



MANAGEMENT INFORMATION SYSTEM AND MANAGERIAL DECISION MAKING IN ENUGU STATE MINISTRY OF EDUCATION

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ABSTRACT

This study investigated the role of Management Information Systems (MIS) in enhancing managerial decision-making within the Enugu State Ministry of Education. Specifically, the study assessed the extent of MIS implementation, evaluated its impact on decision quality, and identified challenges hindering effective adoption. A descriptive survey design was employed, targeting 450 managerial and administrative staff, with a sample size of 212 respondents selected using Taro Yamane's formula and stratified random sampling. Data were collected through a structured questionnaire and analyzed using SPSS, employing both descriptive and inferential statistics, including correlation and regression analysis. Findings revealed that MIS is moderately to highly implemented in the Ministry and significantly improves managerial decision-making by enhancing accuracy, efficiency, and evidence-based planning. However, challenges such as inadequate ICT infrastructure, inconsistent data updating, and limited staff training constrain full utilization. The study concludes that effective adoption and integration of MIS are crucial for improving administrative efficiency, resource allocation, and policy formulation. Recommendations include expanding MIS integration across all departments and providing regular training to staff for optimal use of MIS tools.

Keywords: *Management Information System (MIS); Managerial Decision-Making; Educational Administration; Information Technology; Administrative Efficiency; ICT Infrastructure.*

Introduction

The effective management of educational institutions is critical to the overall development of any society, particularly in a developing country like Nigeria. Education serves as a foundation for human capital development, social cohesion, and economic growth (UNESCO, 2015; Okafor & Ojo, 2018). Consequently, government ministries, such as the Enugu State Ministry of Education (ESME), play a vital role in policy formulation, planning, supervision, and monitoring of the state's educational system. The Ministry oversees the administration of primary, secondary, and tertiary education, implements government policies, and ensures that educational standards are maintained across the state (Federal Ministry of Education, 2020). In the past, the Ministry of Education, like many public institutions, relied heavily on manual record-keeping and traditional administrative procedures (Eze et al., 2021). Decisions were often based on personal judgment, incomplete reports, or historical precedents rather than accurate, real-time data. Such practices frequently led to inefficiencies, delays, and errors in decision-making. For example, allocation of resources to schools was often inconsistent, recruitment of teachers did not always align with actual needs, and monitoring of school performance relied heavily on irregular inspections and paper reports (Okeke, 2017). These limitations highlighted the need for a more systematic approach to managing information and supporting managerial decision-making.

With the advent of information and communication technology (ICT), public institutions around the world have increasingly adopted Management Information Systems (MIS) to enhance administrative efficiency (Laudon & Laudon, 2020; Turban et al., 2019). MIS is defined as an integrated system that collects, processes, stores, and disseminates information necessary for decision-making and control within an organization (O'Brien & Marakas, 2018). In essence, MIS transforms raw data into meaningful information that managers can use to make informed, timely, and effective decisions.

MIS can be applied at various managerial levels:

1. **Operational Level:** Supports day-to-day decisions such as staff attendance management, resource distribution, and daily monitoring of school operations (Laudon & Laudon, 2020).
2. **Tactical Level:** Aids mid-level managers in planning, budgeting, and resource allocation across multiple schools or departments (O'Brien & Marakas, 2018).
3. **Strategic Level:** Assists top-level managers in formulating policies, long-term planning, and evaluating the performance of educational programs (Turban et al., 2019).

In the context of Enugu State, the implementation of MIS within the Ministry of Education has the potential to revolutionize decision-making processes, ensuring that decisions are based on accurate, reliable, and up-to-date information. For instance, MIS can facilitate data-driven budgeting, where financial allocations are based on verified school performance metrics rather than political or historical precedents. It can also improve human resource management, ensuring that teachers are deployed to schools according to actual needs and qualifications, reducing gaps and redundancies in staffing (Eze et al., 2021). Globally, the adoption of MIS in educational administration has been shown to improve governance, transparency, and efficiency. In countries where MIS has been integrated into the public sector, ministries have been able to monitor performance, identify inefficiencies, and implement corrective measures promptly (Heeks, 2002). For example, school enrollment trends, student performance statistics, and teacher attendance can be tracked in real time, allowing managers to intervene before minor issues escalate into systemic problems (Turban et al., 2019).

However, the successful adoption of MIS in the public sector, particularly in developing countries, is often hampered by challenges such as inadequate ICT infrastructure, limited technical expertise, budgetary constraints, and resistance to change (Eze et al., 2021; Heeks, 2002). In the case of the Enugu State Ministry of Education, these challenges manifest in various ways. Many departments still rely on paper-based record-keeping, internet access is inconsistent, and staff training in the use of MIS tools is limited. Additionally, the Ministry faces challenges related to data quality, including incomplete records, irregular updates, and difficulty in integrating data from multiple sources (Okeke, 2017). Despite these challenges, the need for robust MIS in educational administration remains critical. MIS provides a centralized platform for collecting, analyzing, and distributing information, which improves communication among departments, reduces duplication of efforts, and promotes accountability (Laudon & Laudon, 2020). By using MIS, managers in the Ministry can generate reports on student enrollment, teacher performance, infrastructure needs, and budget utilization efficiently. Such insights allow for better planning, resource allocation, and policy formulation, ensuring that educational goals are achieved effectively.

Moreover, the integration of MIS aligns with global trends in e-governance and digital transformation in public institutions. Governments worldwide are increasingly leveraging technology to improve service delivery, enhance decision-making, and promote transparency (Heeks, 2002; UNDESA, 2021). For the Enugu State Ministry of Education, adopting MIS not only improves internal operations but also enhances public trust, as citizens can access accurate information about educational programs, school performance, and resource allocation. The theoretical foundation for the study is anchored in the Decision Support Theory, which emphasizes that managerial decisions are enhanced when managers have access to timely, relevant, and accurate information (Simon, 1977). MIS acts as a decision support tool, reducing uncertainty and providing structured information that helps managers evaluate alternatives and select optimal courses of action. In this sense, MIS serves as a bridge between data collection and informed decision-making, ensuring that educational policies and interventions are based on empirical evidence rather than assumptions or anecdotal observations. In conclusion, effective managerial decision-making in the Enugu State Ministry of Education depends significantly on the availability of accurate and timely information. MIS has emerged as a critical tool in this regard, enabling managers to plan strategically, allocate resources efficiently, and monitor performance effectively. While challenges to adoption exist, including infrastructure limitations, skill gaps, and resistance to change, the potential benefits of MIS for improving educational governance, transparency, and accountability are substantial. Therefore, understanding the role of MIS in managerial decision-making within the Ministry provides both theoretical and practical insights into enhancing the performance of the educational sector in Enugu State. Specifically, the study intends to assess the extent to which MIS is implemented in the Ministry of Education in Enugu State, evaluate the impact of MIS on the quality of managerial decisions in the Ministry and identify the challenges hindering effective MIS adoption in the Ministry.

Literature Review

2.1 Concept of Management Information Systems

Management Information Systems (MIS) can be defined as an integrated framework of people, technology, and processes that collect, process, store, and disseminate information to support managerial decision-making, planning, and control within an organization (Laudon & Laudon, 2020). Unlike general information systems that may serve operational purposes, MIS specifically focuses on providing relevant, timely, and accurate information to managers to aid in making informed decisions at strategic, tactical, and operational levels

(O'Brien & Marakas, 2011). At its core, MIS is designed to bridge the gap between data and decision-making. It involves the systematic processing of raw data into meaningful information, which managers use to monitor organizational performance, allocate resources efficiently, forecast trends, and solve problems. Components of MIS typically include hardware (computers, servers), software (application and database programs), procedures (methods for data collection and processing), and human resources (IT staff and managers) working together to ensure information flows seamlessly (Stair & Reynolds, 2019).

In the context of the public sector, and particularly in ministries like the Enugu State Ministry of Education, MIS serves as a critical tool for managing educational data, tracking school performance, coordinating teacher deployment, monitoring budgets, and supporting policy formulation (Adewale & Kabir, 2019). Effective MIS implementation enables managers to move from intuitive decision-making to evidence-based decision-making, reducing uncertainties and improving accountability in the administration of educational programs.

Moreover, MIS can be categorized into different types depending on managerial needs:

- **Transaction Processing Systems (TPS):** Capture routine operational data (e.g., student enrollment, salary payments).
- **Decision Support Systems (DSS):** Provide analytical tools for problem-solving and evaluating alternatives.
- **Executive Information Systems (EIS):** Offer top-level managers a snapshot of organizational performance for strategic decision-making.

The successful deployment of MIS in organizations like the Enugu State Ministry of Education depends not only on the technology itself but also on organizational culture, staff ICT competence, and commitment from management to integrate MIS outputs into decision-making processes (Ifinedo, 2012). In summary, MIS is more than just a technological tool; it is a strategic resource that enhances managerial efficiency and effectiveness by ensuring that decisions are guided by accurate, relevant, and timely information.

2.2 Managerial Decision Making

Managerial decision-making is the process through which managers identify problems or opportunities, evaluate alternatives, and select the most appropriate course of action to achieve organizational objectives (Robbins & Coulter, 2018). It is a fundamental function of management that affects all levels of an organization from operational decisions made by line managers to strategic decisions made by top executives. Effective decision-making is essential for achieving efficiency, effectiveness, and adaptability within an organization, particularly in public sector institutions such as the Enugu State Ministry of Education (ESMoE).

Decision-making in a managerial context typically involves three primary stages (Simon, 1977):

1. **Intelligence Phase:** Recognizing and defining the problem, collecting relevant data, and identifying opportunities.
2. **Design Phase:** Developing and analyzing alternative solutions to address the problem or opportunity.
3. **Choice Phase:** Selecting the optimal solution based on criteria such as feasibility, cost, and impact.

In the public sector, managerial decisions often relate to policy formulation, resource allocation, budget management, staff deployment, and program evaluation (Adewale & Kabir, 2019). For instance, in ESMoE, managers must decide how to distribute limited financial resources among schools, prioritize infrastructure projects, and implement policies that enhance teaching and learning outcomes. These decisions require access to accurate and timely information, which underscores the critical role of Management Information Systems (MIS).

The quality of managerial decisions depends on several factors:

- **Information Availability and Accuracy:** Reliable and up-to-date data allows managers to make evidence-based decisions.
- **Experience and Expertise:** Managerial competence influences the ability to interpret information correctly.
- **Organizational Culture:** A culture that encourages transparency and accountability supports better decision-making processes.
- **Technological Support:** Information systems, such as MIS, enhance decision-making by providing analytical tools and real-time data (Laudon & Laudon, 2020).

Decision-making can be classified into programmed and non-programmed decisions. Programmed decisions are routine and structured, often guided by established procedures or policies (e.g., processing teacher salary payments). Non-programmed decisions are unique and require creative problem-solving (e.g., responding to a sudden drop in school enrollment in a district). In summary, managerial decision-making is a dynamic process that integrates problem identification, information analysis, and solution selection. Within the Enugu State Ministry of Education, effective decision-making is contingent upon the availability of accurate, timely, and relevant information, making the integration of MIS indispensable for improving administrative efficiency, resource allocation, and policy implementation.

2.3 MIS and Decision Making in the Public Sector

Management Information Systems (MIS) play a pivotal role in enhancing decision-making within the public sector by providing managers with accurate, timely, and relevant information necessary for planning, coordination, and policy implementation (Ifinedo, 2012). In government ministries, such as the Enugu State Ministry of Education (ESMoE), MIS facilitates evidence-based decision-making, enabling managers to monitor educational programs, track resource utilization, and evaluate policy outcomes. Public sector organizations face unique challenges that differentiate them from private enterprises, including bureaucratic procedures, limited resources, and high accountability demands to stakeholders (Eze et al., 2021). In such contexts, MIS serves as a critical tool to streamline administrative processes, reduce decision-making delays, and improve transparency. For example, digital databases for student enrollment, teacher deployment, examination management, and budget allocation allow managers to access real-time information, reducing reliance on manual record-keeping and enhancing operational efficiency.

MIS supports decision-making at three hierarchical levels within public institutions:

1. **Operational Level:** Assists in routine, day-to-day decisions such as processing staff attendance, student records, and financial transactions.

2. **Tactical Level:** Provides analytical reports for middle managers to monitor program implementation, resource allocation, and departmental performance.
3. **Strategic Level:** Offers top executives insights into long-term planning, policy development, and performance evaluation to align educational goals with governmental objectives (Laudon & Laudon, 2020).

Empirical studies have demonstrated that MIS adoption in public education institutions enhances decision quality by reducing uncertainty, improving data accuracy, and facilitating timely interventions (Adewale & Kabir, 2019). In the Nigerian context, however, challenges such as inadequate ICT infrastructure, limited technical expertise, and poor data quality often constrain the effective utilization of MIS, limiting its potential to transform decision-making processes (Eze et al., 2021).

In the case of the Enugu State Ministry of Education, MIS has the potential to:

- **Improve resource allocation** by providing managers with data-driven insights into budgetary needs across schools.
- **Enhance monitoring and evaluation** of educational programs to ensure compliance with policy objectives.
- **Facilitate strategic planning** by generating reports that identify trends in student performance, teacher deployment, and infrastructure requirements.
- **Support transparency and accountability** by providing auditable records for decision-making processes.

In conclusion, MIS is an indispensable tool for public sector management. By integrating technology, data, and managerial expertise, it enhances decision-making capacity, promotes efficiency, and supports the delivery of quality educational services. Nevertheless, to fully harness these benefits in ministries like ESMoE, investments in ICT infrastructure, staff training, and data governance policies are essential.

Theoretical Framework

The theoretical framework provides the **foundation for understanding the relationship between Management Information Systems (MIS) and managerial decision-making**. The study is anchored on **Decision Support Theory** and **Systems Theory**, which explain how managers utilize information systems to improve decision-making efficiency, effectiveness, and accuracy in organizational settings.

2.1.1 Decision Support Theory

Decision Support Theory (DST), introduced by Herbert Simon (1977), posits that managerial decision-making is enhanced when managers have access to timely, accurate, and relevant information. According to Simon, decision-making is a structured process that involves three major phases:

1. **Intelligence Phase:** Identifying and understanding problems or opportunities.
2. **Design Phase:** Developing possible solutions or alternatives.
3. **Choice Phase:** Selecting the best alternative based on available information and predicted outcomes.

In the context of the Enugu State Ministry of Education, DST emphasizes the importance of **structured information in making educational management decisions**. For example, data on student enrollment, teacher performance, and school infrastructure allows managers to allocate resources effectively, plan recruitment, and implement policies based on evidence rather than assumptions.

MIS acts as a **Decision Support System (DSS)** within DST by:

- Collecting and organizing large volumes of data from various departments.
- Processing and analyzing data to generate actionable reports.
- Providing forecasting tools for planning and policy evaluation.

By reducing uncertainty, DST and MIS together facilitate **rational, evidence-based decision-making**, which improves the efficiency and effectiveness of managerial actions within the Ministry.

Empirical Review

Empirical studies provide insights into how **Management Information Systems (MIS)** influence managerial decision-making in educational and public sector organizations. This section reviews research conducted globally, in Nigeria, and within Enugu State, highlighting successes, challenges, and gaps in knowledge.

2.3.1 Global Evidence on MIS and Decision-Making

Several studies have documented the impact of MIS on managerial decision-making in educational and public sector institutions worldwide: Heeks (2002) investigated MIS adoption in developing countries and found that public sector organizations that implemented MIS improved transparency, operational efficiency, and timeliness of decisions. The study emphasized that integrating information systems into administrative processes reduces bureaucratic delays and enhances accountability. Turban, Pollard, and Wood (2019) studied the role of MIS in educational institutions and noted that managers using MIS can make data-driven decisions regarding resource allocation, student enrollment, teacher deployment, and curriculum implementation. The study highlighted that real-time data analysis improves both short-term operational and long-term strategic decisions.

UNESCO (2015) observed that countries adopting ICT and MIS in education witnessed improved policy planning, monitoring, and evaluation. MIS facilitated the collection of accurate data on student performance, teacher attendance, and infrastructural needs, enabling managers to make informed decisions that enhance educational outcomes. Eze, Chinedu, and Okafor (2021) explored ICT adoption in Nigerian public ministries and found that while MIS has the potential to enhance managerial decision-making, implementation is hindered by poor infrastructure, inadequate staff training, and resistance to change. The study emphasized that effective MIS deployment is essential for improving operational efficiency and evidence-based decision-making.

Okeke (2017) examined administrative challenges in Nigerian public education and found that ministries relying on manual record-keeping often experience delays in decision-making, misallocation of resources, and monitoring inefficiencies. The study highlighted that MIS adoption significantly improves the accuracy and timeliness of decisions in budgeting, human resource management, and policy implementation. Oluwole and Adebayo (2019) investigated digital tools in human resource management within Nigerian educational institutions. They reported that MIS supports tracking of teacher attendance, qualifications, and deployment,

which enhances decision-making efficiency and reduces redundancy in staffing. These Nigerian studies reinforce the global evidence that MIS enhances managerial decision-making, though adoption is still limited by technical, organizational, and financial challenges.

Summary of literature review

The literature reveals that Management Information Systems (MIS) significantly enhance managerial decision-making by providing timely, accurate, and relevant information, improving efficiency, accountability, and transparency in both educational and public sector organizations (Heeks, 2002; Turban et al., 2019; UNESCO, 2015). Globally, MIS supports operational, tactical, and strategic decisions, including resource allocation, staff management, and policy implementation. In Nigeria, MIS adoption is constrained by infrastructure gaps, limited technical skills, resistance to change, and data quality issues (Eze et al., 2021; Okeke, 2017; Oluwole & Adebayo, 2019).

Within the Enugu State Ministry of Education, while some digital systems exist for managing teacher records and student enrollment, full utilization remains limited, reducing the potential impact on decision-making. The study is anchored on Decision Support Theory and Systems Theory, highlighting that MIS facilitates evidence-based decisions and integrates organizational subsystems for improved coordination and feedback. Despite documented benefits, gaps exist: limited research specifically on Enugu State Ministry of Education, inadequate analysis of adoption challenges, scarce linkage between MIS and educational outcomes, and few empirical studies measuring MIS's impact on decision quality. These gaps justify the present study, which seeks to evaluate MIS adoption, its impact on managerial decision-making, and barriers to effective utilization, providing insights to improve educational governance in Enugu State.

Methodology

This study adopted a descriptive survey design to examine the role of Management Information Systems (MIS) in managerial decision-making within the Enugu State Ministry of Education. The design allowed for the collection of data from managers and administrative staff on MIS use, decision-making, and challenges faced. The population consisted of 450 managerial and administrative staff, including top-level, middle-level, and operational-level managers. Using Taro Yamane's formula with a 5% margin of error, a sample size of 212 respondents was selected through stratified random sampling to ensure proportional representation across managerial levels. Data were collected via a structured questionnaire covering demographics, MIS adoption, decision-making, and challenges. Responses were measured on a five-point Likert scale. The instrument was validated by experts and tested for reliability through a pilot study, yielding a Cronbach's Alpha of 0.82. Data were analyzed using SPSS, with descriptive statistics summarizing respondent characteristics and MIS usage, and inferential statistics, including correlation and regression, examining the relationship between MIS adoption and decision-making effectiveness. Ethical standards were observed, including voluntary participation, confidentiality, and secure data handling. This methodology provides a reliable framework for investigating MIS adoption and its impact on managerial decision-making in the Enugu State Ministry of Education.

Data Presentation and Analysis

Research Question 1: To what extent is MIS implemented in the Enugu State Ministry of Education?

Table 4.1: Extent of MIS Implementation

Statement	SA	A	N	D	SD	Mean	Remark
MIS tools are available for managerial use	80	90	20	15	7	4.1	High
MIS is integrated into departmental operations	60	85	30	25	12	3.8	Moderate
MIS supports daily operational decision-making	70	95	25	15	7	4.0	High
MIS facilitates planning, budgeting, and resource allocation	65	90	28	20	9	3.9	Moderate
MIS data is updated regularly and consistently	50	70	35	40	17	3.5	Moderate

Source: Researcher, field survey, 2026

The table indicates that MIS is moderately to highly implemented in the Ministry. The mean scores suggest that MIS tools are widely available and used for operational and strategic decisions. While some areas such as integration across departments and regular data updating show moderate implementation, the overall adoption is positive, indicating that the Ministry has begun leveraging MIS for decision support but still has room for improvement in system integration and data management.

Research Question 2: What is the impact of MIS on the quality of managerial decisions in the Ministry?

Table 4.2: Impact of MIS on Managerial Decision-Making

Statement	SA	A	N	D	SD	Mean	Remark
MIS improves the accuracy of managerial decisions	85	90	20	10	7	4.1	High impact
MIS reduces delays in decision-making	80	85	25	15	7	4.0	High impact
MIS helps managers allocate resources effectively	75	95	20	12	10	4.0	High impact
MIS enhances strategic planning and policy formulation	70	90	25	15	12	3.9	Moderate impact
MIS promotes evidence-based decision-making	80	85	20	15	12	4.0	High impact

Source: Researcher, field survey, 2026

The results show that MIS adoption has a positive effect on decision quality. Respondents indicated that MIS improves accuracy, reduces delays, supports resource allocation, and facilitates evidence-based strategic planning. The mean values, ranging from 3.9 to 4.1, indicate that MIS significantly contributes to enhancing managerial decisions, especially in operational efficiency and resource management.

Hypothesis 1: The extent of MIS implementation and managerial decision-making

Table 4.3: Regression Analysis for Hypothesis 1

Predictor	β	t-value	p-value	Decision
Extent of MIS implementation	0.68	6.45	0.000	Reject H_0 , Accept H_1

The regression analysis shows a **significant positive relationship** between MIS implementation and managerial decision-making ($\beta = 0.68$, $p < 0.05$). This indicates that as the extent of MIS adoption increases, the quality and effectiveness of managerial decisions improve. Therefore, the null hypothesis is rejected, confirming that MIS implementation significantly influences managerial decision-making in the Ministry.

Hypothesis 2: MIS adoption and quality of managerial decisions

Table 4.4: Regression Analysis for Hypothesis 2

Predictor	β	t-value	p-value	Decision
MIS adoption level	0.72	7.12	0.000	Reject H_0 , Accept H_1

The analysis indicates a strong positive impact of MIS adoption on managerial decision quality ($\beta = 0.72$, $p < 0.05$). This confirms that managers who use MIS tools effectively are able to make faster, more accurate, and evidence-based decisions. The null hypothesis is therefore rejected, supporting the idea that MIS adoption enhances managerial decision-making within the Ministry.

The findings of this study provide valuable insights into the implementation of Management Information Systems (MIS) and their impact on managerial decision-making in the Enugu State Ministry of Education.

Extent of MIS Implementation

The analysis revealed that MIS is moderately to highly implemented within the Ministry. Respondents indicated that MIS tools are generally available and used in operational, tactical, and strategic decision-making, particularly in areas such as teacher record management, student enrollment tracking, and budget monitoring. However, challenges were observed in full departmental integration and consistent updating of data. This aligns with previous studies (Laudon & Laudon, 2020; Turban et al., 2019), which noted that while MIS adoption improves efficiency, gaps often exist due to infrastructure limitations and partial integration in public institutions.

Impact of MIS on Managerial Decision-Making

The study found that MIS adoption has a significant positive impact on the quality of managerial decisions. Respondents reported that MIS improves the accuracy of decisions, reduces delays, supports effective resource allocation, and facilitates evidence-based planning. These findings confirm the theoretical position of the Decision Support Theory (Simon, 1977), which emphasizes that access to timely, relevant, and accurate

information enhances managerial decision-making. The findings also reflect global trends, where educational institutions using MIS achieve better operational efficiency and informed policy formulation.

Hypothesis Testing

Regression analysis confirmed that both the extent of MIS implementation and the level of MIS adoption significantly influence managerial decision-making. The first hypothesis, which posited that the extent of MIS implementation affects managerial decisions, was supported ($\beta = 0.68$, $p < 0.05$). Similarly, the second hypothesis, which examined the impact of MIS adoption on decision quality, was also supported ($\beta = 0.72$, $p < 0.05$). These results indicate that the effective use of MIS tools is directly linked to improved decision-making outcomes in the Ministry.

Summary of Findings:

1. MIS is moderately to highly implemented in the Enugu State Ministry of Education, particularly in operational and strategic decision-making, though gaps exist in full departmental integration and consistent data updating.
2. MIS adoption significantly improves the quality of managerial decisions by enhancing accuracy, efficiency, and evidence-based planning.

Conclusion

This study has examined the role of Management Information Systems (MIS) in enhancing managerial decision-making within the Enugu State Ministry of Education. The findings indicate that MIS is moderately to highly implemented and significantly improves the quality of managerial decisions by providing timely, accurate, and evidence-based information. However, challenges such as limited ICT infrastructure, inconsistent data updating, and insufficient staff training hinder full utilization. Overall, the study concludes that effective adoption and integration of MIS are critical for improving administrative efficiency, resource allocation, and policy formulation within the Ministry.

Recommendations:

1. The Ministry should expand MIS integration across all departments to ensure consistent and timely access to information for decision-making.
2. Regular staff training on MIS tools and data management should be conducted to improve adoption and optimize decision-making outcomes.

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