

Management Information System Utilisation and Administrative Effectiveness in Kwara State Private Secondary Schools

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Abstract

The study investigated the relationship between Management Information System (MIS) utilisation and administrative effectiveness in private secondary schools in Kwara State, Nigeria. The population comprised all academic and non-academic staff, including principals, in private secondary schools in Kwara State. A sample of 357 teachers was selected from 24 purposively chosen private secondary schools using simple random sampling techniques. Data were collected using a self-designed questionnaire titled Management Information System Utilisation and Administrative Effectiveness Questionnaire (MISUAEQ). The instrument was validated, and reliability was ensured. Data analysis was conducted using mean and Pearson Product-Moment Correlation at a 0.05 level of significance. The findings revealed that the level of MIS utilisation in Kwara State private secondary schools was moderate. Similarly, administrative effectiveness was found to be moderate with task completion rate, resource management effectiveness and effective classroom management. Correlation analysis showed a significant positive relationship between overall MIS utilisation and administrative effectiveness. Significant relationships were also observed between student grading information system utilisation and administrative effectiveness, fee management system utilisation and administrative effectiveness and scheduling management system utilisation and administrative effectiveness. The study concluded that effective utilisation of management information systems enhances administrative effectiveness in private secondary schools. It was

recommended that regular staff training, improved ICT infrastructure, and the adoption of centralised scheduling and online fee management systems be implemented to strengthen school administration and overall effectiveness.

Kata Kunci:

Sistem Informasi Manajemen; Efektivitas Administratif; Efektivitas Manajemen Sumber Daya; Manajemen Kelas yang Efektif.

Abstrak

Penelitian ini mengkaji hubungan antara pemanfaatan Sistem Informasi Manajemen (SIM) dan efektivitas administratif di sekolah menengah swasta di Negara Bagian Kwara, Nigeria. Populasi penelitian terdiri atas seluruh staf akademik dan non-akademik, termasuk kepala sekolah, di sekolah menengah swasta di Negara Bagian Kwara. Sebanyak 357 guru dipilih sebagai sampel dari 24 sekolah menengah swasta yang dipilih secara purposif menggunakan teknik simple random sampling. Data dikumpulkan menggunakan kuesioner yang dirancang sendiri berjudul Management Information System Utilisation and Administrative Effectiveness Questionnaire (MISUAEQ). Instrumen tersebut telah divalidasi dan keandalannya telah diuji. Analisis data dilakukan menggunakan mean dan korelasi Pearson Product-Moment pada taraf signifikansi 0,05. Hasil penelitian menunjukkan bahwa tingkat pemanfaatan SIM di sekolah menengah swasta Negara Bagian Kwara berada pada kategori sedang. Demikian pula, efektivitas administratif berada pada kategori sedang, dilihat dari tingkat penyelesaian tugas, efektivitas pengelolaan sumber daya, dan efektivitas pengelolaan kelas. Analisis korelasi menunjukkan hubungan positif yang signifikan antara pemanfaatan SIM secara keseluruhan dan efektivitas administratif. Hubungan signifikan juga ditemukan antara pemanfaatan sistem informasi penilaian siswa dan efektivitas administratif, pemanfaatan sistem manajemen biaya sekolah dan efektivitas administratif, serta pemanfaatan sistem manajemen penjadwalan dan efektivitas administratif. Penelitian ini menyimpulkan bahwa pemanfaatan sistem informasi manajemen yang efektif meningkatkan efektivitas administratif di sekolah menengah swasta. Direkomendasikan agar pelatihan staf secara berkala, peningkatan infrastruktur TIK, serta penerapan sistem penjadwalan terpusat dan sistem pembayaran biaya sekolah secara daring dilakukan untuk memperkuat administrasi sekolah dan efektivitas secara keseluruhan.

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INTRODUCTION

In the contemporary educational landscape, the management of information has become one of the most crucial determinants of administrative effectiveness and institutional success. Schools, especially at the secondary level, generate a vast amount of data daily, including student enrollment records, staff information, financial reports, timetables, academic results, and communication records. The need to efficiently manage, process, and utilise this data for decision-making has given rise to the adoption of Management Information Systems (MIS). An MIS is an integrated set of

computer-based tools designed to collect, process, store, and disseminate information to support the planning, control, and operation of schools (Mensah et al., 2023).

Its introduction has transformed how administrators, teachers, and other stakeholders handle school operations, contributing significantly to transparency, accountability, and improved educational outcomes. Globally, the digitalisation of education management has been a growing trend, with both public and private schools embracing information systems to enhance administrative processes and teaching-learning activities. Developed countries such as the United Kingdom, the United States, and Singapore have extensively integrated MIS in school management, which has improved efficiency, data-driven decision-making, and resource allocation (Akram et al., 2021). In Africa, and Nigeria in particular, the utilisation of management information systems in education is still evolving, often challenged by infrastructural deficits, limited ICT skills, and inadequate funding. Nevertheless, private secondary schools, especially in urban centres like Ilorin and other parts of Kwara State, have increasingly recognised the value of MIS in promoting administrative effectiveness and competitiveness (Aliyu et al., 2021).

Administrative effectiveness in education refers to the ability of school administrators, principals, vice principals, and heads of departments to efficiently plan, organise, direct, and control resources and activities to achieve educational objectives. It is a reflection of how well school leaders coordinate both human and material resources to ensure smooth school operations and academic success. With the growing complexity of school systems, administrators are now required to handle large volumes of data swiftly and accurately. MIS provides the tools necessary to achieve this by supporting data collection, analysis, and reporting in a timely and user-friendly manner (Jada et al., 2024).

The role of MIS in enhancing administrative effectiveness cannot be overstated. Through automated record management, performance tracking, communication facilitation, and data analysis, MIS minimises administrative bottlenecks and enables evidence-based decisions. For instance, student records that previously required hours to retrieve can now be accessed in seconds, improving the speed and accuracy of administrative processes. Furthermore, MIS provides a reliable database that helps school leaders evaluate staff performance, monitor students' academic progress, and identify trends that inform policy development. This data-driven management approach supports accountability and transparency, two essential components of effective school administration (Ajah et al., 2024).

In recent years, private secondary schools in Nigeria have demonstrated a higher tendency to adopt technology-driven management systems compared to their public counterparts. This is largely due to their autonomy, competitive market orientation, and relatively better access to financial resources (Adeoye, 2025). In Kwara State, private schools are increasingly leveraging MIS to manage students' enrollment, generate academic reports, track staff attendance, and coordinate communication between school management, teachers, parents, and students. The integration of MIS in private schools in Nigeria has improved organisational efficiency and fostered better coordination among administrative units (Chidinmachinenye et al., 2019). However, the level of utilisation still varies significantly across schools due to differences in infrastructure, personnel competence, and management priorities.

The growing adoption of MIS is further reinforced by the global shift toward data-based educational management systems. Information systems are now considered indispensable tools for achieving Sustainable Development Goal 4 (SDG 4), which emphasises quality education and effective management of educational resources (Costa et al., 2024). By facilitating accurate data management, MIS supports evidence-based policy formulation and improves the overall quality of education delivery. In many developing countries, including Nigeria, the Ministry of Education and school owners are increasingly promoting digital transformation initiatives to ensure efficient school administration (Chuma-Okoro, 2018). In addition, the increasing complexity of school

management tasks necessitates the adoption of modern information systems, as the expansion of student populations, diversity in learning needs, and the demand for accountability have placed tremendous pressure on administrators to adopt efficient management tools (Olugbenga & Qiu, 2020). By contrast, the manual system of record-keeping, which was previously common in many Nigerian schools, often results in errors, data loss, and inefficiency, whereas MIS simplifies data storage, retrieval, and dissemination, making it easier for administrators to make informed decisions and monitor institutional progress (Dada et al., 2024).

The integration of MIS in private secondary schools also has a significant impact on financial management and accountability. Many private schools operate as business enterprises that must ensure financial sustainability while maintaining academic standards. MIS provides financial management modules that track income, expenditure, and budget implementation. This digital accounting system enhances financial transparency, reduces mismanagement, and enables school owners to make sound financial decisions (Ikemba-Efughi & Raj, 2020). By automating billing, fee collection, and payroll systems, MIS reduces administrative workload and ensures timely financial reporting.

Another critical dimension of MIS utilisation is its role in monitoring and evaluation. School administrators are responsible for ensuring that teaching and learning processes align with curricular standards and institutional goals. Through MIS, administrators can collect and analyse data on students' performance, teacher effectiveness, and resource utilisation (Maqbool et al., 2022). These insights facilitate timely interventions, promote accountability, and support continuous improvement in school performance. Consequently, schools that effectively utilise MIS tend to demonstrate higher levels of administrative efficiency and academic excellence. Despite these benefits, adoption in private secondary schools, including those in Kwara State, faces several challenges, such as inadequate ICT infrastructure, unreliable electricity supply, limited internet connectivity, and insufficient technical expertise among school personnel (Yusuf et al., 2022). Moreover, some administrators and teachers are resistant to change, while financial constraints hinder smaller private schools from acquiring and maintaining advanced MIS platforms (Ikediugwu & Anyanwu, 2020).

The link between MIS utilisation and administrative effectiveness is also influenced by the level of staff's ICT competence. Without adequate training, even schools with advanced MIS infrastructure may fail to achieve optimal results. Training programs and continuous professional development therefore play a vital role in ensuring that school personnel can fully harness the capabilities of MIS (Akram et al., 2021). When staff members are competent in ICT use, administrative processes become more efficient, and data management improves significantly, leading to better decision-making and school outcomes.

The educational landscape in Kwara State reflects a mix of traditional and modern management approaches. While many public schools still rely heavily on manual administrative procedures, private schools have shown greater flexibility and innovation in embracing information systems, driven by competition, parental expectations, and the desire to improve service delivery (Ikemba-Efughi & Raj, 2020). Schools that efficiently utilise MIS are often perceived as more organised, transparent, and student-centred, attracting higher enrollment and community trust (Subair et al., 2025). In essence, the utilisation of MIS in private secondary schools plays a pivotal role in ensuring administrative effectiveness, operational efficiency, and educational quality, though the extent of its effectiveness largely depends on infrastructural availability, user competence, leadership commitment, and institutional policies (Ogunyemi, 2024). As schools in Kwara State continue to grow and evolve, understanding how MIS utilisation influences administrative effectiveness is crucial for developing strategies to improve school management and overall educational outcomes.

The management of schools in the 21st century has become increasingly complex, requiring administrators to handle vast amounts of data related to students, staff, finance, and curriculum. The introduction of MIS was meant to address these challenges by improving efficiency, promoting data-driven decision-making, and enhancing administrative effectiveness. However, despite its potential benefits, many private secondary schools in Kwara State have not fully utilised these systems to achieve optimal administrative performance (Oloja & Enyi, 2024). While some private schools have adopted MIS for basic tasks such as student registration, result computation, and communication, many still rely heavily on manual processes that are time-consuming, error-prone, and inefficient, limiting administrators' ability to access real-time data, make evidence-based decisions, and effectively monitor institutional performance.

Another pressing issue is the low level of ICT competence among school personnel. Although some schools have invested in technological infrastructure, many administrators and teachers lack adequate training to effectively operate and maintain MIS platforms (Dada et al., 2024), resulting in underutilisation of available systems. Resistance to change and inadequate technical support further exacerbate these challenges (Mensah et al., 2023), while infrastructural constraints such as erratic electricity supply, poor internet connectivity, and high maintenance costs continue to hinder the smooth operation of MIS in many private secondary schools across Kwara State (Ibraheem, 2024). There is also limited empirical evidence on how the level of MIS utilisation influences administrative effectiveness in private secondary schools within Kwara State, as most existing studies have focused on public schools or general ICT integration (Ogunyemi, 2024). To fill this gap, this study examines the management information system utilisation and administrative effectiveness in Kwara State Private Secondary Schools.

The main purpose of this study is to examine the management information system utilisation and administrative effectiveness in Kwara State Private Secondary Schools. The specific purposes are to: (1) Assess types of management information systems utilised in Kwara State Private Secondary Schools; (2) Find out the level of administrative effectiveness in Kwara State Private Secondary Schools; (3) Determine the relationship between student grading information system utilisation and administrative effectiveness in Kwara State Private Secondary Schools; (4) Explore the relationship between fee management system utilisation and administrative effectiveness in Kwara State Private Secondary Schools; (5) Examine the relationship between scheduling management system utilisation and administrative effectiveness in Kwara State Private Secondary Schools.

The research questions guiding this study are: (1) What are the types of management information systems utilised in Kwara State Private Secondary Schools? (2) What is the level of administrative effectiveness in Kwara State Private Secondary Schools? The following hypotheses were formulated to guide this study:

H0₁: There is no significant relationship between student grading information system utilisation and administrative effectiveness in Kwara State Private Secondary Schools.

H0₂: There is no significant relationship between fee management system utilisation and administrative effectiveness in Kwara State Private Secondary Schools.

H0₃: There is no significant relationship between scheduling management system utilisation and administrative effectiveness in Kwara State Private Secondary Schools.

This study is also supported by several empirical works. Shittu et al. (2023) examined the influence of management information systems (MIS) on school effectiveness among principals and teachers from public senior secondary schools in Ilorin Metropolis. The findings revealed that MIS significantly contributed to school effectiveness in areas such as administrative coordination, decision-making, and instructional supervision; schools that adopted MIS tools experienced improved communication among staff, efficient record management, and timely dissemination of information. However, inadequate ICT infrastructure and a lack of personnel training posed

significant barriers to optimal MIS utilisation. The study recommended that government and school proprietors provide adequate funding for ICT facilities, organise regular training programs for administrators and teachers, and ensure consistent monitoring of system application to promote data-driven administration.

In the same vein, Edim et al. (2024) assessed the extent to which school administrators utilise MIS tools for administrative effectiveness among principals and vice-principals of public secondary schools in the Ogoja Education Zone. Data were collected using a structured questionnaire and analysed using mean scores and independent t-tests. Findings showed that MIS utilisation by school administrators was at a moderate level, used mainly for record keeping, staff management, and communication, while its full potential in strategic planning, performance evaluation, and financial management remained underutilised. The study concluded that MIS use had a significant positive effect on administrative effectiveness, particularly in improving coordination, information accuracy, and decision-making, and recommended that the Ministry of Education enhance ICT integration, ensure regular capacity-building workshops, and provide the digital infrastructure needed for full-scale MIS utilisation.

Similarly, Amangala and Ngozi (2023) investigated how MIS impacts school administration in selected secondary schools within the Yenagoa Local Government Area, gathering data through questionnaires analysed with descriptive and inferential statistics. The findings revealed that MIS had a substantial impact on planning, organisation, coordination, and control, improving communication flow between administrators and teachers and enhancing transparency in administrative procedures. However, irregular power supply, inadequate funding, and insufficient technical expertise were identified as obstacles to full implementation. The study recommended that school authorities invest in ICT infrastructure, develop policy frameworks to sustain MIS operations, and provide continuous technical training for administrative personnel.

Furthermore, Nwannunu et al. (2024) examined the attitudes and intentions of school administrators toward EMIS usage using a descriptive survey design, with data analysed using mean, standard deviation, and Pearson correlation statistics. The findings showed that principals' positive attitudes toward EMIS usage significantly influenced their administrative effectiveness, enhancing administrative planning, school supervision, and coordination of academic programs, while also reducing paperwork and improving data accuracy and accessibility. However, some administrators were reluctant to use the system due to limited technical proficiency and inadequate institutional support. The study recommended that the Ministry of Education promote attitudinal change through workshops, provide adequate digital tools, and integrate EMIS training into leadership development programs for school heads.

Likewise, Nwanne et al. (2024) employed a survey design involving principals from public secondary schools across Anambra State, analysing data using mean, standard deviation, and ANOVA. The study revealed that EMIS application among principals was relatively high in record keeping, communication, and personnel management, but low in financial and resource management; EMIS significantly enhanced principals' ability to plan, organise, and coordinate administrative functions, despite constraints such as a lack of ICT facilities, poor funding, and inadequate technical support. The study recommended that education authorities strengthen EMIS implementation through digital infrastructure, training, and technical assistance for school administrators.

Lastly, Chidinmchinenye et al. (2019) employed a descriptive survey design involving principals and vice-principals from selected secondary schools in the Enugu Education Zone. The findings revealed that MIS utilisation by school administrators significantly enhanced administrative effectiveness in information dissemination, decision-making, and supervision, facilitating efficient record management and promoting transparency in school operations. However, limited ICT knowledge, inadequate training, and insufficient funding were identified as

major barriers to full utilisation. The study concluded that MIS utilisation is indispensable for effective school administration and recommended that government and private school proprietors ensure the provision of ICT resources and periodic training for school administrators.

METHOD

This study adopted a descriptive survey research design. Descriptive survey research is defined as a methodological approach where a subset of a larger population, referred to as a sample, is studied to draw conclusions about the entire population through the collection and analysis of data from this sample (Babbie, 2021). The design of the study explores facts about management information system utilisation and administrative effectiveness in Kwara State Private Secondary Schools.

The population of this study comprised all staff (academic and non-academic), including the principal, in all Kwara State Private Secondary Schools. Kwara State is home to a total of 383 private secondary schools with 4,979 staff (National Association of Proprietors of Private Schools [NAPPS], 2025). The target population of this study comprised all teachers in private secondary schools in Kwara State. For the purpose of inferential statistics, deductions, and generalisations, 357 teachers were sampled. The number of samples was determined using the Research Advisor (2006) sample size determination table at a 95% confidence level and 5% margin of error. Fifteen (15) teachers were selected using simple random sampling techniques from each of 24 private secondary schools purposively selected in Kwara State for this study.

A self-designed questionnaire titled "Management Information System Utilisation and Administrative Effectiveness Questionnaire (MISUAEQ)" was used as the instrument for this study. The questionnaire consisted of two sections (A and B): Section A dealt with Management Information System Utilisation, while Section B dealt with Administrative Effectiveness. The instrument underwent a validation process to assess its face and construct validity, in which it was distributed to the supervisor and three lecturers in the Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin. The lecturers examined the questionnaire to determine its suitability and sufficiency, and recommended that it be organised using a four-point Likert format.

After validation, a pilot study was conducted to evaluate the reliability of the instrument. A total of 50 questionnaires were administered to 10 staff from five (5) different private secondary schools randomly selected from Offa LGA of Kwara State; it should be noted that private secondary schools from Offa LGA are outside the targeted population of this study. The Cronbach's Alpha technique was employed to assess the reliability of the instrument by examining its internal consistency, which indicates the extent to which the items correlate with one another.

The data gathered during fieldwork were coded and analysed using the Statistical Package for the Social Sciences (SPSS). Mean and standard deviation were used to answer the research questions, with a mean score above 2.50 considered high and a mean score below 2.50 considered low. Pearson Product-Moment Correlation (PPMC) statistics were used to test the hypotheses, all of which were tested at an alpha level of 0.05.

RESULT AND DISCUSSION

Result

Research Question 1: What are the types of management information systems utilised in Kwara State private secondary schools?

Table 1. Mean of Responses on the Types of Management Information Systems Utilised in Kwara State Private Secondary Schools.

S/N	Student Grading Information System	Mean	Decision
1	The school uses computerised systems to record and compute students' grades.	2.88	Moderate
2	Teachers can easily upload students' test and examination scores to the grading system.	2.67	Moderate
3	The grading system minimises errors in computing students' results.	3.93	High
4	Students and parents can easily access academic results through the online grading system.	3.75	High
5	The electronic grading system improves transparency and accountability in the results.	3.72	High
6	The electronic grading system automatically updates students' cumulative performance records.	2.89	Moderate
7	Teachers receive timely notifications or reminders from the grading system when results are due.	2.74	Moderate
8	The grading system reduces the workload associated with manual result compilation.	2.49	Low
9	The school's grading system allows secure storage and backup of students' academic records.	2.85	Moderate
10	The grading software is easy to navigate for both teachers and administrators.	2.69	Moderate
Average Mean		3.06	Moderate
S/N	Fee Management System	Mean	Decision
11	The school uses an electronic system to manage student fee payments and receipts.	3.73	High
12	Parents can make school fee payments through online or bank platforms linked to the system.	2.88	Moderate
13	The fee management system helps track students with outstanding payments.	3.05	Moderate
14	The system generates accurate financial reports for school management.	2.85	Moderate
15	The fee management system has reduced cases of financial errors or misappropriation.	3.83	High
16	The electronic fee system automatically sends reminders to parents about payment deadlines.	2.99	Moderate
17	The fee management system ensures transparency in the school's financial transactions.	3.67	High
18	The system reduces the amount of paper-based financial documentation used in the school.	3.72	High
19	Fee payment records stored on the system are secure and protected against unauthorised access.	3.78	High
20	The digital fee system improves financial planning and budgeting for the school.	2.77	Moderate
Average Mean		3.33	Moderate
S/N	Scheduling Management System	Mean	Decision
21	The school uses computerised tools to prepare and manage class timetables.	3.05	Moderate
22	The scheduling system helps to avoid timetable clashes among teachers or classes.	3.94	High
23	The system enables quick adjustments to timetables when changes occur.	3.73	High

24	I use the scheduling system to plan meetings and other school activities.	2.99	Moderate
25	The use of a digital scheduling system has improved time efficiency in school operations.	2.63	Moderate
26	The scheduling system provides alerts when there are conflicts or overlapping activities.	2.55	Moderate
27	The system enables teachers to access their class and duty schedules easily.	2.83	Moderate
28	The digital scheduling platform supports planning of extracurricular activities.	2.79	Moderate
29	The school uses the scheduling system to manage examination timetables effectively.	3.72	High
30	The scheduling system improves overall coordination among departments.	3.83	High
Average Mean		3.21	Moderate

Table 1 indicates the types of management information systems utilised in Kwara State private secondary schools. The average mean of the student grading information system was 3.06 (SD = .736); the fee management system was 3.33 (SD = .692); and the scheduling management system was 3.21 (SD = .629). Findings showed that the overall level of management information system utilisation was moderate, with a mean score of 3.2 and a standard deviation of .686 in Kwara State private secondary schools.

Research Question 2: What is the level of administrative effectiveness in Kwara State private secondary schools?

Table 2. Level of Administrative Effectiveness in Kwara State Private Secondary Schools.

S/N	Task Completion Rate	Mean	Decision
1	Administrative tasks such as planning and reporting are always completed within the stipulated time frame.	2.85	Moderate
2	The principal ensures that delegated tasks are effectively monitored until completion.	3.85	High
3	School administrators promptly follow up on unfinished assignments or delayed responsibilities.	3.62	High
4	Targets and deadlines for school programs are usually met without unnecessary extensions.	2.89	Moderate
5	Teachers and non-teaching staff complete their assigned duties as scheduled due to effective supervision by the principal.	2.67	Moderate
6	School administrators set clear timelines for all assigned tasks.	3.04	Moderate
7	Regular meetings are held to review progress on ongoing administrative tasks.	2.73	Moderate
8	Administrators provide timely feedback on completed tasks.	3.83	High
9	Staff members are motivated to complete tasks due to effective leadership oversight.	3.11	Moderate
10	The school ensures that emergency tasks are handled without affecting scheduled duties.	3.92	High
Average Mean		3.25	High
S/N	Resource Management Effectiveness	Mean	Decision
11	The school administrator ensures that financial resources are properly allocated to meet school needs.	2.66	Moderate
12	Physical facilities such as classrooms, laboratories, and offices are adequately maintained and utilised.	3.09	Moderate

13	Instructional materials are equitably distributed among teachers and departments.	3.06	Moderate
14	The principal regularly evaluates how resources are used to ensure accountability.	3.52	High
15	The school promotes efficient use of time, manpower, and materials to achieve institutional goals.	3.78	High
16	The school administration ensures proper maintenance of instructional materials.	3.22	Moderate
17	Financial expenditures are regularly reviewed to prevent mismanagement.	3.38	High
18	The school effectively manages both human and material resources to avoid wastage.	3.62	High
19	Staff are adequately trained on the proper use of school resources.	3.88	High
20	The administration evaluates resource needs before making procurement decisions.	2.97	Moderate
Average Mean		3.32	Moderate
S/N	Effective Classroom Management	Mean	Decision
21	School administrators monitor teachers regularly to ensure effective classroom control.	2.84	Moderate
22	Rules and regulations guiding students' behaviour in classrooms are clearly communicated and enforced.	2.73	Moderate
23	Teachers are supported by the school administration in handling disruptive behaviours effectively.	3.03	Moderate
24	The principal organises training sessions to enhance teachers' classroom management skills.	3.82	High
25	Classroom supervision reports are used by the administration to improve teaching and learning outcomes.	3.28	High
26	The school administration provides adequate teaching aids to enhance classroom control.	2.78	Moderate
27	Administrators regularly visit classrooms to monitor teaching and learning activities.	2.73	Moderate
28	The school enforces disciplinary policies that support positive student behaviour.	2.63	Moderate
29	Teachers receive guidance from administrators on managing large class sizes.	3.04	Moderate
30	Classroom management challenges identified during supervision are promptly addressed by the school leadership.	2.88	Moderate
Average Mean		2.98	Moderate
Level of Administrative Effectiveness		3.18	Moderate

Table 2 indicates the level of administrative effectiveness in Kwara State private secondary schools. Task completion rate was 3.25 (SD = .675), resource management effectiveness was 3.32 (SD = .716), and effective classroom management was 2.98 (SD = .678). It was revealed that the overall level of administrative effectiveness was moderate in Kwara State private secondary schools, with a mean score of 3.18 and a standard deviation of .690.

H0₁: There is no significant relationship between student grading information system utilisation and administrative effectiveness in Kwara State private secondary schools.

Table 3. Student Grading Information System Utilisation and Administrative Effectiveness in Kwara State Private Secondary Schools.

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Student Grading Information System Utilisation	299	3.06	.736				
				297	.438	.000	H0 ₁ Rejected
Administrative Effectiveness	299	3.18	.690				

Table 3 shows that the p-value (.000) was less than the significance level of 0.05, for 297 degrees of freedom, with a calculated r-value of .438. Therefore, the null hypothesis, which states that there is no significant relationship between student grading information system utilisation and administrative effectiveness, was rejected. This implies that student grading information system utilisation has a significant positive impact on the level of administrative effectiveness in Kwara State private secondary schools.

H0₂: There is no significant relationship between fee management system utilisation and administrative effectiveness in Kwara State private secondary schools.

Table 4. Fee Management System Utilisation and Administrative Effectiveness in Kwara State Private Secondary Schools.

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Fee Management System Utilisation	299	3.33	.692				
				297	.395	.000	H0 ₂ Rejected
Administrative Effectiveness	299	3.18	.690				

Table 4 shows that the p-value (.000) was less than the significance level of 0.05, for 297 degrees of freedom, with a calculated r-value of .395. Therefore, the null hypothesis was rejected. This implies that there was a significant relationship between fee management system utilisation and administrative effectiveness, meaning that effective utilisation of the fee management system improves the level of administrative effectiveness in Kwara State private secondary schools.

H0₃: There is no significant relationship between scheduling management system utilisation and administrative effectiveness in Kwara State private secondary schools.

Table 5. Scheduling Management System Utilisation and Administrative Effectiveness in Kwara State Private Secondary Schools.

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Scheduling Management System Utilisation	299	3.21	.629				
				297	.368	.000	H0 ₃ Rejected
Administrative Effectiveness	299	3.18	.690				

Table 5 shows that the p-value (.000) was less than the significance level of 0.05, for 297 degrees of freedom, with a calculated r-value of .368. In this regard, the null hypothesis, which states that there is no significant relationship between scheduling management system utilisation and administrative effectiveness, was rejected. This means that scheduling management system utilisation has a significant positive impact on the level of administrative effectiveness in Kwara State private secondary schools.

Discussion

The findings of research question one revealed that the level of management information system utilisation was moderate in Kwara State private secondary schools. Mensah et al. (2023) agreed with the findings, noting that a management information system is a systematic, computer-based framework designed to collect, process, store, analyse, and disseminate information that supports the management and operations of educational institutions. Ogunyemi (2024) concluded that MIS serves to support managerial decision-making through the systematic use of data and information technology, while Ayomide (2025) supported the findings that MIS utilisation enables educational institutions to integrate academic, administrative, and financial operations within a single digital framework, thus improving coordination and reducing redundancy.

The findings of research question two revealed that the level of administrative effectiveness was moderate in Kwara State private secondary schools. Mulawarman et al. (2022) agreed with the findings that administrative effectiveness is a multidimensional concept that lies at the heart of successful school management, reflecting the ability of school administrators, principals, vice-principals, heads of departments, and other management personnel to efficiently plan, organise, coordinate, and control both human and material resources to achieve institutional goals. Ogunyemi (2024) found that in private secondary schools, administrative effectiveness is not only a reflection of good leadership but also a determinant of institutional sustainability, competitiveness, and stakeholder satisfaction. This finding agrees with the view of Edim et al. (2024) that administrative effectiveness transcends mere compliance with policies; it involves creativity, innovation, and adaptability in responding to internal and external challenges.

The findings of hypothesis one revealed that there was a significant relationship between student grading information system utilisation and administrative effectiveness in Kwara State Private Secondary Schools. This finding is in line with the view of Omotayo and Chigbundu (2017) that the Student Grading Information System (SGIS) is another core component of MIS, designed to simplify and automate the process of recording, analysing, and reporting students' academic performance. Agusiobo (2025) found that SGIS utilisation enables administrators to analyse academic trends at individual, class, or school-wide levels, assisting in the evaluation of teaching effectiveness and curriculum delivery. Omotayo and Chigbundu (2017) and Yusuf et al. (2022) concluded that SGIS utilisation enhances the reliability of academic records by minimising human error in computation and record-keeping, while Edim et al. (2024) agreed that it plays a crucial role in supporting teachers' accountability and improving administrative effectiveness.

The findings of hypothesis two revealed that there was a significant relationship between fee management system utilisation and administrative effectiveness in Kwara State private secondary schools. This finding is in line with Nwosu and Ozioko (2020), who noted that the Fee Management System (FMS) is an integral part of MIS that focuses on automating and managing a school's financial transactions to support administrative effectiveness. Ashiedu et al. (2023) concluded that the automation of financial processes minimises manual handling of cash, promotes accountability, and saves administrative time. Adetunji (2025) further concluded that by integrating payment systems with banks or online platforms, parents can conveniently pay fees from anywhere while the system automatically updates students' financial records, improving customer satisfaction and strengthening the school's financial stability. Ogbonna and Ojeaburu (2015) found that the

FMS also enhances financial planning and budgeting, as digital records allow administrators to generate accurate financial statements, track revenue flow, and monitor expenditure patterns, thereby assisting management in making informed financial decisions and ensuring proper allocation of resources.

The findings of hypothesis three revealed that there was a significant relationship between scheduling management system utilisation and administrative effectiveness in Kwara State private secondary schools. This finding is in line with Olaniyan (2021), who noted that the Scheduling Management System (SMS) is a critical component of MIS that facilitates the organisation and management of time-related activities such as class timetables, examination schedules, and resource allocation. Sa-ad et al. (2025) emphasised that automated scheduling systems allow schools to generate optimised timetables that minimise clashes and ensure efficient use of resources for administrative effectiveness. Manafa et al. (2022) concluded that automation enhances productivity and reduces the stress associated with manual scheduling, while Omotayo and Chigbundu (2017) concluded that scheduling management system utilisation can be instantly updated and communicated to stakeholders through digital platforms, ensuring flexibility and real-time coordination.

CONCLUSION

The results of this study have shown that there was a significant positive relationship between management information system utilisation and administrative effectiveness in Kwara State private secondary schools. It was concluded from the findings that management information system utilisation in the areas of student grading information system utilisation, fee management system utilisation, and scheduling management system utilisation improved the level of administrative effectiveness in terms of task completion rate, resource management effectiveness, and effective classroom management in Kwara State private secondary schools. The study's findings indicate that the level of management information system utilisation is moderate, and administrative effectiveness is also moderate, highlighting the need for improvement in both areas to achieve optimal results. It was concluded that improving management information system utilisation can lead to enhanced administrative effectiveness.

This study was limited to management information system (MIS) utilisation and administrative effectiveness in Kwara State private secondary schools. MIS utilisation was limited to the dimensions of student grading information system utilisation, fee management system utilisation, and scheduling management system utilisation, while administrative effectiveness was limited to task completion rate, resource management effectiveness, and effective classroom management. The geographical scope of the study was limited to private secondary schools in Kwara State, Nigeria, the instrument was limited to the Management Information System Utilisation and Administrative Effectiveness Questionnaire (MISUAEQ), and the statistical tools were limited to descriptive and inferential statistical methods. Accordingly, the suggestions arising from the findings of this study are limited to private secondary schools in Kwara State, Nigeria.

Based on the objectives, findings, and conclusion of the study, it is recommended that the management of private secondary schools endeavour to develop clear goals and objectives and establish performance indicators to measure school progress, while also developing strategies to improve administrative effectiveness by streamlining processes, enhancing communication, and increasing transparency. Management should further develop a centralised scheduling system to improve resource allocation and reduce conflicts by ensuring timely communication of schedules to teachers, students, and parents, and provide training for administrators on effective scheduling practices to ensure accurate and up-to-date data for decision-making. Finally, private secondary schools should implement an online fee payment system to improve efficiency and reduce errors by ensuring secure and reliable payment processing.

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