

Teachers' Attitude Towards School Information System (SIS) for Decision Driven Support in Senior High School the Gomoa West District

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ABSTRACT

This study explores educators' perspectives on the School Information System (SIS) in a Senior High School within the Gomoa West District. Using a quantitative method, data from 346 respondents were analysed through descriptive analysis. Results indicate that school leadership significantly influences SIS adoption; supportive leadership fosters its use, although not universally among district leaders. Teachers' positive attitudes towards the SIS correlate with their acceptance of it. The study suggests government-led training to prepare teachers for student and school management systems, promoting digital technology integration in classrooms for improved education in Ghana's senior high schools. Overall, the research underscores the SIS's potential in enhancing decision-making support in education

INTRODUCTION

Information technology and the context of schools are intertwined due to the existence of web-based School Information Systems (SIS). A management system for educational purposes is known as a school information system. The SIS offers access to student assessment results, attendance monitoring, online reporting, and other learner-related information required in an educational setting. Each school's SIS may have different features depending on their needs. Schools use SIS to support various administrative tasks (Shah, 2013).

Additionally, from primary to higher education levels, web-based SIS has been employed in Ghanaian schools, with public schools making up the majority of institutions using them. This is because some providers supporting these schools required excess finances. Unilnq is one of the most widely used providers in the country, with over 1000 schools in Ghana using it (Ministry of Education (MoE), 2018).

The SIS solution they provide is a comprehensive, cutting-edge academic gateway accessible to administrators, instructors, students, and parents in both internet-based and mobile program formats. The school chose an internet-based SIS over a phone application, showing how smartphones can facilitate teacher-parent communication (Ho & Do, 2013).

Researchers found that teachers had to travel long distances to record student exam scores during vacations, and not all were equipped for frequent interaction with students' families (Walker & Legg, 2018). A web-based SIS emerges as one of the best options for providing a platform for this professional activity, aiming to make administrative tasks efficient and effective. Communication, crucial for parent and guardian involvement in formal education, drives the use of SIS primarily to build an effective bridge of communication with parents (Hill et al., 2016). Furthermore, as smartphones and communication technology evolve, parent-instructor communication dynamics are changing (Thompson, 2015).

Parents across Ghana closely monitor their children's development, with research indicating that increased parental participation enhances pupil behavior and achievement (Thijs & Eilbracht, 2012). Parents and students are customers in the school setting, and stronger connections lead to higher satisfaction and devotion.

This essay emphasizes the value of SIS as a communication tool to foster parental and school cooperation and aims to explore the challenges teachers face in integrating web-based SIS into their daily practice. Documentation supported this investigation, with questionnaires transcribed and coded to determine teachers' attitudes towards using web-based SIS for decision-driven support in Senior High Schools.

LITERATURE REVIEW

Student Information System

In today's schools and universities, a student information system (SIS) is extremely significant. It facilitates interactions among many stakeholders in education as well as the management of student information, grades, and duties like class registration. SISs are becoming progressively more sophisticated as technology advances. They now have a variety of tools at their disposal that help with decision-making and smooth things over. This review aims to provide readers with a comprehensive understanding of SISs, including their strengths, weaknesses, and new developments in education that they are bringing about (Kuo, & Walker, 2014).

Hossain and Dwivedi (2018) contend that student information systems are essential in today's classrooms. They facilitate communication, enhance data management, and automate operations. The advantages of these systems, such as higher efficiency, better decision-making, and improved student achievements, make them indispensable tools for educational institutions despite the difficulties in putting them up and customizing them.

A thorough SIS often includes modules for student enrolment, course registration, attendance monitoring, grading, academic advising, financial aid management, and more (Gonzalez & Fernandez, 2019). These elements support efficient data management, ensuring accurate and current information for learners as well as administrators.

SIS offer schools a number of benefits. They automate administrative tasks, reducing human error and improving workflow (Huang et al., 2020). Data is simpler to use and access, making it easier to make wise decisions. Additionally, SISs aid in monitoring how well students are performing and stepping in promptly if they require assistance (Alshammari et al., 2020). Additionally, SISs foster greater communication and collaboration between a variety of parties, including parents, teachers, students, and school administrators (Ho & Do, 2019). SISs have many advantages, but they can have drawbacks. Concerns about maintaining data privacy and security, ensuring that SISs integrate smoothly with other systems, and staff training are a few issues (Hossain & Dwivedi, 2018).

Additionally, it can be difficult to modify SISs to meet the demands of the school, and if they are not properly configured, users may not enjoy using them (Kombo et al., 2018). Another challenging task is striking the correct balance between allowing machines to perform tasks and maintaining a personal touch in education (Li & Irani, 2019).

Combining machine learning with artificial intelligence to analyse student data and forecast results is a new development in student information system (SIS) enhancement (Liu et al., 2021). As a result, schools are better able to identify trends and make decisions that will benefit children more. Additionally, it is becoming increasingly important to be able to use SIS on phones so that everyone engaged can do so wherever they are (Khairullah et al., 2021). Additionally, more SISs are migrating to the cloud, which aids in their expansion and reduces their system costs (Nair & Salim, 2020).

Conceptual Review

How Does the Student Information System Work?

Educational establishments, including schools and institutions, can significantly expedite and enhance various tasks by employing a student information system. The benefits of such a system extend to tasks like student enrollment, timetable creation, attendance monitoring, and the management of performance data, such as grades and assessments. The advantages provided by the system are vast and contribute to the efficient functioning of educational organizations (Gürkut, & Nat, 2017).

Student Information System Features That Facilitate Key School Tasks and Processes

Typically, SIS aggregate information into internet-based data portals for user to access it at ease. This information can be customized to meet the requirements of learners, guardian, parents, and other stakeholders (Starkie et al., 2013). Prior research by DeLone and McLean (2003) suggests that for SIS to be successful, it should have a number of specific features. For pertinent stakeholders, such as instructors, administrators, and parents, they should gather and analyze a variety of data types. The data must include information on student demography, punctuality, summative and formative assessment outcomes, national standardized results, special programs, and English language learning (ELL) assessments.

The system must be able to use built-in benchmarking evaluation tools to help with curriculum evaluation and teacher preparation, as well as mining and creating prescribed results from collected information, including in-depth inquiries and ad-hoc results, to enhance decision-making (Means, 2009). In general, features of the system must have components that assist administrators' and teachers' judgment in a pertinent and transparent way.

Personalization should be supported, evidence-based learning should be prioritized, school efficiency should be improved, and continuous innovation should be encouraged. Education that is "tailored, flexible, and suited to the capabilities, preferences, and requirements of a specific student depending on that school's data and supplemented by past data" is referred to as independent learning (New, 2016, p. 23).

In order to grow and spread successful practices via the network of practice, educators must be able to analyze, distribute, and use data to guide every element of their decision-making. The examination of the connection between administrators' and instructors' actions and student - level achievement using big data is essential to improving school efficiency.

Discover how SIS can deliver pertinent data to specific stakeholders in a format that is useful for better judgment. Education that is "tailored, flexible, and suited to the capabilities, preferences, and requirements of a specific student depending on that school's data and supplemented by past data" is referred to as independent learning (New, 2016). In order to grow and spread successful practices via the network of practice, educators must be able to analyze, distribute, and use data to guide every element of their decision-making. This is known as proof learning. The examination of the connection between administrators' and instructors' actions and student - level achievement using big data is essential to improving school efficiency.

Discover how SIS can deliver pertinent data to specific stakeholders in a format that is useful for better judgment, new insights, and generate predictive models is the goal of continuous innovation.

Empirical Review

Empirical Studies on the Current state of SIS use in Ghanaian Senior High Schools

For more than ten (10) years, the Ministry (primarily through the GES), its development partners, and other private sector entities have worked to integrate ICTs into industry. Tertiary and pre-tertiary initiatives have been implemented (both in public and private schools) (MOE, 2015). The majority of efforts have been directed toward introducing ICTs to these institutions through the establishment of computer labs and the distribution of PCs. However, access is still not up to the required standards and numbers. Despite improvements in comparison, tertiary institutions continue to face challenges. A number of private-sector initiatives to establish community-based ICT facilities have also been launched.

In late 2018, the National Student Portal was introduced by the Ministry of Education (MoE), the Ghana Education Service (GES), and the Free SHS Secretariat. This student information system is available to all students and teachers in public SHS across the country. To access the portal, teachers and students at Public SHS use login credentials provided by their school's IT coordinators. The portal is accessible through the URL portal.unilynq.com (Ministry of Education (MOE), 2018).

Despite the fact that it had been launched and training sessions had even been organized for them, the majority of the school was still entering student records the old-fashioned way, by hand. The system shut down in the first few months of 2022, making it impossible for schools to access it for around 8 months (Ministry of education (MoE), 2021). Until the SIS is ready, schools had to find another way to temporarily record student information. Teachers then began discussing the difficulties they encountered while utilizing that system and how uneasy some of them felt as a result.

Currently, the system randomly wakes up and shuts down, making use of it uncomfortable. The utilization of ICT in the classroom setting is heavily influenced by teachers' ICT knowledge and professional development (Mingaine, 2013). Unfortunately, the absence of well-trained teachers and low levels of teacher ICT pedagogy and abilities has been known as a significant barrier to the introduction of ICT in schools in many African nations (Boison, & Dzidonu, 2015). ICT in schools must be implemented effectively, which necessitates the right personnel and expertise. Without these abilities, it would be difficult to fully integrate technology into schools.

SIS Usage as Decision Driven Support in Schools

Theoretically, SIS help administrators set targets for schools, create long-term goals, assign resources, create future educational techniques, and evaluate teacher effectiveness and school performance. Institutions use SIS to make judgments about middle- and high-school students' course and program placement (Means et al., 2009).

Correspondingly, school management information systems are helpful for implementing digital data, improving communication among both educators,

administration staff, guardians, and other stakeholders, and providing simple accessibility to student performance information, resulting in increased administrative effectiveness and decreased instructor volume of work (Shah, 2014).

Conceptual Framework

Extended Tam Framework

This research expanded upon the TAM by incorporating job relevance and leadership support into a comprehensive framework. This composite model was employed to examine the attitudes of pre-service teachers in Ghana towards SIS (See Figure 2).

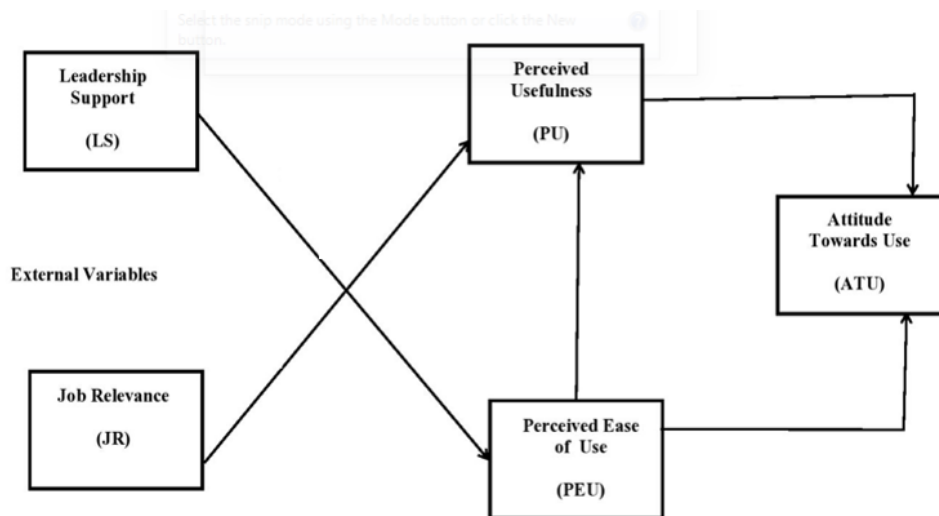


Figure 1. Extended Technology Acceptance Model (Adu, 2017:56).

In order to conduct an empirical investigation on Ghanaian teachers' views regarding SIS, the TAM was expanded in this study to incorporate work applicability and top management support as a framework structure. Figure 2 demonstrates that this study takes into account the outside variables that affect teachers' perceptions of the implementation of SIS in second cycle schools.

The variables of the ETAM model are described below:

Job Relevance

Job relevance is the degree to which an instructor believes SIS is pertinent to their position. It is well known that users are more likely to accept SIS when they believe it is pertinent to their job (Acarli & Saglam, 2015).

Job relevance is defined as "the individual's assessment of the extent that the new technology is pertinent to his or her job" in the context of SIS use (Hyojoo & Yoora, 2012). A person's attitude toward new technology is influenced by the aspects of their profession. A person is much more likely to embrace modern technology if they believe it is applicable to their line of work. On the other hand, a person becomes less inclined to embrace new technology if they believe it is

unrelated to their line of work. Research has demonstrated that job relevance has a favorable impact on PU (Hyojoo & Yoora, 2012).

Leadership Support

When referring to the usage of SIS, leadership support is described as "the individual's assessment of the amount to which school management recognizes the relevance of technology and the degree to which administration is involved with the implementation of SIS (Sharma, 2013). Backing from the leadership is crucial for technology adoption. In order to ensure technical acceptability, management commitment senior leadership in education setting essential. This is done by fostering a climate that encourages SIS utilization inside the institution.

Scientific findings have shown that management encouragement can affect PU (Sharma, 2013). But according to a study done in Ghana by Zuberviel (2012), educational leadership is not in favor of instructors integrating ICT in the classroom. Instructors' assessments of how effectively leadership appreciates the significance of ICT and how committed top-level management is in its deployment are included in this study's definition of support from senior management.

Perceived Usefulness

According to a number of studies, instructors use SIS when they think it would enhance their prospective performance in the classroom (Teo, 2009; Teo & Schaik, 2009). This suggests that if instructors found SIS valuable for completing their pedagogical responsibilities, they would employ it.

The phrase "perceived benefit" refers to a user's conviction that utilizing a specific system will enhance his work performance (Iqbal et al. 2019). According to this hypothesis, it is feasible to boost a user's productivity by making the most of technology. There are numerous different structures. The impression of advantages has a greater influence on attitudes, continuance intention, and behavior when a technology is used than any other dimension. As a result, since it affects several conceptions, how this advantage is perceived emerges as one of the most crucial elements.

Another crucial element in deciding how people utilize systems is how beneficial they perceive them to be (actual use). The definition of "usefulness" is that it is "the primary level used to estimate the users' evaluation of a system employed" (Hashim & Tan, 2018). As a result, the user's interaction with the system is how usefulness is defined. Just after user adopts a platform, the sense of usefulness is crucial in forecasting their conduct (Hashim & Tan, 2018).

Perceived Ease of Use

The notion of ease of use can be seen as a technique that users can use to decide the extent to which using particular information systems will simplify their task, save them time, and effort. Intent is the term used to describe the want, intention, and desire to accomplish something. One's actions will be affected by this purpose. In this instance, conduct related to utilizing the school information system is positively influenced by one's intent to do so. This is due to the fact that the most crucial element in behavior is (Alshare, Alomari, Lane, & Freeze, 2019; Ajzen, 2015). Intent to use and actual use are related, as shown by Ajzen (2015) and Alshare et al. (2019). The user's opinion of the system's usability affects how

intensely the systems is utilized in addition to how easily the system is seen by the person to be.

The user's impression of systems use is the subscriber's trust in the system; the user feels that by using the system, they would be helped in performing their jobs and just being able to execute specific operations, which will affect how well they perform. One element that determines a system's usability is how simple it is to use. The usefulness is positively influenced by how simple it is to use (He et al., 2018). In a study concentrating on instructors, Siyam (2019) evaluated how well instructors adopted and used innovations, such as SIS.

Similar to the earlier trials, the results showed that PEOU had an impact on PU that was statistically meaningful (Siyam, 2019). Contrary to these conclusions, researchers found that when examining the acceptability of education information systems by learners and higher learning faculty 64 members, PEOU has no significant statistically significant effect on PU (Akman & Turhan, 2017). Nevertheless, these results demonstrate that PEOU is a crucial part of creating a teacher TAM that takes into account earlier studies on both students and educators.

Attitude Toward Using

Ghana is a developed and economically stable country in the West African sub-region. Ghana has emerged as a regional power in the West African subregion as a result of its growing economic prosperity and democratic political system. Ghana achieved Lower Middle-Income status in 2010 with a current GDP of US\$ 38.65 billion (World Bank, 2014).

Pome (2015) asserts that instructors aren't utilizing SIS for educational objectives despite the fact that it's available in most institutions, especially those in urban regions. The researcher determined that teachers' negative views regarding employing technology for instruction was a significant contributing factor. The accomplishment of academic achievement with ICT will depend heavily on pre-service instructors' perceptions and willingness to adopt technology given the important role that instructors are expected to perform in the process of incorporating ICT in the Ghanaian school setting (Asabere & Enguah, 2012; Lim, et al., 2011). (Teo, 2012). Knowing how individuals respond to technology is therefore essential for its successful deployment at a time when the Ghanaian government is investing extensively in Technology in teaching.

Attitude towards utilization refers to an individual's positive or negative sentiment while engaging in a task and how this sentiment influences their actual usage behavior. This attitude significantly shapes behavioral intention, directly impacting how frequently technology is employed (Teo, 2009). According to Masters (2014), evaluating initiatives for authentic learning 27 is dependent on students' and teachers' attitudes and views on the use of ICT and evaluation.

Using one's system to carry out the desired conduct is known as performing it with attitude (Iqbal et al., 2019). This idea enables us to reach the conclusion that attitudes plays a significant role since it affects how people use systems. illustrates why the use mentality is what affects use intention the most. Information systems are impacted by the idea of interoperability in both both direct and indirect ways (Kanchaunatanee et al., 2014).

Positive attitudes toward technology use, according to Siyam (2019), have the potential to increase actual technology use. The usage of ATT as a statistically meaningful factor for instructors' technology use in connection to teachers' TAM was examined by Ursavas et al. in their 2014 study on technology acceptance measures for teachers.

Expanding on the conclusions of Ursavas et al. (2016), Akbari et al. (2016) contrasted instructors' and learners' opinions regarding using a SIS for classroom education (2014). According to the research, PEOU and PU supported ATU, which enhanced instructors' intentions to utilize SIS (Akbari et al., 2016). The results demonstrate that instructors are prepared to employ SIS for classroom education in addition to "widely" using it outside the course (Akbari et al., 2016, p. 117). ATU was the most significant factor in predicting instructors' usage of SIS in formal education (Akbari et al., 2016). Ultimately, the readiness of instructors to embrace and use new technology, such as SIS, is influenced by their attitude regarding it (Liu, Lin, & Zhang, 2017).

METHODOLOGY

Research Approach

Given the interaction between the variables under investigation, quantitative research techniques were used for this study. A methodological approach to research known as quantitative research involves collecting and analyzing numerical data in order to identify relationships, patterns, and tendencies within a given population or topic. This strategy analyses the data using statistical techniques to draw unbiased findings (Creswell, 2014).

Due to the ease with which the participants' expressions and views can be comprehended even in the absence of or with limited information regarding them, the researcher chose a quantitative study approach (Leedy and Ormrod, 2014, p141). In addition, a quantitative research approach explores a broad range of events to fully understand and value them. It sets human cognition and behavior in a sociocultural setting. Human interactions, thoughts, logic, structure, and standards are investigated comprehensively due to the thorough analysis of occurrences. The participant's ability to participate is made easier in this approach by the tight connection that exists between both the researcher and the participants to shaping the research (Adisa, Ogbonnaya, & Adekoya, 2023).

Research Design

A research design is a thorough plan or strategy created by a scholar in order to direct their investigation, answer their research questions, or test their hypotheses. It entails a range of decisions and choices with regard to techniques, data collection, data interpretation, and result analysis. A carefully thought-out research design ensures the dependability, validity, and capability of the collected data to provide insightful perspectives on the study's topic (Creswell, & Creswell, 2017). In order to elicit people's ideas, attitudes, and sentiments about a certain subject, polls and questionnaires are used to collect and analyze responses from large groups of individuals. Utilizing a quantitative approach, the study solicited feedback from the three different Public SHS teachers in the Gomoa West District.

Saunders et al. (2011) noted that survey is used in management research to address the who, what, where, how, much, and how questions as a common and popular technique utilized in most study. Additionally, Saunders et al. (2011) argued that the survey method is often linked with the deductive approach, where descriptive and inferential statistics are employed to analyze quantitative data. Survey requirements also include aspects like defining target populations, testing research instruments beforehand, selecting appropriate delivery methods, ensuring validity, and analyzing the obtained results.

Study Area

Three distinct Public SHS in the Central Region of the Gomoa West District hosted the study. Schools used included Mozano Senior High School, College of Music Senior High School, and Gomoa Senior High Technical School. In addition, despite infrastructure challenges, pupils are well-behaved and eager to learn. They have some infrastructure, but it is insufficient. The research's objective is very likely to be met by the study area. Programs like general arts, home economics, science, business, and other core subjects are offered by all selected schools.

Population

The complete group of individuals, things, occasions, or phenomena that share traits and are the subject of a researcher's interest is referred to as a study population. In a research study, this group is where information is gathered, and conclusions are made. This study population is typically identified based on its distinct characteristics and size, assisting researchers in applying their findings to a wider context (Babbie, 2016). Three distinct Public SHS teachers in the Gomoa West District were the focus of the study. These made up the study's population. The population of this study consisted of 523 (five hundred and twenty-three) teachers.

Sample Size and Sampling Technique

The three institutions were regarded as valuable data sources for the study. Those who are targeted and chosen for a study using a deliberate sampling method are those whose units or people are thought to be information-rich (Creswell & Plano Clark, 2017). A stratified random selection approach was utilized to pick 346 teachers from a population of 523 SHS instructors from the four SHS in the District as study respondents.

The term stratified random sampling approach refers to a probability sampling technique that is frequently employed in quantitative-oriented investigations and in which the study sample fairly represents different strata within the population of interest (Creswell & Plano Clark, 2017). The Science, business, general arts, home economics, and core subject instructors are among the specializations that elected teachers from SHS 1, SHS 2, and SHS 3 teach in. Each of the two collaborating institutions was represented in the study sample, which is based on stratified random sampling. The administration offices of the individual schools distributed questionnaires to the teachers.

Data Collection Instrument

Questionnaires were the instrument utilized to gather the data. It was distributed to the intended audience and collected within two weeks. A

questionnaire is a collection of questions with a clear objective created for a target audience to administer by themselves within a specific time range.

Creswell and Plano (2011) claim that a questionnaire lacks flexibility since it is challenging to alter the kind of data that are collected after it has been created and circulated. The questionnaire was chosen by the researcher for this study because it is a self-reported measure, assures anonymity, and is therefore more likely to generate accurate responses from the respondents with regard to the information requested of them.

The aim of any data collecting is to gather accurate data that may be used to perform in-depth analysis of data and create a strong case for dealing with a particular issue. Reliable data collecting is necessary to uphold the integrity of the research, regardless of the topic being examined or the tool for gathering information for collecting data (qualitative, quantitative). When the appropriate data gathering tools are used, mistakes are less likely to happen (whether they are already available, updated versions of them, or brand-new ones).

The adopted questionnaire was changed into six sections, denoted by the letters A through F. While the subsequent parts dealt with all the variables employed in this study, Section A covered the respondents' demographic information. Likert-scale items were made up the majority of the questionnaire. These inquiries made it easier to determine how firmly the respondent agreed with a specific assertion. The distribution of surveys was done using an easy sampling technique. We utilized a five-point Likert scale, with 1 denoting likely and 5 denoting very likely. Respondents who work at the three different schools directly receive the questionnaire.

RESEARCH RESULT

Table 1. The Extent Leadership Encourage Teachers to Use SIS By Fostering a Supportive Environment

Statements on Level of Extent	M	SD
My School's Management supports and motivates me in using SIS to record students results at all times.	2.87	1.500
My School's Management offers helpful training on how to use computers for teaching.	3.24	1.343
ICT Training workshops are being organized in the school frequently.	2.88	1.490
Internet facility has been made available to teachers by School Management.	2.87	1.478

Source: Field Data (2022)

From table 1, the result revealed that the majority of teachers accepted that their School's Management supports and motivates me in using SIS to record students results at all times (M=2.87, SD=1.500), School's Management offers helpful training on how to use computers for teaching (M=3.24, SD=1.343), ICT Training workshops are being organized in the school frequently. (M=2.88, SD=1.490) and Internet facilities have been made available to teachers

by School Management. (M=2.87, SD=1.478). In conclusion, teachers have a favorable attitude towards their school administration's support for and initiatives to incorporate technology into instruction. Teachers appreciate that students are encouraged to enter their test results into the SIS and that computer usage instruction is available. The institution's dedication to fostering a technologically enhanced learning environment is further highlighted by the regular organization of ICT training workshops and the accessibility of internet facilities.

Table 2. The Level Teachers See the Application of SIS To Their Work?

Statements on Attitude	M	SD
SIS use is essential to my line of work.	3.52	1.247
I believe my job requires ICT.	3.94	1.141
Computer use is necessary for my line of work.	3.81	1.209

Source: Field Data (2022)

Table 2 results indicated that the respondents strongly agreed with the statement that SIS use is essential to my line of work (M=3.52, SD=1.247). Furthermore, when asked whether the respondents believe their jobs requires ICT, they agreed (M=3.94, SD=1.141). Again, the respondents agreed when asked whether computer use is necessary for my line of work. (M=3.81, SD=1.209). These results show once again how important technological skills are and how important it is to continue to keep up with technological developments in order to succeed in their respective fields of work.

Table 3: The Extent to Which SIS Use Make Teaching Easier

Statements on Level of Use	M	SD
I find it simple to use ICT for all of my desired teaching and learning activities.	3.52	1.214
SIS is generally simple for me to employ in my teaching.	3.64	1.269
ICT use in the classroom is mentally demanding.	3.16	1.376
I find it simple to learn how to use SIS effectively for keeping students records.	3.56	1.209

Source: Field Data (2022)

Moreover, when asked whether the respondents find it simple to use ICT for all of my desired teaching and learning activities a mean figure of 3.53 and a standard deviation of 1.214 was realized.

Also, the respondents agreed with the statement that SIS is generally simple for me to employ in their teaching. (M=3.65, SD=1.269). In general, Majority of the respondents attested to the fact that ICT use in the classroom is mentally demanding (M=3.16, SD=1.376). In conclusion, the mean of means of 3.65 indicates that respondents find it simple to learn how to use SIS effectively for keeping students records.

Table 4. Benefits of the School Information System.

Statements on Level of Use	M	SD
If I utilize computers at work, I'll do better.	3.77	1.097
The SIS will help me become more effective.	3.85	1.163
I found SIS to be a helpful tool for my job.	3.86	1.128
I won't need to travel too far record student exam results	4.05	1.109

Source: Field Data (2022)

In the light of assessing the benefits of the school information System, when asked respondents if respondent utilize computers at work, they'll do better, a mean figure of 3.77 and a standard deviation of 1.097 was realized. Moreover, the respondents agreed with the statement that SIS will help them become more effective. (M=3.85, SD=1.163). Respondents also agree to the statement that SIS is helpful to their job (M=3.86, SD= 1.128) In general, Majority of the respondents attested to the fact that they won't need to travel far to record students' exams results. (M=4.05, SD=1.109). Together, these results show how the SIS has a positive impact on productivity, effectiveness, and accessibility at work, highlighting its potential to simplify procedures and promote the respondents' professional development.

Table 1. The attitude of Senior High School Teachers Towards the Use of SIS?

Statements on Level of Extent	M	SD
Work is made more interesting by computers.	3.79	1.083
I enjoy working with the SIS.	3.85	1.190
Working on computers is enjoyable.	3.81	1.132
I feel comfortable working with a computer	3.87	1.144
Using SIS to record students' scores makes me dull	2.93	1.454
I can learn more from books that from a computer	3.08	1.483
I think that SIS is easy to use	3.62	1.156

Source: Field Data (2022)

From table 5, the result showed that majority of teachers accepted that work is made more interesting by computers (M=3.79, SD=1.083), they enjoy working with SIS (M=3.85, SD=1.190), working on computers is enjoyable. (M=2.88, SD=1.490), respondents feel comfortable working with computers. (M=3.87, SD=1.144), using SIS to record students score make respondents dull (M=2.93, SD= 1454), respondents can learn from books than from a computer (M= 3.08, SD= 1.483) and respondents also agreed that SIS is easy to use with a mean of 3.62 and a Standard deviation of 1.156. In conclusion, a nuanced perspective on the interaction between teachers and technology is reflected in the study's findings. The findings show that students view computers and the School

Information System (SIS) as sources of interest and enjoyment in their work, but some doubts still exist about potential drawbacks like boredom and preferred learning techniques. The findings highlight the requirement for a comprehensive technology integration strategy that takes into account both the advantages and issues raised by teachers. This emphasizes how important it is to have ongoing assistance, training, and open lines of communication in order to take full advantage of the benefits that technology can bring to the educational environment.

DISCUSSION

The study's primary goal was to assess teachers' attitudes toward the School Information System (SIS) for decision-driven support in senior high schools in the Gomoa West District. The study's specific objectives were to: identify the extent to which leadership encourages teachers to use SIS, analyze how relevant SIS usage is to the teaching job, assess how SIS usage helps ease teachers' work, determine the benefit of using School Information System, and assess teachers' attitude toward the use of SIS.

Consequently, to achieve the study's objectives, the following research questions were formulated:

1. To what extent do leadership encourage teachers to use SIS by fostering a supportive environment?
2. How do teachers see the application of SIS to their work?
3. To what extent will SIS use make teaching easier?
4. What benefits do the school information system offer?
5. What is the attitude of instructors in the second cycle' towards the use of SIS?

The descriptive survey design was used in connection with these research questions. The study's population consisted of senior high school teachers. The study used a sample-size of 346 from a population of 523 teachers. Using the sampling table developed by Krejcie and Morgan in 1970, the sample size was calculated. Random sampling was employed to choose the participants, ensuring that each had an equal likelihood of being selected (Schumacher, 2014).

Key Findings

The main findings of the study were as follows:

The first research question, which sought to determine the extent to which leadership encourages teachers to use SIS by fostering a supportive environment, discovered that leadership encouraged teachers to use SIS by fostering a supportive environment.

Regarding research question two, which examined how teachers perceive the use of SIS in their work, it was discovered that teachers have a positive attitude toward the use of SIS in their work.

Concerning research question three, which assessed the extent to which SIS use makes teaching easier, the study found that SIS make teachers' jobs very easy.

Concerning research question four, which assessed the benefits provided by the school information system, the study discovered that the School Information System is extremely beneficial to both teachers and students.

Lastly, research question five assessed the attitude of second cycle schoolteachers towards the utilization of SIS. It was observed that teachers have a good understanding and embrace SIS.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions could be deduced from the findings of this study:

To begin, the study concluded that leadership provides support to teachers based on the findings that leadership encourages teachers to use SIS by fostering a supportive environment. However, just because leadership is supportive does not mean that all leaders in the district are.

Furthermore, in light of the study's findings that teachers have a positive attitude toward the use of SIS, it was concluded that their positive attitude toward SIS directly indicates their acceptance of SIS. It is crucial to understand that any ICT integration in education process benefits from the participation of instructors, including pre-service teachers (Hernández-Ramos et al., 2014). As a result, rather than putting obstacles in the way of the better and good advancement of education in Ghana, school administrators and instructors should indeed be prepared to recognize the contemporary spike in ICT adoption and implementations (Natia, & Al-hassan, 2015).

Also, based on the findings that the school information system provides, the study concluded that the SIS is very beneficial to teachers in a variety of ways. Furthermore, based on the findings that investigated how teachers perceive the application of SIS to their work, it is concluded that teachers perceive the application of SIS to their work.

Finally, the study concluded that teachers accepted the findings that assessed the extent to which SIS use makes teaching easier because the SIS can be assessed at any place and time provided there is internet connectivity.

Recommendations

The study makes suggestions based on the outcomes drawn from the respective findings:

It is advised that leadership maintain the enabling atmosphere for technology integration given the favorable reaction to the School Management's encouragement and motivating efforts. Teachers can be further inspired to embrace the School Information System (SIS) with excitement and confidence by regular communication and activities that highlight the advantages of technology in administrative and instructional duties.

It is suggested that the school administration should fund ongoing professional development initiatives aimed at advancing teachers' technical skills in recognition of the significance teachers place on useful training and workshops. To ensure efficient use, these programs should be adjusted at different skill levels and include both fundamental computer usage and sophisticated SIS applications.

The Ghana Education Service can improve the use of technology in education even more, providing teachers and students with better opportunities to teach and learn. This strategy is consistent with the favorable impressions and attitudes presented in the research findings and can help Ghana's education system.

ADVANCED RESEARCH

This study only looked at teachers' knowledge and attitudes toward SIS in second cycle schools in the Gomoa West District. A nationwide replication of the current study with a much larger sample size would be ideal so that the findings could be generalized across Ghana

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