SCHOOL ADMINISTRATORS'UTILIZATION OF MANAGEMENT INFORMATION SYSTEM FOR ADMINISTRATIVE EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN OGOJA EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

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Abstract
Education, as the pillar of every nation, is more effective in imparting knowledge when relevant information is applied and utilized at every stage of the management process. Therefore, for secondary school administrators' to be effective, they must be proficient in using Management Information Systems (MIS) to improve every stage of the administrative process. Based on this premise, the study investigated school administrators' utilization of management information system for administrative effectiveness in public secondary schools in Ogoja Education Zone of Cross River State, Nigeria.Two specific purposes were formulated and two research questions guided the study. Descriptive survey design was adopted for the study. The population of this study comprised all the 90 principals distributed across all the public secondary schools in Ogoja Education Zone. A 16 items researcher developed instrument titled; School Administrators' Utilization of Management Information System Questionnaire (SAUMISQ) *was used for data collection. The instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was face validated by three research experts. The Cronbach alpha was used to determine the reliability of the instrument which yielded a high reliability coefficient value of 0.84. Data were analyzed using mean percentages and standard deviation. The findings revealed among others that principals' utilize management information system for financial resource management in secondary schools by:maintaining accurate financial records with spreadsheet software, creating the school budget using a centralized database, handling fee payments through the Remita online payment system, saving all financial data on storage devices and generating academic reports with a learning management system.The study concluded that principals' utilization of management information system enhances administrative effectiveness in public secondary schools in Ogoja Education Zone. Thus, the study recommended among others that Secondary school administrators should also be exposed to the use of specific MIS software applications that are often used for financial transaction in order to avert constant financial loss, thus enhancing financial accuracy and accountability in the school administration.*

Keywords: *School administrators', Utilization, Management Information System, Administrative Effectiveness.*

Introduction
      Secondary schools are among other things meant to empower students with essential knowledge,

critical thinking skills, and character development to prepare them for future academic pursuits and successful contributions to society. It is expected that during and just before a student leaves secondary school, he or she must have acquired adequate knowledge and skills that will make him or her admittable or employable (Etor, et al., 2019).However, realizing these goals is impossible without effective administration of the school system. Administrative effectiveness in public secondary schools is crucial for fostering a conducive learning environment, ensuring efficient resource management, and achieving academic excellence.

Administrative effectiveness refers to the ability of administrators to achieve desired outcomes and objectives through their efforts and actions. In the context of an organization, such as a school, it involves successfully managing resources, implementing policies, and ensuring that goals are met efficiently and effectively. Administrative effectiveness, as defined by Akomolafe (2012), refers to the successful outcomes resulting from administrative efforts and actions aimed at achieving specific goals. Administrative effectiveness also refers to the ability of the school administrator to effectively carry out administrative tasks in relation to the accomplishment of the major task area of school administration. (Wagbara 2019). Within the school system, administrative effectiveness is a measure of how well administrative functions contribute to the overall success and smooth operation of an organization. Akinola (2013) highlighted that administrative effectiveness is measured by the extent to which a school's goals or objectives are met. According to Akinfolarin (2017), this effectiveness can be assessed through various factors such as the accountability of school administrators, improvements in school performance and curriculum, effective management of resources, diligent monitoring, proper delegation of tasks, timely completion of duties, and consistent achievement of targets.

One dimension of administrative effectiveness worth considering is school facilities maintenance. Effective principals ensure that the physical environment is safe, conducive to learning, and well-equipped with necessary resources. This involves overseeing maintenance, advocating for funding, and implementing upgrades. A school principal's ability to maintain existing school facilities to boost teachers' instructional delivery, are crucial indicators of their administrative effectiveness. Enhanced facilities increase student engagement, reduce distractions, and support various educational activities. This aligns with the views of Obona et al. (2021), who stated that well-maintained school facilities keep buildings and equipment in their original, useful state, making teaching and learning more engaging. Proper utilization and maintenance of educational facilities boost the morale of both staff and students, who are vital in sustaining the secondary school system (Obona et al., 2021).

Another dimension is teachers' instructional effectiveness. Principals support and develop teachers through professional development opportunities, regular feedback, and performance evaluations. This leads to improved student understanding, retention, and academic achievement, reflecting positively on the principal's administrative capabilities. In secondary schools, the principal acts as the administrator, manager, and chief executive, responsible for coordinating both human and material resources. They are expected to demonstrate quality and competence in managing routine activities to achieve educational objectives. Their key management functions include focusing on financial management and student personnel administration, which are crucial for the success of the school. Catering to students' needs is essential for their development and academic effectiveness.

Secondary schooladministrative effectivenesshas been a matter of serious concern for many parents, stakeholders and even researchers in Nigeria. Akinwale (2017) highlights the troubling state of administrative activities in secondary schools in the Enugu education zone, pointing out issues such as delays in processing students' results, inadequate monitoring of attendance, and misplacement of important financial records. Edut et al. (2023) emphasize that this has been a longstanding issue, drawing the attention of numerous stakeholders and researchers over the years. Principals, as the chief administrators of secondary education, are expected to supervise teachers to ensure the attainment of quality service delivery. However, Thompson and Anachuna (2019) observe that many school administrators struggle to meet deadlines and curriculum targets. Additionally, Edut et al., (2023) note that many teachers in Cross River State exhibit a poor attitude toward their work.

The situation in public secondary schools in Ogoja Education Zone, Cross River State, mirrors these concerns. The researcher observed that many school principals neglect the physical environment, rendering it unsafe and unconducive to learning. Issues such as leaking roofs, broken floors, and insufficient seating force some students to squat with their friends. Additionally, many libraries and laboratories lack adequate equipment, hindering seamless teaching and learning. Furthermore, numerous school leaders fail to create a positive work environment that enhances job satisfaction and reduces teacher attrition. Some principals do not

support their teachers' professional development or provide regular feedback on their performance, which continues to weaken the morale of both teachers and students. Talking about students, many secondary schools have been experiencing students' disturbances and indiscipline, includinglateness to school, stealing, pilfering, absenteeism, smoking, truancy, bullying, examination malpractices, cultism, among other vices. These issues should be addressed immediately to ensure a safe and conducive learning environment, improve educational outcomes, and enhance teacher and student morale.

Giving the increasingly complex role of school administrators in today's technological era, administrative and management responsibilities can be addressed with the help of administrative process that incorporates the use of management information systems (MIS) which can be used for organized data processing, information storage, and retrieval, among other managerial functions.Various authors have defined management information systems in different ways, highlighting its multifaceted impact on educational management. Asemi et al. (2011) defined management information system as one of the major computer based information systems which its purpose is to meet the general information need of all the managers in the firm or in some organizational subunit of the firm. According to Nowduri and Al-Dossary (2012) management information system is a computer based information system that provides for management oriented reporting based on transaction processing and business operations of the organization. management information system (MIS) in this context is defined as a computer based information which is assessable through the use of internet facilities.

The adoption of Management Information Systems (MIS) in educational management has surged over the years, emerging as a powerful tool that connects principals, teachers, and students to global information and introduces innovative approaches to school administration planning (Obi & Nwaozor, 2022). According to Madiha (2014), MIS has revolutionized the ways in which people live, learn, and work. School principals and administrators, who previously dedicated significant time to resolving complex allocation issues (such as staff allocation, resource allocation, and timetabling) and monitoring school operations, now have more effective options available (Madiha, cited in Obi & Nwaozor, 2022). Clearly, MIS can significantly enhance the effective and efficient management of schools. Management information system (MIS)can be utilized by education managers to support a range of administrative functions such as: management of resources, monitoring, tasks delegation, student personnel administration, financial management and record management. The aspects of school managementexamined in this study are financial resourcemanagement and students' personnel administration.

Financial resources management in the school context involves strategic planning, allocation, and effective use of funds. This includes overseeing budgets, funding sources, and expenses to ensure the school's financial well-being while supporting its educational goals. Ayoro et al., (2023) defines financial resources management as every activity that relates to the process of raising funds and using such funds judiciously, prudently and efficiently to meet the goals and objectives of an organization. Principals, as school administrators, are responsible for financial management practices. They work with accounting staff to manage the school's finances and are required to report on how funds are used to achieve the school's goals and objectives. Financial resources if properly managed maintained can enhance effective service delivery in the school system. This means that principals should be well-versed in financial management policies and practices and Management information system (MIS) is one tool that will assist them or her achieve meaningful use of the funds under their leadership in the school.

Financial resources are a crucial means for acquiring, remunerating and maintaining every other resources in the school system. Benwari and Dambo (2014) asserted that the school management information system can be used for infrastructure and fees management, hostel space allocation and management, tracking students who have defaulted in payment of fees or other things. Through the utilization of management information system, school fees payments are easily made and track online by the school management and financial fraud is averted, hence, promoting accountability and effective financial management in the school (Thompson & Anachuna, 2019).Financial resource management is one very vital administrative function that deals with the administration of funds usually under the supervision of an experienced such as the principal and under an established procedure. Yogendrarajah et al., (2017) opined that financial management involves sourcing, planning and proper allocation and monitoring of the funds that come into an organization in order to achieve organizational goals efficiently and effectively. With proper financial management,school funds can be effectively and efficiently used through appropriate planning.

Bua and Adzongo (2014) concluded that prompt payment of staff salaries and allowances significantly impact on the management of secondary schools. Ugomma and Abayomi (2020) examined the relationship between financial resources and teachers' job involvement in public secondary schools in Imo State, Nigeria. One research question was raised and one hypothesis was formulated to guide the study. The study adopted a correlational research design. The population of the study comprised of 5363 teachers in public secondary schools in all the six education zones in the state. A multistage sampling procedure was used to draw a sample size of 580 participants for the study. Two researcher-made instruments titled 'Financial Resources Capacity Questionnaire' (FRCQ) and 'Teachers' Job Involvement Questionnaire' (TJIQ) were used to collect relevant data for the study. The research question was analysed using means and percentages, while Pearson Product Moment Correlation Coefficient was used to test the hypothesis at 0.05 level of significance. The results showed a significant relationship between financial resources and the job involvement of teachers.

Similarly, Ayoro, Onyeike and Ihechi (2023) investigated principals' educational resources management and teachers' job performance in private secondary schools in Delta State. Two research questions were raised and two corresponding hypotheses were tested in the study. A correlation survey design was adopted in the study. The population of the study was 15,951 (1,177 principals and 14,774 teachers) out of which 390 respondents (29 principals and 361 teachers) were sampled for the study using a stratified random sampling technique after applying the Taro Yamane minimum sample size determination formula. The result of the study showed that financial resources management had a strong positive relationship with teachers' job performance and contributed respectively to teachers' job performance.

Students' personnel administration is one of the essential functions of the school administrator. It is defined as involving all the activities that are rendered to the students for the achievement of educational objectives apart from the normal classroom instructions (Okonkwo & Obineli, 2013). It also means series of administrative services and functions of school administrators and staff aimed at promoting students' academic performance. This shows that student personnel administration includes both the curricular and extra-curricular aspects of the school program. It is achieved by rendering student personnel services and constitutes very vital functions that are required for the realization of educational goals and objectives.Ejeh et al., (2016) asserted that student personnel administration refers to all the activities and services that are rendered to students by school and its staff, outside the normal classroom instructions for the achievement of the educational objectives. It involves all the activities and services that are rendered to students for the achievement of the educational objectives (Akpan & Onabe, 2016).Owan and Ekaette (2019) opined that student personnel administration is an important area in the administration of secondary schools which seeks to provide orientation for students to facilitate adjustment to school life, aim towards self-knowledge, and self-realization. Students' personnel administration enable the school management to provide individual and group counselling, support students on finance, health, safety, security, food, accommodation, among others.

According to the Association for the Development of Education in Africa (ADEA) in Egbe (2024), the application of MIS in schools in Africa is gradually moving to reality, in countries like 7 Nigeria, Egypt, Ghana, Gambia, Angola, Uganda, and Morocco. EMIS has been introduced in schools to aid in aspects such as learning, teaching, administration and management. Its contribution has created a visible impact, improving the performance of organizations through the process of decision-making (Egbe, 2024). MIS can be used by school administrators in the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system. Thompson and Anachuna (2019) stated that MIS is used for numerous activities of student personnel administration which include processing admission, monitoring students' attendance in school, computation of students results, transmitting information to students and parents using email and website among others. Similarly, Benwari and Dambo (2014) opined that other students' information ranging from their admission status, personal records, parents, address, phone numbers and email, continuous assessment records can be recorded and updated electronically. MIS can also be used in storing and updating students' information electronically such as personal records, parents address, phone numbers and email address, continuous assessment data among others.

Thompson and Anachuna (2019) in their study ascertained school administrators' utilization of management information system for administrative effectiveness in secondary schools in Enugu Education Zone. Two specific purposes were formulated and two research questions guided the study. Descriptive survey design was adopted for the study. The population of the study comprised all the 31 principals in public secondary schools in Enugu education zone. A 14 items researcher developed instrument titled; School

Administrators' utilization Management Information System Questionnaire (SAMISQ) was used for data collection. The instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was face validated by three research experts. The Cronbach alpha was used to determine the reliability of the instrument which yielded a high reliability coefficient value of 0.82. Data were analyzed using mean and standard deviation. The findings revealed among others that school administrators' do not utilize management information system for students' personnel administration in secondary schools.

In a related study, Owan and Ekaette (2019)assessed students' personnel management and academic effectiveness in terms of punctuality to classes, time management, study habits, record keeping, attitudes during classes, note taking, attitudes towards assignment, examination results and attitudes towards co-curricular activities in Calabar Education Zone of Cross River State. Three null hypotheses were formulated accordingly to guide the study following a descriptive survey research design. Proportionate sampling technique was employed in selecting a sample of 1,934 students (representing 20%) from a population of 9,672 students. Students' Personnel Management and Academic Effectiveness Questionnaire (SPMAEQ) was used as an instrument for data collection. The instrument yielded reliability estimates of .86 and .93 for the independent and dependent variables using Split-half technique. The null hypotheses were all tested at .05 level of significance using Pearson Correlation Matrix with the aid of SPSS v25. Findings from the study revealed that, there is a moderate positive relationship which is statistically significant between students' personnel management and their academic effectiveness.

At the secondary education level, the principal serves as the chief administrator, fulfilling multiple roles and executing administrative and managerial tasks in a modern and dynamic way. Given the diverse responsibilities of school administrators, it is clear that secondary education in Nigeria has grown more complex over the years, with increasing management demands placed on principals, especially in the current era of Information and Communication Technology (ICT). These management and administrative responsibilities can only be effectively managed through an administrative process that utilizes a management information system (MIS) for organized data processing, information storage, and retrieval, among other functions. It is against this background that the researcher considered it pertinent to investigate school administrators' utilization of management information system for administrative effectiveness in public secondary schools in Ogoja Education Zone of Cross River State, Nigeria.

1.   Statement of problem

In secondary schools, the principal serves as the administrator, manager, and chief executive of the institution. This role requires a person with proven quality and competence to coordinate human and financial resources effectively. Principals are expected to handle routine activities to accomplish various administrative tasks that achieve educational objectives. Among their many management functions, school principals must focus on financial management and student personnel administration, as these are critical to the success of any school and because schools exist for the benefit of students. Addressing students' needs is essential for their proper development and improved academic performance.

Unfortunately, the effectiveness of school administrators in many public secondary schools falls short of the expectations of parents and stakeholders. Issues such as decayed infrastructure, insufficient teaching and learning facilities, poor record keeping, inadequate accounting, and poor instructional supervision are common. Additionally, many schools experience student disturbances and indiscipline, including theft, smoking, pilfering, absenteeism, truancy, bullying, examination malpractices, cultism, tardiness, and moral laxity. Riots and cultism are prevalent in many secondary schools in the area under study. As a result of ineffective administration, students' academic performance in both classroom and standardized examinations is discouraging. The rise in poor performance has led many students to engage in examination malpractices in standardized tests such as WAEC, JAMB, and NECO.

Despite numerous efforts to address administrative ineffectiveness in the education zone and in Cross River State at large, including improved school structures and increased teacher employment, the problem persists. Various studies have identified factors influencing poor administrative effectiveness and have made several recommendations. This ongoing issue has sparked the researcher's curiosity. The researcher wonders if the utilization of management information systems by school administrators can enhance administrative effectiveness, particularly in financial resource management and student personnel administration in the Calabar Education Zone of Cross River, Nigeria. This interest in addressing the issue led to this study.

2. Purpose of the study

The main purpose of this study is to determine school administrators' utilization of management information system for administrative effectiveness in public secondary schools in Ogoja Education Zone of Cross River State. Specifically, the study sought to investigate:

1. School administrators' utilization of management information system for financial resource management in public secondary schools in Ogoja Education Zone of Cross River State.
2. School administrators' utilization of management information system for students' personnel administration in public secondary schools in Ogoja Education Zone of Cross River State.

3. Research questions

The following research questions guided the study:

1. Do school administrators' utilize management information system for financial resource management in public secondary schools in Ogoja Education Zone of Cross River State?
2. Do school administrators' utilize management information system for students' personnel administration public secondary schools in Ogoja Education Zone of Cross River State?

4. Materials and methods

The design adopted for the study was a descriptive survey design and was conducted in Ogoja education zone of Cross River State Descriptive survey design is used to find out what situations, events attitudes or opinions are occurring in a population. It tries to address issues of distribution of some phenomena in a population or among subgroups of a population. The focus of this design is to ascertain facts and not to establish or test a theory According to a study (Idaka & Anagbogu, 2012). This design was considered appropriate because, the study purports to use the information obtained through questionnaires, in describing observed phenomena. The population of this study comprised all the 90 principals distributed across all the public secondary schools in Ogoja Education Zone. No sampling was employed in this study owing to the relatively small size of the population of the study. Hence, all the 90 principals in public secondary schools in Ogoja education zone were used for the study through census method. A 16 items researcher developed instrument titled; School Administrators'Utilization of Management Information System Questionnaire (SAUMISQ) was used for data collection. The instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The validation of the instrument was established by three experts, two from the Department of Educational Management and one from the Department of Educational Foundations (Measurement and Evaluation Unit), Faculty of Educational Studies, University of Calabar. The suggestions and inputs of the experts were reflected on the final draft of the instrument. The Cronbach alpha was used to determine the reliability of the instrument which yielded the coefficient values of .84 and .91 were obtained for the variables respectively. The instrument was administered by the researcher together with the help of three research assistants who were first told about the objective of the study and trained on how to approach the respondents. Data were analyzed using mean and standard deviation. The mean responses were adjudged on the basis that any mean score of 2.50 or above is taken to indicate agreement while any mean score that falls below 2.50 is taken as disagreement.

5. Presentation of results

Table 1: Mean and standard deviation of the responses to school administrators' utilization of management information system for financial management in secondary schools

S/N	ITEMS	SA %	A%	D%	SD%	$\bar{x}$	SD	DECISION
1.	Maintaining accurate financial records with spreadsheet software.	14 (15.6)	31 (13.4)	31 (34.4)	14 (15.6)	2.50	0.94	Agree
2.	Creating the school budget using a centralized database.	7 (7.8)	33 (36.7)	31 (34.4)	19 (21.1)	2.69	0.90	Agree
3.	Handling fee payments through the Remita online payment system.	11 (12.2)	30 (33.3)	31 (31.4)	18 (20.0)	2.62	0.94	Agree
4.	Compiling the school's financial statements using an	13 (14.4)	33 (36.7)	35 (38.9)	9 (10.0)	2.44	0.86	Disagree

S/N	ITEMS					$\bar{x}$	SD	DECISION
	operational support system.							
5.	Tracking school expenditures with a centralized database.	13 (14.4)	37 (41.1)	27 (30.0)	13 (100.0)	2.44	0.91	Disagree
6.	Saving all financial data on storage devices.	6 (6.7)	31 (34.4)	37 (41.1)	16 (17.8)	2.70	0.84	Agree
7.	Managing payroll and staff salaries using financial management software.	11 (12.2	38 (42.2)	27 (30.0)	14 (15.6)	2.49	0.90	Disagree
8.	Generating academic reports with a learning management system.	8 (8.9)	38 (42.2)	28 (31.1)	16 (100.0)	2.58	0.87	Agree
	Mean of means and Standard Deviation					**2.56**	**0.90**	**Agree**

Data analysis on Table 1 revealed that respondents agreed on items 1, 2, 3, 6, and 8. This is shown by mean ratings of the items that were above the cut-off mean of 2.50. This implies therespondents'level of agreement totheschool administrators' utilization of management information system for financial resource management in secondary schools by maintaining accurate financial records with spreadsheet software, creating the school budget using a centralized database, handling fee payments through the Remita online payment system, saving all financial data on storage devices, as well as generating academic reports with a learning management system.

However, some respondents disagreed on items 4, 5 and 7. This is shown by mean ratings of the items that fall below 2.50. This implies that respondents disagreed that school administrators' do not utilize management information system for financial resource management in secondary schools by not; compiling the school's financial statements using an operational support system, tracking school expenditures with a centralized database, and managing payroll and staff salaries using financial management software. Also, the mean of means' value of 2.56 which is above the cut-off mean score of 2.50 indicate agreement on principals' utilization of management information system for financial resource management in secondary schools. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Table 2: Mean and standard deviation of the responses to school administrators' utilization of management information system for students' personnel administration in secondary schools

S/N	ITEMS	SA %	A%	D%	SD%	$\bar{x}$	SD	DECISION
9.	Enabling online applications for student admissions.	18 (20.0)	34 (37.8)	27 (30.0)	11 (12.2)	2.34	0.94	Disagree
10.	Processing student results with spreadsheet software.	7 (7.8)	33 (36.7)	32 (35.6)	18 (20.0)	2.68	0.86	Agree
11.	Facilitating online payment of school fees.	11 (12.2)	31 (34.4)	31 (34.4)	17 (18.9)	2.60	0.93	Agree
12.	Recording student attendance using spreadsheet software.	15 (16.7)	31 (34.4)	34 (37.8)	10 (11.1)	2.43	0.90	disagree
13.	Sharing information with students and parents via the school website.	10 (11.1)	40 (44.4)	28 (31.1)	90 (100.0)	2.47	0.86	Disagree
14.	Preparing student results using spreadsheet applications.	9 (10.0)	29 (32.2)	36 (40.0)	16 (17.8)	2.66	0.89	Agree
15.	Encouraging teachers to assign homework through email.	6 (6.7)	31 (34.4)	37 (41.1)	16 (17.8)	2.70	0.84	Agree
16.	Promoting the use of multimedia instructional methods with PowerPoint.	11 (12.2)	38 (42.2)	27 (30.0)	14 (15.6)	2.49	0.90	Disagree
	Mean of means and Standard Deviation					**2.55**	**0.89**	**Agree**

Data analysis on Table 2 revealed that some respondents agreed on items 10, 11, 14 and 15. This is shown by mean ratings of the items that fall above the cut-off mean of 2.50. This implies that respondents agreed that school school administrators' utilize management information system for students' personnel administration in secondary schools by providing: processing student results with spreadsheet software, facilitating online payment of school fees, preparing student results using spreadsheet applications, and

encouraging teachers to assign homework through email.

However, some respondents disagreed on items 9, 12, 13 and 16. This is shown by mean ratings of the items that fall below 2.50. This implies that the respondents disagreed school administrators' do not utilize management information system for students' personnel administration in secondary schools by not: enabling online applications for student admissions, recording student attendance using spreadsheet software, sharing information with students and parents via the school website, and promoting the use of multimedia instructional methods with PowerPoint. Additionally, the mean of means' value of 2.55 which is above the cut-off mean score of 2.50 indicate agreement on principals' utilization of management information system for students' personnel administration in secondary schools. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Discussion

The finding from data analysis on Table 1 showed that school administrators' utilize management information system for financial resource management in secondary schools by: maintaining accurate financial records with spreadsheet software, creating the school budget using a centralized database, handling fee payments through the Remita online payment system, saving all financial data on storage devices and generating academic reports with a learning management system. The overall average means fell in the range of high mean(above cut-off mean 2.50). This indicated that many of the respondents strongly agreed that school administrators' utilization of MIS boost administrative effectiveness in secondary schools in the study area. This situation could be attributed to adequate sensitization of principals on the enormous benefits of using management information system to generate, plan and allocate funds rationally to enhance administrative functions in the school system. This finding is in agreement with the finding of Ayoro, Onyeike and Ihechi (2023) who found out that financial resources management had a strong positive relationship with teachers' job performance and contributed respectively to teachers' job performance. Finding is in tandem with that of Thompson and Anachuna (2019) who posited that through the utilization of management information system, school fees payments are easily made and track online by the school management and financial fraud is averted, hence, promoting accountability and effective financial management in the school.

The finding from data analysis on Table 2 revealed that school administrators' utilize management information system for student personnel administration in secondary schools by: processing student results with spreadsheet software, facilitating online payment of school fees, preparing student results using spreadsheet applications, and encouraging teachers to assign homework through email. The overall average means fell in the range of high mean (above cut-off mean 2.50). This indicated that many of the respondents strongly agreed that school administrators' utilization of MIS boost administrative effectiveness in secondary schools in the study area.The possible explanation of this finding is that the principals do concentrate more on planning issues relating to students' personnel as well as paying attention on matters relating to students personnel management in the school. The finding is in tandem with that of Owan and Ekaette (2019) who concluded that there is a moderate positive relationship which is statistically significant between students' personnel management and their academic effectiveness. The finding is similar to the assertion of Thompson and Anachuna (2019) that MIS is used for numerous activities of student personnel administration which include processing admission, monitoring students' attendance in school, computation of students results, transmitting information to students and parents using email and website among others.

Conclusion

Management information system (MIS) becomes necessary when all administrative efforts proof ineffective to sustain the educational needs and aspirations of the learners. The main purpose of the study was to investigate school administrators' utilization of management information system for administrative effectiveness in public secondary schools in Ogoja Education Zone of Cross River State, Nigeria. The study was guided by one main purpose and two specific purposes and subsequently answered two questions. Specifically, the study sought to investigate: (i) school administrators' utilization of management information system for financial resource management, and ii) school administrators' utilization of management information system for students' personnel administration. The finding revealed that principals' utilize management information system for financial resource management in public secondary schools in Ogoja Education Zone. Also, school administrators' utilize management information system for students' personnel administration in public secondary schools in Ogoja Education Zone. Therefore, based on the findings, the

study concluded that school administrators' utilization of management information system enhances administrative effectiveness in public secondary schools in Ogoja Education Zone.

Recommendations
The following recommendations were made based on the findings of the stud
1. Principals, vice principals and head of departments should embark on self-professional development programs such as ICT workshops and seminars to up-date their skills and knowledge in the use of management information system for both financial resource management and student personnel administration.
2. Secondary school administrators should also be exposed to the use of specific MIS software applications that are often used for financial transaction in order to avert constant financial loss, thus enhancing financial accuracy and accountability in the school administration.
3. Government should provide administrators with EMIS resources like mobile technologies to facilitate their work. Also government should institute policies to support the use of EMIS in education ministry

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