
ATTITUDE OF EDUCATIONAL ADMINISTRATORS TOWARDS THE USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN SELECTED SECONDARY SCHOOLS IN TARABA STATE, NIGERIA.

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ABSTRACTS

The study is aimed at investigating the attitude of educational administrators to the usages of information and communication technology (ICT) in some selected junior secondary schools in Taraba State. In view of these, two research questions were formulated. The research design adopted was a descriptive survey research design. Hundred respondents were selected for the study, simple random sampling technique was used to select five schools for the study. Structured questionnaire was used for data collection and the data were analyzed using mean and standard deviation. The study revealed, among others that educational administrators may have a positive and enthusiastic attitude towards ICT integration in instructional delivery. Also Educational Administrators in the schools understand how technology can enhance teaching and learning, improve administrative processes, and support overall educational goals. They may have a basic understanding of the benefits and potential applications of technology in education but may not be fully up-dated on the latest advancements or best practices. The study recommended that the government should provide comprehensive professional development opportunities for administrators to enhance their understanding of ICT and its potential in education. And also Offer workshops, seminars, and training sessions specifically designed to address their needs and concerns related to ICT integration.

INTRODUCTION

The utilization of Information and Communication Technology (ICT) in educational management has proven to be a valuable solution for overcoming the limitations of distance and time, significantly enhancing the accessibility of information and knowledge (Gavua, Okyere-dankwa, & Offei, 2018). With the rapid growth of the global economy and technological advancements, educational institutions are under increasing pressure to incorporate ICT not only in teaching and learning processes but also in the management of school operations. Considering that ICT has become an integral part of daily life, its integration in education is both inevitable and necessary. However, it is important to recognize that schools operate as open systems, constantly interacting with their environment, and the successful utilization and integration of technology is cogent upon various socio-technical factors that can influence the implementation of ICT in schools (Tay, Lim, & Lim, 2013).

There is widespread belief that ICT can empower teachers and learners, changing teaching and learning processes from being highly teacher-centered to student-centered. The result of this transformation will automatically be increased learning gains for learners, creating and allowing for opportunities for the development of their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills (Trucano, 2005). In the 21st century, there are basic skills and competencies which an individual is expected to possess for optimal functioning and survival in the digital age. These skills are centered on the effective utilization of ICT in learning and performing other daily routine activities, thus making room for lifelong learning. This being the case, no effort should be spared in making sure that Nigerian classrooms are ICT driven through its integration in instruction.

Two things are involved when we talk about integration of ICTs in effective instructional delivery in order to prepare the pre-service teacher to use technology in teaching. The first is general computer literacy (operating system, word processing, spreadsheet, and database) and telecommunication. The second is professional literacy- a basic understanding of how computer and related technology can be used in education, as well as specific novice skills for integrating technology into the curriculum at the grade level and in subject pre- service teachers plans to teach (Willis, 2001). A combination of computer literacy and professional literacy in a conducive-learning environment will invariably

enhance the performance of the learner. Attainment of enhanced learning is highly dependent on the will and competencies of the teacher in performing his duties.

Given the role education plays in the development of any Nation, Kwache (2007) notes the indispensability of the school in the growth of an ICT learning culture of any country. He maintains that the school should offer efficient leadership in ICT integration through research, modelling of effective integration of ICT and provision of opportunities for professional development of citizens of a country. The teacher education institutions such as the colleges of education as we have them in Nigeria should play a leading role in this regard

STATEMENT OF THE PROBLEM

Many educational administrators acknowledge the potential benefits of Information and Communication Technology (ICT) in school management, but a significant number struggle to identify specific advantages and methods for its use. In Nigeria, particularly in Taraba State, some educational administrators lack awareness and knowledge regarding the utilization of ICT in their daily management of educational institutions. Informal observations indicate that principals and teachers, who serve as educational administrators, have not been exposed to effective models of ICT implementation in their own learning experiences. Consequently, they face challenges in implementing ICT for quality school management. Furthermore, most educational administrators have limited computer literacy and lack professional training in ICT. If this situation persists, there is a risk of losing important records, incurring unnecessary costs for stationery supplies, and failing to achieve the desired global changes in education. Currently, less than 25% of educational administrators have received training on the use of ICT in secondary school administration. This gap urgently needs to be addressed to ensure that educational institutions can reap the numerous advantages offered by ICT. Therefore, this study will examine the attitude of educational administrators in selected junior secondary schools in Taraba State on the use of ICT

Objectives of the study

The major objective of this is to determine the attitude of educational administrators to the usage of ICT in some selected secondary schools in Taraba State

The specific objectives is

1. To determine the attitude of educational administrators towards the use of ICT for Quality Instructional Delivery in secondary schools in Taraba state
2. The administrators' level of competence on ICT in relation to the quality management of secondary schools.

Research Questions

The following research questions were generated to guide this study

1. What are the Attitude of educational administrators towards the use of ICT for Quality Instructional Delivery in selected junior secondary schools in Taraba state
2. What is the current awareness level on the usage of ICT by educational administrators in junior secondary schools in Taraba State

LITERATURE REVIEW

Concept of Information and Communication Technology (ICT) in Nigeria.

Information and communication technologies (ICT) are information handling tools that are used to produce, store, process, distribute and exchange information. These different tools are now able to work together, and combine to form a networked world- which reaches into every corner of the globe (UNDP Evaluation Office, 2001). It is an increasingly powerful tool for participating in global markets, promoting political accountability; improving the delivery of basic services; and enhancing local development opportunities (UNDP, 2016). According to Oguniola, (2005), ICT "is an electronic based system of information transmission, reception, processing and retrieval, which has drastically changed the way we think, the way we live and the environment in which we live". It can be used to access global knowledge and communication with other people. Students who use ICT gain deeper understanding of complex topics and concepts and are more likely to recall information and use it to solve problems outside the classroom. Apple Computer, 2002 edition also states that through ICT, students extend and deepen their knowledge, investigation, and inquiry according to their needs and interest when access to information is available on multiple levels (CEO Forum on Education and Technology, 2001:8). Onuma (2007), views Information Technology (IT) as focusing on electronic generation, storage, retrieval, utilization and protection of information for future use. The National policy on Information Technology (2000) describes information technology as computer,

auxiliary equipment, software and firm way, procedures, services and related resources.

Utilization Of (ICT) For Effective Instructional Delivery

Teaching and learning being two faces of the same coin presupposes that teaching leads to learning. Many methods and strategies have been variously used in the learning situation to achieve the desired objectives of classroom instruction.. Mostly used in the Colleges of Education in Nigeria is the traditional mode of delivery which is the face to face mode. This mode of delivery has been viewed as not being able to meet the challenges of learning in a technology driven age. The students in this learning situations are passive (Anderson, 2013; Thiagarajan, 2005) as it is the job of the teacher to present the content. In this learning setting, what is promoted is shallow learning in the sense that assessment is usually based on memorization and regurgitation of facts.

The coming of ICT into instruction is supposed to mark a paradigm shift signaling the end of the teacher being perceived as the sole repository of knowledge especially with the availability of numerous amount of information on the Internet and the worldwide web. Gone should be the days of “hypodermic needle” method of teaching when teachers and academic practitioners saw themselves as knowledge oracles and sage of the stage delivering data, information and knowledge to eager learners whose minds are empty vessels that needed to be filled (Ajayi, 2008). However a close observation of the manner in which lecturers carry out their instructional delivery in the colleges today shows that we are far from achieving effective teaching and learning using ICT.

The coming of ICT into teaching and learning have necessitated a paradigm shift from the traditional method that was teacher centered to the modern method which is learner centered (Trucano, 2005). The gains of such a new approach have been extolled by Buabeng-Andoh (2012) who affirms the great capabilities of ICT in the spreading of knowledge, making education more real and the development of more efficient educational service. Abolade and Yusuf (2005) posit that information and communication technologies are essential tools in any educational system with the possibilities of being used to meet the learning needs of individual learners, support equality of educational opportunities, offer high quality learning materials, increase self-efficacy and independence of learning among students, and enhance teachers’ professional development. The

integration of ICT in the classroom creates a more inclusive learning platform which kindles interaction, thereby removing passivity (Ibeh, Adamu and Owoseni, 2007). Similarly, Olorundare (2006) asserts that ICT is important in teaching and learning as it guarantees unrestricted access of teachers to relevant information and development in subject area as well as the provision of efficient and effective tools to take care of students' individual differences.

Effective instructional delivery embraces all human interactive skills employed by the teacher to promote/facilitate learning in the classroom situation thereby leading to improved performance on the part of the learner. It is a process in which teachers apply repertoire of instructional strategies to communicate and interact with the learners around academic content, and to support student engagement for better learning outcome. Many institutions have adopted ICT and so much money has been invested in computerizing these institutions. However, some scholars have argued that there is no positive impact of these huge investments in making learning effective (Stool, 1999).

METHODOLOGY

Research Design

The quantitative research method was adopted for this study. Kothari (2004) described quantitative research as a research method that is centered on the measurement of quantity or amount. Creswell (2014) noted that the quantitative research method provides a numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the entire population. It was used in this study because it is best applicable to phenomena that can be expressed in terms of quantity. This study adopted cross-sectional survey design. The cross-sectional design is the type of design by which data are collected at the same point in time but over differing entities or groups. According to Kothari (2011) cross-sectional survey design involves data collection from a population, or a representative subset, at one specific point in time.

Population of the study

The population of the study is a subject being focused on by a researcher often expressed in terms of a number of persons being addressed by the researcher in their entirety and from which a representative is taken as a sample.

Yaya (2014) described a population of the study as a group of individuals or respondents or elements or observable materials that a researcher has to contact or concerning the specific areas of attention of the researcher. Premised on this, the population of this study constitutes all the educational administrators in selected junior secondary schools in Taraba Metropolis

Sample Size and Sampling Techniques

A sample is a subset of a population that is used to represent the entire group as a whole. Yaya, (2014) defined sample as a manageable section of a population but elements of which have common characteristics of the elements making up the sample that are actually studied and generalizations or inferences about the population are made. Cost and time of studying the whole population necessitated the use of a sample, which takes the fair portion as representative of the entire population. The sample size is the number of elements that are selected for research. The sample size for this study is 100 educational administrators in selected Secondary Schools in Taraba State which comprises of Principal, teachers, supervisors and non teaching staff. A simple random sampling technique was used to select twenty schools for the study.

Procedure for Data Analysis

This involves the process of inspecting, cleaning, transforming and modelling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making. This study uses mean rating to analyze the research questions.

RESULT AND DISCUSSION

This section of the research deals with the analysis of result. This is done according to the order of the two research questions in combination with the various responses obtained from them. In each of them, their total weight is obtained and the mean was computed and analyzed from which conclusions were finally drawn. The various tables below show the summary of the analysis of the response to each research question.

Research Question 1: What are the Attitude of educational administrators towards the use of ICT for Quality Instructional Delivery in selected secondary schools in Taraba state

Table 1: Mean scores and standard deviation of attitude of educational administrators towards the uses of ICT for quality instructional delivery

S/N	ITEMS	SA	A	D	SD	Mean	St.D	Remarks
1	Some educational administrators may have a positive and enthusiastic attitude towards ICT integration in instructional delivery.	50	43	6	1	3.12	0.88	Agreed
2	Educational administrators recognize the potential benefits of ICT tools and resources in enhancing teaching and learning experiences.	40	48	9	3	3.02	0.84	Agreed
3	Other administrators in the school may have an open-minded approach to ICT and view it as a means to foster innovation in education	48	39	9	4	3.14	0.81	Agreed
4	Administrators see technology as a tool that can engage students, promote creativity, and facilitate personalized learning experiences.	35	44	12	250	3.36	0.75	Agreed
5	Some educational administrators may approach the use of ICT with caution and skepticism	42	38	18	2	3.04	0.80	Agreed
6	Many educational administrators understand the importance of striking a balance between traditional teaching methods and ICT integration	34	37	12	7	2.87	1.05	Agreed
7	Administrators who prioritize investing in technology infrastructure, professional development, and ongoing support demonstrate a positive attitude towards ICT integration.	43	37	12	8	3.02	0.84	Agreed

$\bar{x} \leq 2.50$ Indicate agreed otherwise Disagreed

The result presented in table 1 revealed the attitude of educational administrators towards the use of ICT for quality instructional delivery. The result shows that all the seven items in the table are in agreement in the response of the respondents, this mean that Some educational administrators may have a positive and enthusiastic attitude towards ICT integration in instructional delivery (3.12), also in item 2, the respondents

agreed that Educational administrators in the schools recognize the potential benefits of ICT tools and resources in enhancing teaching and learning experiences.. (3.02), while in item 3, the respondents are of the opinion that other administrators may have an open-minded approach to ICT and view it as a means to foster innovation in education Also in item 4 most of them agreed that They see technology as a tool that can engage students, promote creativity, and facilitate personalized learning experiences. The mean rating in item 5 which is 3.04 shows that some educational administrators may approach the use of ICT with caution and skepticism. Also based on the result presented in item 6, majority of the respondents are of the opinion that Many educational administrators understand the importance of striking a balance between traditional teaching methods and ICT integration

Research Question 2: What is the current awareness level on the usage of ICT by educational administrators in selected secondary schools in Taraba State

Table 2: Mean scores and standard deviation of awareness level on the usage of ICT by educational administrators in selected secondary schools.

S/N	ITEMS	A	SA	D	SD	Mean	St.D	Remarks
8	Educational Administrators understand how technology can enhance teaching and learning, improve administrative processes, and support overall educational goals.	44	35	13	8	2.87	1.05	Agreed
9	They may have a basic understanding of the benefits and potential applications of technology in education but may not be fully up-to-date on the latest advancements or best practices.	26	48	18	8	3.37	0.67	Agreed
10	Educational administrators with a background in technology or computer science are more likely to have a higher level of awareness and understanding of ICT tools and their applications in education.	39	32	18	11	3.08	0.71	Agreed
11	Professional development opportunities such as workshops, conferences, and training	23	47	16	14	3.15	0.83	Agreed

	programs can enhance the awareness level of educational administrators on the usage of ICT in education.							
12	Administrators who have experience working with ICT tools and resources in educational settings are more likely to be aware of their potential benefits and drawbacks.	34	38	19	9	3.41	0.77	Agreed
						3.18	0.80	Agreed

$\bar{x} \leq 2.50$ *Indicate agreed otherwise Disagreed*

The result presented in table 2 revealed how educational administrators have the awareness on the usage of ICT in secondary schools. In item 8 of the table above, 2.87 of total respondents agreed that educational Administrators can enhance teaching and learning, improve administrative processes, and support overall educational goals. Also the result presented in item 9 shows that 3.37 of the respondents agreed that Educational administrators with a background in technology or computer science are more likely to have a higher level of awareness and understanding of ICT tools and their applications in education. In item 10, majority of the respondents agreed that Professional development opportunities such as workshops, conferences, and training programs can enhance the awareness level of educational administrators on the usage of ICT in education. Finally, in item 11 and 12. Most of the respondents are of the opinion that Administrators who have experience working with ICT tools and resources in educational settings are more likely to be aware of their potential benefits and drawbacks.

DISCUSSION OF RESULT

The result presented above revealed the attitude of educational administrators towards the use of ICT for quality instructional delivery. Based on the result, most of the respondents agreed that educational administrators may have a positive and enthusiastic attitude towards ICT integration in instructional delivery, also educational administrators recognize the potential benefits of ICT tools and resources in enhancing teaching and learning experiences. This study agreed with study of Ajayi, (2001) The coming of ICT into instruction is supposed to mark a paradigm shift signaling the end of the teacher being perceived as the sole repository of knowledge especially with the availability of numerous amount of

information on the Internet and the worldwide web. Gone should be the days of “hypodermic needle” method of teaching when teachers and academic practitioners saw themselves as knowledge oracles and sage of the stage delivering lectures, information and knowledge to eager learners whose minds are empty vessels that needed to be filled. However a close observation of the manner in which lecturers, teachers carry out their instructional delivery in the colleges today shows that we are far from achieving effective teaching and learning using ICT. The coming of ICT into teaching and learning have necessitated a paradigm shift from the traditional method that was teacher centered to the modern method which is learner centered (Trucano, 2005). The gains of such a new approach have been extolled by Buabeng-Andoh (2012) who affirms the great capabilities of ICT in the spreading of knowledge, making education more real and the development of more efficient educational service.

The result also revealed awareness level of educational administrators towards the use of ICT in selected secondary schools. The result shows that Educational Administrators understand how technology can enhance teaching and learning, improve administrative processes, and support overall educational goals. Majority of the respondents also agreed that Educational administrators have a basic understanding of the benefits and potential applications of technology in education but may not be fully up-to-date on the latest advancements or best practices. Also the study shows that Educational administrators with a background in technology or computer science are more likely to have a higher level of awareness and understanding of ICT tools and their applications in education.

According to Karsenti and Collin (2019) The level of awareness regarding the use of Information and Communication Technology (ICT) in education has significantly increased in recent years. With the rapid advancement of technology and its integration into various aspects of life, including education, there is a growing recognition of the potential benefits ICT can bring to the learning process. Numerous studies have examined the awareness and adoption of ICT in education. One such study conducted by Karsenti and Collin (2019) titled "The Digital Shift in Higher Education: From Blended Learning to Learning Analytics" investigated the awareness and usage of ICT tools among university professors. The study found that the majority of professors were aware of ICT tools and acknowledged their potential to enhance teaching and learning experiences.

CONCLUSION

The aim of the study was to investigate the attitude of educational administrators towards the use of ICT in selected secondary schools in Taraba State. The findings indicated that majority of school administrators hold a positive and enthusiastic attitude towards integrating ICT into instructional delivery. The study also revealed that educational administrators recognize the potential benefits of ICT tools and resources in enhancing teaching and learning experiences. Furthermore, the study concluded that the attitude of school administrators towards ICT had a positive influence on the effective management of secondary schools in Taraba State. Many administrators believed that ICT could significantly contribute to the overall effectiveness of school management in the institutions they oversee.

RECOMMENDATION

Based on the result presented, the following recommendations were made

1. Educational administrators should be enlighten on the relevance of ICT in teaching and other educational process
2. The government should provide comprehensive professional development opportunities for administrators to enhance their understanding of ICT and its potential in education, by offering workshops, seminars, and training sessions specifically designed to address their needs and concerns related to ICT integration.
3. Encourage open communication and collaboration between administrators, teachers, and IT staff. Foster a culture of sharing ideas, experiences, and best practices related to the use of ICT in education. This will help administrators gain insights into the challenges and benefits associated with ICT implementation.
4. Create a supportive environment where administrators feel comfortable experimenting with ICT tools and strategies. Foster a culture that embraces innovation and encourages risk-taking. Recognize and celebrate successes in ICT integration, and provide support and resources to overcome obstacles.

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