Propose a new Education Management Information Systems quality model: OpenEMIS Jordan Case Study

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Abstract

Modern educational administration relies on the Education Management Information System (EMIS) to streamline processes, enhance data management, and aid decision-making. EMIS has challenges with rapid data processing, user availability, and advanced analysis tools. These challenges limit the system's ability to support data-driven decision-making and user pleasure, holding back its instructional use. A mixed-methods approach combining a well-designed questionnaire and expert interviews evaluates the Education Management Information System (EMIS) in this thesis. A large sample of 519 EMIS users completed the questionnaire for the research. Semi-structured interviews were also performed with 15 experts from UNESCO, the World Bank, and the Jordanian Ministry of Education. The questionnaire found that EMIS might improve real-time data processing and user accessibility. Expert interviews supported our findings, identifying similar system flaws. The highlighted locations were significantly associated with user satisfaction in the questionnaire statistical analysis. The R Square score of 0.747 shows that these factors explain 74.7% user satisfaction variance. Cronbach's Alpha of 0.928 indicated strong internal consistency, confirming the study's reliability. After implementing the quality framework, customer satisfaction rose from 2.95 to 3.7 out of 5. Despite these positive findings, professionals noted resource constraints and underlined the necessity for user education. The findings may be used to improve EMIS, making it more responsive and user-friendly in educational management.