



Impact of Technology-Driven Management Information Systems on Administrative Effectiveness of Primary Schools in Kwara State

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Abstract

The study explored the impact of technology-driven management information systems (MIS) on the administrative effectiveness of primary schools in Kwara State using a descriptive survey design, guided by four research questions and one hypothesis. The population included all primary schools, while 300 school administrators were randomly selected from the three senatorial districts as the sample. Data were collected using a researcher-designed instrument, the Technology-Driven MIS and Administrative Effectiveness Questionnaire (TMISAEQ), which was validated by experts in Primary Education and Educational Technology, while its reliability was confirmed using Cronbach Alpha with a coefficient of 0.86. Mean and standard deviation were used to answer the research questions, and ANOVA was applied to test the hypothesis. The findings revealed a high level of MIS adoption and effective utilization in enhancing administrative functions, leading to the conclusion that technology-driven MIS positively influences administrative effectiveness in primary schools in Kwara State. Based on this, the study recommended continuous training for administrators and staff to improve digital skills, the implementation of a standardized MIS platform for consistent data management, and the provision of essential infrastructure such as stable electricity, internet connectivity, and adequate computer systems to support effective MIS usage across both urban and rural schools.

Keywords: Technology-Driven, Management Information System, Administrative Effectiveness, Administrators, Impact, Primary Schools

Introduction

The integration of technology into educational administration has significantly transformed the efficiency and productivity of school management systems. Among the most impactful innovations is the Management Information System (MIS), which has become indispensable in facilitating informed decision-making, effective resource distribution, and improved administrative performance. A technology-driven management information system can be conceptualized as an organized framework that collects, processes, stores, and disseminates data to support organizational decision-making (Laudon & Laudon, 2020). Within primary school settings, MIS enables administrators to efficiently manage records, track students' academic progress, oversee personnel, and coordinate institutional activities, thereby enhancing overall school effectiveness. In contemporary educational contexts, the growing complexity of administrative responsibilities has made the adoption of efficient management tools increasingly necessary. The technology-driven management information system stands out as a transformative mechanism in this regard, especially in primary education. As a structured platform for handling data and information flow, MIS equips school administrators with the capacity to make evidence-based decisions and optimize resource utilization (Laudon & Laudon, 2020). With challenges such as rising student enrollment, limited financial resources, and inefficiencies in traditional data management systems, the incorporation of MIS into school administration has become essential for ensuring seamless and effective operations.

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The conceptual foundation of technology-driven management information systems lies at the convergence of management theory, information technology, and organizational processes. Broadly defined, MIS is a computerized system designed to supply relevant information for planning, coordination, control, and analysis within an organization (Laudon & Laudon, 2020). By integrating technological components such as hardware and software with human and procedural elements, MIS enhances organizational efficiency and effectiveness. Historically, the emergence of MIS can be traced to the mid-twentieth century, a period marked by the expansion of computer technologies and increasing organizational complexities (O'Brien & Marakas, 2019). Initially focused on automating routine transactions and record-keeping, MIS has progressively evolved to support advanced functions such as decision support systems, executive information systems, and enterprise resource planning. This evolution underscores its expanding relevance across sectors, including education, healthcare, business, and public administration.

One of the most critical contributions of technology-driven management information systems is their role in enhancing decision-making processes. Effective decision-making depends on access to timely, accurate, and relevant data, which MIS provides through systematic data processing and presentation (Gupta & Sharma, 2021). In business environments, for instance, MIS generates financial statements, monitors sales trends, and manages inventory systems, thereby supporting strategic and operational decisions. Similarly, in educational institutions, MIS assists administrators in monitoring student outcomes, managing staff information, and organizing instructional activities (Adeyemi & Olaleye, 2020). Furthermore, MIS improves operational efficiency by automating routine administrative tasks and minimizing human errors. Processes such as payroll administration, customer relationship management, and supply chain coordination become more streamlined, allowing organizations to redirect efforts toward strategic development and innovation (Ogunyemi & Ajayi, 2018). Beyond operational efficiency, technology-driven management information systems play a vital role in enhancing organizational communication. By providing centralized platforms for information sharing, MIS facilitates interaction across departments and hierarchical levels, ensuring alignment with institutional goals. Tools such as intranet systems, electronic mail, and collaborative software contribute to improved transparency and teamwork within organizations (Yusuf & Alabi, 2022). Additionally, MIS supports strategic planning by enabling data analysis and forecasting. Through predictive analytics, organizations can anticipate trends, evaluate risks, and identify growth opportunities. For example, businesses rely on MIS to analyze consumer behavior, predict market demand, and design targeted marketing strategies (Adewale & Ojo, 2021). Such capabilities enable organizations to remain competitive in a rapidly evolving global environment.

In the educational sector, particularly at the primary level, administrative effectiveness is fundamental to achieving quality learning outcomes. Administrative effectiveness refers to the capacity of school leaders, including head teachers and education administrators, to efficiently plan, coordinate, and utilize resources to accomplish educational objectives (Bush, 2020). This concept encompasses leadership effectiveness, staff management, resource allocation, student discipline, and stakeholder engagement. Given the dynamic nature of modern education systems, effective administration has become increasingly important. Leadership remains a central determinant of administrative effectiveness in primary schools. Competent school leaders establish clear objectives, motivate staff and students, and create a supportive learning environment. Research indicates that leadership significantly influences student achievement by shaping school climate, enhancing instructional practices, and ensuring accountability (Leithwood et al., 2019). Transformational leadership approaches, characterized by vision, motivation, and continuous professional development, are particularly effective in driving school improvement (Hallinger & Heck, 2021). In contrast, weak leadership often leads to inefficiencies such as low staff morale, poor discipline, and ineffective resource management. Empirical studies reveal that schools with inadequate leadership structures tend to record higher dropout rates and lower academic performance (Bush & Glover, 2018). Consequently, capacity-building initiatives for school leaders are essential to improving educational outcomes.

Another critical dimension of administrative effectiveness is the management of human resources, particularly teachers. As the primary drivers of instructional delivery, teachers' motivation, competence, and job satisfaction significantly influence student learning outcomes. Effective administrators ensure that teachers have access to adequate training, fair remuneration, and supportive working conditions (Mulkeen et al., 2017). Professional development initiatives, including workshops and collaborative learning opportunities, help teachers enhance their instructional competencies and remain updated with modern pedagogical practices (Day et al., 2020). Furthermore, addressing issues related to workload, career progression, and organizational culture contributes to improved teacher

retention and engagement (Bennell & Akyeampong, 2021). When teachers feel supported and valued, their commitment to teaching increases, leading to improved student performance.

Technology-driven management information systems have also significantly improved administrative processes in primary schools by providing structured approaches to data management. These systems reduce the inefficiencies associated with manual record-keeping and enhance the accuracy and accessibility of information. MIS supports various administrative functions, including student enrollment, staff appraisal, financial management, curriculum planning, and resource allocation (O'Brien & Marakas, 2019). Without such systems, administrators may struggle with handling large volumes of data, resulting in delays, inaccuracies, and mismanagement. By automating these processes, MIS ensures data reliability and facilitates efficient administrative operations (Gupta & Sharma, 2021). Resource management, which has historically posed challenges for school administrators, is greatly enhanced through the use of MIS. Schools are required to allocate financial, human, and material resources effectively to support both academic and extracurricular activities. MIS enables structured budgeting and financial monitoring, thereby promoting transparency and reducing the risk of mismanagement (Adeyemi & Olaleye, 2020). Accurate financial records allow administrators to distribute resources equitably and ensure optimal utilization for the benefit of both staff and students. Moreover, MIS has revolutionized record-keeping and data management in primary schools. Traditional paper-based systems were often inefficient, vulnerable to loss or damage, and prone to human error. The digitization of records allows for secure storage of student, staff, and financial information in centralized databases, ensuring easy access and reducing administrative workload (Eze & Emecheta, 2021). This advancement improves the accuracy and timeliness of data management, thereby enhancing overall administrative efficiency. In addition, MIS supports the monitoring and evaluation of educational outcomes by providing tools to track key performance indicators such as student achievement, teacher effectiveness, and curriculum implementation (Olaniyi, 2019). Schools that utilize these systems are better positioned to implement timely interventions based on data insights, leading to improved academic performance.

Despite its numerous advantages, the implementation of technology-driven management information systems in primary schools is accompanied by several challenges. A major constraint is the limited technical expertise among educators and administrators, particularly in regions with low levels of digital literacy (Nwachukwu, 2020). Many school personnel require adequate training to effectively utilize MIS tools, and without such capacity-building efforts, the benefits of these systems may not be fully realized. Additionally, the cost of implementing and maintaining MIS infrastructure presents a significant barrier, especially for under-resourced public schools. Investments in hardware, software, and internet connectivity are often substantial, making it difficult for financially constrained institutions to adopt and sustain such systems (Adewale & Ojo, 2021).

The implementation of technology-driven management information systems (MIS) has increasingly been acknowledged as a vital mechanism for enhancing efficiency, informed decision-making, and effective resource utilization within educational institutions. Through its capacity to collect, store, process, and retrieve data, MIS enables school administrators to manage student information, monitor attendance, oversee financial operations, and improve communication processes. Nevertheless, in spite of these advantages, the degree to which MIS contributes to administrative effectiveness in primary schools in Kwara State remains insufficiently established. A considerable number of schools still depend on traditional manual methods, which often result in operational inefficiencies, delays in administrative processes, and errors in record management, thereby adversely affecting the overall quality of educational delivery (Adeyemi & Olaleye, 2021). Although previous research has explored the application of MIS in secondary and tertiary institutions, there is a noticeable lack of empirical focus on its utilization at the primary school level, which constitutes the foundational stage of the education system. Furthermore, while certain private primary schools have embraced MIS in their administrative practices, many public primary schools continue to encounter challenges such as inadequate infrastructure and limited financial resources, which restrict effective technology integration (Chukwu & Akinola, 2021). In addition, concerns persist regarding the level of digital competence among school administrators and teachers in Kwara State, as a significant proportion lack the requisite skills and training to fully leverage MIS capabilities (Adebayo, 2020). In the absence of well-structured implementation strategies and capacity-building initiatives, MIS may fail to achieve its intended purpose and instead remain underutilized or inefficiently managed. In light of these identified gaps, there is a pressing need for empirical investigation to assess the influence of technology-driven management information systems on the administrative effectiveness of primary schools in Kwara State, Nigeria

Aim and Objectives of the Study

The aim of this study was to examine the impact of technology-driven management information systems on the administrative effectiveness of primary schools in Kwara State. Specifically, the study sought to:

1. Evaluate the level of technology-driven management information system adoption in primary schools in Kwara State.
2. Determine the effectiveness of technology-driven MIS in enhancing administrative tasks in primary schools in Kwara State.
3. Identify the challenges facing the implementation of technology-driven management information system in primary schools in Kwara State.
4. Assess the strategies that can be used to enhance the implementation of technology-driven management information system in primary schools in Kwara State.
5. Determine whether the views of various administrators on effectiveness of technology-driven MIS vary significantly in Kwara State.

Research Questions

1. What is the level of technology-driven management information system adoption in primary schools in Kwara State?
2. How effective is the use of technology-driven management information systems in enhancing administrative tasks in primary schools in Kwara State?
3. What are the challenges facing the implementation of technology-driven management information system in primary schools in Kwara State?
4. What are the strategies that can be used to enhance the implementation of technology-driven management information system in primary schools in Kwara State?

Hypothesis

H₀₁: There is no significant difference in the effectiveness of technology-driven MIS in primary schools in Kwara State based on the school administrators.

Methodology

The study employed a descriptive survey research design where the opinions of the participants were sought for the research. This research design was selected because this study intends to check the impact technology-driven management information systems has on administrative effectiveness of primary school Kwara State. According to Kwara State Educational Report (2022), there exist 2,986 primary schools in Kwara State. There are 3 Senatorial Districts in Kwara State with, which are Kwara North (5 LGAs), Kwara Central (5 LGAs), Kwara South (6 LGAs). The study covered all primary schools in Kwara State, where the focus was the school administrators across all the primary schools as the study population. A sample of 300 administrators were sampled across the 3 Senatorial Districts, where 100 administrators were selected from each of the 3 senatorial districts using simple random sampling techniques. Thus, a total sample of 300 administrators from both private and public primary schools were selected as the participants for the study. The instrument adopted for this research work was a self-constructed questionnaire titled “Technology-driven Management Information System and Administrative Effectiveness Questionnaire” (TMISAEQ). The questionnaire was close ended comprising of Section A, and B. The section A comprises of demographic information of the respondents which are gender, school type, and post held; while section B, which was divided into 5 sub-sections comprised 10 items each on the level of technology-driven MIS usage in primary schools, the effectiveness of technology-driven MIS in enhancing administrative tasks in primary schools, the challenges facing the implementation of technology-driven MIS in primary schools, strategies that can be employed to ensure effective implementation of technology-driven MIS in primary schools. A four likert scale of Always (4 points), Sometimes (3 points), Rarely (2 points), and Never (1 point) was used as the response format for question 1, while SA-Strongly Agree (4 points), A-Agree (3 points), D-Disagree (2 points), and SD-Strongly Disagree (1 point) was used as respond format for questions 2, 3, and 4. The research instrument was validated by the experts in the field of Primary Education and Educational Technology, while instrument reliability was established using Cronbachs’ Alpha reliability estimate which yielded a value of 0.86. For the data collected mean and standard deviation were used to analyse the research questions raised, as the study was an opinion poll, while ANOVA was used to test the hypothesis formulated.

Results

The data collected were analysed using Statistical Package for Social Sciences (SPSS 23.0). The results of the findings are shown below:

Research Question 1: What is the level of technology-driven management information system adoption in primary schools in Kwara State?

Table 1: Summary of the level of technology-driven MIS adoption in primary schools

Level	Ranges	F	%	Remarks
Low	8 –16	40	13.3%	
Moderate	17 – 24	87	29.0%	
High	25 – 32	173	57.7%	High

The table revealed that 40 (13.3%) of the total response showed low level of adoption, 87 (29.0%) of the total response showed moderate level of adoption, while 173 (57.7%) of the total response showed high level of adoption. This revealed that majority (57.7%) of the total response from the students showed high level of technology-driven MIS adoption in primary schools. This can therefore be concluded that there is high level of technology-driven management information system adoption in primary schools in Kwara State.

Research Question 2: How effective is the use of technology-driven management information systems in enhancing administrative tasks in primary schools in Kwara State?

Table 2: Mean and Standard Deviation showing the effective use of technology-driven MIS is in enhancing administrative tasks

S/N	ITEMS	X	SD	Remark	Rank
1.	MIS ensures accuracy and accessibility of student records	2.64	1.13	Agreed	2 nd
2.	MIS provides efficiency in student enrollment and admissions processing	2.65	1.02	Agreed	1 st
3.	MIS gives rooms for automation of attendance tracking	2.53	1.08	Agreed	9 th
4.	MIS is useful for generation of student's performance reports	2.62	1.13	Agreed	3 rd
5.	MIS makes teacher and staff record management simple	2.61	1.05	Agreed	4 th
6.	MIS stimulates automation of payroll and salary processing	2.57	1.11	Agreed	8 th
7.	Workload distribution and scheduling are efficient through the use of MIS	2.60	1.10	Agreed	5 th
8.	Monitoring of staff attendance and performance becomes easy through the use of MIS	2.58	1.08	Disagreed	7 th
9.	Improved compliance with educational policies and regulations	2.49	1.15	Agreed	10 th
10.	Increased productivity among school administrators and staff	2.59	1.12	Agreed	6 th
	Weighted Mean	2.59			

Table 2 above revealed the effective use of technology-driven management information systems is in enhancing administrative tasks in primary schools in Kwara State. The evidence from the parents was seen in the table where the mean value of all the items was greater than 2.50 except item number 9 which has a mean value less than 2.50. From their response, it was revealed that MIS; provides efficiency in student enrollment and admissions processing, ensures accuracy and accessibility of student records, is useful for generation of student's performance reports, makes teacher and staff record management simple, and workload distribution and scheduling are efficient through the use of MIS. This was ranked 1st, 2nd, 3rd, 4th, and 5th respectively in accordance with their mean values in the table. The overall mean value of **2.59** which is greater than the cut-off means of 2.50 indicating that there is effective use of technology-driven management information system in enhancing administrative tasks in Kwara State.

Research Question 3: What are the challenges facing the implementation of technology-driven management information system in primary schools in Kwara State?

Table 3: Mean and Standard Deviation showing the challenges facing the implementation of management information system in primary schools

S/N	ITEMS	X	SD	Remark	Rank
1.	High cost of purchasing and implementing MIS software	2.61	1.11	Agreed	1 st
2.	Limited budget allocation for ICT infrastructure	2.55	1.09	Agreed	8 th
3.	Expensive maintenance and software upgrade costs	2.57	1.18	Agreed	5 th
4.	Insufficient training for teachers and administrative staff	2.52	1.10	Agreed	9 th
5.	Resistance to technology adoption due to lack of ICT knowledge	2.45	1.11	Disagreed	10 th
6.	Lack of dedicated IT personnel for system management	2.58	1.10	Agreed	4 th
7.	Limited availability of computers and digital devices	2.56	1.17	Agreed	6 th
8.	Unreliable internet connectivity, especially in rural areas	2.60	1.13	Disagreed	2 nd
9.	Frequent power outages affecting system operation	2.59	1.16	Agreed	3 rd
10	Risk of unauthorized access to student and staff records	2.56	1.12	Agreed	6 th
	Weighted Mean	2.56			

Table 3 above showed the challenges facing the implementation of technology-driven management information system in primary schools in Kwara State. The evidence from the parents was seen in the table where the mean value of all the items were greater than 2.5 except item number 5 which is less than 2.50. From their response, it was revealed that the major challenges facing the implementation of management information system in primary schools in Ilorin Metropolis are; high cost of purchasing and implementing MIS software, unreliable internet connectivity, especially in rural areas, frequent power outages affecting system operation, lack of dedicated IT personnel for system management, and maintenance and software upgrade costs. This were all ranked 1st, 2nd, 3rd, 4th, and 5th respectively in accordance with their mean values as revealed in the table. The overall mean value of **2.56** which is greater than the cut-off means of 2.50 indicating the major challenges facing the implementation of technology-driven MIS in primary schools in Kwara State are; high cost of purchasing and implementing MIS software, and unreliable internet connectivity, especially in rural areas.

Research Question 4: What are the strategies that can be used to enhance the implementation of technology-driven management information system in primary schools in Kwara State?

To explore the strategies that can be used to enhance the implementation of technology-driven management information system in primary schools in Kwara State, mean responses of the parents to each item on the questionnaire were computed, having four Likert scale format of Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points), and Strongly Disagreed (1 point). In other to get the cut-off mark, the average of the total point was calculated to be 2.5 (That is; $4+3+2+1 = 10$; $10/4 = 2.5$). The result is presented in the table below:

Table 4: Mean and Standard Deviation showing the strategies to be used to enhance the implementation of technology-driven MIS in primary schools

S/N	ITEMS	X	SD	Remark	Rank
1.	Provision of computers and digital devices to schools	2.66	1.06	Agreed	1 st
2.	Enhancement of internet connectivity, especially in rural areas	2.59	1.17	Agreed	3 rd
3.	Installation of backup power solutions to mitigate electricity issues	2.60	1.14	Agreed	2 nd
4.	Regular ICT training for teachers and school administrators	2.57	1.08	Disagreed	5 th
5.	Workshops and seminars on MIS utilization and best practices	2.53	1.11	Agreed	9 th
6.	Integration of MIS training into teacher education programs	2.55	1.15	Agreed	7 th
7.	Subsidies or grants for schools to invest in MIS infrastructure	2.56	1.18	Agreed	6 th
8.	Public-private partnerships to support MIS implementation	2.51	1.09	Agreed	10 th
9.	Establishment of local IT support teams for troubleshooting	2.58	1.15	Agreed	4 th
10.	Regular maintenance and updates to ensure system efficiency	2.54	1.12	Disagreed	8 th
	Weighted Mean	2.57			

Table 5 above revealed the strategies that can be used to enhance the implementation of technology-driven management information system in primary schools in Kwara State. The evidence from the respondents was seen in the table where the mean value of all the items was greater than 2.50. From their response, it was revealed that to enhance the implementation of management information system in primary schools, there should be; provision of computers and digital devices to schools, installation of backup power solutions to mitigate electricity issues, enhancement of internet connectivity, especially in rural areas, establishment of local IT support teams for troubleshooting, and regular ICT training for teachers and school administrators. This was ranked 1st, 2nd, 3rd, 4th, and 5th respectively in accordance with their mean values in the table. The overall mean value of **2.57** which is greater than the cut-off means of 2.50 indicated that to enhance the implementation of technology-driven MIS in primary schools, there should be; provision of computers and digital devices to schools, installation of backup power solutions to mitigate electricity issues.

Testing of Hypothesis

H₀₁: There is no significant difference in the effectiveness of technology-driven MIS in primary schools in Kwara State based on the school administrators.

Table 5: Summary of ANOVA showing significant difference in the views of the administrators on the effectiveness of technology-driven MIS in primary schools.

	Sum of Squares	DF	Mean Square	f	Sig.	Decision
Between Groups	25.87	2	12.94	3.24	0.27	Not Significant
Within Groups	5120.05	297	13.26			
Total	5145.92	299				

From Table 5, the result showed f value = 3.24, degree of freedom (89). The null hypothesis is accepted since the significance value of 0.27 is greater than 0.05 of the Alpha level. This means the views of the administrators on the effectiveness of MIS in primary schools is not differ. Hence, the null hypothesis above which stated that there is no significant difference in the effectiveness of technology-driven MIS in primary schools in Kwara State based on the school administrators is retained.

Discussion

It was revealed from the findings that there was a high level of technology-drive management information system adoption in primary schools in Kwara State. This is because management information system adoption in primary schools signifies a comprehensive integration of digital tools and data-driven frameworks into school administrative and instructional processes. This goes in line with the submission of Laudon and Laudon (2020), who submitted that primary schools utilize MIS platforms not merely for record-keeping but also strategic planning, real-time data analytics, resource allocation, performance monitoring, and informed decision-making by both school administrators and teachers. In this advanced phase of MIS adoption, administrative tasks such as student enrollment, attendance tracking, staff management, budgeting, and procurement are conducted through centralized, interoperable platforms. These systems allow for seamless communication between different departments and stakeholders, minimizing redundancy and enhancing accountability. More so, it was revealed from the findings that there is effective use of technology-drive management information systems in enhancing administrative tasks in Kwara State. This is as result of the fact that the use of management information systems in enhancing administrative tasks represents a transformative approach to educational management that leverages technology to streamline operations, increase accuracy, and facilitate data-driven decision-making. This corroborates the submission of Ozkan and Koseler (2019), who submitted that by integrating digital tools into the fabric of school administration, MIS provides a platform where routine processes are automated and information flows seamlessly across various departments, leading to significant improvements in both efficiency and service delivery. At the core of this transformation is the automation of administrative functions, ranging from student enrollment, scheduling, and attendance tracking to financial management and human resource allocation. These systems allow administrators to rapidly access accurate, up-to-date data that informs both day-to-day operations and long-term strategic planning.

Furthermore, the findings above revealed that the major challenges facing the implementation of technology-drive management information systems in primary schools are: high cost of purchasing and implementing MIS software, and unreliable internet connectivity, especially in rural areas. These challenges span technical, organizational,

financial, and human resource dimensions, making the integration of MIS into the daily operations of primary schools a complex endeavor, particularly in developing contexts. This was supported by the assertion of Nonyelum et al (2022), who affirmed that one of the foremost challenges is the inadequate ICT infrastructure in many primary schools. Many schools, especially in rural and underserved regions, lack basic technological facilities such as reliable electricity, internet connectivity, and sufficient hardware. Without these foundational elements, the operation of MIS becomes untenable, forcing school administrators to continue relying on manual record-keeping systems, which are often inefficient and prone to error. They further posited that closely related to infrastructure is the shortage of skilled personnel who can operate and maintain MIS platforms. Teachers and administrative staff in primary schools frequently have limited training in information technology and are often overwhelmed by the complexity of digital systems.

Also, it was gathered from the studies that to enhance the implementation of technology-drive management information systems in primary schools, there should be: provision of computers and digital devices to schools, and installation of backup power solutions to mitigate electricity issues. This was seen from the participants' responses to all the items on the list, where it was affirmed that enhancing the implementation of management information systems in primary schools requires a multi-dimensional strategy that addresses both technical and human factors. This goes in line with the assertion of Tella et al. (2020), who asserted that effective implementation is not simply a matter of introducing digital tools but involves creating an enabling environment in which these tools can be optimally used to support school administration and teaching. To ensure the successful deployment and sustainability of MIS in primary education, stakeholders must adopt strategies that focus on infrastructure development, capacity building, stakeholder engagement, financial investment, and policy support. They further stated that one of the foundational strategies is the provision of adequate ICT infrastructure. For MIS to function effectively, primary schools must be equipped with reliable electricity, internet connectivity, and sufficient computing devices. Additionally, it was revealed from the findings that there was no significant difference in the views of the administrators on the effectiveness of technology-drive MIS in primary schools in Kwara State. This is because the general consensus among administrative personnel regarding the perceived benefits and limitations of technology-drive MIS, regardless of differences in variables such as gender, years of experience, educational qualifications, or school location. This corroborates the submission of Adeoye and Wentling (2017), who posited that school administrators, regardless of their demographic or professional backgrounds, tend to recognize the value of MIS in improving administrative efficiency, accuracy in record-keeping, and the facilitation of timely decision-making. For example, technology-drive MIS enables the automation of routine tasks such as student enrolment, attendance tracking, staff deployment, and financial reporting, leading to time-saving and improved accountability. These universally acknowledged advantages contribute to a common positive outlook among administrators.

Conclusion

It was concluded from the findings above that, there was a high level of technology-drive management information system adoption in primary schools, and there was effective use of technology-drive management information system in enhancing administrative tasks in primary schools. With this, it can be concluded that technology-drive MIS has positive impact on administrative effectiveness of primary schools in Kwara State.

Recommendations

Based on the findings of the study, the following suggestions are hereby proffered:

1. Governments and educational authorities should provide reliable electricity, internet connectivity, and adequate computer systems to enable effective MIS operation in both urban and rural primary schools.
2. Educational authorities should ensure regular training and professional development workshops for school administrators and staff to improve their digital literacy and ensure efficient use of MIS tools.
3. The education ministry should implement a unified technology-drive MIS platform with standardized features to ensure consistency in data collection, analysis, and reporting across all primary schools.
4. Budget provisions should be made at both State and Local Government levels for the acquisition, maintenance, and upgrading of MIS systems in primary schools.
5. School leaders should be empowered to champion MIS adoption by receiving training in digital leadership and change management strategies.

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