



EMBRACING DIGITALIZATION IN SECONDARY SCHOOL PERSONNEL MANAGEMENT BY PRINCIPALS FOR ENHANCING EFFICIENCY AND PRODUCTIVITY IN ENUGU STATE, NIGERIA.

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Abstract

The study centered on embracing digitalization in secondary school personnel management by principals for enhancing efficiency and productivity in Enugu State, Nigeria. Two research questions and two hypotheses were used for the study. 298 principals stood for the population of the study which comprised 214 males and 84 females. The population was not sampled due to its adequacy. The instrument for data collection was a 20 item structured questionnaire titled ‘Embracing digitalization in secondary school personnel management questionnaire’ (EDSSPMQ). The instrument was face and content validated by three experts; two from the Department of Educational Management and one from measurement and evaluation unit of Mathematics and Computer Education Department, all from Faculty of Education, Enugu State University of Science Technology (ESUT), Agbani, Nigeria. Cronbach Alpha method was used to test the internal consistency of the instrument which yielded .78, .76 with the overall reliability index of .77. The research questions were answered using mean with standard deviation. The hypotheses, however were tested using t-test statistic at .05 significant level. The findings of the study notably revealed that digitalization strategies used by principals in Enugu State secondary schools enhance staff efficiency and productivity to a high extent. According to the results the researchers specifically recommended that principals should continually embrace training on digitalization for expertise and updates.

Key Words: digitalization, personnel, management, efficiency, productivity.

INTRODUCTION

Education can be described as the process of acquiring knowledge, skills, values and beliefs through formal or informal instruction. It is a vital part of human development, enabling individuals to: acquire knowledge and understanding of various subjects and field, develop critical thinking, problem-solving and communication skills, cultivate emotional intelligence, empathy and social skills, build personal values and beliefs, prepare for careers and livelihoods, engages in lifelong learning and personal growth, contribute to society and the world at large.

According to Araud (2024), education is described as the act or process of imparting or acquiring general knowledge, developing the powers and reasoning and judgment, and generally preparing for



mature life. The author further stated different forms of education to include: Formal education which involves schools, universities and colleges, Informal education characterized by families, communities and life experiences, Non-formal education known for training programmes, workshops and online courses, Self directed learning which involves personal interests and hobbies.

This concept based on Omesh (2024) opined that it is a lifelong journey from womb to tomb, from learning to say 'ma' 'pa' to becoming an able knowledgeable person and still does not end there. Based on the authors' point of view, it is a wonderful gift a person can get from this world and the one, one should seek for. This is not limited to books and academics. When one say, becoming knowledgeable, it does not mean that you should prioritise studies to other things which equally matter.

In todays world, education is more important than ever before. The world is changing rapidly, and new technologies are emerging taking over all aspects of life. Lucky enough, education helps us to stay ahead of the curve and to succeed in the 21st century economy. This quest for knowledge has brought about different technologies which include digitalization.

Digitalization however, is the process of converting information into digital format. In this format, information is organized into discrete units of data (called bits) that can be separately addressed (usually in multiple-bit groups called bytes). According to Kihara (2024) digitalization is the act of taking analog processes and making them digital. In other words, it is a way of taking your old ways of doing things and giving them a digital makeover. Gartner's glossary in Kihara (2024) defined the term as using digital technologies to alter a business model and create opportunities for revenue and value. This digitalization can be of benefit in several ways thus:

- Everyday efficiency: Digital technology is applied to daily tasks to improve efficiency and productivity.
- Business: With digitalization, business can streamline their operations and make them more efficient
- Information transmission: Digital information can be transmitted and stored more easily than analog information, so companies also save time and money by going digital. Digitalization therefore, is ones ticket to a more profitable and efficient business.

It automates tasks previously done manually, such as using a software programme to generate reports instead of spreadsheets or paper based process.

Though digitalization is very essential and is practically taking over the daily activities of human beings, but its not without challenges. Some of the challenges may include:

- Employees feeling over whelmed: Its uncommon for teachers to struggles to adapt to new digital solutions. Learning new digital platform, where to ask for help, all contribute to decreasing students' participation and can even confuse them. All these, create an overwhelmed employee and diminish the learning experience.
- Teachers using non-supported apps: Not all technology is created equally, and in many cases, teachers' may prefer to use solutions not authorized by the authorities. This presents a significant challenge as it may fragment your user base and encourages staff to use unauthorized apps, resulting to headache for industrial training team who now faces a tangled technology ecosystem.
- Frequent failure of devices: A common mistake that school system make is maintaining a fleet of devices that vary in age, make and model to save money. Device failure, however happens more often as these devices age. Since remote and digital learning rely on devices, device failure is becoming a significant pain point for teachers
- Self Discipline: Students often struggling with self-discipline and online schooling can make it more challenging. Students who have procrastination difficulties can find themselves having trouble sitting down and doing work without someone telling them to do so. With digital



learning, it can be easy to ignore an assignment or even an entire class since attendance usually is not enforced.

- Lack of communication: A big challenge to digital learning is missing interaction with teachers. Many students have difficulty in communicating and engaging with their teachers via digital learning. Its challenging to keep students focused. Likewise, classes that typically require a physical presence, like the sciences, make it difficult to grasp their concepts.
- Adapting online classes for deaf learners: Unfortunately, deaf learners are twice as likely to fall behind in school than average students. Deaf learners face significant setback in education when they loose access to their interpreters. Online classes can be difficult to keep track of and interpret since technology can lag. But can still be made accessible through the provision of class script.
- Students simply are not engaged: Learning involves building a relationship between the educator and the students. Moving to digital learning means that teachers need to develop new ways of engaging students. However, keeping students excited and motivated has become more significant. It is easy for students to become distracted when learning online, making it difficult for teachers to maintain control (Edsembli, 2024). Digitalization has many components and they are interrelated. Digital transformation may be customized to a particular organization which has to be based on best practices. Some of such best practices include:
- Begin with easy projects: Digitalization can provide many quick wins in cost, time savings and morale improvements, while an organization formulates a more comprehensive digital transformation strategy. Simply, implementing a digital document signing system or adopting cloud based tools for co-authoring documents are best examples. In todays hybrid work environment, collaboration is emphasized via the cloud to get work done. New product development (NPD) harnesses co-authority tools, rather than creating documents, emailing them to colleagues for review, then reconciling their edits into a new version. Although the old process involved digital content, it still require manual work to produce the next version. The new process is not only more collaborative, but also more difficult
- Eliminate manual steps in repetitive processes: Beyond these simple and fairly universal examples, the best places to look for digitalization opportunities are wherever you have routine or repetitive processes.
- Selling and socializing digitalized projects: Ideas are great, but they also need to gain traction and support to be realized. It is important to have a culture in which ideas can be communicated as they arise.
- Digitalization involves iteration: In most digital initiatives, version one is a considerable achievement, but it is only the beginning. It is important to meet with internal and external clients and colleagues and listen to their thought about how a digitalization project is going. There, usually is room for improvement and digital technology should make it easy to modify the process.
- Insights from data: Ultimately, data needs to be rapidly transformed into information and insights. Beyond digitalization in improving business processes, you must leverage the insights and analytics that digitalization offers. Artificial Intelligence (AI) for instance can harness data, tell its story and help you make faster and better decisions. Eliminating manual work in a process, AI does the handwork of evaluating and interpreting, so that you can quickly gain insights and act accordingly.

In the view of Apty (2024) digitalization best practices may include: understanding the organization's problem, hiring experience talents, developing skills for transformation, handling new opportunities and risks, investing in the right technology, nurturing culture for change, and communication which is the key. Digitalization without efficient management is bound to fail. It is this



efficient management of technologies that would expose secondary school principals to better ways of handling school personnel thereby enhancing productivity.

Management therefore, is a process of planning, decision making, organizing, leading, motivation and controlling the human resources, financial, physical and information resources of an organization to reach its goals efficiently and effectively. Management according to Uchendu and Akuegwu (2016) is the coordination of peoples effort for the purpose of accomplishing goals and objectives by using available resources effectively and efficiently. When one talk about resources it involves human, material, technological, and finance which are supposed to be deployed and manipulated for far reaching organizational outcomes. Uchendu and Akuegwu (2016), equally stated that management is the process of planning, organizing, supervising, directing, coordinating, leading human and material resources within an organization with the aim of achieving its goals and objectives within the set time.

This may also be referred to as a process of pooling resources together using human efforts for the purpose of realizing organizational goals and objectives. Management in any organization cannot thrive effectively without personnel and this brings into discussion, personnel management.

Personnel management is of critical concern in every formal organization such as schools. This is because, the functionality of any organization depends on its personnel. Every formal organization has goals and objectives aimed at achieving. These goals cannot be achieved without human elements that make up the organization. In the view of Eduardo (2015) personnel management can be defined as the effective recruitment, selection, development and utilization of the manpower resources of an organization. School personnel refers to any person or persons working in a school. According to the author this involves: Administrative personnel (that is the principal and the VPS), the teaching personnel (that is teachers engaged in actual teaching services), non-teaching personnel (that is the guidance counselors, librarian, driver, cook, guard, technicians/technologist, clerk and nurses).

Furthermore, personnel management according to indeed career guide (2023) is an administrative function within an organization which h oversees the hiring, organization and support of employee positions. As a branch of human resource it focuses on recruiting the right individuals to fit a position supporting those already working for the company. In Nigeria and Enugu state in particular, it is the personnel management backbone of formal education especially of secondary level of education which is the area of focus.

Secondary education is the level of education after primary education. This is the level of education according to Chukwu (2017) where individuals benefit academically after graduation for primary schools and before tertiary stage. In other words, it is a bridge between primary and tertiary education meant for children between ages of 12-18 years. Secondary education is aimed at offering diversified curriculum which cater for the differences in talents, dispositions, opportunities and future roles. It is equally aimed at raising morally upright and well adjusted individuals who think independently and rationally, respect views and feelings of others and appreciate the dignity of labour (FRN, 2013). Within this level of education is the principalship which is the highest administrative position or role in a secondary school environment.

The head of a secondary school is a principal. Principals occupy a central position in the management of secondary education in Nigeria and Enugu State in particular. Principals, by right are leaders and the quality of their managerial functions determine to a large extent the success of the system (Odumodu, 2017). In this regard, principals are expected to provide teachers with needed management support to effectively function (Castler 2021). The principal is the internal supervisor that leads the teachers to think along new ideas and improved ways of doing things. School principals' instruction is expected to possess a predisposition to change and must constantly promote improvement. This improvement however, can only be achieved through continuous supervision of instruction and other education service (FRN, 2013).



These principals with the support of the authority (for example PPSMB) can organize or recommend for trainings such as in-service training, workshops, seminars and conferences for enhanced performance of both the teachers and the students. Selection process for principals in Enugu State promotes gender equality. It can be male or female based on the criteria for selection. From the ongoing discussion the principals managerial functions may be regarded as the yardstick through which efficiency and productivity of secondary education may be measured.

Efficiency, however many be referred to the ability to achieve maximum productivity or output with minimum waste of resources, such as time, energy or effort. It is a measure of how well an organization system use its resources to achieve its goals. That is situation where nothing is wasted and all processes optimized. Accessing the view of Rothfuss (2014), efficiency is avoiding waste of time, effort or resources. For instance many people have begun to use compact fluorescent light bulbs (energy bulb) because of their greater energy efficiency. This is also a process of high efficiency requiring little work to reproduce high results.

In line with the above discussion Britannica (2014) described efficiency as the ability to do something without wasting materials, time or energy. That it involves the quality or degree of being to the point (efficient). Efficiency as being discussed above, work hand in hand with productivity in the sense that efficiency enhances productivity (outcomes).

Productivity on the other hand is the ability to generate valuable outputs or results while utilizing resources such as time, energy, and effort. It measures the efficiency and effectiveness of an individual, team or organization in achieving their goals and objectives. Productivity may involve: goal-setting and prioritization, effective time management, focus and concentration efficient use of resource, minimizing waste and distraction, continuous learning and improvement, adaptability and flexibility, while high productivity may lead to: increased output and quality ,reduced stress and burnout, improved work-life balance, enhanced creativity and innovation, increased motivation and job satisfaction and competitive advantage and success.

In the view of Kenton (2024) productivity is a measure of performance that compares the output of a product with the input, or resources, required to produce it. The input may be labour, equipment or money. Boasting productivity is crucial, as individuals, organizations/institutions would achieve more, earn more and enjoy a better quality of life.

Statement of the problem

In the past few years the educational system has experience a significant transformation. The administration of schools, as well as the method of instruction has changed as a result of this. The education sector therefore requires cutting edge tools and procedures to adjust to the changing environment. The modern educational system heavily relies on the school management system. Numerous tedious tasks that are part of school administration can be completed quickly with the aid of school management system. The elimination of repetitive chores and efficient utilization of time and resources will result from this. Digitalization being part of this management system improves efficiency and productivity through; better performance evaluation, increased collaboration, better communication, better carrying out of tasks and better productivity. This digitalization is very important in the principals' everyday activities. The extent, principals in Enugu state public secondary schools embrace digitalization in personnel management becomes the researcher's worry and this has led to the study on "Embracing digitalization in public secondary school personnel management by principals for enhancing efficiency and productivity in Enugu State which is the gap the study filled.

Purpose of the Study

Generally, the purpose of the study is to find out the extent embracing digitalization in public secondary schools personnel management by principals enhance efficiency and productivity in Enugu State. In specific term, the study sought to:



1. investigate the extent digitalization strategies are utilized by public secondary school principals to enhance staff efficiency and productivity in Enugu State
2. ascertain the extent digitalization by public secondary school principals has improved staff data management in Enugu State

Research Questions

The following research questions guided the study.

1. What are the digitalization strategies that can be used by public secondary school principals to enhance staff efficiency and productivity in Enugu State?
2. How can digitalization improve staff data management by public secondary school principals in Enugu State?

Hypotheses

1. There is no significant difference between the mean scores of male and female principals on digitalization strategies utilized in public secondary schools to enhance staff efficiency and productivity in Enugu State.
2. There is no significant difference between the mean scores of male and female principals on the use of digitalization for improving staff data management of public secondary schools in Enugu State.

Research Method

The study embraced a descriptive survey research design. According to Nworgu (2015) descriptive survey is a systematic description of events as they are, because it is aimed at collecting data on something and describing the characteristics and facts about the population of a given study. The population for the study is 298 principals in Enugu State public secondary school system. The entire population was used due to its adequacy since there are only 298 secondary schools in the state. The instrument for data collection was a structured questionnaire titled “Embracing Digitalization in Secondary School Personnel Management Questionnaire (EDSSPMQ)”. The instrument has a total of 20 items structured by the researcher. It has response categories of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by three experts, two from the Department of Educational Management and one from Measurement and Evaluation unit of Mathematics and Computer Education Department, all from the Enugu State University of Science and Technology (ESUT), Agbani. Twenty (20) copies of the instrument were trial tested on 20 principals in Anambra State, Anambra State having the same educational pattern with the state of the study. The internal consistency of the instrument, Cronbach Alpha Method was used which yielded .78 and .76 for section 1 and 2 respectively with the overall reliability index of .77. This indicated that the instrument is reliable. The research questions were answered using mean with standard deviation while the hypotheses were tested with t-test statistic. In rating the mean, the response option had a numerical value based on real limit of numbers: VHE = 3.50-4.00, HE = 2.50-3.49, LE = 1.50 – 2.49 and VLE = 0.00 – 1.49. The test of hypotheses was interpreted based on the significant (sig) values from the SPSS output. The null hypotheses would not be rejected when the probability values are greater than .05 but would be rejected when the probability values are less than .05

Result

The analysis was made using mean with standard deviation while t-test was used to test the hypotheses at .05 level of significant.

Research Question 1: What are the digitalization strategies that can be used by public secondary school principals to enhance staff efficiency and productivity in Enugu State?



Table 1: Mean responses of respondents on the extent of digitalization strategies' utilization by secondary school principals to enhance staff efficiency and productivity in Enugu State.

<i>S/N</i>	<i>Items</i>	<i>Male Mean</i>	<i>Male SD</i>	<i>Female Mean</i>	<i>Female SD</i>	<i>Average Mean</i>	<i>Average SD</i>	<i>Decision</i>
1	Using WhatsApp	2.64	.92	3.32	1.25	2.98	1.09	High Extent
2	Using Short Messages (SMS)	2.55	1.04	3.01	.81	2.78	.93	High Extent
3	Using Emails	3.18	.87	3.21	.92	3.20	.90	High Extent
4	Using video conferencing such as zoom	2.27	.65	2.13	.57	2.20	.61	Low Extent
5	Using online courses (tutorial and guides)	2.27	.79	2.72	.82	2.50	.81	High Extent
6	Using Google drive	2.46	.93	2.41	.97	2.44	.95	Low Extent
7	Using virtual coaching (Mentoring)	2.82	1.17	2.93	1.10	2.88	1.14	High Extent
8	Using online building activities such as platforms	3.09	.94	2.91	1.20	3.00	1.07	High Extent
9	Virtual staff meeting (events)	1.91	.54	2.73	1.06	2.32	.80	Low Extent
10	Using online recognition for hardworking staff	2.27	.65	2.92	.88	2.60	.77	High Extent
		2.55	.85	2.83	.96	2.69	.91	High Extent

Table 1 above shows the mean responses of respondents on the extent of digitalization strategies' utilization by secondary school principals to enhance staff efficiency and productivity in Enugu State. It clearly shows that principals of these secondary schools to a high extent, utilize digitalization strategies like whatsapp; short messages (sms); emails; online courses (tutorial and guides); virtual coaching (mentoring); online building activities such as platforms; and online recognition for hardworking staff, to enhance staff efficiency and productivity in secondary schools since their mean scores of 2.98; 2.78; 3.20; 2.50; 2.88; 3.00 and 2.60 exceeded 2.50, which serves as the judgement base. Meanwhile, the principals responded that they use at a very low extent, video conferencing such as zoom, google drive, and Virtual staff meeting (events) digitalization strategies, to enhance staff efficiency and productivity in Enugu State, Nigeria. this is because, their mean scores of 2.20; 2.44 and 2.32 are below the criterion/judgement base of 2.50 mean. Nevertheless, the overall mean score of the cluster, which is 2.69 shows that to a high extent, the principals utilize digitalization strategies to enhance staff efficiency and productivity in secondary schools in Enugu State.



Research Question 2: How can digitalization improve principals' staff data management of public secondary schools in Enugu State.

Table 2: Mean responses of respondents on the extent of the use of digitalization for improved staff data management of public secondary schools in Enugu State.

S/N	Items	Male Mean	Male SD	Female Mean	Female SD	Average Mean	Average SD	Decision
11	Storage of all staff information (data base) in one place	2.73	.91	3.01	.94	2.87	.93	High Extent
12	Updating Staff Information	2.55	1.13	2.82	1.03	2.69	1.08	High Extent
13	Providing robust security measures for staff data from unauthorized access	3.46	.69	2.54	.85	3.00	.77	High Extent
14	Online communication among staff	2.73	.91	2.53	.85	2.63	.88	High Extent
15	Online collaboration among Staff	2.73	.91	2.42	.97	2.58	.94	High Extent
16	Automated reminders for important tasks, deadlines, events	2.82	.98	2.71	1.06	2.77	1.02	High Extent
17	Use of digital tools offering enabling informed decisions	2.81	.87	2.52	.85	2.67	.86	High Extent
18	Reduction of paper work such as printing, storage cost	2.64	1.12	3.03	1.05	2.84	1.09	High Extent
19	Ensuring consistency in staff management	2.50	1.21	3.11	1.10	2.81	1.16	High Extent
20	Providing clear audit trail, tracking change, updates of staff data	2.55	.82	2.42	1.08	2.49	.95	Low Extent
		2.75	.96	2.71	.98	2.74	.97	High Extent

Table 2 above shows the mean responses of respondents on the extent of the use of digitalization for improved staff data management of public secondary schools in Enugu State. It clearly shows that principals of these secondary schools to a high extent, utilize digitalization for improved staff data management of public secondary schools particularly for Storage of all staff information (data base) in one place, updating staff information, providing robust security measures for staff data from unauthorized access, online collaboration among staff, automated reminders for important tasks, deadlines, events, use of digital tools offering enabling informed decisions, online communication among staff, reduction of paper work such as printing, storage cost, and ensuring consistency in staff management. This is because, their mean scores of 2.87, 2.69, 3.00, 2.63, 2.58, 2.77, 2.67, 2.84 and 2.81 exceeded the criterion mean of 2.50. Meanwhile, the respondents noted that they are to a low extent; providing clear audit trail, tracking change, updates of staff data, as digitalization for improved staff



data management of public secondary schools. This is because, its mean score of 2.49 did not reach the criterion mean score of 2.50.

H₀₁: There is no significant difference between the mean scores of male and female principals on the extent of digitalization strategies' utilization to enhance efficiency and productivity in public secondary schools in Enugu State.

Table 3: T-test Analysis of Male and Female principals on the extent of digitalization strategies' utilization to enhance efficiency and productivity in public secondary schools in Enugu State.

Status	N	Mean	SD	Df	t-value	t-cal	Decision
Male	214	2.55	.85	296	1.98	12.58	Do not
Female	84	2.83	.96				Reject H ₀

From the table, it can be seen that the *t-cal* 12.58 is greater than the *t-value* 1.98, the researchers therefore reject the null hypothesis and states that, there is a significant difference between the mean scores of male and female principals on the extent of digitalization strategies' utilization to enhance efficiency and productivity in public secondary schools in Enugu State, Nigeria.

H₀₂: There is no significant difference between the mean scores of male and female principals on the extent of use of digitalization for improving staff data management of public secondary schools in Enugu State.

Table 4: T-test Analysis of Male and Female principals' on the extent of the use of digitalization for improving staff data management of public secondary schools' in Enugu State.

Status	N	Mean	SD	Df	t-value	t-cal	Decision
Male	214	2.75	.96	296	1.98	1.74	Do not
Female	84	2.71	.98				Reject H ₀

From the table, it can be seen that the *t-cal* 1.74 is less than the *t-value* 1.98, the researchers therefore do not reject the null hypothesis and state that, there is no significant difference between the mean ratings of male and female principals on the extent of the use of digitalization for improving staff data management of public secondary schools in Enugu State.

Discussion of Findings

On the extent of digitalization strategies utilization to enhance efficiency and productivity in public secondary schools, it was revealed that WhatsApp; Short Messages (SMS); Emails; online courses (tutorial and guides); virtual coaching (Mentoring); online building activities such as platforms; and online recognition for hardworking staff, are all digitalization strategies used to enhance staff efficiency and productivity in secondary schools with a significant difference. This is in tandem with Päivi, Tihinen, Kääriäinen and Teppola, (2017) who stated that digitalization provides unprecedented access to knowledge, reduced costs, and greater inter-disciplinary, which is also a necessity, as trends indicate that younger generations will, on average, perform far more different occupations than generations in the 20th century. In conformity with this, Schelenz (2018) opined that, digitalization is transforming the world in almost every aspect of life during the last few decades. The author went further to state that the access to internet, increase of people using mobile phones, social media and other ICT services changed the way people interact, communicate, learn and work in almost every country. In essence, digitalization cannot take place without internet access hence the usage. Meanwhile, Stiftung, (2020) maintained that, the confidence that comes with the use of the internet can be channeled into private and public engagement and can transform societies from within. It has never been easier to publish ones own perspectives and opinions. Through the variety of digital media outlets and the possibly to distribute content for free, everyone can tell their story from an individual perspective. The



digitalization of media can give the opportunity to change the discourse about Africa, from a troubled continent, as which it is often perceived in the Western world towards a discussion about the potential and prospects it actually bears.

On the extent of the use of digitalization for improving staff data management of public secondary schools, findings showed that, the respondents indicated that WhatsApp; Short Messages (SMS); Emails; online courses (tutorial and guides); virtual coaching (mentoring); online building activities such as platforms; and online recognition for hardworking staff, are used to enhance staff efficiency and productivity in secondary schools with no significant difference. These are also ways in which digitalization are used for improving staff data management of public secondary schools. This is correct as Murphy (2016) opined that, digitalization is a systematic process for knowingly collecting and analyzing data and information from all possible sources to produce insights of the competitive environment, business trends and daily operations, it is necessary to be applied in secondary schools by the principals. In essence, digitalization, by definition to create and execute “changes associated with the application of digital technology in all aspects of human society”, may indeed change the way employees interact with one another, their places of employment, and their actual objectives and goals of working as well as to how they perform their tasks (Parviainen et al., 2017).

Conclusion

Since technology eases stress of work in organizations, teachers or rather secondary school principal are not left out. It is pertinent to note that these scholars are not left out as digitalization has really helped them perform wonderfully in their duties. It has given them edge over achieving what could have taken extra time to prepare. Therefore, the researchers concluded that embracing digitalization in public secondary school personnel management by principals in Enugu State for enhancing efficiency and productivity is a very good move.

Recommendations

Based on the findings from the research, the researchers recommended that

1. Since digitalization strategies by principals enhance staff efficiency and productivity in secondary schools, all of it should be embraced while training should be organized by the education board so as to carry all principals along so that they will embrace technology generally and become technophiles.
2. That the principals should without delay, train staff members, who will in turn assist them in the use of digitalization so as to improve staff data management in public secondary schools thereby making their works much easier as they reach all staff under them.

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