



## CHALLENGES TO THE UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE MANAGEMENT OF STUDENTS SERVICES IN SECONDARY SCHOOLS IN KOGI STATE

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### **Abstract**

*Information and Communication Technology (ICT) is crucial in the management of individual and organisations. It helps managers to render services faster, reduces stress and bring about increased productivity. In trying to use ICT, there are challenges that reduces its workability. The study is carried out to find out the challenges to the utilization ICT in the management of student services in secondary schools in Kogi State. Descriptive research design was used for the study. The population for the study comprises 3500 secondary school teachers and 1200 senior administrative staff. Purposive sampling technique was used to sample 1500 teachers and 300 senior administrative staff for the study. Researcher constructed questionnaire was used as instrument for data collection. The instrument was validated by experts in educational administration and educational measurement and evaluation. Mean and standard deviation was used to analyze the research questions, while t-test of independent sample was used to test the hypothesis. The findings of the study showed that the administrative challenges facing the uses of ICT include: inadequate provision of ICT facilities, staff resistance to the uses of ICT, the technical challenges facing the uses of ICT include: poor connectivity, inadequate ICT engineers, the security challenges facing the uses of ICT include: activities of hackers, vandalism of ICT facilities.. The study recommends, provision of funds for the purchase of ICT facilities, training of staff as technician and standard building for adequate security of ICT facilities as a way of reducing the challenges and improving the use of ICT for student services in secondary schools.*

**Keywords:** Administrative Staff, ICT, Kogi State, Personnel Services, Secondary School

### **Introduction**

Managing organizations, individual and institutions is a gateway to success and growth. In Educational Institutions management has been recognised as a gate way to national development since it produces manpower needed in various sectors of the economy. To achieve better management of



institutions, management of staff, students and facilities has to be taken into consideration. Management refers to the use of resources in an efficient manner to achieve organizational goals. There are different aspects of management, this include human resource management, facility management, personnel management, and financial management. This study is interested in personnel management, specifically the study focused on student personnel services. Student personnel services are basically inclined to personnel management. Student personnel administration refers to all the activities and services that are concerned with students in the institution (Ochai, 2012). It is designed to make students comfortable and to get the required services that will enable them to be comfortable and concentrate on their studies (Chiaha, 2013).

The need to improve students' services has led to series of innovations in higher institutions. These innovations include managerial, technical, administrative innovations, e-learning and the uses of ICT (Abubakar, 2015). This study is concerned with the challenges that teachers and administrative staff may encounter in their bid to use ICT as innovation for improving student personnel services. Information and Communication Technology (ICT) is a technology that uses electricity to process, store and disseminate information to those who might need it (Okafor & Nwosu, 2022). According to Nwovuhoma and Nwuke (2023), the uses of Information and Communication Technology (ICT) has streamlined students enrolment, course registration and fee payment. The use of ICT in the management of student's services will bring about faster services, reduce stress and engender higher productivity. (Gusen, Gusen & Gusen 2019).

The area of application of ICT for students personnel services as noted by Ochai (2012) include examination and recording of student data, inter-faculty transfer, computation of students record, admission process, recreational services and production of question papers for examinations. Utilization of ICT in these areas will give room to faster services, efficiency and effectiveness.

The discourse on the use of Information and communication technology is anchored on several technological theories and models. This include Technology Acceptance Model (TAM) by Davis (1989) which posit that technology can be used based on its perceived usefulness and the ease of operation. Information and communication technology is useful in the management of student services, is useful to teachers, students and managers of secondary education and so it should be used. The operations and technicality to make its use easy should be diffused among staff and school managers through training. In the same vein, the Task Technology Fit Model (Godhue & Thompson (1995) postulates that the functionalities of technology and the tasks it aims to support matches between task requirements and technology characteristics. The uses of ICT facilities like computer, the internet, e-learning among others can bring about quality service delivery by teachers and secondary school administrators. The willingness to embrace the technology and training needed to use these facilities will help in its utilization in secondary schools

Secondary schools are institutions established by Federal, State government and even individual to provide education for the citizenry. It is a centre of excellence that grows by embracing innovations anytime it is introduced. In recent years, there has been strong concern by staff and students of secondary schools in the country to improve the quality of education and the services rendered to staff and students through innovations. The use of ICT has been identified as one of the major ways to achieve these improved services. (Oguche, 2019).

Student personnel Administration has been described by (Okafor, 2021) as all the activities and services rendered to student apart from the normal classroom lesson by school administrators and others around them to make them comfortable to read their books. These services include accommodation, registration of courses, grade compilation, inter-faculty transfer, processing of admission, registration of new students, environmental awareness, clinical services and e-library. The use of ICT has been identified as a major tool for improved students' services. These ICT facilities used for improved students' services include computer, the internet, compact disk, digital radio, projector, multi-media, video-conferencing facilities (Obi & Eke, 2022). The use of these facilities for student personnel



administration is intended to bring about flexibility of work, quality and faster services, virtuality, and interdisciplinary interaction among others. In the view of Okonkwo and Eze (2023), the utilization of ICT depend on some factors like adequate funding, provision of adequate security, constant supervision of users of ICT, formulation of ICT policy and provision of electricity. In the same vein, Okafor and Nwosu (2022) note that ICT has not been fully utilized in some universities for students services due to some challenges, Heidentified erratic power supply, high cost of ICT facilities and inadequate security, management problems and technical problems as some of the challenges to the utilization of ICT. Similarly Oguiche (2019) and Ochai (2012) have identified security challenges facing the uses of ICT to include activity of vandals, activities of hackers and lack of infrastructure. In the same vein Anvesh Verma (2022) classified the challenges to utilization of ICT into technical, security, administrative and financial challenges. This studywill investigate whether any of these Challenges to the Utilization of ICT for students services exists in secondary schools Kogi State.

### **Statement of the Problem.**

There have been public outcry and expression of worry over the poor quality of services rendered to students in secondary schools in Kogi State. This may be attributable to the non utilization of ICT in the management of student services. This poor services rendered to students manifests in the late release of termly results, manual methods of record keeping, unavailability and non use of electronic library and poor communication between staff and students. Authorities concerned with the management of secondary schools, the state government and parent teacher association have made attempts to solve these problems by purchasing ICT facilities, and encouraging students to learn ICT, but the problems still persists. The effort made by various authorities and stakeholders in secondary education and the fact that the problems persist necessitates the present study. The present study will find out the challenges to the utilization of ICT for students services in secondary schools in Kogi state. Put in question form what are the challenges to the utilization of ICT for students services in secondary schools in Kogi State?

### **Purpose of the Study.**

The purpose of the study is to find out the challenges to the utilization of ICT in the management of student services in secondary schools in Kogi State. Specifically the study seeks to find out

- (1) the administrative challenges facing the uses of ICT for Students services in secondary schools in Kogi State
- (2) the technical challenges facing the uses of ICT for students services in secondary schools in Kogi State
- (3) the security challenges facing the uses of ICT in secondary schools in Kogi State.

### **Research Questions.**

The following research questions guided the study.

- 1) What are the administrative challenges facing the uses of ICT for Students services in secondary schools in Kogi State
- (2) What are the technical challenges facing the uses of ICT for students services in secondary schools in Kogi State.
- (3) What are the security challenges facing the uses of ICT in secondary schools in Kogi State.

### **Hypothesis**

The following hypothesis guided the study

#### **Hypothesis 1**



There is no significance difference between the mean response of secondary school Academic Staff and senior administrative staff on security challenges to the utilization of ICT for student services in secondary schools in Kogi State.

### Methodology

The study adopted the descriptive survey design. The population for the study comprises 3500 teachers and 1200 administrative staff drawn from 30 public secondary school in Kogi East senatorial zone. These staff uses ICT for student services on daily basis. Purposive random sampling was used to draw 1500 teachers and 300 senior administrative staff as sample for the study. A total of 1800 respondents were used for the study. Questionnaire was used as instrument for data collection. The questionnaire titled The Challenges to the uses of ICT in the Management of Students Services Questionnaire (CUICTMSSQ) was constructed by the researcher. The questionnaire was validated by three experts, one in educational measurement and evaluation and two from Educational Foundations of Prince Abubakar Audu University Anyigba. The instrument was subjected to test retest method and it yielded a reliability co-efficient of 0.78 showing that the items are reliable. The questionnaire was administered to the respondents with the aid of trained research assistants, while the researchers went round to look at the facilities and areas they can be utilized. The administration of questionnaire and collection is by hand. Mean and standard deviation was used to answer the three research questions. A mean of 2.50 and above is accepted while mean below 2.50 is rejected. While the hypothesis is tested at 0.05 significance using t-test of independent samples.

## RESULTS

### Research Question One

What are the administrative challenges to the utilization of ICT for students' services in secondary schools in Kogi State.

Data in respect of research question one are analyzed and the findings reported on table one below.

**Table 1;** Mean ratings of teachers and senior administrative staff on administrative challenges to the areas of utilization of ICT for students' services in secondary schools in Kogi State

S/N Item statements	Secondary Teachers N1=150			Senior Admin Staff No 200		
	$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
(1) Inadequate trained staff to handle ICT facilities constitute administrative challenges	4.02	0.96	SA	4.42	0.88	SA
(2) Most staff are not committed to the uses of ICT facilities	2.60	0.83	A	2.50	0.78	A
(3) Legal and regulatory framework to back the utilization of ICT are not enforced in secondary schools	2.75	0.97	A	2.56	0.96	A
(4) ICT facilities in some secondary schools are obsolete	2.76	0.74	A	2.73	0.89	A
(5) Internet and broadband are not provided in secondary schools	2.55	0.95	A	2.67	0.91	A

Table 1 revealed the administrative challenges to the utilization of ICT in secondary schools in Kogi state. The teachers and the senior administrative staff of secondary schools agreed that items 1-5 constitutes administrative challenges to the use of ICT in secondary schools in Kogi State. This include inadequate trained staff to handle ICT facilities, lack of commitment on the part of staff, non adherence to the legal framework on the uses of ICT in secondary schools in kogi state, Obsolete facilities in some secondary schools and non provision of internet and broad band for utilization for students services.



### Research Question Two

What are the technical challenges facing the utilization of ICT for student services in secondary schools in Kogi State.

Data in respect of research question two are analyzed and the findings reported on table two below.

**Table 2:** Mean and Standard Deviation of teachers and senior administrative staff on the technical challenges to the utilization of ICT facilities for students' services in secondary schools in Kogi state

S/N	Item statements	Teachers=1500			Senior Admin Staff No 300		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
(6)	In most secondary schools internet connectivt is low So student cannot browses	4.01	0.96	SA	4.77	0.88	SA
(7)	Computer hardware and software are in short supply,,,,.	3.05	0.73	A	2.98.	0.68	A
(8)	The cost of acquiring technology by secondary schools for modern ICT facilities is high	4.29	0.97	SA	2.40	1.97	A
(9)	lack of technical knowhow to repair broken down ICT facilities	3.10	0.74	A	3.13	0.78	A
(10)	Low level of digital competence among secondsry school teachers affect the utilization of ICT	2.81	0.95	A	2.92	0.91	A

Table 2 showed the technical challenges to the utilization of ICT for student services in secondary schools in Kogi State. The table indicates that both teachers and administrative staff agreed that there are technical challenges that affect the utilization of ICT in secondary schools in Kogi State. These are low internet connectivity, short supply of computer hardware and software, high cost of acquiring modern ICT facilities and lack of technical know how to repair broken down ICT facilities.

### Research Question three

What are the Security Challenges to the utilization of ICT for students services in secondary schools in Kogi State.

Data in respect of research question three are analyzed and the findings reported on table three below.

**Table3:** Mean ratings of teachers and senior Administrative staff on security challenges to the utilization ICT for students' services in secondary schools in Kogi State.

S/N	Item statements	Teachers = 1500			Senior Admin Staff = 300		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
(11)	Secondary schools are faced with hate crime from the host community	2.76	0.74	A	2.73	0.89	A
(12)	Activities of hackers is a threat to the uses of ICT	2.90	0.95	A	2.68	0.91	A
(13)	In most secondary schools the problem of data privacy exists.	2.68	0.66	SA	2.51	0.68	A
(14)	Security personnel attached to secondary schools are not properly						





armed to cope with vandals	2.75	4.14	SA	3.56	0.67	SA
(15) In secondary schools in Kogi state there no standard building with burglary for keeping ICT facilities..	2.93	0.51	A	2.66	0.68	A

Table 3 showed the security challenges to utilization of ICT for students' services by teachers and senior administrative staff of secondary schools in Kogi State.. The table indicates that the respondents agreed that items 10- 15are security challenges to the use of ICT for student services in secondary schools in Kogi State.

### Hypothesis

There is no significance difference between the mean response of secondary school teachers and senior administrative staff on security challenges to the uses of ICT for student services in secondary schools in Kogi State.

T- test analysis of the difference between the mean response of teachers and Senior Administrative staff on challenges to the utilization of ICT for student services in secondary schools in Kogi State

Variable No II	SD	DF	Prob.	t-table	t-cal	Decision
Teachers	1500	2.26	0.81	603	0.05	
Senior Admin staff	300	2.19	0.86	0.819		

Data on table four indicates that there is no significance difference in the mean responses of teachers and senior administrative staff on security challenges to the utilization of ICT for student services in secondary schools in Kogi State. The calculated t of 0.05 is lower than the table value of 0f 603.The Null hypothesis of no significance difference is not rejected

### Discussion of Findings

The findings of the study showed that there are various challenges to the uses of ICTfor students services.These are administrative challenges, technical challenges and security challenges. This finding is in line with that of Okafor and Nwosu (2022) who identified administrative, technical and security challenges as challenges to the utilization of ICT.The present study however goes further to detailed classification of these challenges for reader to appreciate and find the way out of these challenges. The study found out that the administrative challenges that exists in secondary schools in the study area include poor attitude of staff tothe uses of ICT, non provision of ICT facilities and obsolence. The technical challenges identified are erratic power supply, high cost of acquiring technology and inadequate technicians. This finding is in line with the findings of Oguche (2019) that say that in most tertiary institutions in the North central, ICT is used to a little extent for personnel services. The challenges to the utilization of ICT for student personnel services in his view include erratic power supply, high cost of some ICT facilities and inability of some staff to embrace innovations. The security factors identified include vandalization of ICT facilities, activities of hackers, poorly armed security personnel among others. This findings is in line with the findings of Ochai (2012) who summarised the challenges facing the use of ICT into three, viz, irregular power supply, inadequate funding and inadequate security of ICT facilities. The hypothesis tested showed that both teachers and senior administrative staff agreed that that there are security challenges to the utilization of ICT for student services in secondary schools in Kogi State. These challenges inhibits the use of ICT forstudents' services.



## Conclusion

The use of ICT for student services in secondary schools will bring about improved services in the management of students affairs in secondary schools while they are in school, and even after they have left the school. Managers of secondary schools and other stakeholders like parent and even the students should take advantage of these innovations and work towards removing the challenges.

The following recommendations are made based on the findings of the study

- (1) The management and authorities concerned with secondary education should provide computers, encourage staff to learn ICT and adhere to the legal framework guiding the uses of ICT in secondary schools to ensure it is used for student services.
- (2) Technician, trainers and new ICT facilities should be provided by the state government to reduce technical problems facing the uses of ICT.
- (3) Attempts should be made by the school authority and the state government to provide adequate security for ICT facilities and also secure the facilities against hackers.

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