

Management Information Systems and School Management in Private Secondary Schools in Kawempe Division, Kampala-Uganda

Kasirye Sulaiman¹, Ssali Muhammadi Bisaso², Nabukeera Madinah³, Matovu Musa⁴

¹Post graduate student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.

²Senior lecturer., Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.

³Assoc.Prof. Dr., Department of Public Administration, Faculty of Management Studies, Islamic University in Uganda.

⁴Assoc.Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda.

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ABSTRACT

The investigation inspected the affiliation amongst managing information systems and school in Uganda's private secondary educational establishments under Kawempe Division, Kampala. This investigation pursued to discuss in particular the succeeding specific goals; i) To analyze the relationship between students' management information systems and school management, ii) To analyze the relationship between human resource management systems and school management, and iii) To examine the relationship between financial management information systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda. This investigation adopted an investigative technique for correlation with only a quantifiable method. 60 respondents (teachers) size of sample was utilized obtained from two private secondary schools that were considered in the division. The investigation utilized both correlation and descriptive statistical technique to examine the quantifiable primary statistics that was assembled. The study revealed that students' management information structures possess a moderate and positive substantial affiliation with managing schools under Uganda's private secondary educational establishments under Kawempe Division, Kampala. This investigation also disclosed that human resource management systems possess a sturdy and constructive substantial relationship with managing schools under Uganda's private secondary educational establishments under Kawempe Division, Kampala. Furthermore, this investigation revealed that finance management information systems possess a sturdy and constructive substantial relationship with managing schools under Uganda's private secondary educational establishments under Kawempe Division, Kampala. This investigation deduces that management information systems such as students' systems for information management, systems for managing human resources, and systems for managing finance information are strongly and substantially affiliated to school management whereby an enhancement in numerous management information systems results into an improvement in school management under Uganda's Kampala private secondary educational establishments under Kawempe Division. This investigation commends that educational establishments must use automated information management systems or processes like attendance tracking, report card generation, fee management & invoicing, and timetable scheduling as this reduces administrative burden and human error, resultantly influencing an enhancement in school management under Uganda's Kampala private secondary educational establishments under Kawempe Division.

Keywords: *Management Information Systems, Students' Management Information Systems, Human Resource Management Systems, Financial Management Information Systems, and School Management.*

INTRODUCTION

Globally, Management Information Systems (MIS) have become important tools for improving school management through better data management, planning, and decision-making, and many African countries,

including Uganda, have adopted Education Management Information Systems to improve school administration and monitoring (Laudon & Laudon, 2020; Madiha, 2021; Ministry of Education and Sports, 2018). But notwithstanding these initiatives, many private secondary schools still experience management challenges, suggesting gaps in the effective use of MIS (Kampala Capital City Authority, 2022). Previous studies have mainly focused on general ICT nouse and administrative efficiency, with limited attention to how specific MIS components such as student, human resource, and financial management systems influence school management, particularly under private secondary educational establishment in Kawempe Division. Therefore, the examination intends to fill this research disparity through inspecting the affiliation amongst management information systems besides school management in the selected area.

Historical Perspective

Over the years, Management Information Systems (MIS) have been crucial in influencing school administration techniques, especially as educational institutions have grown more intricate and data-driven. During the late 1980s and early 1990s, the spread of microcomputers and basic information systems allowed routine administrative tasks like attendance, grading, scheduling to be automated across many schools. However, early systems were still mainly used for operational efficiency rather than strategic decision-making, which affected school management (Bloch, Hedberg & Harper, 2019). Management Information Systems (MIS) transformed administrative practices, improving data accessibility, student record keeping, and resource planning, which reduced workload and increased managerial efficiency significantly improving school management. Beyond administrative tasks, information management systems also began affecting leadership roles, changing how school leaders make strategic decisions, communicate with stakeholders, allocate resources, and track performance outcomes, all related to enhancing efficiency in school management (Madiha, 2021). In Uganda, Education Management Information System (EMIS) was envisioned as part of educational reforms dating back to the 1990s to improve planning, budgeting, policy development, and monitoring in the education sector. It was intended to provide timely, accurate information for decision-making across the entire system, improving efficiency and effectiveness in policy formulation and planning within school management (Nagaya, 2023).

Theoretical Perspective

This examination was steered via the Socio-Technical Systems Philosophy formulated by Trist and Bamforth in 1951. The hypothesis describes that successful information system implementation is contingent upon the cooperative adjustment of technological and social elements, not just technology alone. In the context of school management, the theory suggests that how people (administrators, teachers, staff) interact with the information technology and the organizational structure around it shapes the system's effects (Telem, 2018). According to Bostrom and Heinen (2017) the theory emphasizes that technology alone cannot transform school management; the social dimension including user training, leadership engagement, and cultural adaption is equally critical. Successful management information systems adoption leads to enhanced planning, accountability, and decision-making, aligning both the technical system and the human context for optimal managing schools' outcomes. Consequently, this notion was acknowledged and used in the investigation since it offers an affiliation amongst management information systems and management of educational establishments.

Contextual Perspective

This examination was performed amidst Uganda's private secondary edification establishments under Kawempe Division, Kampala examining the affiliation amongst management information systems and school management. This was thought about because of the inadequate investigations that had to be taken within the region corresponding towards managing information systems and school management mainly under private secondary educational establishments. Additionally, Kawempe Division was taken into account because Inaccurate financial reporting is a major problem with school administration in various secondary educational establishments, especially private secondary educational establishments, poor record keeping and data reporting, misallocation of school funds and delays in paying staff salaries, declining student academic performance, inadequate resource allocation, high teacher absenteeism, poor infrastructure

management, and absence of clear school development plans among others (Kampala Capital City Authority, 2022)..

Conceptual Perspective

Management Information Systems are structured framework comprising people, processes, and technology formulated to assemble, store, interpret and distribute data to aid in control, coordination, analysis, and decision-making, and reporting within a company. Within the framework of schools, Systems for Information Management are used to organize student records, staff information, resources, and administrative data to enhance planning, monitoring, and operational efficiency (Laudon & Laudon, 2020). The coordinating, directing, organizing, planning and regulating of every resource is referred to as school management including human, financial, and material, within an educational setting to fulfill learning objectives efficiently and effectively. This involves both administrative functions (like record-keeping, budgeting, and staffing) and educational leadership (such as curriculum implementation, teacher supervision, and student development) (Adeyemi, 2018). In this study, management information systems were ascertained in terms of students' management information systems, Information systems for financial management and human resource management, whilst In accordance with buildings and amenities management, management of schools was determined besides academic management, financial management, administrative management, and management of human resources.

Statement of the problem

Ideally, the use of Systems of Information Management in educational establishments is expected to improve school management through efficient record keeping, proper financial management, effective staff management, improved academic monitoring, and better planning and decision-making in schools (Laudon & Laudon, 2020; Madiha, 2021). In Uganda, the government introduced the Education Management Information System (EMIS) to enhance data management, planning, budgeting, monitoring, and overall school management in the education sector (Ministry of Education and Sports, 2018).

But regardless attempts to enhance school management through the enforcement of Systems of Information Management, many private secondary educational establishments continue to experience challenges related to poor record keeping, financial mismanagement, staff management problems, and declining academic performance, which suggests that the application of systems of information management under school management may still be inadequate or ineffective (Kampala Capital City Authority, 2022). Investigations demonstrate that some schools still experience shortages in ICT resources and poor data management practices, which affect effective school management. Where a 1:4 textbook-to-student ration and a 1:5 computer-to-student ration in secondary educational establishments under Kawempe Division (Kampala Capital City Authority, 2022).

Although previous studies have examined management information systems and school administration, most studies have focused on general ICT use and administrative efficiency, and little is known about how specific management information system components such as students' management information systems, information systems for finance management, and management systems for human resource influence school management, particularly in private secondary schools (Madiha, 2021; Sebidi, Adebunmi, & Kgwete, 2023; Ugiriwabo et al., 2023). This creates an empirical research gap on the affiliation amongst systems for information management and school management in this study area. If this gap is not addressed, schools may continue to experience poor planning, financial mismanagement, ineffective staff management, and poor academic performance (Laudon & Laudon, 2020; Mpolokeng & Schlebusch, 2021).

Objectives of the Study

General Objective

To examine the relationship between management information systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda.

Specific Objectives

The succeeding particular goals were the focal point of this examination;

- i. To analyze the relationship between students' management information systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda.
- ii. To analyze the relationship between human resource management systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda.
- iii. To examine the relationship between financial management information systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda.

Study Hypotheses

These null hypotheses guided the specific goals;

H₀₁: There is no significant relationship between students' management information systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda.

H₀₂: There is no significant relationship between human resource management systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda.

H₀₃: There is no significant relationship between financial management information systems and school management in private secondary schools in Kawempe Division, Kampala-Uganda.

Conceptual Framework

The conceptual structure on an affiliation amongst Management Information Systems and School Management.

Independent Variable

MANAGEMENT INFORMATION SYSTEMS

Students' Management Information Systems

- Academic records & performance tracking
- Attendance and behavior management
- Enrollment and admission management

Human Resource Management Systems

- Payroll and compensation management
- Recruitment and staffing
- Attendance, leave, and time management

Financial Management Information Systems

- Budgeting and planning
- Accounting and ledger management
- Revenue and fee management

Dependent Variable

SCHOOL MANAGEMENT

- Infrastructure and facilities management
- Human resource management
- Academic management
- Financial management
- Administrative

The conceptual structure specify an affiliation amongst systems for management of information and managing schools . Systems for information management were ascertained in terms of human resource

management systems, management of systems for financial information, and systems for students' information management, whilst Buildings and amenities management were evaluated in relation to school administration besides academic management, finance management, administrative management, and management of human resources. Thus, the above conceptual structure was grounded on the presupposition that managing information systems are associated with an improvement in school management.

LITERATURE REVIEW

Management Information Systems and School Management

Systems for Information Management play a crucial role in influencing school management as management information systems automate routine administrative tasks such as attendance recording, grading, timetable scheduling, staff management, and fee tracking, which resultantly improves administrative efficiency in school management. By reducing manual work, administrators can focus more on strategic planning and leadership activities rather than operational chores (Madiha, 2021). Additionally, Thompson and John (2019) assert that management information systems influence faster data retrieval, reduced administrative errors, and better allocation of human and material resources which are crucial for effective and efficient school management. Management information systems also enable school administrators to submit student enrollment and teacher data digitally, replacing manual record-keeping that often leads to delays and errors which influences efficiency in school management.

Management information systems strengthen data-driven decision-making among different education institutions which influences effectiveness in school management. Management information systems provide timely and accurate data that inform decisions in relation to managing schools, like allocating resources, staffing, infrastructure planning, and policy formulation. The system allows school leaders to identify trends, monitor performance, and make evidence-based decisions, which resultantly enhances planning and strategic decision-making, efficient use of school resources, and early identification of problems such as absenteeism or dropouts, essential for effective school management (Sebidi, Adebunmi & Kgwete, 2023). The writers also postulates that management information systems serve as a centralized platform for information sharing, connecting school administrators, teachers, parents, and district education offices. This integration improves communication, reduces duplication of work, and enhances accountability, which influences streamlined information flow, reduced errors and miscommunication, as well as strengthened stakeholder engagement all linked to effective school management (Sebidi et al., 2023).

As stated by Mpolokeng and Schlebusch (2021) management information systems effectively influence school management as they enable continuous monitoring of school activities, from student enrollment to staff attendance and financial management. Data dashboards allow administrators to track compliance, evaluate program effectiveness, and generate reports for accountability and improvement which influences an improvement in school management. Additionally, the authors assert that through management information systems school managers can track finances and easily address audit findings, which enhances financial planning and budget alignment with educational objectives and school priorities. Better budgeting results from this, which enhances the distribution of funds for student services, infrastructure, and instruction. More so, financial audit and tracking enhances financial accountability and maintenance of accurate financial records which improves transparency in management. This makes school administrators more accountable to stakeholders like donors, government, parents, relating towards the utilization of finances, which consequently improves management of schools (Mpolokeng & Schlebusch, 2021).

Management information systems assist school administrators manage human resources efficiently by tracking teacher qualifications, training, workload, and deployment. This reduces administrative burdens and ensures optimal utilization of teaching staff which leads to better teacher deployment, identification of professional development needs, and reduces staff conflicts or overlaps, influencing an improvement in management of schools (Atieno & Kiganda, 2020). As stated by Tatjana and Bernardka (2019) management information systems allow schools to manage financial, infrastructural, and material resources effectively. By digitalizing procurement, grant allocation, and inventory management, management information systems help school leaders avoid waste and mismanagement, which leads to improved budgeting and planning,

efficient resource utilization, as well as reduced cases of loss or misallocation, all of which are good indicators of effective and improved school management (Tatjana & Bernardka, 2019).

Student management information systems centralize all student data into one digital platform, replacing paper-based records. This allows administrators and teachers to quickly access, update, and retrieve student information for academic and administrative purposes, which reduces errors in record keeping, streamlines admission, registration, and reporting processes, as well as enhances data security and confidentiality compared to manual systems, which is crucial for effective school management (Madiha, 2021). According to Mabi and Buluma (2024) student management information systems track student performance data across subjects, terms, and years. Teachers and administrators can identify trends, detect underperforming students, and design interventions according. This supports data-driven decisions for academic planning and remedial programs, enables targeted resource allocation such as assigning additional teachers to struggling classes, as well as improves the overall quality of teaching and learning management (Mabi & Buluma, 2024).

Management information systems centralize all staff information, including personal data, qualifications, teaching experience, contracts, attendance, leave records, and professional development history. This reduces reliance on paper-based systems and simplifies data retrieval which minimizes errors in staff records, facilitates timely payroll and benefits processing, and also reduces administrative workload for school managers, allowing them to focus on leadership and strategic planning, crucial for effective school human resource management (Ugiriwabo, Tuyishime, Nizeyimana & Ntahobavukira, 2023). The writers additionally postulate that management information systems allow school administrators to track vacancies, recruitment processes, and staff deployment based on qualifications, experience, and school needs, which ensures optimal teacher-student ratios, supports evidence-based decisions for teacher transfers and recruitment, as well as reduces staffing gaps, particularly in critical subjects of rural school, resultantly improving school management (Ugiriwabo et al., 2023).

METHODOLOGY

Research Design

This examination fostered an investigative technique for correlation joined with solely a quantifiable technique. An investigative technique for correlation is concerned with inspecting an affiliation amongst factors in a designated populace of investigation (Kassu, 2019). Thus, the investigative technique assisted the investigator towards inspecting the affiliation amongst managing information systems and school management under Kampala's Kawempe Division private secondary educational establishment under Uganda. The quantifiable method permitted the investigator to attain the quantifiable statistics which was used towards providing a comprehension towards this investigation aspects.

Target Population and Sample Size

An investigation populace could be a cluster of persons who an investigator is eager to examine for a distinct study assignment where a model is drawn (Majid, 2018). 71 instructors from the two Kampala's Kawempe Division private secondary educational establishments in Uganda, from whom a model was taken, made up an investigation population (Kampala Capital City Authority, 2022). The Sloven's formulae was employed in the subsequent manner to calculate the sample size:

$$n = \frac{N}{1 + Ne^2}$$

Where, n = required sample size for the study, N = target population size, and e = permissible error (0.05).

$$n = \frac{71}{1 + 71(0.05)^2}$$

$$n = 60 \text{ individuals}$$

The magnitude of model comprised of 60 responders (teachers) attained from two private secondary educational establishments that was considered in the division to present quantifiable statistics utilized towards giving a comprehension of this investigation goal.

Sampling Procedure

The procedure of designating a selection of people from an intended demographic group to serve as a sample representation for this investigation is denoted as sampling (Singh & Masuku, 2017). with the aim select research subjects, an investigator employed basic random sample. Educators from several secondary educational establishments in Kawempe Division were designated by sample for simple random to partake in this investigation and provide quantifiable information. This was based on the sampling frame or list of teachers that was obtained from the administration at the schools. Simple random sampling permits every participant of this study populace possesses equivalent and independent likelihood to be chosen for the participants in this research (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

An inquiry survey denotes a mechanisms for collecting details from people using structured questions (Anokye, 2020). Using a set of pre-planned and intelligible questions, survey survey approach was fundamental towards obtaining consistent details that makes constrast and the detection of trends or tendencies easier. This approach was subsequently adopted since it made it possible for the investigator to quickly and effectively collect data from a wide range of people.

Data Collection Instruments

Structured Questionnaire

A structured survey could be a method for assembling details that consists of a series of standard, closed-end inquiries prepared in a distinct format formulated to confirm dependability and correspondence of replies among ultimate respondents (Kuphanga, 2024). To acquire information from participants, this examination used structured questionnaires that were distributed directly to instructors in the several educational establishments that were chosen. These questionnaires included pre-planned, fixed questions with predetermined response options. The structured surveys were employed they guarantee consistent data collection among participants, are easy to give to bigger clusters of people, and take limited duration to assemble details on diverse investigation topics.

Validity and Reliability

The validation of this study tools was achieved via expertise review by guidance of research professional. Validation of a tool was measured utilizing a Content Validity Index (CVI) given by;

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

A 0.7 Content Validity Index and above indicates the contents of the instrument are valid and therefore instrument is valid to be used in the study (Amin, 2005).

$$CVI = \frac{21}{26}$$

$$CVI = 0.808$$

The study concludes that the study instruments were legit towards data assembling because the 0.808 CVI was beyond 0.7 as suggested by Amin (2005).

Additionally, The dependability of research tools will be assessed utilizing a Cronbach Alpha coefficient pre-test based on the data that will be collected from a pilot study conducted in one private secondary school in Kawempe Division. Amin (2005) states that a 0.7 coefficient value for Cronbach Alpha's or greater denotes the survey's internal consistency and reliability.

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
0.791	21

Source: Field data (2026)

This study concludes that the study instruments were reliable for data collection because 0.791 coefficient Cronbach Alpha's was beyond 0.7 as suggested by Amin (2005).

Data Analysis

The quantitative raw statistics were evaluated utilizing equally descriptive and correlational evaluation mechanism. The demography of the respondents, which were displayed as frequency and percentage values, were examined using descriptive analysis. So as to inspect the affiliation amongst management information systems and school management, an empirical support for the investigation's assumptions at .05 significant levels, the correlation of Spearman rank's evaluation was utilized since the variable were rated besides measured on a Likert scale with five points. The affiliation amongst two ordinal parameters is measured by Spearman's Rank Correlation (Jerrold, 2016).

Ethical Consideration

The university sent the investigator an introduction letter as a prerequisite towards attaining approval from the schools' heads to permit them before the examination is finished, perform the inspection on their property.

The investigator made certain that people's approval was offered willingly besides in written form, has the potential to walk away at a perpetual moment minus facing consequences.

The investigator additionally plainly enlightened responders on the goals, intention, techniques, and advantages of this investigation.

Moreover, the investigator made sure that individual details were remained private and utilized purposively for investigation and also individuals' anonymity was used to protect identity.

STUDY FINDINGS

Conclusions under this subsection form the descriptive evaluation on demography compositions of responders besides correlational metrics to give resolutions towards this investigation goals.

Findings on the Demographic Compositions of Respondents

This examination assessed responders' demography makeup in particular, under Kampala's private secondary educational establishment under Kawempe Division, Uganda and the conclusions are shown in Tableau 1;

Table 1: Demographic Compositions of Respondents

Category	Items	Frequency	Percentage
Gender	Male	34	56.7
	Female	26	43.3

	Total	60	100.0
Age Groups	25-30 years	8	13.3
	31-35 years	10	16.7
	36-40 years	16	26.7
	Above 40 years	26	43.3
	Total	60	100.0
Education Level	Diploma	2	3.3
	Bachelors' degree	46	76.7
	Masters' degree	12	20.0
	Total	60	100.0
Marital Status	Married	42	70.0
	Single	18	30.0
	Total	60	100.0
Period of Work	1-5 years	15	25.0
	6-10 years	35	58.3
	Above 10 years	10	16.7
	Total	60	100.0

Source: Field data (2026)

Conclusions under Tableau 1 on gender distribution show that majority 34 (56.7%) of individuals were men and 26 (43.3%) of individuals were women. The conclusions on age distribution show that most 26 (43.3%) of individuals were above 40 years, 16 (26.7%) of individuals were 36-40 ages, 10 (16.7%) of individuals were 31-35 ages, besides 8 (13.3%) of individuals were 25-30 years.

More so, the conclusions on edification distribution show that most 46 (76.7%) individuals possessed a bachelors' degree, 12 (20.0%) of individuals had a masters' degree, and only 2 (3.3%) of individuals had a diploma. The results on martial distribution further show that majority 42 (70.0%) of individuals were married and 18 (30.0%) of individuals weren't married.

Concerning the duration of employment at the different schools, the results show that majority 35 (58.3%) of individuals have worked for 6-10 years, 15 (25.0%) of individuals have worked for 1-5 years, and 10 (16.7%) of individuals have worked beyond 10 decades.

Findings on the Objectives of the Study

Outcomes are displayed under this subsection based on the particular goals of this investigation.

Relationship between Students' Management Information Systems and School Management in Private Secondary Schools in Kawempe Division, Kampala-Uganda

This examination pursued to investigate the affiliation amidst students' management information systems besides school management under Uganda's Kampala private secondary educational establishments under Kawempe Division. The affiliation was evaluated with the correlation analysis for Spearman Rank's besides the conclusions are demonstrated under Tableau 2.

Table 2: Correlation Analysis between Students' Management Information Systems and School Management in Private Secondary Schools in Kawempe Division, Kampala-Uganda

		Students' Management Information Systems	School Management
Students' Management Information Systems	Spearman's Correlation Coefficient	1	.566**
	Sig. (2-tailed)	.	0

	N	60	60
School Management	Spearman's Correlation Coefficient	.566**	1
	Sig. (2-tailed)	0	.
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field data (2026)

Conclusions under Tableau 2 specify that students' management information systems have a moderate and positive significant relationship with school management under Uganda's private secondary educational establishments under Kawempe Division, Kampala ($r = .566$, $N = 60$, $P\text{-value} < .01$). The study conclusions specify that an improvement under students' management information systems strongly and substantially leads towards an enhancement under school management under Uganda's Kampala private secondary educational establishments under Kawempe Division.

Relationship between Human Resource Management Systems and School Management in Private Secondary Schools in Kawempe Division, Kampala-Uganda

This examination furthermore pursued to analyze an affiliation amidst managing human resource systems and school management under Uganda's Kampala private secondary educational establishments under Kawempe Division. The affiliation was evaluated utilizing correlation analysis of Spearman Rank's and the conclusions are shown under Tablaue 3.

Table 3: Correlation Analysis between Human Resource Management Systems and School Management in Private Secondary Schools in Kawempe Division, Kampala-Uganda

		Human Resource Management Systems	School Management
Human Resource Management Systems	Spearman's Correlation Coefficient	1	.673**
	Sig. (2-tailed)	.	0
	N	60	60
School Management	Spearman's Correlation Coefficient	.673**	1
	Sig. (2-tailed)	0	.
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field data (2026)

Finding under Tableau 3 indicate that human resource management systems possess a robust and constructive significant affiliation with school management under Uganda's private secondary educational establishments under Kawempe Division, Kampala ($r = .673$, $N = 60$, $P\text{-value} < .01$). This study conclusions specify that an improvement in human resource management systems considerably and consequently results into an enhancement in school management under Uganda's private secondary educational establishments under Kawempe Division, Kampala.

Relationship between Financial Management Information Systems and School Management in Private Secondary Schools in Kawempe Division, Kampala-Uganda

The examination furthermore pursued to investigate an affiliation amidst managing financial information systems and school management under Uganda's Kampala private secondary educational establishments

under Kawempe Division. An affiliation was scrutinized utilizing correlation analysis of Spearman Rank' s and the conclusions are demonstrated under Tableau 4.

Table 4: Correlation Analysis between Financial Management Information Systems and School Management in Private Secondary Schools in Kawempe Division, Kampala-Uganda

		Financial Management Information Systems	School Management
Financial Management Information Systems	Spearman's Correlation Coefficient	1	.637**
	Sig. (2-tailed)	.	0
	N	60	60
School Management	Spearman's Correlation Coefficient	.637**	1
	Sig. (2-tailed)	0	.
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field data (2026)

Conclusions under Tableau 4 outline that managing financial information systems possess a strong and constructive substantial affiliation with school management under Uganda's private secondary educational establishments under Kawempe Division, Kampala ($r = .637$, $N = 60$, $P\text{-value} < .01$). The study conclusions specify that an improvement in financial management information systems greatly and significantly results into an enhancement under Uganda's private secondary educational establishments under Kawempe Division, Kampala.

CONCLUSION

This investigation deduces that management information systems like management of students' information system, management of financial information systems, and human resource management systems are strongly and significantly associated with school management where by an advancement in numerous managing information systems consequently tends towards an improvement in school management under Uganda's Kampala private secondary educational establishments under Kawempe Division.

RECOMMENDATIONS

This investigation commends that educational establishments must use automated information management systems or processes like attendance tracking, report card generation, fee management & invoicing, and timetable scheduling as this reduces administrative burden and human error, resultantly influencing an enhancement in school management under Uganda's Kampala private secondary educational establishments under Kawempe Division.

This investigation furthermore commends that educational establishments must implement dashboards for student performance, attendance trends, teacher workload, financial summaries, as well as give role-based access, which enables real-time data access for different stakeholders and this enables faster, evidence-based decision-making, resultantly improving school management under Uganda's Kampala private secondary educational establishments under Kawempe Division.

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