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AVAILABILITY AND EFFECTIVE USE OF MANAGEMENT INFORMATION SYSTEM (MIS) BY SECONDARY SCHOOL TEACHERS FOR TASK PERFORMANCE IN ANAMBRA STATE

[1]Ogbunude, Ijeoma Maryann; [2]Obi, Chinenye Hope and [3]Nwankwo, Ifeoma Nwanneka

[1,2&3]Department of Educational Foundations, Faculty of Education
[1,2&3]Chukwuemeka OdumegwuOjukwu University, Igbariam.

Abstract

The study investigated the availability and effective use of Management Information System (MIS) by secondary school teachers for their task performance in Anambra State public secondary schools. Four research purposes, four research questions and four null hypotheses guided the conduct of the study. Related and relevant literatures were reviewed in building the study which laid adequate foundation for the study. Descriptive research design was adopted for the study. The population of the study comprised 6,185teachers in all the 261 public secondary schools in Anambra State. The sample of 450 teachers as respondents was used for the study. Proportionate stratified and simple random sampling was used to select the sample of the study. The instruments for data collection were a self-developed questionnaire titled: "Availability and Effective Use of Management Information Systems Questionnaire (AEUMISQ)" and "Teachers' Task Performance Questionnaire (TTPQ)". The instrument was validated by three experts. The reliability of the instruments was determined using Cronbach Alpha which yielded coefficient of internal consistency of 76 for effective use of MIS facilities and .91 for teachers' task performance and was considered reliable for the study. Data was collected by administering the instrument with the help of five briefed research assistants. Data collected were analyzed using mean analysis for research questions and the hypotheses that guided the study were tested using paired sample t-test statistics at .05 level of significance. The findings showed that the available computer based MIS facilities are moderately utilized while the available non-computer based MIS facilities are highly utilized by secondary school teachers for their task performance in Anambra State public secondary schools. The study also revealed that the utilization of computer based and non-computer based MIS facilities by secondary school teachers significantly enhanced their task performance in Anambra State public secondary schools. The study concluded that MIS facilities are so many, thus, must be acquired in order to render wide varieties of services and they must be operational to accommodate the choices and needs of the teacher and students in the school for balanced development in the modern society. Based on the findings, the study recommended among others that more MIS resources should be

made available and accessible to teachers and students. This will make teaching and learning more exciting with opportunities for developmental research for functional society.

Keywords: Availability, Effective Use, Management Information System, Task Performance.

Introduction

Success of any academic institution depends on how effective the teaching staff discharges their duties. Therefore, the importance of teachers in any educational institution of teaching and learning cannot be overemphasized because of the fundamental role they play as implementers of the curriculum at the classroom level. Ekechukwu and Eze (2016) attributed students' learning outcome to teachers' task performance. Basically, the fundamental task of a teacher is to assist students learn by imparting required knowledge on them as instructed in the curriculum and by setting up a situation in which students can learn effectively. Thus, over the years, the task and role of teachers has evolved, teachers now fill a complex set of task which varies from one society to another. Some of these tasks are performed during school hours and some outside the school period. It is then pertinent to mention that the tasks of computer age teachers are enormous and demanding.

Selamat (2013) noted that teachers play a pivotal role in ensuring achievement in school. Osagie and Akinlosotu (2017) asserted that in today's world, typical responsibilities of teachers include lesson planning and preparation; contact time with students; prepare, administer, and grade tests and assignment to evaluate students' progress; attend staff meeting and serve on committees as required; liaising with parents; observe, evaluate and report students' performance, enforce all administration policies and rules governing the school and students; sponsor extracurricular activities such as clubs, student organizations and academic contests; attend professional meetings, educational conferences and teacher training workshops in order to maintain and improve professional competence; use computers, audiovisual aids and other equipment and materials to supplement presentation etc. In performing the listed tasks, some tends to conflict with another. Therefore, in the presence of the conflicting tasks, teachers must learn to balance, to know when and how vigorously to act in a particular task, when to shift to another in a flexible way and most importantly to deliver positive results within the stipulated time. Rao and Kumar (2014) asserted thatif teachers take care of these responsibilities with the aid of MIS, their performance can be enhanced to the optimum level. While some teachers have struggled to perform their task as demanded in the present dispensation, teachers that trend with the advancement in

technology in this 21st century find it rather easy to execute their task with the aid of Management Information System (MIS).

Management Information System is a phrase consisting of three words which are management, information and systems. Considering these three words, Management Information System can be defined as systems that provide information to management. This system is applicable in schools because teachers are like managers and they require information to manage the students, the classrooms and the school effectively. Suchi (2017) define the management information in his word as an executive information system planned to match the structure, management task, instructional process and particular needs of the school. Management information systems (MIS) are being used by schools to support a range of administrative activities including attendance monitoring, assessment records, reporting, financial management, and resource and staff allocation. MIS provide managers with the information required to manage organizations efficiently and effectively. Waston, Carroll and Mann (2008) described management information system (MIS) as an organizational method of providing past, present and projected information related to internal operations and external intelligence. It supports the planning, control and operation functions of an organization by furnishing uniform information in the proper time frame to assist the decision makers. Telem (2009) defines MIS as 'a management information system designed to match the structure, management task, instructional processes, and special needs of the school'. O'Brien (2011) referred MIS as 'a term given to the discipline focused on the integration of computer systems with the aims and objectives of an organization'.

MIS plays a vital role in the area of decision making as it can monitor by itself disturbances in a system, determine a course of action and take action to get the system in control. It is also relevant in non-programmed decisions as it provides support by supplying information for the search, the analysis, the evaluation and the choice and implementation process of decision making (Obi, 2013). These systems have the ability to provide its users the processed information, analytical models, real-time updates and hypothetical scenarios to assist their decision making process. The computer based MIS and non-computer based MIS facilities are useful in providing relevant and accurate information to enhance effective decision making towards the achievement of the organizational goal. Though MIS can exist with or without computers but in the presence of large data and for the information to be timely and accurate, the computer based MIS facilities are necessary. It therefore becomes necessary for computer based and non-computer based MIS facilities to be made available in the schools to enhance effective running of the day-to-day activities and to be able to link with the higher authorities to obtain and supply necessary information when needed.

Federal Government of Nigeria (2013) while acknowledging the National Policy on Education as an elegant document which makes prescriptions for the conduct of the business of education in Nigeria, noted that it should be re-engineered to embrace comprehensive computer education and computer assisted learning as much as possible in the basic and higher education system. This computer education and computer assisted learning is linked to MIS.

For teachers who can run and operate the MIS, the MIS are used by these teachers to support a range of administrative activities including attendance monitoring, assessment records, reporting, financial management, and resource and staff allocation. MIS provide teachers with the timely tools required to manage classroom and students efficiently and effectively. These systems are distinct from other information systems in that they are designed to be used to analyze and facilitate strategic and operational activities in the organization which could be a school.

Christopher (2013) noted that since the advent of MIS, school managers and teachers can make better and reliable decisions when they get rectify and up-to-date information by school executive information systems. It is against this background that the study examines the availability and effective use of MIS by secondary school teachers in task performance in Anambra State.

Statement of the Problem

Modern secondary school education and administration now depend on robust programmes of Management Information Systems (MIS) to support, enhance and facilitate teaching, learning, research and management. Due to the astronomical increase in the duties of teachers and tasks required of teachers to perform daily; time and information as well as students and lessons have become increasingly difficult to manage. Teachers are frequently faced with problems of keeping records of students' admission and enrolment, students' academic records, personnel records, research, inter linkages financial records and project management. These essential records could be effectively managed with the use of functional MIS, to this end, due to the usefulness of MIS to schools, school board advocated for the provision of a well-designed MIS to assist school management achieve their predetermined goals. While the MIS is readily available in some schools, in other schools, it is totally absent. Also, the operational level of providing educational institutions with MIS instructional materials has been hampered by the absence of MIS facilities and electricity supply to ensure a maximum usage of available MIS materials. This unfortunate situation has made the use of MIS in most schools in Nigeria difficult. More so, available MIS materials are hardly properly utilized towards effective productivity due in part to

lack of qualified and experienced teachers to operate and manage the MIS. The poor attitude of most schools in the country to adequately fund MIS infrastructures and ineffective supervision effort to monitor the implementation of what has been installed often posed serious problems to the effective use of available management information system for institutional effectiveness at the secondary school level. It is therefore pertinent to investigate the availability and effective use of MIS by secondary school teachers for task performance in Anambra State.

Purpose of the Study

The main purpose of this study is to examine the availability and effective use of Management Information System (MIS) by secondary school teachers for their task performance in Anambra State public secondary schools. Specifically, the study sought to investigate:

1. The availability of computer based MIS facilities to secondary school teachers for task performance in Anambra State public secondary schools.
2. The availability of non-computer based MIS facilities to secondary school teachers for task performance in Anambra State public secondary schools.
3. The effective utilization of computer based MIS facilities by secondary school teachers for task performance in Anambra State public secondary schools.
4. The effective utilization of non-computer based MIS facilities by secondary school teachers for task performance in Anambra State public secondary schools.

Research Questions

The following research questions guided the study:

1. What computer based MIS facilities are available to secondary school teachers for their task performance in Anambra State public secondary schools?
2. What non-computer based MIS facilities are available to secondary school teachers for their task performance in Anambra State public secondary schools?
3. What is the level of utilization of computer based MIS facilities by secondary school teachers for their task performance in Anambra State?
4. What is the level of utilization of non-computer based MIS facilities by secondary school teachers for their task performance in Anambra State public secondary schools?

Hypotheses

The following null hypotheses guided the study:

H_{01}: The level of utilization of computer based MIS facilities by secondary school teachers does not significantly enhance their task performance in Anambra State public secondary schools.

H_{02}: The level of utilization of non-computer based MIS facilities by secondary school teachers does not significantly enhance their task performance in Anambra State public secondary schools.

Methodology

The research design used for this study is descriptive survey design because descriptive survey design enables a researcher to collect original data from the respondents and described the present conditions as they exist in their natural settings.

The population of the study comprised 6185teachers in all the 261 public secondary schools in Anambra State. The sample of 450 teachers as respondents was used for the study. Proportionate stratified and simple random sampling was used to select the sample of the study. In doing this, proportionate stratified random sampling was used to select five schools each from the six education zones in Anambra State. Simple random sampling technique was further employed to select 3 teachers each from the five schools selected in the education zones in Anambra State.

The instruments for data collection were a self-developed questionnaire titled: "Availability and Effective Use of Management Information Systems Questionnaire (AEUMISQ)" and "Teachers' Task Performance Questionnaire (TTPQ)". The instrument was divided into three sections. Section 'A' comprised personal information of the respondents. Section 'B' which AEUMISQ is made up of 25-items questionnaire which is divided into two (2) clusters A-B. Cluster A deals with the availability of Management Information Systems and covered 25 items with two response options of Available (A), and Not Available (NA), while cluster B deals with the effective use of Management Information Systems and covered 25 items with five response options of Very Highly Utilized (VHU), Highly Utilized (HU), Moderately Utilized (MU), Lowly Utilized (LU), and Very Lowly Utilized (VLU). Section 'C' which is TTPQ has 10-item statements with four response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument (questionnaire) was content and face validated by three experts. One expert in Measurement and Evaluation while the other two in Educational Management. These experts ascertained the clarity and relevance of items to the

research work. The reliability of the instrument was established through internal consistency estimate. Ten (10) teachers each was used from two different schools in Delta State, making a total of 20 teachers, in a pilot test to establish the reliability of the instrument.

The researcher made use of five briefed research assistants to assist in the administration and collection of the completed instrument. This facilitated data collection given the large geographical area involved. The instrument was administered using the face to face method. This ensured that the instruments meant for the respondents were completed by them and for easy explanation of questions, words or phrases that needed explanation. Data collected for the study was analyzed using simple percentages, mean and standard deviation to answer research questions and paired sample t-test to analyze the hypotheses.
For Research Question 1 and 2, the researcher made use of percentage in which any item with percentage score of 50% and above is accepted while any item less than 50% is rejected.

For Research Question 3 and 4, the researcher made use of mean in which decision rulesummarized as; Very Highly Utilized (VHU) (5)4.5 - 5.00,Highly Utilized (HU) (4) 3.5 - 4.49,Moderately Utilized (MU) (3) 2.5 - 3.49, Lowly Utilized (LU) (2) 1.5- 2.49, Not Utilized (NU) (1) 0.5 – 1.49.
For Teachers' Task Performance: Strongly Agree (SA) 4 = 3.5 - 4.00, Agree (A), 3 = 2.5 - 3.49, Disagree (D) 2 = 1.5 - 2.49, Strongly Agree (SD) 1 = 0.5 – 1.49 while for the hypotheses: P-value < .05: Reject H_0 and Accept H_1, P-value > .05: Accept H_0 and Reject H_1

Result

Table 1: Mean rating of teachers on the availability of computer based MIS facilities to secondary school teachers for their task performance

S/n	Item description	Available		Not Available	
		F	(%)	F	(%)
1	E-library	336	78.5	92	21.5
2	Computers & Laptops	425	99.3	3	0.7
3	E-books	12	2.8	416	97.2
4	Wikis	23	5.4	405	94.6
5	E-newspaper	8	1.9	420	98.1
6	E-magazine	5	1.2	423	98.8
7	Android smartphones	421	98.4	7	1.6
8	Telex/ Intercom	71	16.6	357	83.4
9	E-mail/ Fax/ Instant Messaging (IM)	418	97.7	10	2.3
10	E-data base	154	36	274	64
11	E-journal	23	5.4	405	94.6
12	Internet Services	412	96.3	16	3.7
13	Blog/Website	233	54.4	195	45.6
14	E-brochure	41	9.6	387	90.4
15	E-bulletin	21	4.9	407	95.1
	Total Mean	**2603**		**3817**	
	Grand Mean	**174**	**41**	**254**	**59**

Analysis in table 1 shows the mean ratings of teachers the availability of computer based MIS facilities to secondary school teachers for their task performance in Anambra State public secondary schools. The findings showed that teachers accepted that e-library, computers & laptops, android smartphones, e-mail/fax/instant messaging (IM), internet services and blog/ website are the available computer based MIS facilities to secondary school teachers for their task performance in Anambra State public secondary schools. While the e-books, wikis, e-journal, e-magazine, telex/ intercom, e-data base, e-brochure, e-bulletin and e-newspaper are the computer based MIS facilities not available to secondary school teachers for their task performance in Anambra State public secondary schools.

Table 2: Mean rating of teachers on the availability of non-computer based MIS facilities to secondary school teachers for their task performance

S/n	Item description	Available		Not Available	
		N	(%)	N	(%)
16	Administrative files	428	100	-	-
17	Postal Services	83	19.4	345	80.6
18	Encyclopaedia	21	4.9	407	95.1
19	Handbook/ books	425	99.3	3	0.7
20	Library	428	100	-	-
21	Brochures	309	72.2	119	27.8
22	Bulletins	312	72.9	116	27.1
23	Journals	77	18	351	82
24	Magazines & Newspapers	86	20.1	342	79.9
25	Database	389	90.9	39	9.1
	Total Mean	**2558**		**1722**	
	Grand Mean	**255.8**	**59.8**	**172.2**	**40.2**

Analysis in table 2 shows the mean ratings of teachers the availability of non-computer based MIS facilities to secondary school teachers for their task performance in Anambra State public secondary schools. The findings showed that teachers accepted that administrative files, handbook/ books, library, brochures, bulletins and database are the available non computer based MIS facilities to secondary school teachers for their task performance in Anambra State public secondary schools. The postal services, encyclopaedia, journals and magazines & newspapers are the non-computer based MIS facilities that are not available to secondary school teachers for their task performance in Anambra State public secondary schools.

Table 3: Mean rating of teachers on the level of utilization of computer based MIS facilities by secondary school teachers for their task performance

S/n	Item description	N	Mean ($\bar{X}$)	Std. Dev.	Decision
26	E-library	428	3.38	.41	**MU**
27	Computers & Laptops	428	4.91	.32	**VHU**
28	E-books	428	1.87	.83	**NU**
29	Wikis	428	2.25	.76	**LU**
30	E-newspaper	428	1.48	.98	**NU**
31	E-magazine	428	1.35	1.49	**NU**
32	Android smartphones	428	4.75	.38	**VHU**
33	Telex/ Intercom	428	1.21	1.12	**NU**
34	E-mail/ Fax/ Instant Messaging (IM)	428	4.83	.47	**VHU**
35	E-data base	428	2.35	.84	**LU**
36	E-journal	428	1.43	.98	**NU**
37	Internet Services	428	4.72	.49	**VHU**
38	Blog/Website	428	3.43	.76	**MU**
39	E-brochure	428	1.41	1.09	**NU**
40	E-bulletin	428	1.46	.95	**NU**
	Total Mean		**40.83**	**12.9**	
	Grand Mean		**2.72**	**.86**	**MU**

Analysis in table 3 shows the mean ratings of teachers the level of utilization of computer based MIS facilities by secondary school teachers for their task performance in Anambra State public secondary schools. The findings showed that teachers agreed that computers & laptops, android smartphones, e-mail/ fax/ instant messaging and internet services with the mean ratings of 4.91, 4.75, 4.83 and 4.72 respectively are very highly utilized by secondary school teachers for their task performance in Anambra State public secondary schools. While e-library and blog/website with the mean ratings of 3.38 and 3.43 respectively are moderately utilized, wikis and e-data base with the mean ratings of 2.25 and 2.35 are lowly utilized by secondary school teachers for their task performance in Anambra State public secondary schools. On the other computer based MIS facilities, e-books, e-newspaper, e-magazine, telex/ intercom, e-journal, e-brochure and e-bulletin are not utilized by secondary school teachers for their task performance in Anambra State public secondary schools in Anambra State public secondary schools.

Furthermore, the grand mean of 2.72 showed that there is a moderate level of utilization of computer based MIS facilities by secondary school teachers for their task performance in Anambra State public secondary schools. Thus, it is concluded that the available computer based MIS facilities are moderately utilized by

secondary school teachers for their task performance in Anambra State public secondary schools.

Table 4: Mean rating of teachers on the level of utilization of non-computer based MIS facilities by secondary school teachers for their task performance

S/n	Item description	N	Mean ($\bar{X}$)	Std. Dev.	Decision
41	Administrative files	428	4.55	.57	**VHU**
42	Postal Services	428	3.48	.62	**MU**
43	Encyclopaedia	428	2.49	.96	**LU**
44	Handbook/ books	428	4.85	.46	**VHU**
45	Library	428	4.88	.34	**VHU**
46	Brochures	428	3.65	.42	**HU**
47	Bulletins	428	4.15	.39	**HU**
48	Journals	428	2.21	.83	**LU**
49	Magazines & Newspapers	428	3.43	.67	**MU**
50	Database	428	3.64	.56	**HU**
	Total Mean		**37.33**	**7.65**	
	Grand Mean		**3.73**	**.77**	**HU**

Analysis in table 4 shows the mean ratings of teachers the level of utilization of non-computer based MIS facilities by secondary school teachers for their task performance in Anambra State public secondary schools. The findings showed that teachers agreed that administrative files, library and handbook/ books with the mean ratings of4.55, 4.85 and 4.88 respectively are very highly utilized by secondary school teachers for their task performance in Anambra State public secondary schools. While brochures, bulletins and database with the mean ratings of 3.65, 4.15 and 3.64 respectively are highly utilized, postal services and magazines & newspapers with the mean rating of 3.48 and 3.43 respectively are moderately utilized by secondary school teachers for their task performance in Anambra State public secondary schools. On the other non-computer based MIS facilities, encyclopaediaand journals with the mean ratings of 2.49 and 2.21 respectively are lowly utilized by secondary school teachers for their task performance in Anambra State public secondary schools in Anambra State public secondary schools.

Furthermore, the grand mean of 3.73 indicated that there is a high level of utilization of non-computer based MIS facilities by secondary school teachers for their task performance in Anambra State public secondary schools. Thus, it is concluded that the available non computer based MIS facilitiesare highly utilized by secondary school teachers for their task performance in Anambra State public secondary schools.

Test of Hypotheses

Hypothesis One: The level of utilization of computer based MIS facilities by secondary school teachers does not significantly enhance their task performance in Anambra State public secondary schools.

Table 5: Paired sample t-test of teachers on the significant enhancement of utilization of computer based MIS facilities to secondary school teachers for their task performance

Variables	N	Mean	Std. Dev.	df	p-value
UTCOMIS - TTP	428	5.72	.68	427	.000

**Significant at p < .05*

Analysis in Table 5 showed the paired sample t-test of teachers on the significant enhancement of teachers on the utilization of computer based MIS facilities (UTCOMICS) for their task performance (TTP) in Anambra State public secondary schools. The result showed that p-value of .000 < .05 level of significance which resulted in the decision to reject the null hypothesis that the utilization of computer based MIS facilities to secondary school teachers does not significantly enhance their task performance in Anambra State public secondary schoolsat p(.000) < .05 and accept the alternative hypothesis that the utilization of computer based MIS facilities to secondary school teachers significantly enhanced their task performance in Anambra State public secondary schools.

Hypothesis Two: The level of utilization of non-computer based MIS facilities by secondary school teachers does not significantly enhance their task performance in Anambra State public secondary schools.

Table 6: Paired sample t-test of teachers on the significant enhancement of utilization of computer based MIS facilities to secondary school teachers for their task performance

Variables	N	Mean	Std. Dev.	df	p-value
UTNCOMIS - TTP	428	2.22	.85	427	.000

**Significant at p < .05*

Analysis in Table 6 showed the paired sample t-test of teachers on the significant enhancement of teachers on the utilization of non-computer based MIS facilities (UTNCOMICS) for their task performance (TTP) in Anambra State public secondary schools. The result showed that p-value of .000 < .05 level of

significance which resulted in the decision to reject the null hypothesis that the utilization of non-computer based MIS facilities to secondary school teachers does not significantly enhance their task performance in Anambra State public secondary schoolsat p(.000) < .05 and accept the alternative hypothesis that the utilization of non-computer based MIS facilities to secondary school teachers significantly enhanced their task performance in Anambra State public secondary schools.

Discussion of the Findings

Findings on the availability of computer based MIS facilities to secondary school teachers for their task performance in schools revealed that e-library, computers & laptops, android smartphones, e-mail/fax/instant messaging, internet services and blog/ website are the computer based MIS facilities available to secondary school teachers for their task performance in Anambra State public secondary schools. The study also indicated that the available computer based MIS facilities significantly enhanced teachers' task performance in Anambra State public secondary schools. The non-computer based MIS facilities that are available to secondary school teachers for their task performance in Anambra State public secondary schools include administrative files, handbook/ books, library, brochures, bulletins and database. Thus, these non-computer based MIS facilities significantly enhanced their task performance in Anambra State public secondary schools. This finding agrees with Opeke and Madukoma (2013) who argued that being in possession of information helped the staff to contribute meaningfully in performing their work effectively. Ezeokoye (2016) opined that MIS of e-learning can be effectively applied in teaching in schools for optimum performance of teachers and students. In this regard, blended approach can be used pending when smooth and total transition can be effected. The study noted that transition to MIS e-learning would be a gradual process and so blended learning which the combinations of traditional classroom method and online method can be used to bridge the gap in the transition process.

Findings on the utilization of computer based MIS facilities by secondary school teachers for their task performance in schools showed that the available computer based MIS facilitiesare moderately utilized by secondary school teachers for their task performance in Anambra State public secondary schools.The study also upheld that the utilization of computer based MIS facilities by secondary school teachers significantly enhanced their task performance in Anambra State public secondary schools. The study further indicated that the available non-computer based MIS facilitiesare highly utilized by secondary school teachers for their task performance in Anambra State public secondary schools and these non-computer based MIS facilities used by secondary school teachers significantly enhanced

their task performance in Anambra State public secondary schools. This finding disagrees with the findings of Inije, Utoware and Kren-Ikidi (2015), who asserted that e-learning technology resources were not extensively utilized in teaching business education in the colleges of education due to many challenges which include shortage of qualified staff with e-learning application, lack of e-learning facilities and infrastructure in the colleges of education. Momoh and Abdulsalam (2014) found that information resources are not efficiently managed, because the universities were found deficient in terms of generating timely information, poor utilization of MIS capacity and high cost of generating pieces of information.

Conclusion

The availability and effective use of Management Information System (MIS) facilitiesare effective resources for teaching, learning, research and national integration which play important roles in producing well knowledgeable individuals who will contribute to the welfare of the society. These resources are meant for teachers and students to use at all times for effective teaching and learning in schools. It is only when MIS facilities are effectively used that the development indices will be felt in all sectors of the economy. The study concludes that MIS facilities are so many, thus, must be acquired in order to render wide varieties of services and they must be operational to accommodate the choices and needs of the teacher and students in the school for balanced development in the modern society.

Recommendations

Based on the findings obtained from the study, the following are recommended to enhance the utilization of MIS facilities in secondary schools in Nigeria and Anambra State in particular.

1. More MIS resources should be made available and accessible to teachers and students. This will make teaching and learning more exciting with opportunities for developmental research for functional society.
2. On a regular basis, updates, seminars, workshops and conferences on the use of MIS facilities should be organized for students and staff on the many uses and values of MIS facilities for achievement of goals in school curriculum.
3. The improvement of power supply and internet connectivity will help in sustaining MIS utilization for maximum satisfaction of the users in the school system.
4. Government should make MIS facilities available for schools and make funds available to be used in the running the facilities for effective use by teachers and students in the school.

5. Finally, the study recommended that more emphasis should by placed on the utilization of computer based MIS facilities by the government for better management information system in the school.

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ANAMBRA STATE GOVERNMENT
MINISTRY OF BASIC EDUCATION AWKA
TEMPLATE FOR RETURNS IN ICT LABS IN SECONDARY SCHOOLS

S/N	ITEMS	TOTAL NO	NO NOT FUNCTIONAL	NO FUNCTIONAL	NO LOST	NATURE OF MALFUNCTION	RECOMMEND SOLUTION	REMARK
1.	Laptop							
2.	Palmtops							
3.	Desktops							
4.	Printer							
5.	Photocopier							
6.	Router							
7.	UPS							
8.	Dish							
9.	Others							

Name of School: ----------
Name of Principal: ----------
Signature: ----------
Date: ----------