

The Impact of Records Management Procedures on Service Delivery at Rift Valley Institute of Science and Technology, Kenya

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Abstract

Technical colleges are vital for bridging global workforce skills gaps. This paper evaluates how records management practices impact service delivery within technical institutes in Nakuru County. This study investigates the impact of records management procedures on service delivery in technical colleges, addressing a critical issue of efficiency and effectiveness in educational services. Outdated equipment, poor facilities, and inefficient records management cause declining student satisfaction and institutional performance. The objectives were to assess the effects of policy development and implementation, as well as electronic records management, on service delivery. Conducted over three months, the study utilised a descriptive research design to comprehensively document and analyse current practices and their impacts. This study targeted 1,750 respondents at the Rift Valley Institute of Science and Technology, comprising 300 administrative staff, 250 academic staff, 1,000 students, and 200 support staff. Stratified random sampling was applied to ensure representation of each category, with a 10% proportionate allocation from every stratum, resulting in a sample size of 175 respondents. Primary data was gathered using a single, standardized questionnaire featuring a 5-point Likert scale, designed around universal user-experience benchmarks to ensure applicability across all respondent categories. Instrument validity was established via content and expert judgment, while reliability was verified using Cronbach's Alpha. Data from the main study were analyzed using SPSS Version 25.0, descriptive statistics, ANOVA, and multiple linear regression to examine the influence of records management practices on institutional service delivery. The study recommended the need for technical colleges to introduce continuous training and awareness programs to educate the students and staff on ERM and RMP to enhance service delivery in the institution. Additionally, RVIST should put adequate measures to promote equality in service delivery between both genders.

Keywords: *Records management, records management practices, service delivery, technical colleges, electronic records management*

1.0 Introduction

Technical colleges are key institutions for developing skilled human resources that support economic growth and industrial transformation. Service delivery in this context refers to the effectiveness and efficiency with which technical colleges provide educational and administrative services to students and stakeholders. It is commonly assessed using indicators such as timeliness of service provision, accuracy and accessibility of records, user satisfaction, responsiveness of staff, and compliance with institutional standards. Globally, strong TVET systems in countries like Germany and Japan demonstrate improved service outcomes through industry linkages and competency-based training, while many developing countries still face challenges related to infrastructure, outdated curricula, and weak practical training (UNESCO, 2021).

In Africa, technical colleges contribute significantly to workforce development, although their effectiveness is constrained by resource limitations and weak institutional systems. Studies indicate that improving training quality, governance structures, and administrative efficiency is critical for enhancing the service delivery of TVET institutions.

Effective records management is a fundamental administrative function that supports efficient service delivery in educational institutions. Proper records management ensures accurate creation, storage, retrieval, security, and disposal of institutional information, thereby promoting accountability, decision-making, and operational efficiency (ISO, 2019). Recent studies emphasize that digital records management systems, clear policies, and staff competencies significantly improve information accessibility and service

quality in public institutions (ARMA International, 2020; Ngoepe & Saurombe, 2021).

Despite the importance of records management, many technical colleges in Kenya continue to experience challenges such as inadequate electronic records systems, limited staff training, and inconsistent implementation of records management policies. These challenges may negatively influence service delivery through delays in information retrieval, reduced efficiency, and decreased user satisfaction. Therefore, this study examines the effect of records management practices on service delivery in selected technical colleges in Nakuru County, Kenya. The study seeks to provide evidence-based recommendations for strengthening records management systems and improving institutional performance in technical education.

Statement of the problem

Technical colleges generate increasing volumes of physical and electronic records through daily academic and administrative activities. However, challenges persist in records awareness, lifecycle management, storage, and maintenance, particularly under the competence-based education and training framework. Limited recognition of records' value among creators and users affects effective management and service delivery. This study examines the influence of records management practices on service delivery in technical colleges, emphasizing the need for appropriate standards, regulations, and sustainable management frameworks.

Literature Review

Recent studies have demonstrated that effective records management practices, including policy implementation, access controls, staff training, and electronic records management, significantly

influence service delivery outcomes in organizations. Christensen and Lægreid (2021) examined policy development and implementation within European public institutions and established that successful policy execution depends on institutional coordination, stakeholder cooperation, and alignment between policy objectives and organizational capacities. The study, guided by Institutional Theory, found that effective policy frameworks enhance operational efficiency; however, limited geographical coverage restricted the generalizability of findings. Similarly, Adedeji and Olufemi (2021) found that policy implementation challenges in Nigeria's health sector were largely associated with inadequate institutional capacity and weak stakeholder involvement. The study emphasized the importance of aligning policy frameworks with organizational capabilities to improve service outcomes.

“The study concludes that Electronic records management and records management policy implementation are the main predictors’ service delivery”

Within the Kenyan public sector, assessments of educational policy execution reveal that while systemic frameworks are fundamentally sound, their practical impact is frequently undermined by uneven enforcement and inadequate funding. To bridge these gaps, comprehensive evaluations must account for geographical disparities and diverse stakeholder experiences. Ultimately, these

dynamics indicate that robust administrative records management, paired with sustainable resource distribution and strong institutional commitment, is vital for enhancing public service delivery.

Access control mechanisms have also been identified as important determinants of effective records management and service provision. Moyo and Nkosi (2021) investigated access controls in South African public health institutions and found that improved access management enhanced service delivery by promoting secure, accurate, and timely access to information. Based on Information Security Theory, the study demonstrated that stronger controls reduced administrative errors and improved operational efficiency. However, the study was limited to selected healthcare institutions, creating a need for research across diverse organizational settings. In Kenya, Njenga and Otieno (2022) established that effective access control systems in educational institutions reduced administrative delays and improved service efficiency. The study recommended wider investigations involving rural and diverse institutional contexts to determine broader applicability.

Training and awareness initiatives have equally been recognized as critical components of successful records management. Mwaisumbe and Kibwana (2020) found that staff training significantly improved service delivery in Tanzanian educational institutions by enhancing employee knowledge and effective information management practices. Using Knowledge Management Theory, the study demonstrated that continuous capacity development improves organizational performance. Similarly, Wanjiku and Karanja (2021) established that targeted training programs improved service quality in

Kenyan technical colleges by increasing staff competence and awareness. Nevertheless, the studies identified gaps concerning rural institutions and the long-term sustainability of training outcomes.

Electronic records management (ERM) has emerged as a transformative approach for improving organizational efficiency and service delivery. The implementation of electronic records management (ERM) systems within public sector organizations has been shown to enhance the precision, operational speed, and availability of institutional data. Grounded in the Information Systems Success Model, these insights demonstrate that transitioning to digitized records frameworks robustly optimizes and stabilizes overall administrative workflows. However, the study mainly focused on federal institutions, limiting applicability to other contexts. Choi and Tanaka (2021) similarly found that ERM systems improved operational effectiveness and customer satisfaction in multinational organizations, although further studies were required among smaller organizations and diverse settings. In Kenya, Kamau (2021) demonstrated that ERM implementation in educational institutions enhanced record accuracy and administrative efficiency. The study, however, noted challenges arising from differences in technological infrastructure and recommended broader investigations across varied institutional environments.

2.0 Materials and methods

The study adopted a correlational research design to examine the relationship between records management practices and service delivery in technical colleges in Nakuru County, Kenya. The design was appropriate because it enables the

determination of the degree and direction of association between variables without manipulating them. Correlational analysis uses correlation coefficients to establish the strength and direction of relationships among quantitative variables, where positive values indicate a direct relationship and negative values indicate an inverse relationship.

The target population comprised 1,750 respondents from Rift Valley Institute of Science and Technology, including administrative staff (300), academic staff (250), students (1,000), and support staff (200). These groups were selected because they interact with records management systems in different capacities, providing comprehensive insights into how records management influences service delivery (Creswell & Creswell, 2022).

A stratified random sampling technique was employed to ensure representation of all respondent categories. The population was divided into four strata, namely administrative staff, academic staff, students, and support staff, from which 10% of each category was randomly selected (Creswell, 2021). The resulting sample size was 175 respondents comprising 30 administrative staff, 25 academic staff, 100 students, and 20 support staff.

Primary data was collected using structured questionnaires containing a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was designed to capture information related to records management practices and service delivery. Content validity was assessed through expert judgement to ensure that the instruments measured the intended concepts, while reliability was tested using Cronbach's Alpha coefficient through the Statistical Package for Social Sciences (SPSS).

A pilot study was conducted at a comparable technical college within the Rift Valley region that was not included in the main study. It involved 20 randomly selected administrative staff, academic staff, students, and support staff. The number was chosen to ensure adequate pre-testing while avoiding interference with the final sample. Data collected was cleaned, coded, classified, and analysed using SPSS Version 25.0. Descriptive statistics, Analysis of Variance (ANOVA), tables, graphs, and charts were used for presentation and interpretation. The study applied the regression model: $Y = \alpha + \beta_0 + \beta_1 X_1 + \varepsilon$, where service delivery was the dependent variable and management policy implementation, independent variables.

Ethical considerations were observed throughout the study. Participants were provided with adequate information regarding the study objectives, procedures, and their rights before participation. Participation was voluntary, based on informed consent, and respondents were allowed to withdraw at any stage without consequences. Confidentiality and anonymity of participants' information were also maintained.

3.0 Results and Discussion

Demographic Characteristics of Students and Staff at RVIST

Data of various demographics were collected from the participants, among the students they included: Sex, Age, Year of study and department of study. The staff's demographics included: sex, age, position, department and years of service. The findings are presented below.

Figure 1

Sex of the students and Staff

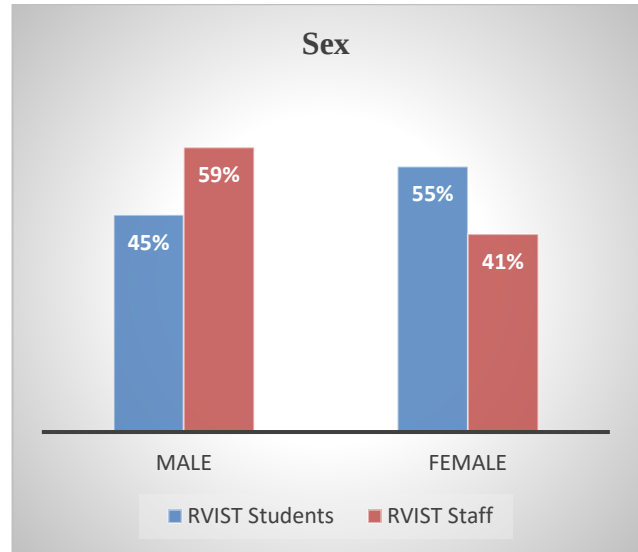
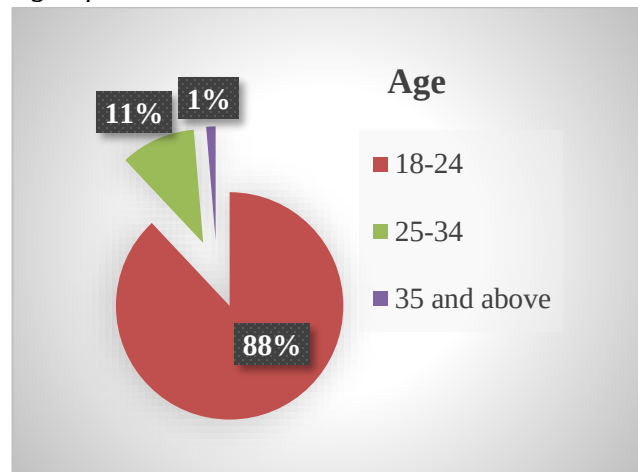


Figure 1 shows frequencies for sex; male and female. From the results, female students were the majority (55%) and male were 45% of the total respondents. In addition, 59% of the staff's respondents were male and 41% female as shown in the detailed bar graph above.

Figure 2

Age of students



From the figure above 88% of the students were youths in the ages (18-24) years.

Table 1

Year of study of Students

	Frequency	Percent
first year	19	25.3
second year	40	53.3
third year	16	21.3
Total	75	100.0

Table 1 shows majority (53%) of the students were in their second year, 25% and 21% were in first and third year respectively. More so, 44% of the students were doing business related courses.

Figure 3

Age of RVIST Staff

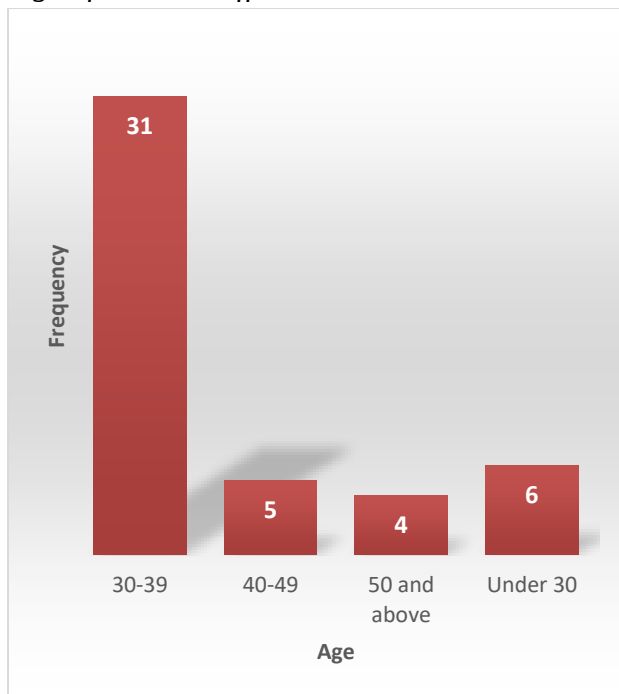


Figure 3 shows the ages of RVIST staff, majority of them (31) were within ages (30-39) years. Additionally, there were only 6 staffs under 30 years as shown in the bar graph above.

Figure 4.

RVIST Staff Positions

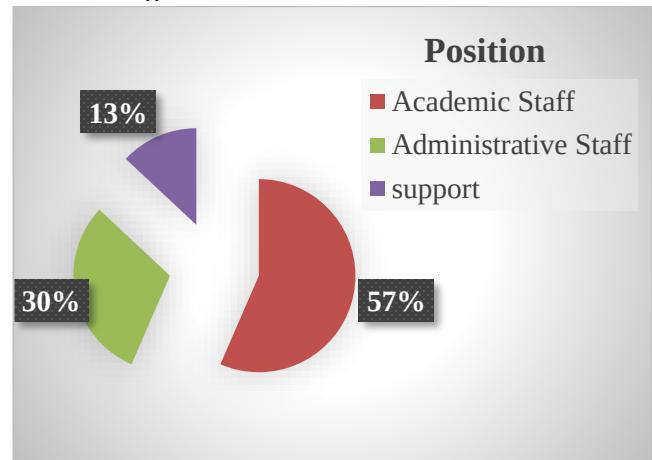


Table 2

Years of Service of RVIST Staff

	Frequency	Percent
1-3 years	13	29.5
4-6 years	13	28.3
7 years and above	15	32.6
Less than 1 year	4	8.7
Total	46	100.0

Results from figure 4 shows that 57% of the staff respondents were academic staffs, 30% were administrative staff and 13% were support staff. Additionally, majority (33%) have worked at the institution for more than 7 years, 30% and 28% have worked at the institution for (1-3) and (4-6) years respectively as shown above in table 2 above.

Impact of Implementing Records Management Policies on Service Delivery in RVIST

The first objective sought to establish the impact of implementing records management policies on service delivery. Selected factors were studied and results analyzed. Correlations a type of associational Inferential statistics was conducted to establish if the two variables influence and impact each other. Results are shown below.

Table 3

Correlations

Correlations		Records Management Policy implementation (student's)	Service delivery(student's)
Records Management_Policy Implementation (st	Pearson Correlation Sig. (2-tailed) N	1 75	.698** .000 75

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

The findings revealed a significant positive relationship between records management policy implementation and service delivery at RVIST. Correlation results indicated a strong association among students ($r = .700$, $p = .000$) and a moderate positive association among staff ($r = .623$, $p = .000$), demonstrating that effective implementation of records management policies contributes to improved service delivery. However, the results require further comparison with existing literature to establish areas of convergence and divergence. In addition, descriptive findings on the levels of records management policy implementation and service delivery should be presented to complement the correlational analysis and provide a clearer understanding of the variables. A t-test further showed a significant difference in service delivery perceptions between male and female respondents ($p = .02$), suggesting variations in service

experiences. The findings align with Christensen and Lægheid (2021) who emphasized that effective policy implementation enhances institutional outcomes, although inadequate resources and inconsistent execution may limit service delivery effectiveness.

Role of Access Controls in Enhancing Service Delivery In RVIST

This objective sought to explore the role of access controls in enhancing service delivery in RVIST.

Different parameters were utilized to assess the role of access controls in improving service delivery. A Likert scale was used to gauge the parameters where (5= strongly agree, 4= agree, 3= neutral, 2= disagree and 1= strongly disagree), the correlations were established and results are presented below.

Table 4

Correlations: Access Controls and Service delivery

		Access Controls	Service delivery
Access Controls	Pearson Correlation Sig. (2-tailed) N	1 75	.635** .000 75

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

The findings indicate a significant positive relationship between access control and service delivery at RVIST. Correlation analysis revealed a strong association among students ($r=.635$, $p=.000$) and staff ($r=.704$, $p=.000$), demonstrating

that improved access control enhances service delivery through secure management of user credentials, confidentiality, and efficient information access. These findings are consistent with Moyo and Nkosi (2021), who established that

effective access controls improved service delivery in South African public health institutions by ensuring secure access to records. Similarly, Njenga and Otieno (2022) found that access controls enhanced service delivery in Kenyan educational institutions by improving administrative efficiency and reducing errors. However, descriptive statistics for the independent and dependent variables should also be presented to complement the correlation findings and provide a comprehensive understanding of the study variables.

Table 5

Correlations: Training and awareness and service delivery in RVIST

		Training and Awareness	Service delivery
Training and Awareness	Pearson Correlation	1	.740**
	Sig. (2-tailed)		.000
	N	75	75

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

The findings indicate a strong positive relationship between training and awareness and service delivery at RVIST ($r = .740$, $p = .000$), suggesting that improved training enhances the ability of staff and students to effectively use institutional systems and protocols. However, the results should be complemented with descriptive statistics showing the levels of training, awareness, and service delivery for both independent and dependent variables. Comparative analysis revealed that staff recorded a slightly lower correlation ($r = .692$) than students, although the relationship remained strong. The t-test results showed no statistically significant gender differences in training and awareness levels. These findings agree with

Training and Awareness Influence on Service Delivery In RVIST.

The third objective sought to evaluate how training and awareness influence service delivery in technical colleges. Selected statements were selected and utilized to assess training and awareness factors. A Likert scale was used to gauge the statements where (1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree). Inferential statistics of correlations was conducted to check the association between training and awareness and service delivery, results are shown below.

Wanjiku and Karanja (2021), who reported that effective training programmes significantly improve service quality in Kenyan technical colleges. Further comparison with related online literature is recommended to strengthen interpretation.

Effect of Electronic Records Management on Service Delivery In RVIST.

The last objective was to determine the effect of Electronic Records Management on service delivery. The surge of internet and technology has created better systems to handle records in technical colleges. Different parameters were studied and analysed, results are displayed below

Table 6

Correlations Between Electronic Records Management on Service Delivery

			Electronic Records Management	Service delivery
Electronic Management	Records	Pearson Correlation	1	.778**
		Sig. (2-tailed)		.000
		N	75	75

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

Table 6 shows associations between Electronic Records Management and Service delivery in RVIST. The correlation coefficients showed a strong positive association Electronic Records Management and Service delivery in RVIS, $r=.778$, $p=.000$ at $p>0.05$ significance level. Indicating that higher level of electronic records management is associated with higher levels of service delivery in the college. A further analysis to check for coefficient differences between the students and staff's responses indicated that a minor difference, $r=.669$, $p=.000$ at $p>0.05$ significance level. Though the association is still strong and positive as indicated.

A model fitness was done to establish all the fore mentioned factors (Electronic Records Management, Records Management Policy Implementation, Access Controls, and Training and Awareness) are accurate predictors of service delivery.

The study model was;

$$Y = \alpha + \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where: Alpha (α) is the constant, β_0 , β_1 , β_2 , β_3) are coefficients.

$Y =$; Service Delivery

X_1 = Management Policy Implementation

X_2 = Access Controls

X_3 = Electronic Records Management

X_4 = Training and Awareness

ε = error term

Table 7

ANOVA tables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	211.884	4	52.971	45.406	.000 ^b
	Residual	81.662	70	1.167		
	Total	293.547	74			

a. Dependent Variable: Service delivery

b. predictors:(Constant), Electronic Records Management, Records Management Policy Implementation, Access Controls, Training and Awareness

Table 8

Coefficients Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.182	.646		-.281	.779
	RM Policy Implementation	.225	.089	.303	2.520	.014
	Access Controls	-.019	.084	-.025	-.227	.821
	Training and Awareness	.118	.073	.182	1.614	.111
	Electronic Records Management	.341	.068	.503	5.001	.000

a. Dependent Variable: Service delivery

The findings indicate that the regression model was statistically significant ($F = 45.406$, $p < 0.001$), demonstrating that electronic records management, records management policy implementation, access controls, and training and awareness collectively predict service delivery at RVIST. Electronic Records Management had the strongest positive and significant influence ($B = 0.341$, $p < 0.001$), followed by Records Management Policy Implementation ($B = 0.225$, $p = 0.014$). Training and Awareness showed a positive but insignificant effect, while Access Controls had a negligible negative and insignificant influence. Correlation results revealed strong positive relationships between records management practices and service delivery ($r = .6-.8$). However, the findings require further comparison with previous empirical studies and inclusion of descriptive statistics for both dependent and independent variables. The results concur with Choi and Tanaka (2021) and Mwangi and Kamau (2021), who reported that electronic records management enhances operational efficiency, accuracy, and service quality in organizational settings.

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4.0 Conclusion

Electronic records management and records management policy implementation are the main predictors of service delivery in technical colleges, contributing to a 5% increase in service delivery. Additionally, association between access control and training and awareness on service delivery in technical colleges.

5.0 Recommendations

Technical college principals should implement continuous ERM and RMP training programmes for students and staff to improve service delivery. RVIST management should establish gender-responsive service delivery policies and monitoring mechanisms to promote equality among male and female users. Institutional administrators should develop assessment and feedback platforms to identify service gaps and guide service improvement. Future researchers should investigate factors influencing gender-based differences in service delivery within technical institutions.

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