## Principals' Utilization of ICT Resources and Secondary School Administrative Effectiveness in Calabar  South Local Government Area of Cross River State, Nigeria.

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 *Abstract*
*The study aimed at examining principals' utilization of information communication and technology (ICT) and secondary school administrative effectiveness in Calabar South Local government area of Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. Correlational research design was adopted for the study. The population of the study consists twenty seven (27) principals and vice principals in all the nine (9) public secondary schools in Calabar South Local Government Area of Cross River State. The sampling technique adopted for this study was census method. This was adopted for the study because the population is relatively small and manageable by the researcher. The instrument used for the data collection was questionnaire titled: Principals' Utilization of Information Communication and Technology (ICT) and Secondary School Administrative Effectiveness Questionnaire (PUICTSSAEQ) was developed by the researchers and was validated by three experts in administration in higher education, Department of Educational Management, and measurement and evaluation in the Department of Educational Foundations in Faculty of Education, University of Calabar, Calabar. Data collected were subjected to statistical analysis using Pearson Moment Product Correlation Coefficient (r) of statistical package for social science (SPSS) version 25. The result revealed that principals' utilization of ICT for record keeping and principals' utilization of ICT for admission process significantly relate with secondary school administrative effectiveness in Cross River State of Nigeria. It was recommended among others that provision should be made for school principals to be trained in innovative information communication and technology.*

**Keywords:** Principals', Information Communication and Technology (ICT), Secondary School, Administrative Effectiveness, Nigeria.

**Introduction**

The importance of information communication and technology (ICT) in educational management cannot be overemphasized because it facilitates the development of education in various ways, such as aids effective teaching and learning which assists the teachers to take students beyond classroom limits by creating virtual environments to experiment and explore new ideas as well as enhance administrative effectiveness in the school system. The need for principals to utilize the available information communication and technology (ICT) resources is considered paramount because it will enhance administrative effectiveness in schools.

More so, Secondary education in the past few years has undergone significant changes mostly in the area of information and communication technology (ICT). According to Federal Government of Nigerian (FGN, 2014) in National Policy on Education, defines secondary education as the education which is acquired after the primary education and before higher education. Secondary education prepares the child body and mind for higher education; this will enable the child after living the school to live employable skills. It includes; junior and senior secondary education. FRN (2014) states the objectives of secondary education includes: Preparation of the child for useful living within the society: It is expected that after a child leaves secondary schools, he/she should be able to make meaning out of life, adequate skills that will make them employable should be given to them such as, auto,-electrical work, auto-parts, shorthand etc so that when they leave school (secondary) they will not be wondering about. Secondly: Preparation a child for higher education.

It has been observed by the researcher that most of the school principals in this 21$^{st}$ century are illiterate in the application of this ICT resources in school which seem to affects they administrative effectiveness in school. This also indicates some level of ineffectiveness in school. In addition, many principals' are also affected by non-utilization of ICT facilities such as the use of computer in the admission procession. This is evident in their constant usage of manual methods when it comes to disseminating information to parents and getting information from the Ministry of Education regarding admission processes. In this regard, many principals of secondary school still send hand written letters to parents. Most time, they are found going to ministry of education to get information regarding student admission instead of applying ICT facilities to get all these done (Njoku 2006).These situations actually impacted negatively on the achievement of administrative effectiveness of secondary school.

The quest for achievement of secondary school administrative effectiveness may require specific management techniques at the secondary school level. In the context of this work, secondary school effectiveness involves quality and effective implementation of secondary education curriculum or programmes in the school system. It also entails keeping secondary education curriculum or programmes functional and at balance at all time to meet the current needs of the students so as to enable them function effectively in the society. With effective utilization of information and communication technology resources, school principals can gradually improve upon secondary education to meet the demand of the society.

Information communication and technology (ICT) is a network which offers a steadily expanding range of new services that have major economic consequences for the standardization of information in secondary schools (Nwafor, 2015). Information and communication technology is computer-based tools used by organizational personnel in the processing of their information and communication needs. It encompasses the computer hardware and software, the network and several other devices e.g. audio, video, photography, camera that convert information and so on into common digital form (Yusuf, 2015).

Vernon (2011) stated that ICT is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, and processing, transmission and presentation of information. Njoku (2006) identified three categories of ICT to be processed information (computer systems), disseminated information (telecommunication systems), and represented information (multi-media systems). Information technology system, available for

secondary schools have been listed as e-mail, internet, teleconference, facsimile (fax) minicomputer, micro-computer, mainframe computer, word processing computer, and basic website (Nwafor, 2015).

Nwosu in Atsu (2014) noted that the use of ICT facilities for record keeping assisted the school administrator to meet the tasks of school management in the areas of curriculum and instruction, school community relationship and school business operations. The manual filling system is obsolete in the 21$^{st}$ century, but most schools are still using it to store information, convening staff meetings and committee meetings are still carried out using verbal or written method. But with the use of the computer which could store up to thousands of files in its memory, it only requires the utilization of ICT resources to boost administrative effectiveness.

Lesiker in Edem (2005) asserted that communication is the ingredient which makes organization possible. The researcher added that it is the value which the best administrative functions are carried out. Idowu (2006) revealed that communication was a vital link between management and employees, because communication enables a principal to apportion what is to be done, how it is to be done, and when it is to be done. The researcher further posited that as teachers received motivation to get things done in the school environment through the principals' good communication channel, so would the principals be realizing the school organizational goals. In other words, communication aided by good communication channel would aid attainment of organizational goals in the school system.

According to Marmar and Madhu (2013), use of ICT in students' admission management is relatively common and this serves to bring about convenience on the side of students and that of management. For instance, beginning with admission notification on the net/website, call for online application, processing fee and transaction and admission confirmation can all be done with the use of internet and institutions website. The services help the institutions to increase transparency and accountability. The impact of ICT has become pervasive and it has become both a subject and an object of study and of all aspects of life. Understanding and fitting into today's world thus requires complete immersion into ICT to ensure ICT-versatility in the products of the educational system.

There is pressure on principal to respond to changes produce by the increasing globalization of education system, and the capacities of Information and Communication Technologies (ICTs) to transform the ways education is delivered. Internationally, principals of schools are under increasing pressure to respond to patterns of globalization, and changes in schools. This is most apparent in relation to the capacity of (ICTs) in changing the way education is delivered. As educational institutions strive towards greater accessibility and social inclusiveness, making informed assessments of appropriate ICT applications will be essential in providing meaningful environments. The adoption of ICT reinforces the teaching process, but also facilities administrative transactions. Despite this, most principals are still not keen about utilization of ICT resources to facilitate secondary education effectiveness (Bello (2015).

According to Bello (2015), a very important aspect of school administration is to keep record. In every school, it was always necessary to store records for future use. These should be done not only for safe-keeping but so that the (records) can be found when needed. The

introduction of ICT in the management of education could become an antidote in providing effective solutions to educational problems that would have been difficult, if not impossible to solve through human natural efforts. Commenting on the relevance of data in the educational system, Nwagwu (2013) argued that effective record keeping is vital to educational development. In addition, he emphasized that, it would be an impossible task to plan and administer any institution in which records were not kept or were carelessly and fraudulently kept. Consequently, Hambagba (2010) asserted that educational planners and principals needed to have adequate and accurate data of students' enrolment, school personnel that is academic and non-academic staff and school records for effective planning and management of schools. One cannot over estimate ICT resources utilization in everyday activities of the school.

Nwosu (2012) who carried out a study on principals' record keeping and their administrative competence in secondary schools in Taraba State, found that, principals' use of phone for record purpose significantly relate to their administrative competence. From the findings of the study, the result showed that principals' administrative competencies is depended on the effective use of computer, laptops, phones, palmtops towards the realization and the attainment of record keeping in schools. Nwosu (2012) equally reiterated that the use of ICT facilities for record-keeping assisted the school principal to meet the task of school management in the areas of curriculum and instruction, school community relationship and school business operations.

Peretomode (2016) saw a record as an account in writing or other permanent form, serving as a memorial or authentic evidence of facts or events. It is regarded as information handed down or preserved. The school record consisted of all the books and files or other documents containing information relating to what went on in a school, who was in the school as well as what types of property the school owned. Records' keeping as well as its administration is a vital responsibility of school principals because of the indispensable role that records play in effecting the day-to-day operations as well as those affecting long-term politics. School administrators rely on information that is on records. For effective utilization of information, there should be a proper system of storing and retrieving data when needed. School principals must ensure that all the data necessary for effective decision making and communication are available and up to date.

Utilization of ICT resources for admission processes in secondary schools is the use of computer and other ICT resources in the processes of admitting new students. It ranges from publicizing admission for particular academic year, purchase of admission form and script grading, admission shortlisting through E-transacts and other registration processes. According to available literatures, this is welcome developments that save much stress on the side of teachers and (principals), enrich experience of ICT in online registrations and also bring about satisfaction. It foster efficiency of the processes which will enable the institution actualize its aim effectively. As reported by ICT solutions (2015) online bulletin on the use of ICT in students' admission into institutions, the following application procedure serves to encourage smoothness and effectiveness of the process. Open online admission, Collect candidate applications through  the web portal, Collect application fee, Review application and Notify admission status .These processes enable the school to meet up with global processes at ease. It also encourages internationalization of secondary school education by allowing enrolment by international students without distance and

time barrier. These processes also bring the students closer to use of computer and internet which serves to improve their overall computer utilization efficiency.

Marmar and Madhu (2013), use of ICT in students' admission management is relatively common and this serves to bring about convenience on the side of students and that of management. For instance, beginning with admission notification on the net/website, call for online application, processing, fee transaction and admission confirmation can all be done with the use of internet and school website. These services can help the school to increase transparency and accountability. The services can also facilitate students support and responding to many queries without time and distance constraints.

However, students' admission and registration are part of administrative processes where ICT integration becomes very necessary. This is to enable institutions meet up with global educational practices standard. It will help international students to apply for admission and take required interviews from their country without having to travel far seeking for the admission. It also helps to have a comprehensive students' data base through online registration. Electronic transactions for fees payment will support transparency and financial accountability. It will foster smooth running of the institution, students' supports and adequate mission accomplishment of the institutions. Regrettably, most of the school principals in our public secondary institutions are still encourage the used of analogue methods of record keeping and procession of student admission which are no longer viable. This seems to be the major reason for ineffectiveness in the system. It is against this background that the researcher intends to investigate principals' utilization of information and communication technology (ICT) resources and secondary school administrative effectiveness in Calabar South Local Government Area of Cross River State-Nigeria.

**Statement of the Problem**

In recent years, observation and researchers experience have shown that most of the school principals in this 21st century are illiterate in the application of this ICT resources in school which seem to affects they administrative effectiveness in school. Also, it appear that administration of secondary education by some of the school principals' is largely dominated by the use of manual operational methods, offices of secretaries and typists with obsolete typewriters which are common sights in most, if not in all the principals' offices today. For instance, most of the school statutory record that are to be kept digital are rather been stored manually. The admission of students that supposed to be process electronically are rather been handle manually in the school due to lack of innovative information utilization by the school principal. Although several attempt such as provision of ICT facilities and periodic training and re-training of school administrators have been established by the state government to ease effective utilization of ICT resources. In spite of these advantages of the ICT utilization in the secondary school system, the problem of not ICT complier kept persisting. It is against this backdrop that these researchers intend to examine the relationship between principals' utilization of information and communication technology (ICT) resources and secondary school administrative effectiveness in Calabar South Local Government Area of Cross River State, Nigeria.

**Purpose of the Study**

The purpose of this study is to examine principals' utilization of information and communication technology (ICT) resources and secondary school administrative effectiveness in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, the study intends to investigate the relationship between:
1. Principals' utilization of ICT for record keeping and secondary school administrative effectiveness.
2. Principals' utilization of ICT for admission process and secondary school administrative effectiveness.

**Research Questions**
The following research questions were raised to guide the study:
1.   In what ways do principals' utilization of ICT for record keeping relate with secondary school administrative effectiveness?
2.   In what ways do principals' utilization of ICT for admission process relate with secondary school administrative effectiveness?

**Null Hypotheses**
The following hypotheses were formulated to guide the study.
1.   There is no significant relationship with between principals' utilization of ICT for record keeping and secondary school administrative effectiveness.
2.   There is no significant relationship with between principals' utilization of ICT for admission process and secondary school administrative effectiveness

**Methodology**
The study adopted the correlational research design. The population of the study comprises all the principals and vice principals in all the nine (9) public secondary schools in Calabar South Local Government Area of Cross River State (State Secondary Education Board, (STEB) 2019). The total number of all the principals and vice principals was twenty seven (27). The census sampling technique was adopted to select all the (27) respondents from the nine (9) public secondary schools in area. Census was used because the entire subjects in the population are used as the sample. This was adopted also for the study because the population is relatively small and manageable by the researcher.

Relevant data for the study was collected with a researchers developed questionnaire titled: "Principals' Utilization of Information Communication and Technology (ICT) and Secondary School Administration Effectiveness Questionnaire (PUICTSSAEQ) was developed by the researchers and was validated by experts in administration in higher education, department of Educational management, university of Calabar and measurement and evaluation in the department of Educational foundations in Faculty of Education, University of Calabar, Calabar. The instrument was divided into two sections. A and B. section A sought for respondents demographic data such as name of department, sex, rank, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and strongly Disagree (SD) 1 point. The Pearson Product Moment Correlation Coefficient (r) of statistical package for social science (SPSS) version 25 was used for data analysis and the results are presented as follows.

**Results**

**Null Hypothesis 1:** There is no significant relationship with between principals' utilization of ICT for record keeping and secondary school administrative effectiveness. The calculated result is presented in Table 1:

**Table 1:** Summary of Correlation analysis of the relationship between principals' utilization of ICT for record keeping and secondary school administrative effectiveness (n=27)

| Variables | $\bar{X}$ | SD | r cal. | p-value |
|---|---|---|---|---|
| Principals' utilization of ICT for record keeping | 17.63 | 2.547 | .702** | .000 |
| Secondary school administrative effectiveness | 15.55 | 2.439 | | |

*Significant at .05 level; df = 25 critical –r.381,*

Table 1 shows that the calculated r-value of .702** was significantly greater than the critical value of .381 when tested at .05 level of significance with 25 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between principals' utilization of ICT for record keeping and secondary school administrative effectiveness in Cross River State of Nigeria.

**Null Hypothesis 2:** There is no significant relationship with between principals' utilization of ICT for admission process and secondary school administrative effectiveness. The calculated result is presented in Table 2.

**Table 2:** Summary of Correlation analysis of the relationship between principals' utilization of ICT for admission process and secondary school administrative effectiveness (n=27)

| Variables | $\bar{X}$ | SD | r cal. | p-value |
|---|---|---|---|---|
| Principals' utilization of ICT for r admission process | 16.81 | 2.557 | .731** | .000 |
| Secondary school administrative effectiveness | 15.55 | 2.439 | | |

*Significant at .05 level; df = 25 critical –r.381,*

Table 2 revealed that the calculated r-value of .731** was significantly greater than the critical value of .381 when tested at .05 level of significance with 25 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between principals' utilization of ICT for admission process and secondary school administrative effectiveness in Cross River State of Nigeria.

**Discussion of the Findings**

The result of the hypothesis one stated that there is a significant relationship between principals' utilization of ICT for record keeping and secondary school administrative effectiveness. This result is in agreement with the finding of Nwosu (2012) who carried out a study

on principals' record keeping and their administrative competence in secondary schools in Taraba State. The findings of the study revealed that, principals' use of phone for record purpose significantly relate to their administrative competence. From the result, it showed that principal administrative competencies is depended on the effective use of computer, laptops, phones, palmtops towards the realization and the attainment of record keeping in schools.

More so, the result of the hypothesis two revealed that there is a significant relationship between principals' utilization of ICT for admission process and secondary school administrative effectiveness in Cross River State of Nigeria. This finding was supported by Marmar and Madhu (2013) who opined that the use of ICT in students' admission management is relatively common and this serves to bring about convenience on the side of students and that of management. For instance, beginning with admission notification on the net/website, call for online application, processing, fee transaction and admission confirmation can all be done with the use of internet and institutions website. The services help the institutions to increase transparency and accountability. The services also facilitate students support and responding to many queries without time and distance constraints.

## Conclusion

Based on the finding of the data collected, analyzed and the findings derived, the study concluded that there is a significant relationship between principals' utilization of ICT for record keeping and secondary school administrative effectiveness. Finally, the study revealed also that there is a significant relationship between principals' utilization of ICT for admission process and secondary school administrative effectiveness in Cross River State of Nigeria.

## Recommendations

Based on the finding and conclusion of the study, it was recommended that:
1. Provision should be made for school principals to be trained in innovative information communication and technology.
2. Principals' should utilize application of ICT for admission process in order to enhance secondary school administrative effectiveness.

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