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Assessment of Principals' Implementation of Education Management Information Systems in Secondary Schools in Anambra State

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Abstract

The purpose of this study was to assess principals' implementation of education management information systems in secondary schools in the state. Two research questions guided the study and two null hypotheses were tested. The study adopted the descriptive survey research design. Population of the study comprised 261principals in the 261 public secondary schools in Anambra state. The entire population was studied. The instrument for data collection was a researcher-developed questionnaire titled "Principals' Implementation of Education Management Information Systems Questionnaire (PIEMISQ). The instrument was validated by three experts and its reliability was determined using Cronbach alpha method. This yielded internal consistency coefficients of 0.72 and 0.74 respectively for the two sections of the instrument. Data were collected through direct hand-delivery process using five research assistants. Data collected were analyzed using mean ratings and standard deviation for answering the research questions, while the t-test statistics was used to test the hypotheses at 0.05 level of significance. Findings among others indicated that principals of secondary schools in Anambra State do not implement EMIS in planning staff personnel issues and students' personnel issues in their schools. It was recommended among others that secondary school principals in the state should undergo in-service training in the implementation of EMIS in planning staff personnel issues and students' personnel issues in their schools.

Keywords: Principal; Implementation; Education Management Information Systems; Secondary School; Staff Personnel Issues; Students Personnel Issues.

1. INTRODUCTION

The quality of data and information in educational planning has been a focus of concern due to a number of reported errors inaccuracies inconsistencies and misinterpretations. However, the inability of educational agencies to provide an adequate support system has likewise contributed to the seriousness of the problem. The poor survey structures, frequent changes of concepts and definitions of objectives, the lack of trained and qualified staff, poor direction and organization and a shortage of hardware and software are among the most obvious areas which have not been addressed by in the planning of education. In the Nigeria case, these need to be addressed using the fast expanding technology in order to make education being offered relevant.

The fast changing requirements of education brought about by rapid technological advancement have created a wide gap between what the school provides and what the society demands. In brief, the problems of access, equity, quality and relevance in education can be addressed using various approaches which require a decision support system and proper planning. To enable the educational planners, policy and decision- makers to determine the seriousness of these problems, the magnitude and extent of education services needed and the realistic amount of resources to deliver these services efficiently and effectively, they must have accurate, reliable and timely information on the state of education in the state and the country at large. This has resulted in the need for an education management information system (EMIS).

EMIS is essential in data management. According to Anderson (2018), an EMIS is an organized group of information and documentation services that collects, stores processes analyzes and disseminates information for educational planning and management. It is a collection of component parts that include inputs processes outputs and feed-backs that are integrated to achieve a specific objective. In the same view, Carlisle (2018) opined that it is a system for managing a large body of data and information that can be readily retrieved, processed, analyzed,

and made available for proper educational planning. It is a tool that uses systems theory, together with developments in computerization, to create a comprehensive approach to the collection and use of vast quantities of information on the education and training system. As the potential users of data, educational planners are systematically provided with accurate and timely information so that decision-making, planning, project development and other planning functions and operations can be carried out effectively (Mali, 2017).

The main purpose of an EMIS is to integrate information related to the planning of educational activities, and to make it available in comprehensive yet succinct ways to a variety of users (UNESCO, 2010). These include teachers, principals, curriculum planners, inspectorate officials, financial controllers, planners, policy advisers and political leaders, as well as parents and students. In this way, the combined information resources of the EMIS are at the service of the entire community. According to UNESCO (2008), the specific purpose of EMIS is to integrate the various sources of educational management information into one coordinated system to serve the entire country. The functioning of EMIS differs from country to country.

In the Nigerian case, most data generated for planning are not reliable. In support of this, Ajayi and Fadakemi (2017) noted that educational planners in Nigeria are faced with the problem of inaccurate data. They further stated that some states in Nigeria falsify school records, yet these are sources of data for school planning. According to Akpan (2017), data generated in schools are inflated in source parts of the country to influence budgetary allocation. Inflated data are not useful in planning. School principals and other education managers sometimes suffer from too much information that is not useable or timely. For example, valuable findings from an annual school census may not be fully exploited because of the large quantity of data collected (Udeozor, 2014). Also, the data may be collected, tabulated and disseminated in a form difficult to interpret and use especially for people with limited understanding of statistics (UNESCO, 2010). There is a need for well-organized data

presentation and data interpretation standards to provide planners with useful and relevant information (Mali, 2017). This resulted in the establishment of education management information systems (EMIS).

Ideally in Nigeria, the design and establishment of an EMIS is expected to be preceded by appropriate policy development legislation and relevant administrative decisions (Campbell, 2018). Again, government commitment through the Ministry of Education is of major importance in the first instance. This ideal prerequisite situation is particularly necessary where EMIS is to be established by unifying and expanding existing information structures and services. According to UNESCO (2010), in some countries, these services already undertake independent ongoing information activities for which they have sole responsibility. Hence a set of well coordinated and clearly defined legislative and administrative measures would be the first requirement in order to bring these services together under the same EMIS. This was achieved in Nigeria in 2007 that the National Council on Education (NCE) approved EMIS policy for the country. EMIS is relevant in data management in all spheres and at all levels of Education in Nigeria for efficiency and effectiveness.

The Federal Ministry of Education (FME, 2009:9) stated that the purpose of EMIS is to support the achievement of the goals of education as articulated in the National Policy on Education based on the following objectives:

1. streamlining the data flow process from school to Local Government Area(LGA) to State to the Federal level data relating to education inputs, activities, teachers and student based outcomes;
2. responding, in a timely manner, to the administrative, management and policy information needs appropriate to the roles of schools, LGAs, States and the Federal Ministry of Education in the educational system;
3. developing and reporting on key indicators to monitor the achievement of national educational standards and annual targets of:

a. LGAs at the school and school committee levels
b. States at the LGA level
c. National at the State level; and

4. Providing the basis for the Federal Ministry of Education to report on the status of education in Nigeria using national and international benchmarks and comparative global reporting and analysis.

The sequential activities necessary for the development and implementation of a functional EMIS in schools have been highlighted by FME (2009). First is definition of the national development goals; statement of mission and objectives of the education system; and setting short and long-range targets. This is followed by policy decision for purposes of implementation and monitoring. The third stage is identification of data needs and requirements while the fourth stage is the establishment of databases and the design of monitoring/data gathering forms. After this come data and information collection and data processing, followed by data dissemination and report generation. The last stage for development and implementation of EMIS is evaluation of the output. The results of the evaluation process are the basis for the strengthening of the system. In the light of the above, it is necessary to assess principals' implementation of EMIS in their schools.

Assessment, according to Nwagbo(2013) involves making quantitative and qualitative judgments about the extent to which a programme implementation satisfies set criteria or standards. In this regard, assessment as a process which systematically and objectively attempts to determine the relevance, efficiency, effectiveness and impact of project activities in the light of set objectives. In this study, assessment means a control system, allowing for determination of progress of principals in the implementation of EMIS in their schools.

In the Nigerian context, a principal is the major planner, manager or the administrative head of secondary school (Anyamebo, 2015). He is in charge of the planning and administering the day-to-day business of the school.

According to Pathak (2008), a principal is the chief executive or head of a secondary school. He plans for and manages the human and material resources of the school. Anukam and Anukam (2006) that school principals are in charge of staff and students' personnel planning and management and planning for instructional programmes school finance, school infrastructure and school-community relationship. All these can be handled through effective implementation of EMIS (FME, 2007).

The Anambra state government has strengthened EMIS implementation by providing computers to the Post Primary Schools Commission (PPSC), training and retraining of EMIS officials at the Commission and at zonal officers. At the school level, secondary school principals are mandated by the PPSC to attend conferences and workshops on EMIS. The significant achievements in this regard were the computation and transmission of students' results. Students' results can be checked online from any part of the state and the country at large. It is important to note that result transmission is not among the major aims of EMIS. As contained in the EMIS document, the implementation of EMIS is expected to cover the operational tasks areas of the school.

In the Nigeria case as noted by Ajayi and Fadakemi (2017), the basic issues for consideration in the implementation of EMIS in Nigeria schools are those that concern the operational tasks areas of the school. The task areas as listed by Anukam and Anukam (2016) include students' personnel, staff personnel, school finance, curriculum and instruction and school community relationship. In this study, they include: staff personnel issues, student personnel issues, curriculum and instructional materials issues. The aim here is to assess the extent the principals have used EMIS in the planning of staff personnel issues and students' personnel issues.

Staff personnel in secondary school system comprise all teaching and non-teaching staff. Members of staff need to be current in the subject matter and in new techniques of teaching. According to Murgor (2015), most of the ICT

technical staff initial training was not in computers, but in other technical fields such as electronics, librarianship, or other education courses and later on switch over to managing computers, creating a continuity and credibility gap between professions. It is the principal's responsibility to establish a process that will ensure that every staff contributes maximally to the effectiveness of the school. EMIS help the principal in determining performances of teachers and success of the school (Telem & Buvitski, 2017).This can be achieved through a programme of staff development. The need to train and or develop members of staff in school emanated from the need to correct deficiencies or to keep them abreast with new development and emerging challenges that relate to their job performance. This needs proper planning at the school level. Instructively, principals' implementation of EMIS in staff personnel issues is a precursor to students' personnel issues. Thus in a school where teacher's personnel issues are properly planned or handled, there is the likelihood that the students' personnel matters may also be well handled.

Student personnel issues involve making arrangement on how to assist students to perform through creation of good environment for learning, supportive aids like teaching facilities, good classroom, sport facilities and students clubs and unions. Accordingly, Quimn (2017) reported that instructional leadership roles of the principals in terms of providing resources, instructional support, communication, and being physically present at school are essential to providing an atmosphere that enhanced students' successes and academic achievements. More importantly, the principals of the 21st century education through the use of EMIS are required to encourage, motivate and energize the students towards the creation of effective learning environments leading to continuous improvement in schools and students' performances. This requires that the principal must adequately plan for the students. Expectedly, continuous improvement of students' performances is sequel to a proper planning and school location.

School location is a major factor that can affect the implementation of EMIS by principals in terms of staff personnel issues, student personnel issues, instructional material and curriculum matters. According to Uzoechina (2014), the implementation of EMIS in Anambra state seem to differ based on the location of the existing schools. Thus in Anambra state, secondary schools are located in both urban and rural areas. Most secondary schools especially in the rural areas do not have electricity or any alternative power supply, yet, EMIS cannot function effectively without power supply. Again, some of the schools both in urban and rural areas lack facilities to accommodate EMIS equipment. This leads to poor data generation and could be a big challenge to proper planning at the school level (Agom, 2013).

According to Anambra State of Nigeria (ASN) (2010) and Udeani (2018) the bane of planning in the education system is the inability to produce credible data on time which has its root in the fact that schools lack everything that is basic to data generation. These, according to ASN (2010:10) include: almost total lack of school record books; teachers who have not been trained to keep records; teachers who do not understand why they should keep these records and fill the forms that come to them regularly; lack of monitoring to expose non-compliance; absence of any serious sanction for failing to perform; pressure from various sources for schools to falsify educational returns; and reliance on out-dated technology. These factors, according to Nwagbo (2013) constitute serious setbacks to proper planning of Education in Nigeria and Anambra State.

Apart from these factors from the schools, there are also non-cooperation with accredited authorities by private school proprietors and other independent managers of some educational institutions; lack of human capacity; lack of appropriate equipment; and lack of funds for procuring even the most basic item to deliver a credible EMIS across the country (ASN, 2010), Anambra state inclusive. According to Nwosu (2017), credible EMIS is a prerequisite for effective educational planning. Thus,

planning based on family EMIS is likely to fail. The Researcher wonders if Educational planning in Anambra state is based on credible EMIS.

The existing situation particularly in Anambra State is worrisome. In most schools in the state, the filing systems remain manually based and disorganized. In addition, schools and villages that are essentially the sources of data and information are highly dispersed and isolated by seas, rivers, forests and other natural and manmade barriers. There seem to be problem in the transmission of reports from the source to the users. In addition to the above, Aniemeka (2017) reported that the trends in enrolment indicate the rapid expansion of the formal and non-formal education sectors which makes it difficult to keep track of developments in the education system in Nigeria and Anambra in particular.

1.1 Statement of Problem

The National Council on Education (NCE) in 2007 approved EMIS to support the effective planning of the education system at the Federal, State, and Local Government levels to improve the performance of the education system as a whole and of students in particular. EMIS is also expected to provide the basis for planning and monitoring the effectiveness and efficiency of the educational system at all levels. Apart from transmission of students' results which is currently checked online in Anambra state, EMIS seemed not to be fully implemented in the state.

For many years EMIS in Nigeria and Anambra state in particular could not perform optimally. Data were either not available or unreliable and could therefore not form the basis for planning and decision making. Personal experience of the researchers in the State show that the State in particular suffers embarrassments because it could not transmit valid data on critical indicators such as school staff, students, instructional materials, curriculum and instruction to such world bodies as the World Bank, UNESCO and UNICEF. One wonders how EMIS is being implemented in the planning of such critical areas.

Matters are not helped by the tendency for the state, local government authorities and schools from which the data originate to falsify or inflate data in anticipation of more federal funding or funds from international donors. All this complicate the data management situation in the state and indeed lead to confusion and huge gaps in availability of data or the reliability of available data for proper planning. Again, the implementation of EMIS in urban and rural secondary schools in Anambra state is not known. To clear the confusion and bridge the gap, this study assessed EMIS implementation in secondary schools in Anambra state. The problem of the study in question form is: 'What is the extent of EMIS implementation in staff and students' personnel issues?'

1.2 Purpose of the Study

The main purpose of this study is to assess principals' implementation of Education Management Information Systems in secondary schools in Anambra State. Specifically the study assessed extent of:

1. Principals' implementation of Education Management Information Systems in planning staff personnel issues in secondary schools in Anambra State.
2. Principals' implementation of Education Management Information Systems in planning student personnel issues in secondary schools in Anambra State.

1.3 Research Questions

The following research questions guided the study:

1. What is the extent of principals' implementation of EMIS in planning staff personnel issues in secondary schools in Anambra State?
2. What is the extent of principals' implementation of EMIS in planning students' personnel issues in secondary schools in Anambra State?

1.4 Hypotheses

The following hull hypotheses were tested at .05 level of significance:

1. Principals of secondary schools in urban and rural areas in Anambra State do not differ significantly in their mean ratings on the extent they

implemented the EMIS in planning staff personnel issues.

2. Principals of secondary schools in urban and rural areas in Anambra State do not differ significantly in their mean ratings on the extent they implemented the EMIS in planning students' personnel issues.

2. RESEARCH METHOD

This study was carried out in Anambra state. Anambra is a state in south-eastern Nigeria. The descriptive survey research design was adopted for this study. Anambra state comprises six education zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha education zones. The State Post Primary Schools Service Commission at Awka centrally controls public secondary schools in the state. The population for this study was 261 respondents. This is made up of all the 106 principals in urban and 155 principals in rural public secondary schools in the State. There was no sample. The population size was manageable and as a result used as the sample of the study. The instrument for data collection is a structured questionnaire designed by the researcher through interaction with experts and review of related literature. The instrument consisted of two parts: A and B. Part 'A' dealt with background information of the respondents which encompasses personal data while Part 'B' contained items that addressed the core subject matter of the research. The questionnaire items are structured on a four-point rating scale of Very High Extent – 4 points, High Extent – 3 points, Low Extent – 2 points and Very Low Extent – 1 point. The validity of the instrument was determined by three experts: two in the Department of Educational Management and Policy, and one in the Department of Educational Foundations (Measurement and Evaluation Unit), all in Nnamdi Azikiwe University Awka. The reliability of the instrument was established using cronbach alpha method. Copies of the questionnaire for the study were administered to twenty-five (25) principals of secondary schools in Enugu State. The alpha coefficients of 0.72 and 0.74 were obtained respectively for the two sections. The researcher administered

the instruments directly to the respondents with the help of five research assistants. Out of 261 copies of the instrument administered, 258 copies were correctly filled, retrieved, and used for data analysis. Mean scores and standard deviations were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance.

3. PRESENTATION OF RESULTS

3.1 Research Questions

Research Question1: What is the extent of principals' implementation of EMIS in planning staff personnel issues in secondary schools in Anambra State?

Table 1: Mean Ratings on Principals Implementation of EMIS in Staff Personnel issues in Secondary Schools in Anambra State.

S/N	EMIS Implementation in Staff Personnel Issues. I use EMIS	Mean	Sd.	Remarks
1	in ascertaining the number of academic staff in my school.	2.62	0.11	High Extent
2	in ascertaining the number of non-academic staff in my school.	2.51	0.10	High Extent
3	in planning the salary of the staff.	1.61	0.09	Low Extent
4	in identifying absentee members of staff.	2.32	0.11	Low Extent
5	in ascertaining and confirming the length of service of the every member of staff.	2.53	0.09	High Extent
6	in identifying regular attendee members of staff for the purpose of re-enforcement.	2.54	0.10	High Extent
7	for a daily record of the classroom activities of academic staff.	2.11	0.08	Low Extent
8	for a daily documentation of activities of non-academic staff.	2.09	0.12	Low Extent
	Mean of Means	**2.29**	**0.1**	**Low Extent**

Table 1 presents principals mean ratings on their implementation of EMIS in staff personnel issues in secondary schools in Anambra State. Item 1 has mean rating of 2.61 and sd of 0.11, item 2 has mean rating of 2.51 and 0.11 sd. Furthermore, item 5 has mean rating of 2.53 and sd of 0.09 while item 6 has 2.54 mean rating with sd of 0.10. All the mean ratings for these items 1; 2; 5 and 6 are above the cut-off mark of 2.50 and indicated that the principals use EMIS in ascertaining the number of academic and non-academic staff in their schools. They also implement EMIS in ascertaining and confirming the length of service of every number and staff are as well in identifying regular attendee numbers of staff for the purpose of reinforcement.

On the other hand, item 3 has mean ratings of 1.61 and sd of 0.09. Similarly, item 4 has mean ratings of 2. 32 and sd of 0.11 while item 7 has mean ratings of 2.11with sd. of 0.08 and item 8 has mean ratings of 2.09 with sd of 0.12. All the mean ratings for these items 3; 4; 7 and 8 are below the cut-off mark of 2.50 and indicated that the principals do not implement EMIS in planning staff salary, in identifying absentee member of staff for daily records of the classroom activities of academic staff and for daily documentation of activities of non-academic staff.

The standard deviation scores of the principles ranged between 0.08 and 0.12 with an overall mean of 0.1. This shows that the scores cluster around their mean and indicated that the principals did not vary significantly in their ratings. Again, the mean of means for the items is 2.29. This falls below the cut-off mark of 2.50 and indicated that the principals do not use EMIS in staff personnel issues in secondary schools in Anambra State.

Research Question 2: What is the extent of principals' implementation of EMIS in planning student personnel issues in secondary schools in Anambra State?

Table 2: Mean Ratings on Principals Implementation of EMIS in Student Personnel Issues in Secondary Schools in Anambra State.

S/N	EMIS Implementation in Student Personnel Issues. I use EMIS	Mean	Sd.	Remarks
9	in ascertaining the number of students in my school.	2.24	0.12	Low Extent
10	in ascertaining the number of WAEC candidates in my school.	2.43	0.09	Low Extent
11	in collecting the academic records of students in my school.	1.47	0.11	Low Extent
12	in analysing the academic performance of students on a termly basis in my school.	2.36	0.11	Low Extent
13	in planning the number of students to admit at the beginning of a new academic session.	2.04	0.10	Low Extent
14	in identifying absentee students in my school.	2.63	0.12	High Extent
15	for the dissemination of termly results of students.	2.52	0.11	High Extent
16	for keeping records of behavioural disposition of students for appropriate decisions in my school.	2.56	0.10	High Extent
	Mean of Means	**2.41**	**0.11**	**Low Extent**

Results in Table 2 indicate principals' ratings on their use of EMIS in students' personnel issues. Item 14 has mean rating of 2.63 and sd of 0.12; item 15 has mean rating of 2.52 and sd of 0.11 while item 16 has mean rating of 2.56 and sd of 0.12. The mean ratings for items 14, 15 and 16 are therefore above the cut-off mark of 2.50 and indicated that the principals use EMIS in identifying absentee students in the schools, they use EMIS for the dissemination of termly results of students and for keeping records of

behavioural disposition of the students for appropriate decisions in the school.

On the other hand, item 9 has mean rating of 2.24 with sd of 0.12; item 10 has mean rating of 2.43 with sd of 0.09; item 11 has mean rating of 2.47 with sd of 0.11; item 12 has mean rating of 2.36 with sd of 0.11 while item 12 has mean rating of 2.04 with sd of 0.11. All the mean ratings for items 9, 10, 11, 12 and 13 are below the cut-off mark of 2.50 and indicated that the principals do not use EMIS in ascertaining the number of students or the number of WAEC candidates in their schools. In the same manner, they do not implement EMIS in analyzing the academic performance of students on termly, basis or in planning the number of students to admit at the beginning of a new academic session.

The standard deviation of the principals ranged between 0.09 and 0.12 with the overall Sd. of 0.11. The Sd. mean of means indicate that the principal did not vary significantly in their ratings of the items. Similarly, the mean of means for the items is 2.41 which fall below the cut-off mark of 2.50. This indicates that the principals do not use EMIS in students' personnel issues in secondary schools in Anambra State.

3.2 Testing of Null Hypotheses

$H0_1$: Principals of secondary schools in urban and rural areas in Anambra State do not differ significantly in their mean ratings on the extent they implemented the EMIS in planning staff personnel issues.

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Table 3: t-test of Principals Implementation of EMIS in Staff Personnel Issues in Secondary Schools in Anambra State.

Group	Sample Size	$\bar{X}$	SD.	df.	t-Cal.	t-Crit.	Decision
Urban	106	3.16	0.10				
				256	1.98	±1.9650	Significant (S)
Rural	152	2.85	0.11				

The result as shown in Table 3 revealed that, the t-test calculated is 1.98, while the t-test critical table value is ±1.9650. Thus the t-calculated is greater than the critical observed table value which is ±1.9650 and falls within the rejectable region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus rejected indicating that there is significant difference in their mean ratings on the ways they have implemented the EMIS in staff personnel issues in secondary schools in Anambra State.

$H0_2$: Principals of secondary schools in urban and rural areas in Anambra State do not differ significantly in their mean ratings on the extent they implemented the EMIS in planning students' personnel issues.

Table 4: t-test of Principals Implementation of EMIS in Student Personnel issues in Secondary Schools in Anambra State.

Group	Sample Size	$\bar{X}$	SD.	df.	t-Cal.	t-Crit.	Decision
Urban	106	2.18	0.11				
				256	1.98	±1.9650	Significant (S)
Rural	152	2.13	0.13				

The result as presented in Table 4 showed that, the t-test calculated is 1.98, while the t-test critical table value is ±1.9650. This value calculated is greater

than the critical observed table value which is ±1.9650 and falls within the rejectable region. The null hypothesis (H_0) of no significant difference in the mean ratings is thus rejected indicating that principals of secondary schools in urban and rural areas in Anambra State differed significantly in their mean ratings on the ways they have implemented the EMIS in students' personnel issues in secondary schools in Anambra State.

4. SUMMARY OF FINDINGS

Based on the data presentation and analysis, the following summaries of findings are made:

1. Principals of secondary schools in Anambra State implement EMIS to a low extent in planning staff personnel issues in their schools.
2. Principals of secondary schools in Anambra state implement EMIS to a low extent in planning students personnel issues in their schools
3. There is significant difference in the mean ratings of principals in urban and rural areas on the extent they have implemented EMIS in planning staff personnel issues on their schools.
4. There is significant difference in the mean ratings of principals in urban and rural areas on the extent they have implemented EMIS in planning students' personnel issues on their schools.

4.1 Discussion of Findings

The first finding of this study was that principals of secondary schools in Anambra state do not implement EMIS in staff personnel issues. Further finding indicated that secondary school principals in urban and moral differed significantly in their mean ratings on the ways they have implemented EMIS in staff personnel issues.

EMIS is a good innovation in the Nigerian education system. The fact that the principals do not implement it in staff personnel issues in their school points to the fact that most of the principals may not have really understood what EMIS is all about even though it has lasted over eleven years. In the same manner, they differed significantly in their mean vetting probably because all of them do not pass

through the same experience, given the location of their schools.

The findings of this study are supported by Joseph (2018) who found that principals did not implement EMIS to any extent in the management of staff in their schools. The finding of this study differed from Luenan (2012) who found that location of school did not significantly affect principals' implementation of EMIS in their school. The reason for the difference in the finding could be attributed to the level of development in the countries the studies were conducted. Luenan studied Europe but the current study was in Nigeria which is still a developing country.

Given the requirements for the establishment of EMIS, one could have thought that principals in urban and rural areas could not have differed in their mean ratings but the finding was on the country. The difference in the mean ratings could be attributed to or electricity problems and security challenges facing EMIS equipment in some villages. This study also found that principals in secondary school in Anambra state do not implement EMIS in students' personnel issues. Further findings of the study inculcated that principals of school in urban and rural areas differed significantly in their mean rating on ways they implement EMIS in students' personnel issues in their schools.

Like the pervious discussion, one is not surprised at the finding of this study because the knowledge of EMIS is seems to be too low among school administration in Nigeria and Anambra state in particular. A policy introduced in 2007 ought to have been mastered by the people by now but in the Nigerian experience, the people that introduce the policy are sometime far from the implementers. The principals may not have implemented EMIS in the student personnel issues probably became they may not be aware of the policy, the date of introduction notwithstanding.

Given the requirement and operations of EMIS one expected a significant difference in the mean ratings of principals in urban and rural secondary schools. They differed probably became they have low knowledge of EMIS which probably contributed to its non-

implementation in managing students personnel issues in the secondary school. Again, EMIS need electricity to function but this is lacking in some rural areas in the state.

The finding of this study is supported by kamile (2018) who found that principals did not utilize EMIS principals in managing student issues in their school. Similarly, koofi (2018) also found that male and female principals did not differ significantly in their mean rating on the implementation of EMIS. The current study focused on location as moderator variable, the no significant difference in koofi's study attributed to gender which is not important to the current work.

5. CONCLUSION

The conclusion of this study is that principals in public secondary schools in Anambra State do not implement EMIS in planning staff personnel and students' personnel issues. Furthermore, they differed in their mean ratings on the ways they implement EMIS in the issues assessed.

6. RECOMMENDATIONS

Based on the results of the study and discussion that followed, the following recommendations are made:

1. Principals should undergo in-service training in the implementation of EMIS in planning staff personnel issues, students' personnel issues, instructional materials and curriculum issues in their schools.
2. The Ministry of Education that introduced EMIS into the Nigerian educational system should properly educate principals through seminars or workshops on the implementation of the policy in secondary schools
3. Principals should implement EMIS in planning staff personnel issues in their schools.
4. The principals should try to implement EMIS to a high extent in planning student's personnel issues.

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