
**Effectiveness of Management Information System in
Privately Managed Schools in Rawalpindi**

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Abstract: *This study was designed to find out the effectiveness of Management Information System in Privately Managed Secondary Schools in Rawalpindi, to understand the concept of MIS, to identify the ways by which the managers are using MIS in their organizations and to identify the bottlenecks of MIS, if any, and suggest the measures to overcome these problems. The population of the study were the principals of all the privately managed secondary schools in Rawalpindi. The study was delimited to private school systems. 50 Heads were randomly selected as sample of study. The design of the research is descriptive. The data was collected through questionnaire and checklist. A closed ended questionnaire was constructed for principals using MIS. The researcher delivered and collected questionnaires directly from study participants.. The data collected through questionnaires and check lists were tabulated and analyzed in terms of frequency and percentage. The findings of the study concluded that MIS reduces the workload of management, helps in `solving enough problems of school, reduces the errors in general , improves the quality of education, and makes data retrieval and data storage very easy. However majority of principals face hurdles to maintain the system in their institutions. From the study's findings and conclusions it was recommended that every educational institution should be equipped with MIS, parents and students should have online connectivity to the system and principals should have updated knowledge of MIS to meet the emerging challenges and problems.*

Key Words: Management Information System, Rawalpindi, Private Schools, Education

Introduction

The participation of private educational institutions in Pakistan cannot be ignored. There are number of institutions that have made valuable contributions in giving quality instruction. Private educational institutions in Pakistan have grown significantly since 1979, when they were denationalised. This is true of the number of schools as well as the number of students enrolled. (Andrabi and Khwaja 2002)

A system may implies a set of components which are working in harmony to meet a purpose. A system may comprise of individuals, apparatuses, supplies and strategies for achievement of the same goal. Computers are apparatuses for data frameworks. They can viably store, prepare and convey information and data. Subsequently, data framework has 6 components. There's equipment, program, broadcast communications, individuals, prepare and information or data. (Schroeder, 2000)

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Management Information Systems (MIS)

Data is essential for any organization. It helps organizations to live amongst extensive competition. Consequently, businesses need data for management. Each enterprise must control information by systematically collecting. Then, there could be sending, receiving and reading information.

Management information system helps managers by using management tools in the educational system. It can also be called as the education management information system or EMIS (KishwarNaz 2010). School principals can make better decisions when they get accurate and updated information through school management information systems (Christopher, 2003). Day-to-day, problems need decision making are based on the complex school environment. Therefore, the educational manager has to collect information continuously (Perez&Uline, 2003).

The Education Management Information System (EMIS) is an important part of the Education system. EMIS is often used for the following:

- Data Collection
- Data Entry
- Generation of Reports
- Management of Data
- Increasing capability of officials of education department on use of EMIS.

Information-based decision making is the only way to improve the quality of public education services. EMIS is a critical component of a number of critical services, such as:

- Planning and management of facilities
- Increasing access (Establishment of new schools or expanding capacity of existing schools)
- human resource management
- financial allocations
- improving quality of education
- enhancing coordination between support sections of education department
- policy based research
- analysis
- monitoring and evaluation

Objectives

The objectives of the study were to

1. Understand the concept of MIS
2. Identify the ways by which the managers are using MIS in their organizations

Review of Related Literature

Nations develop through educational process and by developing the self-consciousness of their individuals. Education trains individuals of the society mentally, physically, ideologically and morally, so as to enable them to achieve their purpose. ([Ahmad, 1984](#)). The education system in Pakistan is generally divided into three levels: elementary (grades one to eight); secondary (grades nine to twelve); higher education (university programs leading to undergraduate and graduate degrees)

Secondary school in Pakistan lasts for four years, from ninth to twelfth grade. Students must appear in a national examination administered by a regional Board of Intermediate and Secondary Education at the conclusion of each of their four academic years. There has been significant growth in Pakistan's private education sector since 1979, when private schools were denationalised and a greater proportion of the country's children were allowed to attend. According to the researchers (Andrabi and Khwaja, 2002),

In two related papers in 1985 and 1987, Jimenez and Tan assessed the role of private sector in education in Pakistan. The authors observed that there had been a big growth in the number of private schools, leading to considerable cost savings for the government in the providing education.

Govt. of Pakistan (1998) also admitted the role of private sector earlier to 1972 that private educational institutions constituted a considerable percentage of the total educational system. (Khan 2007)

The contribution of private sector in education cannot be ignored. There are number of schools that have made useful contributions in imparting quality education.

A list of some private schools in Rawalpindi working at secondary level.

- Beaconhouse School System
- The City School
- Roots School System
- Frobel's School System
- Siddeeq Public school
- The Educators
- Sir Syed public school
- Army public school
- Fouji Foundation high School
- Divisional Public School
- Ideal Cambridge School
- Asif Public School

Management information systems in schools have greatly improved over the past two decades, and most of them now include a wide range of important functions that are critical to school administration ([Shah, 2014](#)). The impact of MIS use on school management capabilities was highlighted by [North et al. \(2000\)](#). These developments and their implications for the future were the focus of the study on the role of provision. In contrast, it was found that the collection and organisation of data was a significant issue because school principals required analysis that was distinct from that required by teachers.

MIS has been touted as a valuable tool for school administration and management by a number of academics. Teachers and administrators can use MIS to help them with decision-making, planning, and evaluation, according to [Visscher \(1996\)](#). In [Telem \(1996\)](#)'s opinion, School MIS has improved decision-making, teacher interaction, and educational areas.

[Afzal & Afzal, \(2020\)](#) state that Pakistan has developed a central EMIS but there is no school-based MIS available for school managers and teachers to plan their educational activities efficiently.

Methodology

The design of the research was descriptive. The data was collected through questionnaire and checklist. A closed form questionnaire and a checklist were constructed for principals of Private Secondary Schools in Rawalpindi. The study was delimited to private school systems. 50 Heads were randomly selected as sample of study. These were from administrative positions i.e Principals, Heads, Vice Principals. The questionnaires were personally delivered and collected by the researcher from the respondents of the study. Data was analyzed and interpreted in terms of frequency and percentage.

Results

1. 100 percent respondents agreed that they have trained and skilled staff for MIS in their schools.
2. 90 percent respondents agreed that MIS in their schools is centralized. However 10 % disagreed with the statement
3. 100 percent respondents agreed that MIS reduces the workload of management.
4. 100 percent respondents agreed that the top management has provided enough facilities to run the MIS.
5. 100 percent respondent agreed that the establishment of MIS helps in solving enough problems of school.
6. 80 percent respondents agreed that in service training is given for the use of MIS. However 10 % were uncertain and 10% were disagreed with the statement..
7. 100 percent respondents that data is updated on regular basis.
8. 80 percent of the respondents agreed that MIS reduces the errors in general.
9. 90 percent respondents agreed that MIS has made data storage very easy, whereas 10 percent disagreed.
10. 100 percent respondents agreed that the MIS has made data retrieval very easy.
11. 90 percent respondents agreed that record kept under MIS is better than manual, whereas 10 percent were uncertain.
12. 100 percent respondents agreed that MIS contribute to improve educational quality of your institution.
13. 70 percent respondents agreed that MIS helps in setting the targets, whereas 30 percent were uncertain.
14. 80 percent respondents agreed that MIS helps in making projections for future, whereas 20 percent were uncertain.
15. 80 percent respondents agreed that they keep record of information about students' achievements, whereas 20percent were uncertain.
16. 70 percent respondents agreed that Record of information about school discipline is available, whereas 10 percent were uncertain and 20 percent disagreed.

17. 90 percent respondents agreed that they keep record of information about staff development (trainings, seminars, workshops), whereas 10 percent were uncertain.
18. 70 percent respondent agreed that Information about co-curricular activities is available in MIS, whereas 30 percent were uncertain.
19. 100 percent respondents keep the record like name ,father's name, date of birth, qualification, date of joining service, present pay, permanent address, date of confirmation, whereas 10 percent do not keep present address (Residential) only.
20. majority of the schools maintained information statistics about enrollment of students, dropouts, number positions of Staff available, filled in positions, vacant Positions, qualification of teacher, workload of teachers, teacher pupil ratio, length of the service of teachers, furniture, health Services, laboratories, libraries, available rooms, staff Salaries, A.V. Aids and income from fees. On the other handsome information like playground, canteen and transport are not maintained by a large number of principals.

Conclusion

All the principals have trained and skilled staff for MIS in their schools. MIS is centralized in almost all the schools. MIS reduces the workload of management. The top management has provided enough facilities to run the MIS. Establishment of MIS helps in solving enough problems of school. In almost all the schools in service training is given for the use of MIS. Data is updated on regular basis. MIS reduces the errors in general. Record kept under MIS is better than manual. MIS contribute to improve educational quality of your institution. Majority of principals face hurdles to maintain the system in their institutions.

MIS helps in setting the targets. MIS helps in making projections for future. Most of the principals keep record of information about students' achievements. Majority of the principals keep Record of information about school discipline is available. Majority of the principals keep Record of Information about co curricular activities is available in MIS. Almost all the principals keep record of information about staff development (trainings, seminars, workshops). All the principals keep record like name ,father's name, date of birth, qualification, date of joining service, present pay, permanent address, date of confirmation, whereas 10 percent do not keep present address (Residential) only. Majority of the schools maintained information statistics about enrollment of students, dropouts, number positions of Staff available, filled in positions, vacant Positions, qualification of teacher, workload of teachers, teacher pupil ratio, length of the service of teachers, furniture, health Services, laboratories, libraries, available rooms, staff Salaries, A.V. Aids and income from fees. On the other hand some information like play ground, canteen and transport are not maintained by a large number of principals.

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