Information and Communication Technology Utilization and Principals' Administrative Effectiveness in Kwara State

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Abstract
This study focused on information and communication technology compliance in secondary schools and its implication on principals' administrative effectiveness in Kwara State. Descriptive survey method was adopted in carrying out this research study. The target population for the study was all the principals in public secondary schools in Kwara State. Ten schools were selected from ten local government areas using purposive sampling technique while simple random sampling technique was employed to select principals who served as respondents to the questionnaire. The instrument used for this study was a 10-item questionnaire on four –point likert scale and was validated and subjected to reliability test. Two hypotheses were formulated and tested using Pearson product moment correlation statistical method at 0.05 level of significance. The study revealed that there was significant relationship between ICT utilization and principals administrative effectiveness. The study therefore recommended that secondary school principals should be ICT driven to meet the present day administrative challenges and that ICT facilities should be used for keeping records in schools due to the high increase in students enrolment in secondary schools in Kwara State.

Keywords: ICT compliance, utilization and administrative effectiveness.

Introduction

In Nigeria today, most secondary school principals are striving hard to acquire ICT skills as a strategy for purposeful administration in their respective school. The knowledge of ICT is a central policy for anyone to be appointed a principal in secondary school because we are living in the information and technology age where school educators must possess computing capabilities, must be users of technology and role models to those they lead (Makewa & Nyamboga, 2011). Yee (2000) suggested that it is difficult to imagine a leader who does not use technology trying to convince teachers that it is important. It is worthy to note that a school principal whose attitude and perceptions are not positive may not support reasonable changes that affect the overall school administration and performance. Since the principal is the key factor in the process of school reform, governments should support them by providing necessary equipment for them to work with.

The emergence of information technology in revolutionizing institutional administration in the area of general and day-to-day operational activities is highly embraced. However, it is important to note that the term 'ICT' in the context of this study refers to a wide range of computerized information and communication technologies. These technologies include products and services desktop computers, laptops, handheld devices, wired or wire internet, software, data storage and security and others. (Ashrafi & Murtaza, 2008).

Bassey (2000) and Inyang Abia (2004) also identified such information technology media to include radio, television, computer and internet facilities, digital video disc (DVD) player and recorder, digital cameras, scanner and the rest of them.

ICT in the word of Aboderin (2009) also encompasses the broad fields of information and communication tools that are being increasingly used for organization or personal information processing in all sectors of the economy and the inherent cross-curricular nature of information technology makes it ideal medium that can be used not only during its lesson but also in other subject.

In essence, principals in secondary schools need effective, fast and accessible communication. They also need to correspond through e-emil and the internet and save time while using a program to communicate to parents, teachers, students and other school administrators. (Wiley, 2003). It is clear that schools however cannot operate in isolation. It works in constant interaction with the environment. These make the administrative functions of the principal more complex which include decision-making, planning, communication, influencing, coordinating and evaluation (Mbipom, 2000).

However, it could be said that the level of compliance and utilization in the application of the ICT in public secondary schools has been slow as compared with the privately owned schools. Principals nowadays are regarded as managers, administrators, planners, supervisors and motivators who must be knowledgeable, skillful, competent and healthy to discharge the numerous duties of managing school

resources to achieve the organization goals.

It is pertinent to note therefore that the efficiency with which any school system can operate depends much on the effectiveness of the principals administration (Ukeye 2001). Thomas, Babatope and Jonathan (2013) affirmed that in most advanced countries, nearly every aspect of human life including education is ICT driven. But, it is sad to note that at the post-primary level of the Nigerian educational institutions, the use of ICT is nothing to write home about and so there is the need for the principals to give prominence to ICT compliance and utilization in their administrations.

Statement of the Problem

The role of the principal in the management of the school is crucial. For the school to be effective in this modern time, the use of ICT is very important because it is used in managing and processing information with the use of electronic computer system and computer software to convert, store, protect, transmit and retrieve information. The geometric increase in students' population particularly in public secondary schools requires the school administrator to be conversant and skillful in the use of ICT for its operation. The absence of this seems to have contributed to the inability of the school principals to carry out their duties effectively. It is on this premise that this study was carried out to examine ICT utilization in secondary schools and its implication for principals' administrative effectiveness in Kwara State

Purpose of the Study

The main purpose of this study was to examine ICT utilization and its implications for principals administrative effectiveness in Kwara State Specifically, the study was carried out to achieve the following objectives:

i.   to determine the level of availability and accessibility of ICT for school administrative purpose.
ii.   to find out if there exists relationship between ICT utilization and principals' administrative effectiveness in secondary schools in Kwara State.

Research Hypotheses

The following hypotheses were generated to guide the conduct of this study.

Ho1:   There is no significant relationship between the ICT utilization and principals' administrative effectiveness in secondary schools in Kwara State.
Ho2:   There is no significant relationship between ICT utilization for record keeping and principals' administrative effectiveness in secondary schools in Kwara State.

Literature Review

There is the need to examine past work of various authors and scholars on the subject matter of this study. It is of great importance to look at what information and communication technology is all about particularly its implication on the principals'

administrative effectiveness in secondary schools in Kwara state.

Information technology encompasses computer and telecommunication. It is concerned with the technology used in handling, acquiring, processing, storing and dissemination of information. Thus information technology is any technology used in producing, organizing and passing information. Similarly, Oxford Advanced Learners Dictionary sees it as electronic media used in processing, analyzing, storing and searching out information. Mueen, Asadullah, Raed & Jamshed, (2013) viewed ICT to include electronic network-embodying complex hardware and software –linked by a vast array of technical protocol.

ICT is no doubt the latest innovation invented by mankind. Its role in enhancing productivity cannot be undermined. ICT helps in providing a good communication system in higher education system and it also helps in providing timely information to all concerned. In institutional setting therefore, administration has been extended as a service activity or tool through which the fundamental objectives of the institutional process may be more optionized efficiently when allocating human and material resources as well as to make the best use of existing resources (Liverpool &Jacinta, 2013).

Also, in recent times, there has been intense advocacy both nationally and internationally for the application of ICT in teaching and learning process. Udo (2010) observed that the application of ICT in the school subjects is to make leaner's, learn better and teachers to teach well. It is not a hindrance to teacher – student relationship it rather ensures transactional instructional communication where the teacher manages the human, materials, time and space to make sure that instructional events occur leading to change in behavior of learners.

Place of ICT in Secondary School Administration

The effectiveness of any school administrator can only be measured by his ability to co-ordinate, motivate, communicate, supervise and to perform the role expected of him/her. Wilson (2003) asserted that an effective principal is prepared to use his/her energies and those of the staff in solving such problems without distracting concern for balance in the curriculum.

The advent of ICT has drastically revolutionized business patterns and structures, work habits and interpersonal relationships within an organization. As rightly observed by Okeke (2007) ICT is used as the combination of computer and telecommunication system to improve the quality of research, teaching, learning and communication through its gathering, processing, storing, connecting, analyzing and dissemination of information. ICT has successfully made fundamental changes in the way and manner many people do business and also communicate; secondary school administrators inclusive. Liverpool & Jacinta, (2013) highlighted the roles of ICT in institutional administration as: organization of information, computation and processing of paper work, enhancement of effective communication and planning, improvement of monitoring and managing instruction.

Uwadia (2009) emphasized too that ICT serves as a tool for increasing productivity and effective decision –making. For instance, the knowledge of ICT can be explored by the secondary school administrators to ensure teachers effective communication, effective maintenance of sound students record system and maintaining academic planning records system among others. In the school system today, it seems impossible to ignore the place of ICT anymore. School administrators are therefore faced with the challenge of incorporating ICT into the management of School in a meaningful and productive way. ICT can improve or enhance the administrative duties of a principal. For example, computer as one of the ICT facilities can provide better management results. Most experts in education agreed that when properly used ICT holds great promise to improve teaching and learning situation (Agasi & Ucha , 2006).

Methodology

Descriptive survey method was used for the study. The choice of the design is justified because Vemon (2003) considered the advantage of research survey as being able to elicit information from a large number of subject and being relatively less expensive and time consuming Also, the rationale for the descriptive research survey is to establish if a significant relationship exist between the use of ICT and principals administrative effectiveness in secondary schools in Kwara state. The population consisted of all the 428 principals in senior secondary schools in Kwara state. In choosing the sample for the study, purposive sampling technique was adopted to select Ten public secondary schools in Ten Local Government Areas out of Sixteen Local Government Areas in Kwara State while simple random sampling technique was employed to select principals who served as respondents to the questionnaire. A total of one hundred (100) respondents were chosen to represent the entire senior secondary school principals in Kwara state.

However, the instrument used for this study was a 10-item questionnaire on four –point likert, scale titled "Implication of ICT utilization on principals Administrative Effectiveness Questionnaire" (ICTUPAEQ).

The instrument was validated using face validity method and it was equally subjected to test-retest reliability method using Pearson product moment correlation co-efficient method to determine the reliability co-efficient of the instrument which was 0.74. The questionnaire was administered personally by the researcher on the respondents in the sampled schools. Responses to the questionnaire were scored as follows: Strongly Agree= 4 points, Agree =3 points, Disagree=2 points, Strongly Disagree=1point for all positively worded items. All filled questionnaires were returned completed without any omission. The data collected were analyzed, scored and subjected to statistical analysis. The hypotheses raised were equally tested at 0.05 level of significance. The results of the study were presented based on the hypotheses generated.

Results

Research Hypothesis one (Ho1) There is no significant relationship between ICT utilization and principals' administrative effectiveness in Secondary Schools in Kwara state.

Table 1: Correlation analysis of relationship between ICT utilization and principals' administrative effectiveness in secondary schools in Kwara State.

Variable	No (N)	Mean (x)	SD	DF	Calculated r-value	Critical t- value	Decision
ICT Utilization	100	79.15	6.05				Rejected
Principals administrative effectiveness	100	77.86	7.44	198	4.32	1.96	

P < 0.05

Table 1 shows the mean, standard deviation and correlation value of relationship between ICT utilization and principals administrative effectiveness in secondary school in Kwara state. The table revealed that the calculated t-table of 4.32 is greater than the critical t-value of 1.96 at 198 degree of freedom and 0.5 level of significant. Since the calculated t-value is greater the critical t- value, the null hypothesis one is hereby rejected. This means that there is significant relationship between ICT utilization and principals administrative effectiveness in secondary schools in Kwara state.

Hypothesis Two (Ho$_2$): There is no significant relationship between ICT utilization for record keeping and principals' Administrative effectiveness in secondary schools in Kwara State.

Table 2: Correlation analysis of relationship between ICT Utilization for record keeping and principals' administrative effectiveness in secondary schools in Kwara State.

Variable	No (No)	Mean (x)	SD	DF	Calculated r-value	Critical t-value	Decision
ICT utilization for record keeping	100	68.3	12.65	198	4.63	1.96	Rejected
Principals administrative effectiveness	100	62.07	8.54				

P< 0.05

The results in table 2 revealed that significant relationship exist between ICT utilization for record keeping and principals' administrative effectiveness in secondary schools in Kwara state. The table shows that the calculated t-table is 4.63 while the critical t-value is 1.96 at 198 degree of freedom and 0.05 level of significance since the calculated t-value is greater than the critical t-value. The hypothesis is therefore rejected.

Discussion of Results

The study examined the implication of ICT utilization and compliance on principals administrative effectiveness in secondary schools in Kwara state. Hypothesis one was tested and rejected which showed that there was significant relationship between the ICT utilization and principal administrative effectiveness in secondary schools in Kwara state. This finding agreed with Afshan (2010). Who asserted that if principals understand the value of ICT and its benefits, they would be able to implement innovations in school. He further emphasized that principals need proficiency in their use of ICT to be able to promote a school culture which encourages exploration of new techniques in teaching, learning and management. Similarly, relationship existed between ICT utilization for record keeping and principals' administrative effectiveness. This finding was in line with Nwosu in Astu (2014) who noted that the use of ICT facilities for records keeping assisted the school administrator to meet the task of school management in the areas of curriculum and instruction, school community-relations and school business operations. It is in the light of this, that Anuma (2011) noted that with the use of computer which could store up to thousands of files in its memory; it only requires its utilization to enhance administrative effectiveness.

Conclusion and Recommendations

The break through and advancement in ICT in the 21 century is a welcome development. Its compliance in education system and particularly in the management of secondary education has opened wide range frontier of knowledge for both young and old principals. It also poses a great challenge to the government to put in place the necessary ICT infrastructure in schools and greater challenges to the school principals to acquire the necessary ICT competence and skills. It is believed that this will bring about much improvement in the administrative performance of secondary school Principals in Kwara state.

It is therefore recommended based on the finding of the study that senior and well experienced teachers who are ICT driven should be made school principals so as to meet up with the modern days school administrative challenges. Again, the high increase rate in students population in secondary school demand that the use of ICT facilities for record keeping by the school administrator is of importance to enhance much more improvement in the administrative performance of secondary school principals in Kwara State.

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