and practice, prompt curricula and counselling reforms to address discipline, achievement, and retention gaps and provide more consistent means of evaluating student performance and making eligibility determinations, reveal ways that bias may unexpectedly influence the outcomes of objective programs and policies and finally, access to real-time information about student progress empowers students and educators to make timely adjustments to their studying and instructional practices. (Zeide 2016). A student database management system, according to Patel (2020), has a number of benefits including; management of all information pertaining the student and allows access to student related information, facilitation of smooth communication between students and parents, parents and teachers and between students, taking care of registration process, admission approval and document uploading and that it minimises paper work.

1.2 Statement of the problem

Schools collect a lot of data from the students as they report to school. More data is collected as they progress through the system. With introduction of free secondary education schools have a large population of learners whose data needs to be well managed. When data is well captured and managed, it enhances learner`s growth and meets his or her needs. An integrated student module should track the learner from their first day in school to their last day as they complete their studies. The information in the database should also assist the learner even after school. It

should create, store, maintain and retrieve data whenever it`s needed. This ensures efficiency in individual learner management. That is; good management of time and resources. The managed data in most schools are used to provide services to the whole school population. As a result issues concerning individual learners` are not given a priority. Many students leave secondary schools before they are natured well in academics, social life and in core curricular activities. Studies have shown that schools collect a lot of data on students. The current study examined whether the data is geared towards individual learner management.

1.3 The purpose of the study

The purpose of the study was to examine the relationship between the integrated student module and individual learner management in public secondary schools in Kericho County.

1.4 Objectives of the study

The specific objectives of the study were;
1. To establish the use of integrated module to manage individual leaners in public secondary schools in Kericho County.
2. To examine the impact of integrated student module on individual learner management in public secondary schools in Kericho County.
3. To examine the relationship between integrated student module and individual learner management in public secondary schools in Kericho County.

1.5 The research questions

The study was guided by the following questions
1. How is the integrated student module used to manage individual learners?
2. What is the impact of integrated student module on individual learner management?

1.6 Research hypothesis

The following hypothesis was tested at 0.05 alpha levels,

There is no statistically significant relationship between integrated student module and individual learner management in public secondary schools in Kericho County.

Literature review.

2.1 Theoretical Framework
The study is guided by Adaptive Structuration Theory (AST) and Data- to Knowledge process model.

Adaptive Structuration Theory (AST)

Adaptive Structuration Theory (AST) was proposed by Desanctis and Poole (1994). According to Desanctis and Poole (1994), AST examines the change process from two vantage points; the types of structures associated with advanced technologies and the structures that emerge as people interact with these technologies. Adaptive Structuration Theory presents a relationship between advanced information technologies, social structures, and human interaction (Desanctis and Poole 1994). For this interplay to occur in school, certain measures have to be in place.

The social structures provided by an advanced information technology can be described in two ways: first; the structural features of the given technology, which are the specific types of rules and resources, or capabilities, offered by the system. Second is the spirit of the features. This is the general intent with regard to values and goals underlying a given set of structural features. It is the "official line" which the technology presents to people regarding how to act when using the system, how to interpret its features, and how to fill in gaps in procedures, which are not explicitly specified (Desanctis and Poole 1994).

According to Desanctis and Poole (1994), preceding development of an advanced technology, structures already exist in institutions. Designers then incorporate some of these structures into the technology by modifying them to fit the new technologies. Once complete, the technology presents variety of social structures to be used to interact with others, accompanied by rules and resources. In learning institutions, once the school management have acquired new DBMS infrastructure, they should be able to incorporate them to fit into the existing systems within the school. According to Sinclaire and Vogus (2011), the new technology created may be similar or different with what was initially conceptualized by either the designer or the user as it will depend on the social structures within the system and how the users interact with it.

Learning institutions have integrated DBMS in their systems. New technologies emerges frequently bringing changes into school systems. Schools already have systems in place (features of technology). They include the hardware and software to assist in management of data. To achieve the spirit of the technology, schools should ensure that the school personnel are conversant with the system to be able to adopt new technologies and modify it to fit into the school systems. This can be achieved through in service training. These systems should not only accomplish the work at hand but should also be able to bring about coordination among people, effectiveness, confidentiality, and efficiency.

Data- Knowledge process model.

The study was also guided by data to knowledge process model by Breiter and Light (2006). The model is a simplified version of Ackoff `s organization and management theory. The pyramid is made up of three phases that starts with raw data and ends with meaningful knowledge that is used to make decisions. According to Ackoff (1989), information is contained in descriptions, answers to questions that begin with such words as who, what, when and how many. Information systems; generate, store, retrieve, and process data. According to Breiter and Light (2006), this is

where data is given meaning when connected to a context. According to Ackoff (1989), knowledge is the know- how and is what makes possible the transformation of information into instruction. According to Ducker as cited in Breiter and Light (2006), knowledge is information brought to organization or to somebody and that is used in decision making

The model identifies six broad steps that data goes through for it to be transformed into knowledge (Ackoff, 1989). The process entails collecting and organizing data, summarizing, analysing, synthesizing, and then decision making. In learning institutions, data is collected from learners from the first day of school to the last day. The data collected is of no use if not analyse based on institution`s and learner`s needs. There is need for ICT hardware and software, trained personnel and connectivity to allow for effective data analysis. Once the data has been analysed it should then be used to manage individual learners.

2.2 Uses of Student module to manage individual learners

Schools collect a lot of data on students. One of the data that should be captured by the student module is data on attendance. According to Knoster (2016), Data on attendance can be used to identify, monitor and support students who struggle to attend school as it helps to develop early warning and intervention systems that identify students at risk of falling into patterns of chronic absenteeism and mitigate the risk of student drop out. For this data to be used appropriately, the attendance tracking activities must be consistent and standardized to ensure accuracy and congruency (Knoster 2016). According to National Forum on Education Statistics (1997), the attendance register should be able to capture students who are present in school or attending school activity off the school premises, those who are permitted by the school administration to be absent, those who are absent without permission, those present for other functions and absent for others and those who leave school early without being permitted. Learner`s data on attendance can be used to curb learners` absenteeism. Schools should collect and analyse attendance information in order to check whether the individual learner attendance in class can satisfy the regulations on the institution and to produce reports that simplify monitoring of group and individual attendance patterns (Gehlawat 2017). For this to be effective, the data needs to be entered regularly and continuously.

The student module should also capture data on learner`s discipline. According to Children Defence Fund (2012) discipline data allows all interested parties a broader picture of the school beyond the saliency anecdote and individual experience. Discipline record keeping system should include demographic information of the learners e.g. sex, disability, and age, description of misconduct, class of the student, attempts to address the behaviour prior to the referral for discipline, witness to the incident, prior disciplinary history of the student, referring staff member, discipline imposed, home information of the learner and any law enforcement information. (Children Defence Fund, 2012). Teachers, school staff and administrators need to know the circumstances and patterns of disciplinary incidents in their schools including how

incidents are being addressed in order to prevent student misbehaviour, promote positive school climates and ensure adults are treating students fairly

Odhiambo, Okoth and Riechi (2017) carried out a study on the perception of school managers on the impact of integration of ICT in human resource on management of schools in Nairobi. The study adopted descriptive survey design. The research instruments used were the questionnaire, interview guide and an observation checklist. The study expected the principals and the deputy principals to rate on the impact of integrating ICT on human resources management. The two items were used in relation to students' data. The first item was on ICT integration on management on attendance. More than 50% of the respondents rated low impact in attendance taking. On this, it was observed that this was largely done manually as most of the respondents lack enough training on the use of ICT. The second item was the impact of integration of ICT in the management of student discipline where over 50 % of the respondents rated it low impact. According to the study, the reason behind this situation is the fact that principals and deputy principals lacked the skills required to create a database to collect and manage students` data and that they preferred the manual methods of handling data. The results from this study show that most school administrators are comfortable with the traditional ways of managing learners' data.

Mumbi (2014) carried out which focused on availability of ICT facilities, extent of use of ICT in control of finance, how ICT has been applied in management of human resources, and correspondences and use of ICT in organization of the curriculum were studied. The study employed descriptive survey design using a questionnaire as a research instrument. One of the items was in relation to students' administration details. 53.3 % of the respondents claimed that they never used ICT to manage students' administration details, 26.7% rarely used it, 13.3 % used it sometimes, and 6.7% always used it. The results show that most of the learners` data is stored manually leading to poor data management.

2.3 Impact of student module on individual learner management

Nwankwo (2020) carried out a study which sought to find out whether the principals used data to ascertain the number of staff in the school, planning the salary in the school, identify absentee members, ascertaining and confirming the length of service of the members, identify regular attendee members for reinforcement, monitoring daily activities of the staff. The study used descriptive survey research. The target population were all public secondary school principals in South-East State of Nigeria. The sample of 70% of the total population was selected for the study. The questionnaire was the only instrument used to collect data. The overall mean of the above was 2.29 which fell below the cut off mark of 2.50. This indicated that principals used data in low extent in staff personnel management in secondary school in south- east state of Nigeria. Schools are collecting data on the personnel but the data is rarely used to manage them. The current study sort to establish whether the data collected in school on students are used to manage individual learners.

A case study was carried out by Doughety (2015) in two Texas districts. Both districts were known to be data rich, with longitudinal students` information systems providing electronic reports on students test score, grades, attendance, discipline, course participation, course credit, academic interventions, dropping out and graduation. The case study used interview guides to collect data. The study revealed that the schools in the two districts collected reports on discipline. Student-level disciplinary referral data were stored and sorted by the type of incident and the type of action taken in response to the incident. The educators further reported using the information to analyse change between the previous and current year in the number of students with different types of incidences and times of the day when problems are more frequent. The case study used both surveys and observation to collect data from the teachers and the district leaders. The study has established that teachers in the sampled schools used the data collected and analysed to assist individual learners to fit into the school system. The study was carried in the USA and thus the need to establish whether the same is happening in Kenya. The current study sought to establish whether secondary schools in Kericho County were collecting and using data on discipline and performance to assist individual learners to fit into the school system and ensure that they transit to the next level of education.

 Kosgei (2020) carried out a study on the effect of students discipline on their academic performance in public secondary schools in Vihiga Sub-County. The study used mixed research design. The target population was the deputy principals, teachers and the students. The study used stratified systematic random sampling to select the sample for the study. Questionnaires and the in-depth interview schedule to collect data. The study sought to establish the most common form of indiscipline in schools. Most of the respondents showed that the highest form of indiscipline was truancy. The researcher went further to establish the most common form of truancy. Their responses shown that the highest form of truancy was skipping lessons with a mean of 1.9, followed by absenteeism with a mean of 1.77 and late coming for lessons at 1.72. The study recommended that, for the schools to be able to curb any form of truancy in schools, there is a need to ensure that class attendance registers should be marked and every student tracked.

A study by Korir, Bahati, Bett and Thinguri (2014) on investigation of students` attendance patterns and measures in place to curb the menace in secondary school in Njoro sub-County revealed that students based methods of dealing with absenteeism may assist individual to attend school regularly. The methods cited include; informing parents on students attendance, referring chronically absent students to a counsellor, making home visits of chronically absent learner, calling home when a learner is absent and rewarding learners whenever there is change in behaviour. The study used ex-post facto research design. Questionnaires and document analysis were methods used to collect data. Teachers were the only respondents to the study. The teachers concerned with tracking attendance need to monitor students` attendance throughout the day so as to have accurate data to assist individual learners affected. The study dealt with attendance
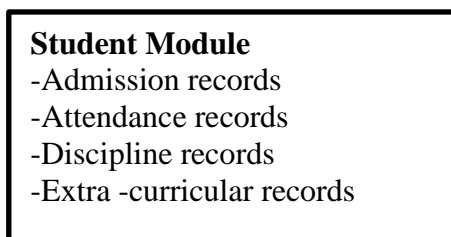
only. The current study in addition to how attendance data was used to assist individual learner, sought to establish the use of other type of data for example data on talents, home background and discipline are used to manage individual learners.

The current study sought to solicit views from the deputy principals on how they used the student`s module in school to manage students` data and how the data they have collected was used to assist individual learners. Studies have shown that schools collect a lot of data on learners and that the data collected in not analysed and kept using electronic means. This could point to the fact that most schools do not have specific modules purchased to manage students` data. This also reveals that they are not taking advantage of the MS office packages to manage students` data.
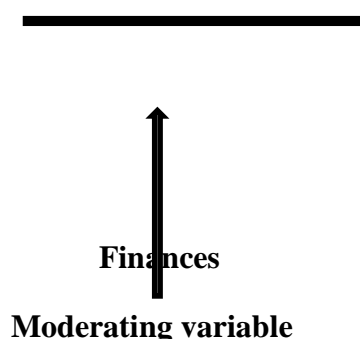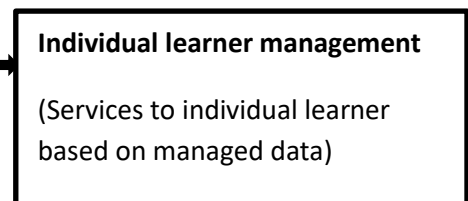
2.4 Conceptual framework

The study employed the conceptual framework below to help show the relationship between integrated DBMS and individual learner management

Independent variable   **dependent variable**

Student Module
-Admission records
-Attendance records
-Discipline records
-Extra -curricular records

Individual learner management

(Services to individual learner based on managed data)

Finances

Moderating variable

Methodology

3.1Research design
The study adopted correlation survey research design. The design is deem appropriate as it is inclusive in the types and number of variables that can be studied, and it is easy to generalize from a sample to a population so as to make inferences of the population (Pandey and Pandey 2015).

3.2 Target population

The target populations for the study was the deputy principals from 273 public secondary schools in the Kericho County. The deputy principals were selected because they are the ones concerned with students` welfare including their discipline, attendance and other issues affecting the learner

3.3 Sample size and sampling procedure.

According to Creswell (2014), survey design allows for a fraction of the population to be used as a sample. The unit of sampling were the school. 50 % of the schools in the county were selected for the study yielding 137 schools. To account for attrition, the number was increased to 140 schools. This according to Gay, Mills and Aurasian (2009) 50 % of the population is an adequate sample. Stratified random sampling was used to select a sample of 140 schools. The sub counties formed the strata. There are six sub-counties in Kericho County. Simple random sampling was used to select the number of schools to take part in the study from each sub county. Simple random sampling was used to select schools to participate in the study. According to Kombo and Tromp (2013), simple random sampling will provide equal opportunity of selection for each school in the strata. All deputy principals of the sampled schools were purposively selected to participate in the study. A questionnaire was used to collect data from the respondents. The questionnaire was chosen, as it assisted the researcher to gather data from a large sample that is literate and to uphold confidentiality (Kombo and Tromp 2013).

3.4 Validity of research instrument

Content and face validity was determined by the use of the experts with wide experience in teaching and supervision of postgraduate students. Construct validity was determined by subjecting the instrument to a panel of experts in educational administration as well as discussion with peers and supervisors. Comments from the experts, supervisors, and peers were incorporated into the instruments.

3.5 Reliability of research instrument

To determine the reliability of the questionnaires, a pilot study involving 30 deputy principals in the neighbouring Bomet County was undertaken. The pilot groups were similar to the study sample but will not take part in the study. The reliability coefficient of the instrument was calculated using Cronbach Alpha Coefficient. From the pilot test results reliability co-efficient of the deputy principals was 0.74. The instrument were deemed reliable as its co-efficient was above the recommended 0.7 threshold by Golafshani (2003). Therefore, the instrument was considered suitable to give consistent results.

3.6 Data analysis and presentation

The data collected was coded and entered in the computer for analysis using the Statistical Package for the Social Sciences (SPSS) version 20. The quantitative data collected using close-

ended questions was analysed using percentages, mean and standard variation and presented using tables. Linear regression was used to determine the relationship between integrated student module and individual learner management. Qualitative data collected using open ended questions was analysed and presented using narrations.

DATA ANALYSIS AND PRESENTATION

4.1 Questionnaire Response Rate
According to saldiva (2012), response rate refers to the percentage of individual who responded to a survey that was administered to them. A total of140 questionnaires were administered on the deputy principals. The overall response rate was 81.4 % (114). This response rate was deemed satisfactory as it was consistent with the findings of Mugenda and Mugenda (2003) and fowler (2002) which asserted that a response rate of 50% is adequate for analysis and reporting; while a rate of 60% is good and that over 70%was excellent.

4.2 Demographic information of the respondents.
The respondents were asked to indicate their highest level of education. The results indicated that 24(21.1%) of the deputy principals who participated in the study were diploma holders, 71(62.3%) were degree holders, 18(15.8%) were masters holders and only 1(0.9%) had a PHD. These findings suggest that the deputy principals who participated in the study are well educated and can handle administrative tasks using ICT efficiently especially if well inducted.

The deputy principals were to indicate how long they had served in their current positions. The results indicated that 7 (6.1%) deputy principals have held their positions for less than one year. 58(50.4%) deputy principals have been in their respective designations for a period between one and five years. 49 (42.6%) deputy principals have held their positions for a period of more than five years. Majority of the deputy principals have served in their respective positions for more than one year and therefore conversant with the data under their jurisdiction. They are therefore in a position to comment with certainty on how they use this data to assist individual learners in their respective schools.

The respondents were also asked to indicate their highest level of ICT training. This was necessary because for them to be able to operate the database they need to possess some ICT skills. The results show that 8.7% of deputy principals have not attended any ICT training. 36.5% of the deputy principals. Majority of the respondents (53.9%) have a certificate on ICT training. The study has shown that majority of the respondents have some skills in ICT and should be able manage a database.

The respondents were to indicate how long they have used ICT to perform administrative tasks. The results showed that11.3% of deputy principals indicated that they have never used ICT in performing administrative tasks. Majority of the deputy principals (88.7%) indicated that they

have been using ICT to perform administrative tasks. The respondents are in charge of students' data and are in the best position to comment on how they use ICT in data management which is part of administrative task they are involved in on daily basis and how this influence individual learner management.

4.3 The uses of integrated student module to manage individual learners.

The deputy principals were to respond on how they used the student module to collect and analyze learners` data. Their responses are illustrated in Table 1

Table 1: Uses of Integrated Student Module to Manage Individual Learners.

	ITEM	SD %	D %	MA %	A %	SA %	MS	SD
1	The integrated student module allows me to key in students data	4.4	11.4	0.9	66.7	16.7	3.80	0.997
2	The integrated student module allows me access stored data with ease.	3.5	14.9	1.8	59.6	20.2	3.78	1.046
3	The integrated students module enables me to search for needed information	7.9	19.3	0.9	57.9	14.0	3.51	1.184
4	The integrated students module makes it possible for me to classify students data	9.6	22.8	3.5	54.4	9.6	3.32	1.207
5	The integrated students module assist in eliminating duplication of data	4.4	18.4	7.9	55.3	14.0	3.40	1.394
6	I use the integrated student module to upload students` documents into the system.	18.4	27.2	3.5	38.6	12.3	3.56	1.081

SD = Strongly Disagreed, D=Disagreed MA=Moderately Agreed A=Agreed SA=Strongly Agreed MS= Mean Score SD= Standard Deviation

The above results show that the respondents used the module to manage learners` data as suggested by the means scores that are slightly above average apart from classifying of students` data (3.32) and eliminating of duplication of data (3.40). The overall mean of the items is 3.56 which is slightly above the moderate value. This suggest that though a good number used the module to manage the learners` data, a good number didn't use it.

4.4 The impact of integrated students` module on individual learner management

The respondents were to respond on how they used the data in school systems to assist individual learners in various areas affecting them including nurturing of talents, discipline, allocation of learning resources, curbing absenteeism and placement of students in appropriate family groups. Their responses are as illustrated in Table 2

Table 2 : Impact of Integrated Student Module on Individual Learner Management

	ITEM	SD %	D %	MA %	A %	SA %	Mean	SD
1	I use data in the school database on extracurricular activities to nature individual talents	14.9	36.8	5.3	28.9	14.0	3.54	1.191
2	I use data in the school database on discipline to schedule individual learners for guidance	4.4	53.5	7	28.9	6.1	3.64	1.049
3	I use data in the school database on available learning resources to avail the needed resources to individual learners	4.4	41.2	4.4	36.8	13.2	3.62	1.076
4	I use data in the school database on students attendance to curb absenteeism of individual learner	10.5	41.2	7.9	25.4	14.9	3.59	1.166
5	I use data in the school data base to place students in appropriate family groups	28.1	41.2	2.6	25.4	2.6	3.37	1.162

The above results show that the student`s module impacted positively on individual learners management as suggested by the mean values that are slightly above average apart from placing of learners into appropriate family groups (3.37). The overall mean of the items is 3.55 which is slightly above the moderate value. This suggest that though a good number used the analysed data to manage individual learners, majority still didn't use it.

4.5 The relationship between the integrated student module and individual learner management

The relationship was tested using the following hypothesis. There is no statistically significant relationship between integrated student module and individual learner management in public secondary schools in Kericho County. To determine whether there was statistical relationship between the integrated student module and individual learner management, data collected were subjected to linear regression analysis and the results are as presented in Table 3

The linear regression model was given as

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Where Y = individual learner management, β_0 = is the constant term, β_1 = Beta coefficient, X_1 = integrated student module and ε = error term

Table 3: Linear Regression Analysis of the Student Module on Individual Learner Management

MODEL	N	UNSTANDARDISED COEFFICIENTS		STANDARDISED COEFFICIENTS			
		Beta	Std error	Beta		T	Sig
Constant		3.115	.511			6.101	.000
Student module	114	.123	.143	.081		.861	.391
R= .081							
R² = .007							
p< 0.05							

The results from Table 3 show a summary of the linear regression model fitness. R measures the strength and direction of a linear relationship between the dependent and independent variables (Rumsey 2021).The findings from the study indicated that there existed weak positive relationship between the student module and individual learner management (R=0.81). This indicates that the more the respondents use the student module, the better they are likely to manage individual learners but the effect is very small. The R² is the percentage of the response variable variation that is explained by a linear model. The R² in the study indicated that the student module explained 7% of the variance in individual learner management, while other factors not captured by the model contributed the variance of 93%. The findings further indicated a β coefficient of 0.123 which implies that a unit increase in the use of student module produce a 0.123 variation on individual learner management. The sig. (2 tailed) value is greater than .05 (.391) indicating that there is no statistical significant influence of integrated student module on individual learner management. The null hypothesis was then accepted that; there is no statistically significant influence of integrated student module on individual learner management in public secondary schools in Kericho County. The study has further revealed that the majority of the deputy principals do not use the available analysed data to nature individual talents, to schedule learners with discipline issues for guidance, to avail the needed resources, to curb absenteeism and to place them in appropriate family groups. The study findings agreed with a study by Nwankwo (2020) which concluded that there was no significance difference in the means of female and male principals on the extent of the use of data in staff personnel

management in secondary schools in South-East State of Nigeria. The findings revealed that the principals rarely used the data they collected to manage the staff.

The findings are contrary to a study by Kagechu (2018) where the regression model showed that the impact of Big Data on organisational performance was positive and statistically significant. The study concluded that data affects organizational performance positively if collected well and used to serve customers. Study results by Doughety (2015) also contradicts the current study as the study reveals that data collected on learners data on attendance and discipline was used to monitor the affected individual learners so as to assist them to fit into the school system.

Conclusion and recommendation

5.1 Summary and conclusion

The study established that majority of the respondents used the module to collect and analysed learners` data. The study further established that the respondents rarely used the available analysed data to manage individual learners. Results from the regression test showed that there is a weak positive relationship (R^2=0.081) between the integrated student module and individual learner management. It can be concluded that there is no statistical significance (.391, p> .05) relationship between integrated student module and individual learner management.

5.2 Recommendation

The study recommended introduction of compulsory and frequent compulsory courses on data management for all school staff members by the government and that measures be put in place to ensure that collected data is used to make decision on individual learners.

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