
PRINCIPALS UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY AND ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN OBUDU LOCAL GOVERNMENT AREA OF CROSS RIVER STATE.

IKEMITI Richard A

UTAM Joseph A,

MBE Edward O

UGBE Agnes A

Department of Educational Management, Planning and Supervision, Imo State University,
Obanlikwu Satellite campus, Obanlikwu, Cross River State

celsusakom@gmail.com

richardikkemiti56@gmail.com

08061667468, 08036688382 08061139258.

Abstract

This study sought to examine utilization of ICT and administrative effectiveness secondary schools principals' in Obudu Local Government Area of Cross River State, Nigeria. This study was guided by four research questions and four hypotheses. The ex-post facto research design was adopted for the study. The population of the study consists of all the principals and vice in the 32 existing public secondary schools in the study area. All the sixty four (64) principals and vice from the 32 existing secondary schools in Obudu Local Government Area were used in the study. A self-constructed 20 item questionnaire titled Information and Communication Technology and Administrative Effectiveness Questionnaire (ICTAEQ) was used for data collection. Mean scores and standard deviations were used to answer the research questions while Pearson Correlation analysis was used to test the null hypotheses at 0.05 levels of significance. The results revealed that there is a significant relationship between access to ICT, use of ICT in keeping records and school communication and administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State. The study recommended among others that fund should be made provided to all secondary school administrators'/principals by the state government to procure and install ICT infrastructure in their various schools to enhance effective administration in secondary school for goal attainment.

KEYWORDS: Information and Communication Technology, and Administrative Effectiveness

Introduction

In the 19th century, mechanical evolution came in and replaced manual method of doing many things. As time went on many things were mechanized. Igbineweka (2018) opines that the use of Information and Communication Technology (ICT) has turned the world into a global village so to say, as information across the globe can be accessed through the touch of a computer sensor on the internet. This has become an electronic super-high way where information can be shared globally for education advancement, research and social media. Developing talents in creativity has become an important goal of educational reform and economic development for all countries in the world. But a careful observation revealed with dismay that up to date, most secondary schools in Cross River State both government and private owned schools still use old, outdated and traditional method of transmitting knowledge or information in the classroom. Olorji, Nwogbo and Ezeugbor (2017) lends credence to the above when they asserted that ICT is today one of the most rapidly growing field of education and training. As a force contributing to technological development, (ICT) is fast becoming and accepted and indispensable system in all countries of the world and Nigeria is not an exception. Citizens must have access to education and (ICT) training if they are to be equipped to shape their destinies and meet the social, economic and personal challenges of the global knowledge based economy.

Information and communication technology is believed to be relatively new and has already caused a major paradigm shift in how issues are approached in the context of gathering, storage, retrieval and analysis of information in every industry with education inclusive. In addition to the above postulation, National Policy on education (2014) places much emphasis on the provision and utilization of (ICT) when it states that because of the prominent role of information and communication technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate (ICT) curriculum in Nigeria education system. Onuma (2015) opines that though Nigeria has produced a good number of teachers at various levels of education, they still need to be given adequate training and retraining for the utilizations and application of (ICT) materials. This is because technology does not and cannot wait for any nation; hence networking is the order of the day including the educational system. Okorie, Agabi and Uche (2016) are of the view that the use of Hi-Tech information and Communication technology (ICT) as a modern tool for management of complex organization has become the norm particularly for the advance world. Its adoption is most of the less advanced societies. However, the growing complexities of secondary schools especially in the era of Universal Basic Education (UBE) in Cross River State and the challenges it poses to school administrators makes the application of information and communication technology (ICT) indispensable for quality assurance.

Information and communication technology (ICT) has several roles to play in the effective and efficient administration of secondary schools in particular and others educational systems in general. Principals of secondary schools can utilizes ICT gadgets such as computer system, telegram/telephone, Fax machines, television circuit (CCTV cameras) and other gadgets in

enhancing school record keeping, school communication, decision making process, supervision, security and others administrative processes. The management and administration of secondary schools output in Obudu Local Government Area of Cross River State over the years has not been encouraging. This is attributed to the inability of the school administrators to accept and face the challenges of globalization which emphasizes on the use of modern technologies in management. The resultant relationship has been on the poor access to (ICT) and its facilities, inadequate documentation of schools records, communication breakdown which further affect effectively participatory decision making between administrator and its subordinates. It is against this background that the researcher sets to investigate the utilization of (ICT) and principals administrative effectiveness in secondary schools in the aforementioned Local Government.

For more than a decade now, school administrators (principals), educational planners in Federal as well as State Ministry of Education have been grappling with tremendous task of evolving new and truly relevant system of education delivery. The decline in our educational institution is palpable in every facet of the system, more especially in the area of storage of information, method of communication, decision making and the general day to day administration of schools. Principals offices in few secondary schools in Obudu Local Government Area of Cross River State of Nigeria are furnished with modern technological gadgets (computer, CCTV, fast machine etc). A situation where post-primary schools in Obudu Local Government Area of Cross River State still use manual typewriters to produce letters and other documents with poor output, dirty and not readable is undesirable. It is however disturbing to note that the level of (ICT) application in the said Local Government is very low.

In view of the above, the major problem of this study is posed in a question form: Does utilization of ICT affect administrative effectiveness principals in secondary schools in Obudu Local Government Area?

The major purpose of this study was to examine the utilization of ICT and administrative effectiveness in secondary schools principals' in Obudu Local Government Area of Cross River State. Specifically, this study focused on the following:

- Find out the ICT usage in record keeping and administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State.
- Assess ICT usage in communication and relate administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State.

The following research questions were raised to guide the study.

- How does principal use of ICT in keeping of school records relate to administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State?
2. How does Principals ICT usage in communication relate to administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State?

The following null hypotheses formulated will be tested at 0.05 levels of significance.

- Principal ICT usage in record keeping has no significant relationship with administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State
- Principals ICT usage in communication has no significant relationship with principal's administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State

Literature Review

Record keeping and its management is a vital responsibility of any school administrator in the day to day operations of the schools. Peretomode, (2006), see a recorded as an account in writing or other permanent form, serving as a memorial or authentic evidence of facet or event. It is regarded as information handled down or preserved. According to him, school records consists of all the books and files or any document containing information relating all that goes on in a school. Onuma (2017) write that, in education industry, just like either sectors, information Technology (IT) focuses on electronic generation storage, retrieval, utilization and protection of information for future use while (ICT) revolve around different type of technologies use in collecting processing and transmitting information. With database as ICT tool school administrators store sorts and retrieve all types of records or information for use. Examples, student admission, personnel records student result e.t.c also with management information system (MIS) the school administrator handle general administration with ease. Bello (2005) articulates that before staff/teachers are allocated to a class, the school head deputy would have reviewed staff qualification and experience in a particular subject area. According to him, the school would not want to allocate a class to someone who is not qualified or lack the knowledge of the subject matter. It is the records of information at his disposal that would assist the school head. These records also enable teachers and parents to have a clear and complete picture of the students' progress with regards to attendance and achievement from test school. From the above discussion, the importance of school records in the context of ICT and secondary school management cannot be over emphasized, hence they are tools for the attainment of school objectives and they are essential for diagnostic and remedial purposes.

Urito & Baridam (2015) opines that communication implements management purpose and functions. The purpose of business/school communication and management is interlock, their functions coincide. The organizational management communication is to plan, organize activities and controls so that he or she may decide and achieve the desired goal. Stephen (2014) also articulates that information is a critical input in all human activities without access to accurate concise, relevant and up to date information at the right time; it is difficult if not impossible to take right decision as an administration or manager of schools. The mere mention of the word communication brings to mind system like telephone, telegraph, film, video, television etc. These communication gadgets are regarded as the means of passing information. The importance of communication in any organization has been long recognized. Edem (2016)

put the importance of communication in an organization lucidly when he stated. Communication is the ingredient which makes organization possible. It is the vehicle through which the best management functions are carried out. Managers directs through communication, they coordinate through communicate the plan, staff and control through communication. If communication is hampered, the entire organization (school) suffers. When it is accurate, thorough and timely the organization can move effectively towards goal attainment or achievement (Passey, 2022).

In a study conducted by Akinsolu (2016) on the relationship of school records management on school administration in Ondo State Secondary Schools. One mainly hypothesis and five operational hypothesis were generated and test at 0.5 significance. The study was a correlation survey type of ex-post-factor design. Data collected were based on two set of questionnaires. School Record Management Questionnaire (SAEQ) and School Administrator Questionnaire (SAQ). Out of the population of 281, 136 public secondary school were sampled using stratified random sampling based on the existing LGA of the state with the percentage of 48.5%. These instruments were validated and found to be reliable at 0.81 and 0.89 respectively. The information generated were analyzed using Pearson product moment correlation statistical method. The results revealed that modern storage devices such as computer and others aid effective school administration especially on records keeping and management and ease decision making. Based on this, the following recommendations among others were made there in need for the school administrator to keep all records approved by the ministry of education and those relevant for effective running of the school. There is therefore need for the provision of computers for effective data storage and the need to build the school administrator capacity on its usage. Record management course should be included in teacher's education curriculum so as to enhance their skills on how to fill and manage schools records effectively. With the use of data based computer, school administrators can effectively store, sorts and retrieve all types of records or information in the school. Also management information system (MIS) assists administrator in handing the affairs of general administration.

Ebong (2018) also conducted a study on the level of application of quality assurance in public/private school in River State of Nigeria. The study used descriptive survey with the population of 3.93 administrative/proprietors of public and private secondary schools in River State. A stratified random sampling technique was used to select 121 administrators, proprietors and their supervisors. A validated 24 items questionnaire (QAPPSSQ) with reliability co-efficient of 0.75 using test retest was used to generate data from the sample. The data obtained were analyzed using mean, standard deviation and T-test statistics. From the statistical analysis the study showed the administrators of private secondary schools are highly applied quality assurance strategies of the use of modern techniques in information processing effective development, used of human resources, consciously avoidance of failures through prevention, strategic planning of programme, quality assurance and control of school activities with a range of 3.00 – 3.40 against the public schools of 2.67 – 2.85. The study concluded that communication is a fundamental act in teaching and learning situation, therefore quality must also be measured in the used of information and communication technology (ICT). Simply put,

communication role in the administration of secondary schools can be seen as being that of improving organizational effectiveness and boosting the morale of the workers for a satisfying work which further amount to increase in quantity and quality of output. He stressed that effective communication is capable of creating understanding between fellow workers and the management in particular. The implication of the study to the present one is that principals should use various communication methods to promote good human relation among members of his organization. In essence, such methods are themselves human relations booster and motivation for workers, thereby inducing them to improve their performance on the job and ultimately bring principal administrative efficiency to school.

Research Methodology

This study employed causal comparative (ex-post-facto) design with the target population of all the principals and their vice principals in the thirty two existing public secondary schools in Obudu local government area of cross river state. Since the population of the study was narrow, the researcher decided to use all the sixty four (64) principals and their vice in the thirty two (32) existing public secondary schools in the study area using purposive sampling techniques. Self-constructed questionnaire titled; Information and Communication Technology and Principals Administrative Effectiveness Questionnaire (ICTPAEQ) was used to gather information from the respondent. The instrument consists of section A and B. Section A deals with respondents personal data of the principals while section B consisted of 10 items questions which sought for information on the respondents opinion on ICT usage in keeping school records and ICT usage in communication. Each variable attracted 5 questions. A four point rating scale of strongly agree (SA) agree (A) disagree (D) and strongly disagree (SD) was used to collect the responses from the respondents. The questionnaire was carefully scrutinized by two experts in test and measurement in the Faculty of Education, Federal College of Education in affiliation with the University of Calabar to ascertain the face and content validity of the instrument. They made appropriate face, construct and content corrections and ascertained that the questionnaire was not ambiguous and that information from them would be reliable. Pearson product moment correlation coefficient was used to analyze the data at 0.05 level of significance.

Results and Analysis

Hypothesis one: Principals ICT usage in record keeping has significant relationship on principal's administrative effectiveness in secondary schools in Obudu Local Government area of Cross River State.

TABLE 1

Summary of Pearson Correlation analysis of the relationship between principal's ICT usage in record keeping and administrative effectiveness. (N=64)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-cal.	r-tab
$\sum Y$ $\sum Y^2$					
ICT usage in record keeping	2426	27834			
39878	0.724	0.138			

Administrative effectiveness 3047 46465

*significant at .05 level, df= 62

From the above table, the calculated r-value was 0.724 ($p < .05$) while the critical r-value was 0.138 ($n=64, \alpha .05$). Since the calculated r-value was greater than the critical r-value at 0.5 level of significant, the null hypothesis which states that principal's ICT usage in record keeping has no significant relationship on administrative effectiveness in secondary schools was rejected. Therefore, significant positive relationship exists between principal's ICT usage in record keeping and administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State.

Hypothesis 2: Principal's ICT usage in communication has no significant relationship on principal's administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State.

TABLE 8

Summary of Pearson Correlation analysis of the relationship between principal's ICT usage in communication and administrative effectiveness. (N=64)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-cal.	r-critical
$\sum Y$ $\sum Y^2$					
ICT in communication	2646	28594			
387542	0.864	0.138			

Administrative effectiveness 3047 46465

*significant at .05 level, df=62

From the above table, the calculated r-value was 0.864 ($p < .05$) while the critical r-value was 0.138 ($n=64$, $\alpha.05$). Since the calculated r-value was greater than the critical r-value at 0.5 level of significant, the null hypothesis which states that principal's ICT usage in communication has no significant relationship on administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State was rejected. Therefore, significant positive relationship exists between principal's ICT usage in communication and administrative effectiveness in secondary schools in Obudu Local Government Area of Cross River State.

Discussion of findings

The result of first findings revealed that the use of ICT in keeping school record has significant relationship on the management of secondary school. The result agrees with Akinsolu (2016) whose study results revealed that modern storage devices such as computer and others aid effective school administration especially on records keeping and management and ease decision making. With the use of data based computer, school administrators can effectively store, sorts and retrieve all types of records or information in the school. Also management information system (MIS) assists administrator in handling the affairs of general administration. The probable reason for the above finding is that with different computer/ICT applications and storages make the school administrative duties so easy that the whole school information can be taken to anywhere outside the school environment.

The result of the second finding of this research has revealed that effective communication has significant relationship on the management of secondary schools. The result agrees with Ebong (2016) who reported that administrators of private secondary schools are highly applied quality assurance strategies of the use of modern techniques in information processing effective development, used of human resources, consciously avoidance of failures through prevention, strategic planning of programme, quality assurance and control of school activities with a range of 3.00 – 3.40 against the public schools of 2.67 – 2.85. The study concluded that communication is a fundamental act in teaching and learning situation, therefore quality must also be measured in the used of information and communication technology (ICT). The implication of the study to the present one is that principals should use various communication methods to promote good human relation among members of his organization. In essence, such methods are themselves human relations booster and motivation for workers, thereby inducing them to improve their performance on the job and ultimately bring principal administrative efficiency to school.

Conclusion:

Based on the result of the study, it was established that administrative effectiveness variables in relation to ICT such as administrator's access to ICT, the use of ICT in keeping school records, use of ICT in decision making and the use of ICT in secondary school communication significantly relates to administrative effectiveness of secondary school in Obudu Local Government Area of Cross River State.

Recommendations

Based on the result of the study, the researcher recommended that,

- xxi. The ministry of education through the secondary schools board should organize workshops for principals to be trained on how to store information in the computers and cloud.
- xxii. School principals should adopt effective communication network to connect both teachers, students and parents towards enhancing effective management of their various secondary schools.

References

- Akinsolu, A. O. (2016). The relationship of School Records Management on Effectiveness of school administration in Ondo State Secondary Schools. *Journal of Education and Technology. I (2)*. 92-104.
- Bello, S. A. (2015). *The role of records in school management*. Ibadan: Triumph Providential Publisher.
- Ebong T. M. (2016). The level of application of quantity assurance in private school in Akwa-Ibom State: *Journal of Nigeria Association for Educational Administration and Planning*, 5(9), 109 – 113.
- Edem, D. A. (2013). *Introduction to education administration in Nigeria*. Ibadan Spectrum book Limited.
- Federal Republic of Nigeria (2014). *National Policy on Education* (Revised) Lagos: Government Press.
- Olorlji, P. N. Nwagbo, V. N. &Ezeugbor, C. N. (2017). The role of Information and Communication technology in the management of technical secondary schools in Anambra state. A paper presented at the international conference of NAEAP at University of Lagos between 24th and 27th September, 2007.
- Onuma, N. (2015). Utilization of Information and Communication Technology in School: Problems and Suggestions. Nigerian National Association of Educational Administration and Planning Book of Reading, 2007.
- Okorie, D. N., Agabi, O. G &Uche, C. M. (2016) Application of ICT in the management of public and private Universities. *Journal of Nigerian Association Education Administration and Planning*, 5 (1), 21 – 36.
- Passey, D. (2002). ICT and School Management. Available in the Information and Communication Technology. Retrieved on 7/6/2025. <http://www.ticd.org.retrieved>.

- Peretomode, V. F. (2006) *Educational administration: Applied concept and theoretical perspectives*. Lagos: Jaja Educational Research.
- Stephen, G. A. (2014) Information and Communication technology as a tool for improving basic science education in Nigeria. Paper presented at the first Ebonyi State Education Summit Abakalike.
- Urieto, J. E. & Baridan, D. M. (2015). *Effective business communication*. Port Harcourt Paragraphics Publishers.