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PRINCIPALS' APPLICATION OF EDUCATION MANAGEMENT INFORMATION SYSTEM IN ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study investigated principals' application of education management information system in administration of public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 268 principals in public secondary schools in Anambra State. A sample size of 134 principals was draw for the study using sample random sampling technique. A researcher-developed questionnaire titled 'Principals' Application of Education Management Information System in School Administration Questionnaire (PAEMISSAQ)' was used for data collection. The instrument was validated by three experts and subjected to the test of internal consistency of instrument using Cronbach alpha which yielded a coefficient value of 0.81. Data analysis was done using Mean and standard deviation to answer the research questions, while t-test to test the hypotheses. The findings of the study revealed among others that principals do not apply education management information system in most areas of record management, students and staff personnel administration in public secondary schools in Anambra State. It was also found that there is no significant difference in the mean ratings of male and female principals on the application of education management information system in all aspects of administration in public secondary schools in Anambra State. Based on the findings, it was recommended among others that the Ministry of Education should organize annual training programme for principals to enable them upgrade their skills and knowledge on the application of EMIS in record management.

Keywords: Principals, Application, Education Management, Information System, School Administration

Introduction

The progress of any society depends on education which enables individuals to develop skills and knowledge for betterment of their lives and that of others. Education also inculcates the right values, changes the mindsets of individuals and encourages a healthy lifestyle in the society. Ngurukwem, Adebola and Ugwoegbu (2024) opined that education is means of equipping individuals with right skills and sound knowledge to make them function effectively and contribute to the development of the society. They added that it is also a key to unlocking potentials, inculcating values and building the character of individuals. One of essential levels of education is secondary education.

Secondary education is the stage of forma education which takes place after completion of primary education to prepare students to participate in various activities in the society and further studies in higher institutions of learning. Okonkwo and Okoye (2024) asserted that secondary education is the post basic level of education which is designed to equip students with fundamental knowledge that prepare for higher education and offer requisite vocational training for useful living in the society. Secondary education shapes the future of students by offering specialized learning opportunities that enable them to make rationale choice of career paths. Ogli, Agber, Agulu and Ogli (2024) noted that secondary education is designed to instill in the students respect for the views and

feelings of others, respect for dignity of labour and appreciate those values specified under the broad national aims, while living as good citizens of the nation. The person who is responsibly for managing the affairs of secondary school is a principal.

Principal is the chief administrator who takes charge of controlling the daily functioning and activities within a secondary school. Amuta and Aja (2024) referred to principal as person who is in charge of the day-to-day activities and programmes of a secondary school Principal is the custodian and manager of the available resources in a secondary school. Aja-Okorie and Oko (2021) asserted that a principal is the executive head of secondary school who develops and implements the educational programmes of a secondary school. They added that principal is responsible for keeping records of school funds and creating a conducive teaching and learning atmosphere in school. One of the important tasks of a principal is school administration.

School administration is the process of planning, directing and controlling the use of the available resources to achieve set education goals. Amobi, Onye and Anyaogu (2024) defined school administration as a set of activities directing at ensuring judicious use of the available resources to attain set objectives of an education institution. Nnebedum Abadi and Obasi (2019) defined school administration as the systematic process of managing the available human, material and financial resources to attain predetermined goals. The rapid technological advancement has a positive impact on every school administration through the application of Education Management Information System (EMIS).

Education Management Information System (EMIS) as use of electronic devices and software to collect, process, store, retrieve and utilize information for smooth running of the daily affairs of school system. Ogunode, Omolewa, Mofoluwake and Olajumoke (2024) referred to EMIS as a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, planning, policy analysis, monitoring and evaluation of activities in learning institution. EMIS is computer and other technological equipment apply for utilizing vital data for facilitate operations and activities of learning institution. Thompson and Anachuna (2019) defined EMIS as the application of modern technologies and computerized methods imputing, processing, storing and retrieving organizational information for effective administration. EMIS is the integration of innovative devices for gathering processing, storing data and convey information to aid effective operation of the daily tasks of secondary schools.

The application of education management information system can support the smooth running of various administrative tasks and activities in secondary schools. Ugwude and Ugwude (2020) posited that MIS provides administrators and managers with the information required to manage schools and organizations efficiently and effectively. They added that MIS are being used by school administrators and managers to support a range of administrative activities such as financial management, staff personnel management, timetable, attendance monitoring, reporting and record management. Prasetyo, Ilya, Hidayat and Citraningsih (2023) averred that EMIS as is useful in organizing and utilizing data related to learning programmes, school facilities, records, student and staff affairs. This study centred on the application of education management information system in three aspects of administrative activities namely students personnel, staff personnel and record management.

Student personnel administration is activities and services provided to learners to keep them healthy, physically, socially and emotionally disposed to engage and derive maximum benefits from school problems. Students' personnel administration is described by Amobi, Onye and Anyaogu (2024) as the services or activities carried out by school administrator to manage and control the learners to enable them derive the best from the school programmes. EMIS could be applied to in students' personnel administration in the aspects of processing admission, results, organizing orientation, keeping track of the daily attendance and monitoring of academic progress of students. Prasetyo, Ilya, Hidayat and Citraningsih (2023) posited that the application of the information system is intended to help facilitate the management of data and information related to students which include admission, academic activities, report cards and counseling services. Ugwude and Ugwude (2020) asserted that EMIS stores crucial learners' data such as personal data, examination records and library details.

Staff personnel are the workforce of organization. In educational setting, staff personnel are the teaching and non-teaching staff who perform different tasks to achieve predetermined educational

objectives. It is the responsibilities of the principals to influence the efforts of teachers to get things well done through staff personnel administration. Nnebedum Abadi and Obasi (2019) defined staff personnel administration as the act of planning, organizing, controlling, stimulating, and motivating teachers in order to enhance their commitment to the attainment of the school objectives. Also, Tsavtim, Ochai and Mando (2024) described staff personnel administration as the management practices or activities that motivate or boost the morale of teachers to make maximum inputs towards actualization of school objectives. EMIS could be useful in scheduling duties of staff, keeping track of their attendance, conducting job performance appraisal and communicating to members of staff. Obi and Nwaozor (2022) noted that EMIS could provide information to principals for carrying out the responsibilities of delegation of duties, coordinating, rewarding and satisfying the needs of staff. EMIS can clearly aid the processing of bio data of staff, preparing pay rolls and supervising the activities of teachers in secondary schools. To buttress this, Nwosu and Nnobulu (2021) averred that staff personnel administration could be improved by principals through utilization of MIS to enhance capturing of staff biometric data and other information that could facilitate the preparation of staff duty schedule and pay roll, determination of their training needs and dissemination of timely and accurate information at a very fast rate.

School records are files or document containing information which serves as evidence of activities or events. The various records which form evidence concerning the activities include: administrative records, registration files, financial records and historical records (Masenya, 2020). In the same vein, Polycarp and Onele (2024) noted that some of records available in secondary schools are: correspondences, accounting documents, personnel files, minutes of meetings, students' registration, students' admissions and examination records, inventory of facilities, time-tables, speeches, legal documents, financial records, letters (appointment, admissions, sick leave, and queries) among others. They amplified that some other major school records include: log book, visitors "book, class attendance register and inventory book. Record management is central in schools administration because it helps in controlling data required for planning and making decisions. EMIS could be applied records keeping in the aspects of indexing, classifications and storing of vital information. Nwosu and Nnobulu (2021) stated that MIS provides opportunity for managers to store and edit records and transfer files to various units of the school through electronic forms. It is responsibility of principals to apply EMIS in record management irrespective of their gender.

Gender is social and cultural construct which influences the roles and behaviour of males and females. The gender of principals could determine how they perceive and use EMIS in school administration. However it appears that studies conducted on the application of EMIS with regards to gender have yielded inconsistent results. In other words, gender differences in application of EMIS have been examined which yield controversial results. For instance, Nwosu and Nnobulu (2021) revealed that there is no significant difference in the mean ratings of male and female principals on the extent they utilize management information system for effective administration of secondary schools. On the contrary, Fawzi (2013) reported that there was significant difference between male and female managers application of management information system. These controversial findings are probably due to the studies were carried out in different organization and geographical location with vary policies influence in the application of MIS. The need arise for new studies to take gender into consideration in an attempt to build a new evidence of application of MIS in school administration in Anambra State.

Some principals tend to registry systems with filing cabinets in managing information in secondary schools in Anambra State. Some administrative activities and tasks appear to be still carried out in conventionally paper-based approach. Okeke and Ikediugwu (2021) noted that for many years, MIS in secondary schools in Nigeria and Anambra state in particular is not perform optimally which contribute to unavailability or unreliable data to form the basis for planning and decision making. They added that in most secondary schools in Anambra State, the filing systems remain manually based and disorganized which make it difficult for tracking data for management of staff and students. Similarly, Ejimofor and Okonkwo (2022) observed that most secondary schools in Anambra State are still using the traditional paper based documentation system which slows down the method of processing of documents, filling system in keeping records, and delay processing of documents in and out of the schools. The authors expatiated that there are the problems of poor approaches by the educational managers in using EMIS in scheduling courses/subjects, space, installation, inventory and

personnel control, recording and reporting attendance, school accounting, storage, interpersonal relationships and retrieval of student information marks management. These problems prompted the investigation into principals' application of education management information system in administration of public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to determine principals' application of education management information system in administration of public secondary schools in Anambra State. Specifically, the study sought to determine:

1. Principals' application of education management information system in students' personnel administration in public secondary schools in Anambra State.
2. Principals' application of education management information system in staff personnel administration in public secondary schools in Anambra State.
3. Principals' application of education management information system in record management in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. In what ways do principals apply education management information system in students' personnel administration in public secondary schools in Anambra State?
2. In what ways do principals apply education management information system in staff personnel administration in public secondary schools in Anambra State?
3. In what ways do principals apply education management information system in record management in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female principals on the application of education management information system in students' personnel administration in public secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of male and female principals on the application of education management information system in staff personnel administration in public secondary schools in Anambra State.
3. There is no significant difference in the mean ratings of male and female principals on the application of education management information system in record management in public secondary schools in Anambra State.

Method

Descriptive survey design was adopted for the study. The area of the study was Anambra State which has six Education Zones, The population of the study comprised 268 principals in public secondary schools in Anambra State. Simple random sampling technique was used to draw sample size of 134 principals for the study. A researcher-developed questionnaire titled 'Principals' Application of Education Management Information System in School Administration Questionnaire (PAEMISSAQ)' was used for data collection. The instrument was developed based on literature reviewed and consultation with experts in the field. The instrument had 22 items, separated in 3 clusters, structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts who are lecturers in Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The internal consistency of instrument was determined using Cronbach alpha method which yielded coefficient values of 0 .83, 0.78 and 0.81 for Cluster I, II and II respectively with overall coefficient value of 0.81. Data were collected by the researchers and three research assistants. Out of a total of 134 copies of the questionnaire distributed, 131 copies representing 98% were properly completed and successfully retrieved. They were used for data analysis. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. For decision on the research question, any

item which mean score fell below 2.50 was taken as disagreement while any with mean score of 2.50 and above was taken to indicate agreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. For decision on the hypotheses, if the p-value is equal to or greater than 0.05 level of significance, the null hypothesis was not rejected but if p-value is less than 0.05 level of significance, the null hypothesis was rejected.

Results

Research Question 1: In what ways do principals apply education management information system in students' personnel administration in public secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores on Principals' Application of Education Management Information System in Students' Personnel Administration

S/N	ITEMS	Male Principals (n = 53)			Female Principals (n =78)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
1	Processing admission of students using EMIS	2.55	1.00	Agree	2.53	1.07	Agree
2	Utilizing EMIS to facilitate the registration of students	2.43	1.04	Disagree	2.46	1.09	Disagree
3	Creating online platform for students to pay their fees	2.37	1.02	Disagree	2.30	1.05	Disagree
4	Using EMIS to organise orientation programmes for students	2.51	1.11	Agree	2.59	1.07	Agree
5	Monitoring class attendance of students through EMIS	2.36	1.01	Disagree	2.38	1.06	Disagree
6	Ensure computation of students' results via EMIS	2.57	1.08	Agree	2.60	0.97	Agree
7	Using the available information in EMIS to render guidance and counselling services to students	2.31	1.10	Disagree	2.33	1.04	Disagree
8	Communicating to parents about the progress of their children through EMIS	2.52	0.99	Agree	2.55	1.08	Agree
9	Using the available information in EMIS to render medical services to students	2.30	1.06	Disagree	2.35	1.07	Disagree
	Cluster Mean and Standard Deviation	**2.44**	**1.05**	**Disagree**	**2.45**	**1.06**	**Disagree**

Result in Table 1 reveals that the mean ratings of both male and female principals for items 1, 4, 6 and 8 are above the cut off mean of 2.50 indicating agreement with the items as the ways in which principals apply education management information system in students' personnel administration. On the other hand, the mean ratings of both male and female principals for items 2, 3, 5, 7 and 9 are below the cut off mean score of 2.50 indicating disagreement with the items as the ways in which principals apply education management information system in students' personnel administration. The cluster standard deviation scores which stood at 1.05 and 1.06 for both male and female principals respectively are closer to the mean indicating similarity in their responses in each cluster. The cluster means of 2.44 and 2.45 for male and female principals respectively which are below 2.50 indicated that principals do not apply education management information system in most areas of students' personnel administration in public secondary schools in Anambra State.

Research Question 2: In what ways do principals apply education management information system in staff personnel administration in public secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores on Principals' Application of Education Management Information System in Staff Personnel Administration

S/N	ITEMS	Male Principals (n = 53)			Female Principals (n =78)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
10	Using the available information in EMIS to prepare duty schedules of staff	2.40	1.08	Disagree	2.44	0.97	Disagree
11	Planning the time-table for teachers using EMIS	2.39	1.03	Disagree	2.36	1.09	Disagree
12	Using EMIS to organize orientation programmes for newly recruited staff	2.56	1.03	Agree	2.58	1.11	Agree
13	Using the available information in EMIS to delegate duties to staff	2.30	1.09	Disagree	2.34	1.06	Disagree
14	Communicating to members of staff via EMIS	2.67	1.04	Agree	2.55	1.00	Agree

15	Appraising the job performance of staff through EMIS	2.38	0.98	Disagree	2.25	1.06	Disagree
16	Ensuring that the payroll of staff are prepared using EMIS	2.51	1.11	Agree	2.54	0.95	Agree
	Cluster Mean and Standard Deviation	**2.46**	**1.05**	**Disagree**	**2.44**	**1.03**	**Agree**

Table 2 shows that the mean ratings of both male and female principals for items 10, 11, 13 and 15 are below the cut off mean of 2.50 indicating disagreement with the items as the ways in which principals apply education management information system in staff personnel administration. On the other hand, the mean ratings of both male and female principals for items 12, 14 and 16 are above the cut off mean score of 2.50 indicating agreement with the items as the ways in which principals apply education management information system in staff personnel administration. The cluster standard deviation scores which stood at 1.05 and 1.03 for both male and female principals respectively indicated that there is homogeneity amongst their means responses which showed a similar consensus of opinion. The cluster means of 2.46 and 2.44 for male and female principals respectively which are below 2.50 revealed that principals do not apply education management information system in most areas of students' personnel administration in public secondary schools in Anambra State.

Research Question 3: In what ways do principals apply education management information system in record management in public secondary schools in Anambra State?

Table 3: Mean Ratings and Standard Deviation Scores on Principals' Application of Education Management Information System in Record Management

S/N	ITEMS	Male Principals (n = 53)			Female Principals (n =78)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
17	Keeping account of school facilities using EMIS	2.37	1.03	Disagree	2.41	1.05	Disagree
18	Keeping record of financial transactions through EMIS	2.52	1.11	Agree	2.56	1.04	Agree
19	Keeping the medical history of personnel via EMIS	2.33	1.07	Disagree	2.27	0.98	Disagree
20	Managing visitors' book in the school using EMIS	2.35	0.95	Disagree	2.28	1.03	Disagree
21	Storing record of meeting proceeding in EMIS	2.44	1.10	Disagree	2.36	1.01	Disagree
22	Keeping accurate account of all punishment in EMIS	2.47	0.99	Disagree	2.45	1.08	Disagree
	Cluster Mean and Standard Deviation	**2.41**	**1.04**	**Disagree**	**2.39**	**1.03**	**Disagree**

From Table 3, all items with exception of items 18 have mean scores below the cut off mean of 2.50 for both male and female principals and this indicated their disagreement with the items as the ways in which principals apply education management information system in record management. The overall standard deviation scores for male and female both principals which were 1.04 and 1.03 shows that their responses are close and this indicates homogeneity in their responses. The cluster means of 2.41 and 2.39 for male and female principals respectively which are below 2.50 indicated that principals do not apply education management information system in most areas of record management in public secondary schools in Anambra State.

Ho_1: There is no significant difference in the mean ratings of male and female principals on the application of education management information system in students' personnel administration in public secondary schools in Anambra State.

Table 4: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Male and Female Principals on the Application of Education Management Information System in Students' Personnel Administration in Public Secondary Schools

Group	N	$\bar{X}$	SD	p-value	Df	∞	Remark
Male Principals	53	2.44	1.05	0.21	129	0.05	Not Significant
Female Principals	78	2.45	1.06				

Table 4 revealed that the p-value of 0.21 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of male and female principals on the application of education management information system in students' personnel administration in public secondary schools in Anambra State.

Ho_2: There is no significant difference in the mean ratings of male and female principals on the application of education management information system in staff personnel administration in public secondary schools in Anambra State.

Table 5: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Male and Female Principals on the Application of Education Management Information System in Staff Personnel Administration in Public Secondary Schools

Group	N	$\bar{X}$	SD	p-value	Df	∞	Remark
Male Principals	53	2.46	1.05	0.14	129	0.05	Not Significant
Female Principals	78	2.44	1.03				

Result in Table 5 revealed that the p-value of 0.14 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of male and female principals on the application of education management information system in staff personnel administration in public secondary schools in Anambra State.

Ho_3: There is no significant difference in the mean ratings of male and female principals on the application of education management information system in record management in public secondary schools in Anambra State.

Table 6: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Male and Female Principals on the Application of Education Management Information System in Record Management in Public Secondary Schools

Group	N	$\bar{X}$	SD	p-value	Df	∞	Remark
Male Principals	53	2.41	1.04	0.19	129	0.05	Not Significant
Female Principals	78	2.39	1.03				

As shown in Table 6, the p-value of 0.19 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of male and female principals on the application of education management information system in record management in public secondary schools in Anambra State.

Discussion

The result of the study indicated that principals do not apply education management information system in most areas of students' personnel administration in public secondary schools in Anambra State. This is line with the finding of Thompson and Anachuna (2019) which showed that principals do not utilize management information system for students' personnel administration in secondary schools. This also agreed with the finding of Okeke and Ikediugwu (2021) which indicated that principals do not use EMIS in students' personnel issues in secondary schools in Anambra State. The agreement in findings could be attributed to similarity in geographical location. The areas in which principals do not apply education management information system in students' personnel administration in public secondary schools in Anambra State were: utilizing EMIS to facilitate the registration of students, creating online platform for students to pay their fees, monitoring class attendance of students through EMIS, using the available information in EMIS to render guidance and counselling services to students and using the available information in EMIS to render medical services to students. The possible explanation for this finding is that principals are probably not exposed to training programme to acquire essential skills of applying EMIS in students' personnel administration. Further result revealed that there is no significant difference in the mean ratings of

male and female principals on the application of education management information system in students' personnel administration in public secondary schools in Anambra State. This is in consonance with the finding of Obi and Nwaozor (2022) which indicated there is no significant difference in the mean ratings of male and female principals on the extent they utilize management information system for enhancing students' personnel planning process.

The finding of the study showed that principals do not apply education management information system in most areas of staff personnel administration in public secondary schools in Anambra State. This agreed with the finding of Okeke and Ikediugwu (2021) which showed that principals do not use EMIS in staff personnel issues in secondary schools. This also supported the finding of Obi and Nwaozor (2022) which indicated that principals' utilization of management information system for enhancing students' personnel planning process was to a low extent. The secondary education and participants of the studies which are principals could account for the agreement with the findings. Principals do not apply education management information system in staff personnel administration in public secondary schools in Anambra State in the following areas: using the available information in EMIS to prepare duty schedules of staff, planning the time-table for teachers using EMIS, using the available information in EMIS to delegate duties to staff and appraising the job performance of staff through EMIS. Further finding indicated that there is no significant difference in the mean ratings of male and female principals on the application of education management information system in staff personnel administration in public secondary schools in Anambra State. This is in agreement with the finding of Obi and Nwaozor (2022) which showed that there is no significant difference in the mean ratings of male and female principals on the extent they utilize management information system for enhancing staff personnel planning process.

It was found that principals do not apply education management information system in most areas of record management in public secondary schools in Anambra State. This upheld the finding of Nwosu and Nnobulu (2021) which showed that there was high extent to which principals' utilize management information system for effective record management in secondary schools. The agreement in findings could be attributed to similarity in secondary education and participants of the studies. The areas in which principals do not apply education management information system in record management in public secondary schools in Anambra State were: keeping account of school facilities using EMIS, keeping the medical history of personnel via EMIS, managing visitors' book in the school using EMIS, storing record of meeting proceeding in EMIS and keeping accurate account of all punishment in EMIS. It was also revealed that there is no significant difference in the mean ratings of male and female principals on the application of education management information system in record management in public secondary schools in Anambra State. This is in conformity with the finding of Nwosu and Nnobulu (2021) which showed that there is no significant difference in the mean ratings of male and female principals on the extent they utilize management information system for effective record management in secondary schools.

Conclusion

Based on the findings, it is concluded that principals do not apply education management information system in most areas of administration of public secondary schools in Anambra State. Male and female principals do not significantly differ in the ways in which they apply education management information system in record management, students and staff personnel administration in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations were made:

1. Ministry of Education should procure and supply information and communication technology facilities to schools to encourage principals to apply EMIS in students' personnel administration.
2. Post Primary Schools Service Commission should organize sensitization programmes through mass media to create awareness to principals on the application of EMIS in staff personnel administration.

3. Ministry of Education should organize annual training programme for principals to enable them upgrade their skills and knowledge on the application of EMIS in record management.

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