IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON PRIMARY SCHOOLS ADMISTRATION IN NOTHERN PART OF KADUNA STATE.

Dr. Samatu Bello

Department of Primary Education Studies, Federal College of Education Zaria
08035951408, 09054384115

bellosalamatu131@gmail.com

Abstract

The paper examined the Impact of Information and Communication Technology on Primary School Administration in Northern Part of Kaduna State Nigeria. The research question are inline with Research objective and Research hypothesis, the study is descriptive in nature. The research is limited to the primary schools located at the Northern Part of Kaduna State Nigeria. The population of the study is one thousand one hundred and twenty-six (1126) while the sample size is two hundred and thirty-four (234), the instruments used was questionnaire for data collection. A total number of two hundred and thirty-four was distributed to the respondent (School support officers and the head-teachers) The data was analyzed and interpreted with the use of t-test statistical tool, hypothesis testing is at $p>0.05$ level of significant, where any t- calculated value below

0.05 is rejected. The results of the study reveals that there is no significant difference on the opinions of head teachers and School Supports officers on the Impact of ICT on Primary School Administration in Northern Part of Kaduna State. In conclusion the study shows that the use of ICT in the Administration of Primary Schools has great impact as it is highly vital so as to have effective and efficient service delivery in the to meet up with the new world. It was recommended that school administrators should develop the way on how to provide knowledge and skills of ICT in management of Primary Schools and it has been suggested that the government should ensure that they provide computers in the schools and also to engage the teachers and the support system officers to go for in-service training and workshop from time to time, so as to enhance ICT knowledge.

Introduction.

The essence of the study is to identify the impact of information and Communication technology on School administration process in primary schools in Northern part of Kaduna State Nigeria. The basic level is made up of primary and junior secondary schools in both private and public schools. There are both private and public schools. Basic Schools Administrators play a fundamental role in every school organization. They are the backbone upon which the future development of the schools are built and they are highly relevant and serve as the bridge in between the student, the parents and the government on any information and other administration issues. Hence school administrators are those responsible of any information as its intensive and sensitive.

The Federal Ministry of Education has launched an ICT-driven project known as School Net (www.snng.org) (Federal Republic of Nigeria, 2006; Adomi 2005; Okebukola, 2004), which was intended to equip all schools in Nigeria with computers and communications technologies. In June 2003, at the African Summit of the World Economic Forum held in Durban, South Africa, the New Partnership for African Development (NEPAD) launched the e-Schools Initiative, intended to equip all African high schools with ICT equipment including computers, radio and television sets, phones and fax machines, communication equipment, scanners, digital cameras, and copiers, among other things. It is also meant to connect African students to the Internet. The NEPAD capacity-building initiative will be executed over a ten-year period, with the high school component being completed in the first five years. Three phases are envisaged, with fifteen to twenty countries in each phase. The phases are to be staggered, and an estimated 600,100 schools are expected to benefit. The aim of the initiative is to impart ICT

skills to young Africans in Primary and Secondary Schools, and to harness ICT to improve, enrich, and expand education in African countries (Aginam, 2006).

Information and Communication Technology (ICT) is basically an electronic based system of information transmission, processing and retrieval, the computers for example are used to convert, store, protect, process, transmit and securely retrieve information. Ehimwenma (2006) pointed that ICT also involves the application of software from the smallest home to the largest enterprise package and online. This serves as the driving force for changing business environment due to its integration into all aspects of the school. Oviogbodu (2010) observed that effective introduction of ICT in vocational training in schools will facilitate knowledge transfer, and equip stakeholders (teachers, students, trainees etc) to join on-line learning communities to acquire managerial techniques and skills to enable them create smooth running of the school administration.

The use of Information and Communication Technology (ICT) is widespread from the most developed Countries through the developing Countries to the least developed countries. (Khalita 2000). In this age of globalization, ICT has become a necessity to educational organizations if they must survive and compete with rest of the world. Information is one of the major determining factors to enable school management make the right decision that will affect both the operational and administrative aspect of the school. ICT tends to optimize the efficiency of recording accounting interpreting and other functions consequently ICT is totally dependent on structures and sub systems such as infrastructure, ICT literacy which helps in the processing of information in and outside the school systems.

An investigation on the impact of ICT in Primary school Administration in Northern Kaduna state is very necessary for the achievement and successes of ICT implementation in the educational sector. Hence this study examined the general impact of Information and Communication Technology in the school Administration. This will reveal the latest trends of ICT application in the primary school system

in the state and the primary school level in the Country at large.

Administration

According to Afshari et al.(2012) an administration, is the head of school and a teacher in primary schools. they should have basic skills of using ICT in school daily administrative and management job. Administrators' functions as a role model when computer technology is applied to administrative and managerial task. As an instructional leader, Principals' facilitate teacher's integration of computers in teaching and learning (Singh & Muniandi 2012), as a transformational leader they encourage creativity, open- mindedness and facilitate conditions and events that create a positive environment for technology adoption (Afsheri et al., 2012). As a superior, principal work has been affected through the use of information and communication Technology ICT: Management information system has regularized, enforced and revealed that consistencies that need to be addressed; email has increased and intensified interactions and expectations within the school and with central administration. It involves both school and class Administration activities between teachers and pupils such as subject matter, communication, lesson delivery, provision student's enrolment, staff and students record, time and class management, methods of teaching, lesson note, staff development, and school community relationship. These help in performing the school administration task effectively and efficiently.Similarly, head teachers and school support officers can become more comfortable and competent in using ICT, it is likely they will develop school wide instructional material as well as administrative responsibility with ICT. Power point presentation can be use when giving in-service training in a more interesting way, Chen, (2012). ICT will be given Administrators more information about students and teachers and the services will be more transparent and accessible. Kazi, Ahmed & Musa, (2012). Mwalongo (2011) has found that administration using ICT applications, is more easier it helps in preparing school announcements, reports cards, minute of the meeting, enrolment registration, teachers and other staff data information. ICT

applications makes school administration tasks effectively and efficiently.

ICT Application Tools in Educational Administration:

There are a lots of ICT application tools that have been vastly used in education and management. Available ICT applications for educational administrative includes computers, internet, laptops, projector, printer, scanner, electronic device system such as smartboard, digital TV and other software tools.

ICT and Educational Administration:

Effective functions of educational administration provides the smooth running of material and non- material of a school in general which includes implementation of the school system, recruitment, decision making, enhancement and encouragement of students achievement and Academic progress, problem solving and proactive, provision of chain of communication between the school Administrators and other basic school stakeholders.

The demand for ICT literacy is increasing in Nigerian schools because staff realize that computers and other ICT facilities enhance efficiency. In the last two decades, the internet and ICT application tools have been expanded into the field of education all over the world. This is done to provide opportunities for introductory advanced teaching–learning method. The advanced and modern methods of learning are able to prepare students skills. (Simin et al., 2013).

Every aspect of our lives is driven by technology. We are growing more and more reliant on new developments as technology advances. It's does not only makes our lives simpler but also more efficient and transforming our life towards ICT in whatever we do in our life this make it very important to learn and be familiar and make it part of our life. This make it very obvious to introduce ICT in educational activities at the grass root. This article tries to bring out the important and show how necessary it is to apply ICT in primary educational administration, as ICT positively affects the way students learn and also the advantages of ICT in education.

it is interesting to note that even in developed countries, not all teachers are competent and willing to use ICT in the class and school Administration. Primary Schools in Nigeria have yet to extensively adopt The new system of using ICT in teaching and learning. Efforts geared towards integrating ICTs into the Primary Education system, not only in the Administration of the system but the entire activities as it has great impact. Although there are lots of Problems regarding the use of ICT in Administration of primary schools as there are no enough computer to use and also the teachers have no or less education in ICT.

The study was conducted with the following research objectives, research questions and research hypothesis:

Research Question.

The research is expected to answer the following research question:

What is the impact of information and Communication technology on School administration process in primary schools Northern part of kaduna.

Research Hypothesis

There is no significant difference on the opinion of Head teachers and Support System teachers on the impact of information and Communication technology on School administration process in primary schools Northern part of Kaduna.

Methodology

The study is descriptive in nature, attempts to explain condition of a present phenomenon. The target population of this study involves the head teachers and School Support officers in Northern Part of Kaduna State. The population for this study comprises School Support Officers and head teachers of the Northern Kaduna. The study is limited to Primary School located at Northern Part of Kaduna State which involves Eight Local Governments, Sabon Gari with 55 Primary School, Lere with 166 Primary Schools, kubau with 242 Primary Schools, Ikara 122 Primary School, Kudan with 81 Primary Schools, Zaria with 114, Soba with 230 Primary School and Makarfi with 116 Primary Schools also focus on the respondent of head teachers and the school supporting officers. The total number of the supervisors in northern Kaduna State are 40, while the head teachers are 1126. Morgan's

(1971) table of determining sample size, any population that is above five hundred, 10% is enough for a sample size, questionnaire was employed for data collection.The questionnaire were administered to, school Heads and School support officers. four – point rating scale was used. The instrument of this research was validated by experts. The reliability of the instruments was computed using split-half method to measure what it was meant to measure. Pearson Product Moment co-efficient of correlation was adopted to determine the reliability of instruments. The result was r = 0.82, this indicated that the instruments are reliable. A pilot study was conducted out of the mother population at Giwa Local Government Area, for validation of the instrument. Two hundred and thirty four (234) instruments were administered to the respondent and collected by the researcher , the data collected were subjected to statistical analysis for appropriate interpretations to achieve the set items and objectives of the study. A t-test of independent statistical tool was used to analyze the set objectives.

Population of the Study

S/N	L.G.A	No of schools	No of Head Teachers
1.	Zaria	114	114
2.	Makarfi	116	116
3.	Ikara	122	122
4.	Kudan	81	81
5.	Kubau	242	242
6.	Sabon gari	55	55
7.	Lere	166	166
8.	Soba	230	230
	Total	1,126	1,126

Source: Kaduna State Universal Basic Education Board (SUBEB, 2009)

The table below shows the number of supervisors in L.G.E.A zones.

Table 3.2: Sample of the Study

S/N	Zones	L.G.E.A	No of Support sytem officers
1	Zaria	Zaria Sabon gari	10
2	Makarfi	Makarfi Ikara Kudan	13
3	Anchau	Kubau Sabo	14
4	Lere	Lere	3
	Total		40

Source: Kaduna SUBEB (2006).

Table 3.3: Summary of the Sampled Population.

	POPULATION			SAMPLE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Support officers	33	7	40	8	1	9
Head Teachers	800	326	1126	200	37	237
Total						

Data Presentation and Analysis

The presentation and analysis were based on the responses to the items for this study. Two hundred and thirty- seven (237) copies of questionnaire were distributed to Head Masters, while two hundred and twenty-six (226) were retuned. Also, eighty (80) copies were distributed to eighty (80) support system officers and all the 80 were retuned, this means that, a total of two hundred and forty-five (245) copies of questionnaire were distributed but 234 were returned altogether. Therefore, the analysis was based on this number of respondents. Tables were designed to show the items drawn from the hypotheses, item statement and category of responses which either agreed or disagreed and undecided where all included together with the frequencies (f) and percentages (%). All the tables and interpretations follow below and hypothesis testing, t-test was used to indicate whether the hypothesis is to be accepted or rejected.

Opinions of Respondents on Impact of ICT on Primary School Administration in Northern Part of Kaduna State

Table shows the opinion of head teachers and support system officers on the impact of ICT in primary school Administration in northern Kaduna state. Items in this section were from 1,2,3,4,5,6,7,8,9, and 10. Each item was formed in order to find out the impact of ICT in primary school Administration in northern Kaduna state.

Table below shows the respondents views on all the stated items 1 itto 10 questions

Opinions of Respondents on Impact of ICT On Primary School Administration in Northern Part of Kaduna State.

S/No	Item stated	Categories ofrespondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1.	To what extent does ICT help to improve communication within the school?	School Support Officers	5	62.5	2	25.0	1	12.5
		H/Teachers	163	69.7	59	25.2	12	5.1
2.	To what extent ICT assist in having a good record keeping in the school?	School Support Officers	3	37.5	5	25.0	NIL	NIL
		H/Teachers	160	68.4	28	11.9	6	2.5
3.	To what extent does ICT assist in staff development?	School Support Officers	3	37.5	5	62.5	NIL	NIL
		H/Teachers	70	29.9	155	66.2	9	3.8
4.	To what extent does ICT teaching aids iseffective and efficient in schools of instructional Work	School Support Officers	3	37.5	5	62.5	NIL	NIL
		H/Teachers	161	68.8	68	29	5	2.1
5.	To what extent does ICT help in conducting lessons within the time given by the school teachers	School Support Officers	5	62.5	3	37.5	NIL	NIL
		H/Teachers	186	79.4	44	18.8	4	1.7
6.	To what extent does ICT help in staff management effective and efficient in primary schools.	School Support Officers	3	37.5	4	50.0	1	12.5
		H/Teachers	192	82.1	35	14.9	7	2.9
7.	To what extent does ICT assist in teaching methodologies related to the subject Matter	School Support Officers	3	37.5	4	50.0	1	12.5
		H/Teachers	192	82.0	53	22.6	5	2.1
8.	To what extent does ICT help in school examination activities.	School Support Officers	4	50.0	3	37.5	1	12.5
		H/Teachers	185	79.0	42	17.9	7	2.9
9.	To what extent does ICT assist in in improvement of enrolment and registration of pupilsin the primary schools.	School Support Officers	7	87.5	1	12.5	NIL	NIL
		H/Teachers	183	78.2	31	13.2	10	4.3

10	To what extent does ICT assist in the School community relationship	School Support Officers	4	50.0	4	50.0	NIL	NIL
		H/Teachers	145	61.9	83	35.4	6	2.5

Hypotheses Testing

There is no significant difference in the opinions of head teachers and support system officers on the impact of information and Communication technology on School administration in primary schools in Northern part of Kaduna.

Table T-Test showing no significant difference in the opinions of head- teachers and support system officers

Variables	N	X	SD	SE	T	DF	P	T-critical
Head Teachers	234	37.6709	4.6646	3049	1.423	240	0.156	1.96
Support system Officers	8	35.2500	6.5846	2.3280	-	-	-	-

p>0.05

Table shows the t-calculated of (1.423) is less than the t-critical value (1.96) at 0.05 level of significance and at degree of freedom 240. The observed level of significance (0.156) is greater than 0.05 which means that there is no significant difference in the opinions of head masters and support system officers on the on the impact of information and Communication technology on School administration process in primary schools Northern part of Kaduna. Therefore, the null hypothesis is accepted

Summary of Finding

The study revealed that Head teachers and school support officer agreed that ICT is very necessary in administration of primary because it involves the essential needs in teaching and learning, using ICT can enhance the school development. It involves both school and class Administration activities between teachers and pupils such as subject matter, communication, lesson delivery, provision student's enrolment, staff and students record, time and class management, methods of teaching, lesson note, staff development, and school community relationship. These help in performing the school administration task effectively and efficiently.

The results revealed that there will be a great impact on information and Communication technology on School administration in primary school Northern part of Kaduna.

Summary of Tested Hypotheses

S/N	Hypothesis	Stat.	Sign	Results	Restated
1.	There is no significant difference in the opinions of head teachers and supports system on the Impact of ICT On Primary School Administration in Northern Part of Kaduna State	t-test	0.05	Accepted	There is no significant difference in the opinions of head teachers and supports system on the Impact of ICT On Primary School Administration in Northern Part of Kaduna State

Conclusion and Recommendation

The adoption of ICTs in basic schools' administration can give a positive impact on teaching and learning. Based on qualitative reviewed and analysis of the related literature it is recommended that administrators should increase the utilization of ICT in their daily administrative tasks, to make their task more efficient and effective by providing proper technical infrastructure, equipment, and support to all they need to use ICT applications in Primary Education System and to develop the knowledge of ICT by sponsoring workshops and seminars by the Government.

References

Adomi,E.E., & Aine,S.O.(2006). in Eshanrenana E.A.and Emperor K. (2010).Application of ICTs in Nigeria Secondary Schools._Library Philosophy and Practice'(e- journal).

Aginam,E, (2006).NEPAD scores stu dents' ICT Education in Africa Low. VanguardAvailable:httpppp:www.vang uardnnnngr.com/articles/2002/featurea/ technology/tec52709200

6.html in Eshanrenana E.A.and Emperor K. (2010).Application of ICTs in Nigeria Secondary Schools._Library Philosophy and Practice'(e- journal).

Ajayi,I.A. & Ekundayo,H.(2009).The Application of Information and Technology in Nigeria Secondary Schools. International NGO Journal Vol.4 (5). Pp 282.

Efua,(2012).Multidisciplinary Research Journal of College of Education.Journal Vol.1 No 1

Eshanrenana,E.A. & Emperor,K. (2010).Application of ICTs in Nigeria Secondary Schools. _Library Philosophy and Practice' (e- journal).

Hadah, & Draxler,(2017).ICT in Education/The Use of ICTs in Education. https://en.m.wikibooks.org> wiki> The_…

Higgins & Pack,(2004). in Simin, G.; Mojgan, A.; Saedah,S.; & Kalaivani,S.(2013).ICT Application for Administration and Management : A Conceptual Review. Article in Procedia–social and Behavioural Sciences.Malaysia .https//www.researchgate .net/puplication.

Lin,R.;Xie,J.;Jeng,Y.& Wang,.Z.(2011) . The Relationship between Job Involvement and school Administration EffecStiveness as Perceived by Administrative Teachers Management in Education SAGE 25, (3) p.112-118

Kwade, & Kukaru,(2012). in Simin,G; Mojga A; Saedah S; & Kalaivani S,(2013).ICT Applicastion for Administration and Management : A Conceptual Review. Article in Procedia–social and Behavioural Sciences . Malaysia .https//www.researchgate .net/puplication.

Ministry of Communication Technology (FRN) (2012).National Information and Communication Technology (ICT) Policy.

Mwalongo, 2011). in Simin, et al,(2013).ICT Application for Administration and Management : A Conceptual Review. Article in Procedia–social and Behavioural Sciences. Malaysia

Odumosu,O.O.(2013). Basic Notes on Administration of Nigeria Secondary Schools for non-Educated Graduates and Intending Proprietors: A 1 Day Workshop on Secondary School Administration at Mason College Festac. Iagosbooksclub-wordpress.com

Psacharopolos,(1985) and Chimombe,(2005) in Osasebor J.E.& Okunsebor ,.M.I.U.(2009). Essentials of Educational Technology.

Refell & Whitworth (2012). in Eshanrenana E.A.and Emperor K. (2010) Application of ICTs in Nigeria Secondary Schools. _Library Philosophy and Practice' (e- journal).Online.

Simin, G.;Mojgan A.;Saedah S.;& Kalaivani S.,(2013).ICT Application for Administration and Management: A Conceptual Review. Article in Procedia–social and Behavioural Sciences.

Singh & Munandi, (2012). in Simin et al,(2013).ICT Application for Administration and Management: A Conceptual Review. Article in Procedia–social and Behavioural Sciences.Malaysia. https//www.researchgate.net/puplication.

Tosun & Baris, (2011). in Simin et al,(2013).ICT Application for Administration and Management: A Conceptual Review. Article in Procedia–social and Behavioural Sciences.Malaysia. https//www.researchgate.net/puplication.

Tyler,(1998).in Eshanrenana E.A. and Emperor K. (2010).Application of ICTs in Nigeria Secondary Schools._Library Philosophy and Practice' (e- journal).

Umar G. D.(2018). in The Guardian―Nigeria Mulls New National ICT Policy‖. Vikaspedia in Education (n.d.).Technological Tools in Teaching.

Wikipedia (2012). In Yusuf A.M. (n.d.). School Administration in Nigeria : Bringing the Past to the Fore. www.yusufmaigida.com Online