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## AN OVERVIEW ON E-MANAGEMENT OF SCHOOLS

Dr. Manjula Jain\*

\*Professor

Department of Finance & Marketing,  
Teerthanker Mahaveer Institute of Management and Technology,  
Moradabad, Uttar Pradesh, INDIA  
Email id: jainmanjula76@gmail.com

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### ABSTRACT

*Information advanced technologies have had an impact on educational institutions. Information systems were used by principal to enhance the efficiency of administrative services. Computer technology of school administration is the basic topic of today's school administration, as we are at the start of the School Information Systems. In the progressively growing daily managers, principals have begun to use information technology. The point of the study is to learn more about principals' views on information systems and how they are utilized in primary schools. This study included 98 Coordinate closely primary school principals as respondents. A five-part questionnaire was developed to gather data. The first section gathered demographic information about respondents. The others made statements on information systems for school administration. Frequency, percentage, average, and standard deviation have been used to evaluate the data. These findings revealed that, while primary schools' technological infrastructures are inadequate, school information systems play a significant role in school administration.*

**KEYWORDS:** *School Management Information System, Elementary School, Principal.*

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### 1. INTRODUCTION

The biggest risk that an organization may take today, which we call the information age cos of numerous technological developments, is to remain indifferent to innovation. Many important factors, such as ongoing advances in information technologies, information exchange, rising societal expectations, and modern management views & applications, force businesses all over the globe to create new application forms in order to survive. Information Technologies have also become a major emphasis in education [1].

The results of their significance in modern societies. Computer technology's contribution to education have recently become one of the most widely discussed topics. Pelgrum, Yuen, Law Wong, Every nation wants to offer the most up-to-date education to its people while remaining economically prudent. As a result, large-scale investment plans including the utilization of information technology have been undertaken all over the globe. On June, and August our nation took out a total of 600 millions of dollars in World Bank loans to fund the Primary Education Program. At least two primary schools in each of Turkey's 921 countries were equipped with information technology in the initial phase of the program, which was then launched.

Coordinators of information technology section and received in-service training in the use of computers in primary education, which was funded. The project's second phase that runs through February is intended to deliver information technology software to primary schools across Turkey and create an education website. In-service employees must be trained for all elementary school inspectors on the field, and at least educators, such as teachers and administrators of primary education that have will have information technology classes, on the use of information

technology in teaching and the use of educational apps, which will be prepared in accordance with recent informative materials[2].

### *1.1. School Management Information Systems:*

In generally, the motivations for using computer systems may be summarized as improving work efficiency by data processing, increasing management effectiveness by fulfilling information requirements, or obtaining competitive edge by guiding strategies. By information processing, school information systems seek to offer assistance for the administrative and educational operations of school officials. School management information systems are characterized by Telem. as "a management information system suited to the school's architecture, administration job, educational procedures, and unique needs." In a broad sense, information systems that contribute to schools by making program is effective, professionalizing the teaching and changes in the learning environment, enabling teachers to share their experiences in a much more systematic way, working in teams, deciding the needs of students, and assisting school authorities. To put it another way, educational information systems improve effectiveness and efficiency through saving time and allowing again for creation of alternate answers to difficult issues[3].

### *1.2. Data Collection and Analysis:*

As a data collection tool, a questionnaire was developed. Some items about the personal information of a school managers, including such occupational expertise and level of education, were included here section of the questionnaire. The topics in the second part were concerning information systems facilities connected to the unit's information systems and school managers' views on technological facilities. The items about the network of processors in the school and the amount of networked computers were ajar at first, but after examining their distributions, they were classified. For the specific areas of expertise the location of the machines as well as those linked to the Internet, and the software's utilized, participants were expected to select from the choices presented. Finally, there were ajar questions about where to go for help if there had been a problem with software and about reliability. In the third chapter of the poll, there were questions about studies conducted using school management systems, as well as inquiries about who conducted those studies. These tasks are split into two categories: paper preparation, lists & statistics, and data input. Its contributions of managing computer systems to school management and problems encountered were discussed in the fourth section. These answers were on a five-point Likert scale. "Strongly disagree," "Disagree," "Undecided," "Agree," and "Strongly Agree" were the order of the options. The responses were graded from 1 to 5 and sorted from "Strongly Disagree" to "Agree Wholeheartedly." The final section included school managers' experiences using information systems and the impact of managing computer systems on the manager. In this section, school administrators were questioned about their experiences with data systems and the impact of information management systems has had on their good governance and professional growth. "Strongly disagree, have been the order of the options. The comments were graded from 1 to 5 and sorted from "Strongly Disagree" to "Strongly Agree." According to the specialists' views, the method of content-related authenticity was employed to assess the reliability of the questions in this section.

### *1.3. Procedure of the Research:*

Investigating Educational Management Solution Variables in a Small Primary School the aim of learning the papers and research related to Education Management System in Small Elementary School is to identify the variables that influence education management system in small primary education. The goal of Confirmation the Components of Educational Management Platform in Small Primary School is for specialists in Educational Management Platform in Small Elementary School to confirm the factors. Analyzing existing conditions, issues, and guidelines for building a Small Primary School Educational Management Program. The study of current circumstances,

issues, and guidelines of the Educational Management System for Small Primary Schools aims to delve into the details of current situations, problems, and rules of management education by meeting administrators and instructors of small primary schools. In a small primary school, a school management system is being developed. Small primary school "Best Practices" are being researched. This stage was to research the two "Industry Standards" of small primary education in order to gather data based on the elements of the Educational Management Platform in Small Primary Schools from phase 1 as well as other variables that influence school management development. Educational Management Software in Small Middle School: Draft Systems and User Guides in Small Primary School Using findings of phase 1 and analyzing the two "Industry Standards" of small primary schools, draft systems and user manuals for Educational Management Platform in Small Grade Schools[4].

#### *1.4. Identification of sources:*

Too far, reviews of EDLM research in Africa has focused on relatively limited themes such the principal ship, leadership training, or specific sets of nations. The goal of this review was to examine the whole British EDLM literature in African. It used an 'unbounded' search strategy to find all English-language sources related to EDLM in Africa, irrespective of source type or date of publication. For this, Google scholar™ was used instead of ProQuest, SCOPUS, or Science direct, which all concentrate on the more limited journal databases. A primary set of search terms was used with modifications in an iterative series of Google scholar™ searches. The primary search keywords included 'school, principle, leader, and management,' with the inclusion of either 'Africa' or the name of the particular nation. For each set of search terms, 40 to 50 pages of resources were examined using Google scholar™ configured to display 20 citations per page. When a source was determined to be useful, the reference information as well as the pub file were downloaded.

#### *1.5. Data extraction:*

To data storage extracted from the 506 sites, a Microsoft Excel spreadsheet was constructed. The type of data origin, author, and topic indicates, journal, year, and amount of citations, location of a data source, paper, research approach, statistical exams, and school level. And subject were all extracted. Wherever feasible, 'data' was coded to make statistical method easier. For each of the 506 sources, all data was put in an adjacent column in the spreadsheet. As a result, a spreadsheet with 506 rows and 26 sections was created[5].

The collected data were analyzed mainly via descriptive analysis and trend graphing to highlight trends within the Africa database. The data was examined with goal of finding modal trends or showing variability in knowledge production practices throughout Africa. Where feasible, patterns identified in the African dataset were contrasted to trends found in previous reviews of EDLM research performed inside the United States. And Asia[6].

#### *1.6. Authors and impact:*

The composition of an African literature was very varied, with 610 different academics participating to the 506 pieces. Twenty 'key scholars' were included in the dataset, each of whom has written at least five scholarly papers on EDLM in Africa. A total of 116 scholars have several books to their credit. Taken together, these two trends point to the potential for future development of younger scholars in Africa, but they also point to the necessity for just a bigger 'critical mass' of older academics who really can mentor them[10]. The distribution of research ability throughout African cultures was further shown by the location of the main writers. First and foremost, all of the highly productive academics are or were based in Africa, with the exception of Tony Bush. Sixteen of the twenty key academics were affiliated with South African institutions. Nine writers with at least three articles were associated with South African institutions, six with Kenyan

institutions, three with Nigerian organizations, two with Zimbabwean organizations, and one each with Lesotho, Egypt, and Ugandan institutions. This supporting previous finding that EDLM research capacity was unevenly spread across Africa.

*1.7. Statement of the Problem:*

E-administration in Kuwait public schools is an aim that Ministry of Education aspires to achieve. The use of modern information and communication technologies in Kuwaiti school systems poses a challenge to principals. One of these challenges used the Internet to do administrative duties as a way to implement electronic administration in schools. As according Altun “principals have a favorable attitude toward technology but also are hesitant to use it in the everyday routines. Our attitude is the main factor that will decide whether we succeed or fail,” as according Maxwell. Maxwell also stated that good attitudes lead to career advancement & success. As a result, it's critical to understand how secondary school principals see E-adoption president's in their schools. Because the success of E-administration implementation in education is largely on how principals accept the idea and how prepared they are, this study sought to evaluate junior high principals' views about E-administration implementation institutions[7].

*1.8. Purpose of the Study:*

The goal of this study was to find out just how high school principals in Kuwaiti school systems felt about adopting digital administration. in their school. Gender, years' work expertise, whether or not the ICDL Certificate was held were all examined as factors. The findings offer policymakers, Kuwait educators, and school administrators helpful info on how to adopt computerized management in public schools. The findings also provide insight and knowledge into f o for other developing nations in similar situations. In addition, this study looks at why and how digital management should be used.

*1.9. Significance of the Study:*

Because the incorporation of F o into Kuwait's school systems is a new phenomenon, this was Kuwait's inaugural research. This study attempted to measure the attitudes of high school administrators toward the implementation of F o into Kuwait's school systems since there had been no prior study examining F o into the education system in Kuwait. The research revealed information about f o that may aid in determining the prerequisites of implementation. In addition, the current study addressed how to overcome implementation challenges in order to improve education opportunities in general. The current research is intended to aid educators, judgment, and principals in Kuwait as well as other countries by providing a better understanding of Administration and its implementation[8].

*1.10. An Overview:*

Kuwait's educational administration has developed exponentially over the last several decades. In school authorities, there have been significant changes. The information and digital revolution has compelled school officials to adopt new technologies and embrace change. The technological advances of the twenty-first century has changed school officials from a paper-based to an electro acoustic one. Leaders have had a tough time handling their duties in the past due to an amount of paperwork.

**DISCUSSION**

The E-school system is a web school management application, as the name implies. It will make it easier for ensure greater communication with parents, instructors, students, and administration. Mothers nowadays do not have time to monitor the children's actions at schools. School management is the process of guiding a school towards growth by optimizing the use of human resources, physical resources, principles, and ideas that aid in the accomplishment of all of the

school's objectives, as well as proper coordination and adjustments among them. It will oversee the unit's activities to ensure that it goes smoothly. It will operate in accordance with the societal structure Company's admittance specific policies. Principals provide standardized curricula, review teaching methods, track student performance, promote parental involvement, update policies and procedures, control the budget, recruit and evaluate staff, and oversee facilities[9].

## **CONCLUSION**

Computer technology in educational management is a relatively new area that requires in-depth study not just on how technologies are used in schools, but also on whether they affect school processes and perhaps results. Demir. adds to the this point by saying that while numerous studies were done on the function of data systems in the classroom and in teaching, few were done on their usage in management education or their impact on administrators. One of the major priority topics for future research, according to Passkey, is the investigation of MIS support in effective school management.

There are problems in this field, both in terms of the kinds of technology utilized and the lack of methods available to allow people to make use of data that is currently available. In this domain, research may play an important role in assisting instructional endeavors and practice. The overall review of literature indicates that ICT usage has a very positive effect on educational management. The ability of principals and teachers to work with ICT has increased dramatically over the years, but they now use it to assist a range of administrative tasks at both the school and class levels.

Over the past two decades, school information systems have greatly improved, and the majority of them now include several essential tasks required by school administration; however, each school has its own unique needs. More research is needed to determine the regions in which is may be enhanced, since many of these systems are not built to meet the needs of specific sites. These systems are typically acquired from elsewhere and may require further development depending on the site's management. As according Fulmer, a MIS should be designed via an inductive process that includes stakeholders from all levels of an organization in order for professors to claim control of the system and use it effectively

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