

Information Communication and Technology Skills: A Veritable Tool for Principals' Administrative Effectiveness in Osun State Secondary Schools, Nigeria

Busuyi Francis Olowo*

Adedapo Adelokun

Bolanle Oluwatoyin Akinola

Tayo Sikiru Subair

Obafemi Awolowo University, Nigeria

DOI: 10.22236/JER_Vol6Issue1pp77-90

The use of Information Communication and Technology (ICT) skills are indispensable and cannot be overemphasized in discharging principals' administrative functions. This paper investigated the use of ICT skills on principals' administrative effectiveness in Osun State secondary schools. The study adopted quantitative approach with a correlational research design. The population comprised all 7,767 teachers in Osun State primary schools. Sample of 385 teachers was randomly selected. An instrument was used to collect data. Data were analysed descriptively and inferentially. The findings indicated that principals in Osun State secondary were highly effective in discharging administrative functions and exhibited moderate use of ICT skills. The study further showed that irregular supply of electricity and lack of fund were factors discovered hindering the principals to use the ICT skills. The study further indicated that there was significant relationship between the between the use of ICT skills and principals'

*Corresponding author. Email: olowo4404@gmail.com

ISSN: 2502-292X, e-ISSN 2527-7448.

© 2021, English Education Program, Graduate School
University of Muhammadiyah Prof. DR. HAMKA Jakarta

DOI: 10.22236/JER_Vol6Issue1

administrative effectiveness. The study concluded that that the principals' use of ICT skills had positive contribution to their administrative effectiveness in Osun State secondary schools. The study implicates that the principals in Osun State and Nigeria at large should acquire and utilize the ICT skills in their administrative functions which would enable them to compete world-widely.

Key Words: principals, use of ICT skills; administrative effectiveness; secondary schools; Nigeria

Penggunaan keterampilan Komunikasi dan Teknologi Informasi (TIK) sangat diperlukan namun tidak dapat terlalu dipaksakan dalam menjalankan fungsi administrasi kepala sekolah. Artikel ini menyelidiki penggunaan keterampilan TIK pada efektivitas administrasi kepala sekolah di sekolah menengah Negeri Osun. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Populasi terdiri dari 7.767 guru di sekolah dasar Negeri Osun. Sampel sebanyak 385 guru dipilih secara acak. Sebuah instrumen digunakan untuk mengumpulkan data yang dianalisis secara deskriptif dan inferensial. Temuan menunjukkan bahwa kepala sekolah di sekolah menengah Negara Bagian Osun sangat efektif dalam menjalankan fungsi administrasi dan menunjukkan penggunaan keterampilan TIK yang moderat. Studi lebih lanjut menunjukkan bahwa pasokan listrik yang tidak memadai dan kurangnya dana adalah faktor-faktor yang ditemukan sebagai penghambat kepala sekolah untuk menggunakan keterampilan TIK. Studi lebih lanjut menunjukkan bahwa ada hubungan yang signifikan antara penggunaan keterampilan TIK dan efektivitas administrasi kepala sekolah. Studi ini menyimpulkan bahwa penggunaan keterampilan TIK oleh kepala sekolah memiliki kontribusi positif terhadap efektivitas administrasi mereka di sekolah menengah Negeri Osun. Studi ini mengimplikasikan bahwa kepala sekolah di Negara Bagian Osun dan Nigeria pada umumnya harus memperoleh dan memanfaatkan keterampilan TIK dalam fungsi administratif mereka yang akan memungkinkan mereka untuk bersaing di seluruh dunia.

INTRODUCTION

Education is widely recognized as an instrument of change to improve and develop every country. When each family secure education for their young ones, it means that they have secured future for the generation of the family and the country at large. Every country values the important of education as a means of securing future for young ones. Education in Nigeria, as defined by Federal Republic of Nigeria (FRN, 2014) is an instrument “per-excellence” for effective national development. That is why every nation has stipulated goals that must be achieved at all levels (that is primary, secondary and tertiary) in the education sector. This study focuses on secondary level of education. According to Babalola and Ayeni (2009), secondary school education is referred as kind of education that children obtain immediately they left primary education and before getting admission into tertiary institution. The general aims of secondary education in Nigeria are to prepare students to be useful in the society they live and also to prepare the students for higher education. In Nigeria secondary schools, the administrative functions cannot be underrated in realizing schools' goals and objectives. This could be the reason why Alabi (2001) and Adegun (2002) opined that school administration determines to a great extent the outcome of educational enterprise. According to Adeniyi

(2012) as cited in Adeniyi (2014), administrative effectiveness regarded as those skills that the principals applied on their administrative duties in area of administration, instructional management, organisation management, internal relations, school community relations and students' performance purposely to achieve school objectives and goals.

All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) (2004) as cited by Babayemi (2006) listed indicators of an effectively administered secondary school which include: disciplined staff and students, students and teachers staying in school for classes during school hours, drastically reduced examination malpractice, keeping all school records, high performance in junior and senior secondary certificate examinations, exemplary leadership by the principal, clean school environment and parents rush for admission of their children into the school. This connotes that administrative effectiveness regarded as the ability of the secondary school principal to keep all school records, disseminate information, maintain discipline among student and staff, maintain cordial relationship with the community, and exhibit exemplary leadership roles with the aim of accomplish the goals of the schools. The smooth and effective running of administration of secondary schools would result to better outcome.

Salau (2008) disclosed that the success/failure of a school as greatly attached to administrative functions of the school head. This is an indication that for the secondary schools to achieve their goals, principals needs to highly improve and maintained their administrative functions. Wekessa (1993) cited in Olowo (2017) opined that the effort to improve students' performances in their academic is largely depend on principals' efforts in improving their administrative functions in their schools. However, Owadie, (2011) and Okpala (2011) as early made report that the students' performances in examination conducted by West Africa Examination Council (WAEC) in Nigeria were poor. They further disclosed that 30.9 % out of 1,540,250 candidates that participated in the examination had credit passes in just five subjects which included Mathematics and English Language as at 2011. In Osun State, the stakeholders were worried as the performances of the students in the state were not impressed in West Africa Senior Secondary Examination (WASSCE) in recent years. The records shown that the students that have five credits and above including English and mathematics in WASSCE 2012 was 22.21%, 2013 was 20.54%, 2014 was 18.55%, 2015 was 21.68%, 2016 was 46.3% and 2017 was 44.59% (WAEC, 2017). Looking at the above performances from 2012-2017, non above average level of 50%. Based on above report on academic performance, it seems that most of the principals are ineffective in their administrative functions.

Looking at the rapidly global changing of this present technology-driven era, all people need ICT ability to survive. The important and usefulness of ICT in secondary schools within Nigerian cannot be underrated in this present time. Brannigan (2010) opined that the use of computer in the schools has been recently globally exploded as means of informational resource tools for instructions and communication by using it as spreadsheets, databases, multimedia, email as well as network search engines. Maaki (2008) disclosed that ICT played vital roles in the education sector as a means of ensuring efficiency of management and administration. Maaki (2008) further specified that technology could be used for students' administration and other resource administrations in every educational institution. Edefiohgo

(2005) clearly stated that ICT has increased the effectiveness as well as efficiency of administration as well as management of education. Considering the above statements, it can be deduced that ICT has significant roles to play to ensure that administrative function effectively. It further means that if the principals adopt the use of ICT facility in their daily duty, it may improve their working ability and also make them to be more effective on their administrative duties

UQ (2002) opined that ICT entailed all kinds of computer, software and communications gadgets that are frequently used to create, transmit, store, manipulate and interpret information in different various formats. UNESCO (2002) had seen ICT as mixture of all forms of informatics technology and other related communication technologies. UNESCO further referred informatics technology as means of use, design, evaluate and maintaining information processing systems while communication technology which include internet is known as means of technological application. World Bank (2004) clearly stated that ICT consisted of software, hardware, storage and networks as means of transmission and presentation of information. It infers in the context of the study that ICT refers as computer and its devices (CPU, monitor, printer, speakers, disc, flash drive, scanner), mobile phone and internet facilities that can be used to store, process, calculate, arrange, distribute and make information available for immediate use or in the future. The ICT is equally useful for circulation of information globally, even beyond the immediate locality. The use of ICT could reduce the work load of administrators in the schools and make them to be more proactive on their duties in the secondary schools.

According to Okumbe (2001), the principal of a school is majorly responsible to carry out the task of utilization and proper management of staff personnel, curriculum, instruction, students' welfare, school facilities, funds and school-community interaction. Thus, the principals are to carefully plan and ensure appropriate utilisation of supplied resources in their schools toward the achievement of the educational goals. Cussack and Skiller cited in Oboegbulem and Ogbonnaya (2008) posited that there have been record of changes and more expectation from principals in the area of their leadership, personal accountability, welfare of staff, communication, decision making, planning, power as well as authority. These expectations call for school administrator to possess ICT skills to cope with the demands on him/her. The study of Raby (2004) affirmed that in majority of those secondary schools that is public, application of ICT in staff personnel management is regarded as the duty of the principals. The principals' ICT skills therefore refer to the skills that the principal used to operate computer and its device, mobile phone, and internet for various purposes to complement other duties in the schools that which would result to timely and accurate output. Pernia (2008) opined that possessing of ICT skills comprised of the willingness to produce, store, present, retrieve, access, exchange, communicate appropriate information and also to involve in participation of networks through internet access. This denotes that ICT skills would enable the principals to discharge his/her duties by using computers and Internet accessibility to solve general issues pertaining to their schools and also carry out their daily assigned responsibilities especially to have a reliable and dependable information in a desktop or laptop computer. ICT could also play peculiar aspect in diminishing the work load assigned to principal especially in ensuring proper keeping of daily records of staff and students,

disseminate information to staff, ministry of education, and parents and in making accurate accountable of fund of the school.

However, Oboegbulem and Ogbonnaya (2008) reported the incapacity of principals in secondary schools to uphold and sustain with the pace of advancement in ICT as major constraints which would made avoid the principals to innovate ICT in their administrative functions. Burton (2014) concurred and reported that anxieties among principals as a result of their incompetent ICT skills, however, he indicated that increasing exposure to ICTs enhanced their positive perceptions and decreased their anxiety. Maaki (2008) reported that despite widely spread of accessibility to ICT utilities in schools, most of the ICT facilities were hardly utilised effectively by the principals to handle important tasks. The studies carried out by Oboegbulem and Ogbonnaya (2008), Maaki (2008), and Burton (2014) did not investigate principal on the use of ICT skills and its correlate to their administrative effectiveness in secondary schools. Similarly, Boit &Menjo (2005) affirmed that there was inadequate information on the adoption of ICT by principals in enhancing their administrative functions mostly in rural area of the study. This has created a gap in knowledge which has necessitated this study. Therefore, this study is pertinent to be investigated.

The objectives of the study are to:

- a) examined the effectiveness of principals of Osun State secondary schools in discharging their administrative functions
- b) investigate the level of principals' use of ICT skills in Osun State secondary schools
- c) examine the factors hindering the principals to use their ICT skills in discharging duties in Osun State secondary schools
- d) examine the relationship between the use of ICT skills and principals' administrative effectiveness in Osun State secondary schools.

LITERATURE REVIEW

ICT has widely become a relevant and acceptable globally tool in this era and it has contributed immensely to how we live. To Bandele (2006), ICT is known as revolution changer that involved utilization of computers facilities, internet and other telecommunication technology at every stages and aspect of human functions. Bandele (2006) clearly stated that ICT helps to receive and share information without much stress. Fari (2010) described ICT as necessary facilities that widely used to identify, process, store and share information regardless to distance and time constraint. Meanwhile ICT encompasses different electronic devices to send and received information such as projector, telephone, printer, computer, CD drive and scanner. All these electronic device make the ICT to perform operation of store, retrieve, and share information.

Olurunsola (2007) acknowledged that incorporation of ICT into education sector has made it accomplished it needs because it has change the process of educational needs. Brannigan (2010) reported ICT has globally exploded as a means of instruction, communication and serve as information resource tools in the schools which as assisted through email, multimedia, databases, spreadsheets and also serve as search engines. Though, the primary aim of ICT in education sector is to provide avenue for proper storing and retrieving of

necessary files and documents in the schools and also to allow education stakeholders to have access to information of the schools via internet, email, social media and searching engines. Maaki (2008) noted that ICT played important roles in supporting powerful school leadership through efficient management of their schools. This gives room for schools leader to know and acquire ICT skills to be able to utilise ICT facilities in the administration of their schools. Kipsoi, Chang'ach and Sang (2012) enumerated that ICT could assist the principals of secondary schools to streamline their operations, monitor the teachers' performance and improve the use of available physical resources. Bottino (2003) and Sharma (2003) in their different study reported that the proper use of available ICT in the schools would improve administrative performance

Carmen (2013) affirmed that school administrator needs ICT skills for properly keeping of the relevant records of the school to be able schedules and have minutes of departments/staff meetings and teacher-parent conferences. It will also help the administrator to have proper documentation of examination results and other necessary documents. The use of ICT would enable the principals of the school to keep school records safely and timely and the records can be easily retrieved when needed. It would equally reduce the cost of getting wardrobes cabinet to keep the manual records and also save time of arranging and sorting of manual records. Keeping of records on computer is reliable and dependable which would allow timely dissemination of information to teachers, ministry of education official, parents and other educational stakeholder. However, Alex (2003) argued that without ICT, schools administrators would have to monitor and manually records of the school activities through recoding on books on daily basis.

The study of Raby (2004) showed ICT application for staff personnel management was the responsibility of the school principals. Etudor-Eyo, Ante and Emah (2011) study indicated that effectiveness of principals in their communication was attributed to their use of ICT. The study of Papaionnou and Charalambous (2011) revealed that head teachers had positive attitudes to the use of ICT. However, Boit and Menjo (2005) lamented that schools were not connected with government electricity which made it difficult to use ICT for administrative purpose. The researchers reported that two of the schools in the study area power the computers through the use of diesel generators. Yusuf (2005) and Ofodu (2007) confirmed the major problem that the schools is facing to use ICT was irregular power supply in the country. Meanwhile, many schools specifically in the rural area were continued to process and store their information manually and majorly relied on paperwork. The study conducted by Unachukwu and Nwankwo (2012) showed that most principals in the study area were shy from using computers. The researchers equally disclosed that most of the principals were claiming that the use of ICT were purposely made for present generation. The researchers further reported that only few principals possess skills and knowledge to use ICT. This could be the reason while the principal of many schools do not possess or use ICT skills in their administrative functions. This calls for investigation.

METHODOLOGY

The study adopted quantitative approach with a correlational research design. The population of the study made up of all 7,767 teachers of Osun State secondary schools. The sample

comprised 385 teachers using Taro Yamane's formula to actualise the sample to use. The Taro Yamane's formula is $n = \frac{N}{1 + (Ne^2)}$ (where, n =Sample size N =Total population, $e=0.05$ (constant)) (Yamane, 1967). Simple random sampling technique was used to select seven Local Government Areas (L.G.As) from thirty local governments in Osun State. From each LGA, five secondary schools were selected, 11 teachers were selected from each school using simple random sampling technique. Information Communication and Technology (ICT) Skills and Administrative Effectiveness of Secondary School Principals Questionnaire (ISAE PQ) was designed and used to gather relevant information from the respondents. The questionnaire was divided into four sections. Section A gathered information on respondent's profiles. Section B contained eight items that collected information on the administrative effectiveness of secondary school principals, section C contained nine items that gathered information on the use of ICT skills by the principals, and section D also contained seven items that gathered information on factors hindering the principals' use of ICT skills. For ISAE PQ, 4-point Likert scale of Highly Effective (HE) = 4, Moderately Effective (ME)=3, Fairly Effective (FE)=2 Not Effective (NE)=1 was used to rate Section B while 4-point Likert scale of Strongly Agree (SA) = 4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1 was used to rate section C and D. Face and content validity of the instrument was established by means of experts' review, and the test re-test method was adopted to achieve the Cronbach's Alpha reliability coefficient of 0.83.

Table 1: Reliability Test Results

Sections	No of Items	Cronbach's Alpha	Status
B	8	.825	Reliable
C	9	.831	Reliable
D	7	.849	Reliable
Scale of Reliability	24	.835	Reliable

The school principals equally interviewed on how they use their ICT skills in their schools using Interview Guide. The questionnaires were distributed to the teachers in the sampled school and view principals were also interviewed. Though, all questionnaires were collected back immediately from the respondents after filling with needed information for further analysis. Statistical Packages for the Social Science (SPSS) was the tool that used to analyse data. Meanwhile, data collected was analysed descriptively, using Frequent count, percentage scores, mean and standard deviation (SD) to answer the research questions and inferentially, using correlation statistics to analyse hypothesis. The hypothesis was tested at 0.05 level of significance. The cut-off point considered as agree for the responses was 2.50 (Okenwa & Igbo 2013). In section D, the basis for arriving at 2.50 was by adding $4+3+2+1 = 10/4 = 2.50$. Thus, the interpretation of the mean scores was based on cut-off point of 2.50. Any mean scores that was 2.50 and above was considered accepted while a mean score that was below 2.50 was considered rejected.

RESULTS

This section provides analysis details of data gathered from those respondents. Table 2, 3, 4 and 5 provide answers to objective A, B, C and D respectively.

Objective A: Effectiveness of principals of Osun State secondary schools in discharging their administrative functions

Table 2: Principals Effectiveness in Discharging their Administrative Functions.

Principals Effectiveness in Discharging their Administrative Duties	F	Percentages
Highly Effective	166	43.1
Moderately Effective	129	33.5
Fairly Effective	80	20.8
Not Effective	10	2.6
Total	385	100

Field work, 2019

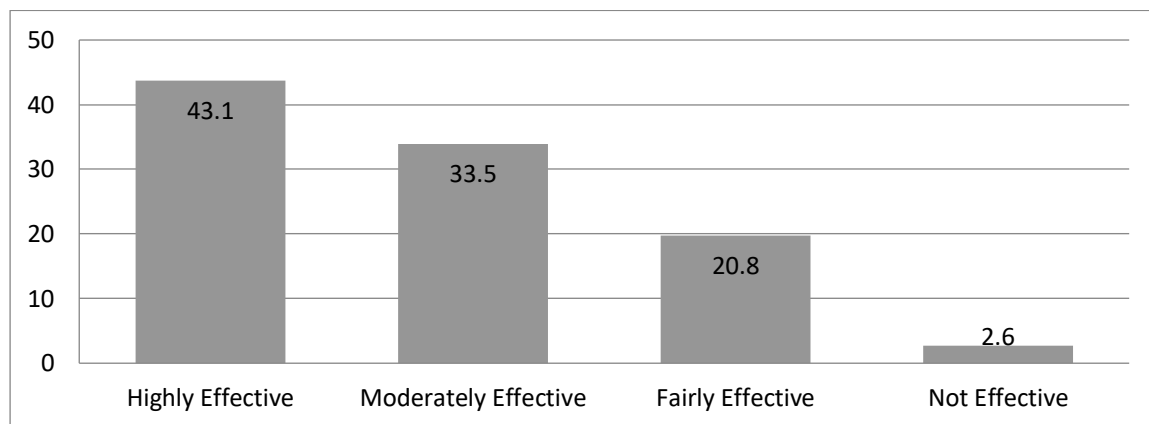


Figure 1: Bar Chart Showing Principals Effectiveness in Discharging their Administrative Functions

According to the Table 2, 166(43.1%) of the respondents disclosed that the principals were highly effective in discharging administrative functions. The table equally showed that 129(33.5%) supported that the principals were moderately effective in discharging administrative functions. It also showed on the Table 2 that 80(20.8%) of the respondents concurred that the principals were fairly effective in discharging administrative functions. Only 10(2.6%) of the respondents believed that the principals were not effective in discharging administrative functions. Based on the responses of the respondents, it can be described that the principals in Osun State secondary were highly effective in discharging administrative functions. This means that the study describes that the principals of the secondary schools in the study area ensured that all records were well kept, and disseminating prompt information to students, staff and parents. It further means that the principals in the study areas maintained discipline among the staff and students. The researchers advocate that for the principals to be more effective in the study area.

Objective B: Level of principals' use of ICT skills in Osun State secondary schools

Table 3: Level Principals' Use of ICT Skills in Osun State Secondary Schools.

Level of Principals Use of ICT Skills		<i>F</i>	<i>Percentages</i>
High	(60>)	95	24.7
Moderate	(40-59)	276	71.7
Low	(<39)	14	3.6
Total		385	100

Field work, 2019



Figure 2: Bar Chart Showing Level of Principals Use of ICT Skills in Osun State

Secondary Schools

As shown on Table 3, the level of principals use of ICT skills was generally moderate, as 24.7% of the respondents rated level of principals use of ICT skills as high, 71.7% rated level of principals use of ICT skills as moderate while only 3.6% of the respondents rated level of principals' use of ICT skills as low. Looking at the responses of the respondents, it can be described that principals in Osun State secondary school exhibited moderate ICT skills. This indicated that the study describes that the principals of the secondary schools in the study area moderately used ICT facilities such as computers, handset, and internet. The reason for moderate use of ICT might be because of the principals who did not use computer and internet in in the school. This further means that view of the principals' still adopting traditional way of passing information and keeping records. The researchers advocate that the principals in the study location should be more proactive in using ICT facilities in their schools.

Objective C: Factors hindering the principals to use their ICT skills in discharging duties in Osun State secondary schools

Table 4: Factors Hindering the Principals to Use ICT Skills while Discharging Administrative Functions

S/N	ITEMS	N	Mean	SD	Decision
1	Uninterested attitude of principal to use ICT	385	2.14	1.017	Disagree
2	Lack of confidence to using ICT	385	2.03	0.924	Disagree
3	Insufficient knowledge of appropriate software	385	2.38	0.946	Disagree
4	Insufficient knowledge on use ICT equipment	385	2.40	0.986	Disagree

5	Irregular power supply to use ICT	385	3.95	1.011	Agree
6	Fear of exposing much of information	385	2.18	0.740	Disagree
7	Lack of fund to embrace ICT	385	3.47	0.869	Agree

Field work, 2019

Result in Table 4 depicts the mean and standard deviations of respondents on factors hindering the principals in exhibiting their ICT skills while discharging administrative duties. Result showed that items 5 and 7 had mean rating scores above the criterion level. These mean ratings are above the criterion level of 2.50 set for accepting an item, this means, the respondents agreed that the following are factors hindering the principals ICT skills while discharging administrative duties in Osun State secondary schools. These problems according to the result are: irregular power supply to use ICT and lack of fund to embrace ICT. However, item 1, 2, 3, 4, and 6 had had mean rating scores below the criterion level. These mean ratings are below the criterion level of 2.50 set for accepting an item, this means that the respondents disagreed that uninterested attitude of principal to use ICT, lack of confidence to using ICT, insufficient knowledge of appropriate software, insufficient knowledge to use ICT equipment, and fear of exposing much information as the factors hindering the principals in exhibiting their ICT skills while discharging administrative duties. This could mean that most of the principals of secondary schools in Osun State showed interested attitude, confidence and have knowledge to use ICT. However, irregular supply of electricity to use ICT and lack of fund for the schools to embrace ICT were factors discovered hindering the principals in the study area to use their ICT skills while discharging their administrative functions.

Objective D: Relationship between the use of ICT skills and principals' administrative effectiveness in Osun State secondary schools

Table 5: Use of ICT skills and Principals Administrative Effectiveness in Osun State Secondary Schools

Variables	N	Mean	SD	Df	R	P	Remark
Use of ICT skills	385	21.32	4.721	383	0.712	p<0.05	H ₀ Rejected
Administrative Effectiveness of secondary school principals	385	20.75	4.486				

Table 5 examines the relationship between the use of ICT skills and principals' administrative effectiveness in Osun State secondary schools. As shown on the Table 5, the P-value is less than the alpha value ($r = 0.712$, $df = 383$ & $p < 0.05$). Therefore, there was significant relationship between the principals' use of ICT skills and administrative effectiveness in Osun State secondary schools. This indicated that the use of ICT skills by the principals positively and significantly contributed to their administrative effectiveness in Osun State secondary schools. This is an indication that the use of ICT facilities by the principals enhanced the information dissemination, recording keeping and discipline among the staff and students in

the study area. It therefore advocates that the principals should promptly use ICT facilities in their administrative functions which would invariably enhance the progress of the school activities.

DISCUSSION OF FINDINGS

The findings of the study indicated that the principals in Osun State secondary schools were highly effective in discharging administrative functions. This indicates that the principals in the study area timely disseminating information to the students, staff and parents. Equally, principals in the study area were safely keeping records in their custody and always maintaining discipline among students and staff. The finding concurred with the finding of Adeniyi (2014) who enumerated that principals of secondary schools were more effective in discharging their administrative functions. The findings of the study equally corroborated the findings of Ezeocha (2000) who highlighted the roles of principals as supervision of instruction, curriculum development and evaluation, school community relationship, staff and students personnel administration, school physical facilities and management of school finance.

The results equally indicated that the principals of secondary schools in Osun State exhibited moderate level of ICT skills. According to the findings, majority of the principals in the study area usually text message to staff and parent through their handset, send and retrieve message through E-mail, save and retrieve document from computer. The study also affirmed that most of the principals in the study area were frequently used their handset effectively by calling the students, staff and parents when necessary to request or disseminate vital information purposely for the progress of the schools. According to interview with some of the principals in the study area, some of the principals sometimes used their personal computers in the schools while other affirmed that they sometimes used computer owned by their schools for the purpose of schools assignment. The results of the study corroborated with the findings of Raby (2004) who affirmed that application of ICT in staff management in most public secondary schools were the responsibility of the principals. The study also in consonance with the study of Sharratt (1999) who opined that successful integration of ICT in the schools largely depends on the leadership effort and technological skills of the principals. These findings equally concurred with the study of Papaionnou and Charalambous (2011) who reported that principals generally have positive attitudes to ICT. The finding supported the finding of Maaki (2008) who noted that ICT played significant roles in supporting leadership of the principals to be more efficient in their administrative functions.

The study further showed that the irregular supply of electricity in the study area and lack of fund for the schools to embrace ICT were factors discovered hindering the principals to highly exhibit their ICT skills. This could be as a result of non-availability of ICT facility and unstable electricity in some of the schools in the study location. The study concurred with the findings of Boit and Menjo (2005) who reported that inadequate connection to electricity in the schools has been the major problems of using ICT in school administration. The findings equally agreed with the findings of Yusuf (2005) and Ofodu (2007) who disclosed poor supply of electricity in the country has caused difficulties to use ICT in area of economy.

Moreover, the study further indicated that there was significant correlation between the use of ICT skills and principals' administrative effectiveness of secondary school principals in Osun State. This denotes that the ICT facilities used by the principals had positive contribution to their administrative effectiveness in Osun State secondary schools. This is further indication that the use of ICT facilities by the principals positively contributed to the information dissemination, keeping of records and discipline in the schools in the study location. The findings concurred with the findings of Etudor-Eyo, Ante and Emah (2011) that denoted that there was positive significant relationship between administrators' use of ICT on their communication effectiveness. The author concluded that the ICT significantly predicted effectiveness their communication.

CONCLUSION AND RECOMMENDATIONS

The use of ICT skills by principals cannot be underrated in discharging their administrative duties. The ICT skills have been affirmed as veritable tool that can facilitate the attainment of the educational objective. The evidence has depicted from the findings in the study location. This makes it imperative for every principal in the study area to learn and also more proactive in utilization of ICT facilities in their administrative functions which would make them to be more efficient and effective in their schools. Therefore, principals of Osun State secondary schools including other schools in Nigeria are expected to know that the achievement of the school administration is their responsibility, therefore, they need to acquire and utilize ICT in discharging their administrative functions. The findings implicate that the principals in Nigeria should acquire and utilize the ICT in discharging their administrative functions when necessary which would enable them to compete world-widely.

Base on the findings, following recommendation were stated: Principal of the schools should privately arrange means of acquire ICT knowledge in their environment; government should make provision for ICT facilities to schools through regulatory boards; state government should collaborate with regulatory boards to make provision of subsidize laptop computers available to principals; and government should ensure that electricity is provided and frequently supplied to secondary schools. Alternatively, Generator or Solar light should be made available to school most especially in rural area.

REFERENCES

- Adegun, O. A. (2002). *Communication and administrative effectiveness of secondary school principals in South West Nigeria*. Unpublished Ph. D Thesis, University of Ado -Ekiti
- Adeniyi, W. O. (2014). Personality traits and administrative effectiveness of secondary school principals in Southwestern Nigeria. *Advances in Social Sciences Research Journal*, 1(8), 198-206
- Alabi, A. T. (2001). Effective management strategies for a free and compulsory school system in Kwara State. In Nwangwu, N. A., Ehiator, E. T., Oguny, M. A. and Nwadiani, Mon. (Eds.). *Current issues in educational management in Nigeria*. Benin City: NAEAP, 24-37

- Babalola, J. B. & Ayeni, A. O. (2009). *Educational Management; Theories and Task*. Lagos: Macmillan Nigeria Publishers Limited
- Babayemi, B. A. (2006). Principalship. In Babalola, J. B. Ayeni, A. O., Adedeji, S. O., Suluiman, A. A. & Arikewugo, M. O. (Eds.). *Educational management: thoughts and practice*. Ibadan: Cadat Publications
- Bande, S. O. (2006). Development of modern ICT and internet system. In Agagu A. A. (ed). *Information and communication technology and computer Applications*. Abuja: Pan of Press
- Boit, J. M. & Menjo, K. D. (2005). *The challenges of using Information Communication Technology (ICT) in school administration in Kenya*. An unpublished master thesis, Moi University, Eldoret, Kenya
- Bottino, R. M. (2003), 'ICT, national policies, and impact on schools and teachers' development. Proceedings of the 3.1 and 3.3 working groups conference on International federation for information processing, Australian Computer Society, Inc., Darlinghurst, Australia, Australia, 3-6
- Brannigan, N. (2010). Enhancing leadership capacity in ICTs in education through technology enabled collaboration, pedagogy for technology enhanced learning. *The Turkish Online Journal of Educational Technology*, 7 (4), 89-112.
- Carmen, P. (2013). The use of computers in school administration. Retrieved on November 20, 2019 from <http://www.ehow.com>, facts-6836922-network-systems-administration
- Edefiogh, D. H. (2005). *Information and communication technology and overall development: New frontiers Shekinah home coming*. Nsukka: Stanzero Printers.
- Etudor Eyo, E., Ante, H. A. & Emah, E. I. (2011). Use of ICT and communication effectiveness among secondary school administrators in EDUCARE. *International Journal for Educational Studies*, 4 (2), 125-136
- Ezeocha, P. A. (2000). *Educational administration and planning*. Enugu: Optimal Computer Solution Ltd
- Fari, S. A. (2010) "Information sharing on teaching and research in tertiary institutions in Katsina State. *Samaru Journal of Information studies*, 10 (1&2), 12-16
- Federal Republic of Nigeria (FRN). (2004). *National policy on education* (4th ed.). Lagos: NERDC Press
- Federal Republic of Nigeria (2014). *National Policy on Education*. Nigerian Educational Research and Development Council. 6th ed. Lagos
- George , H.(2008). *Social exchange theory (Revised edition)*. San Francisco :West Ed
- Kipsoi, E. J, Changach J. K. & Sang, H. C. (2012). Challenges facing adoption of ICT in educational management in schools in Kenya. *Journal of Sociological Research*, 3(1), 30-42
- Maaki, C. (2008). Information and Communication Technology for administration and management for secondary schools in Cyprus. *Journal of Online Learning and Teaching*, 4 (3). 44-57
- Oboegbulem, A. I., & Ogbonnaya, N.O. (2008). Challenges in the application of information and communication technology (ICT) in the management of universities. In B. G. Nworgu (Ed.), *Education in the information age: Global challenges and enhancement strategies*. Proceedings of the First International Conference of the Faculty of Education, University of Nigeria, Nsukka
- Okenwa, G. N. & Igbo, R. O. (2013). Extent of community participation in the provision of school plant in the administration of public secondary schools in Enugu State. *Journal of Educational and Social Research*, 3(4), 53-58

- Okpala P. M. (2011 November 15). Mass failure as NECO releases results. *The Nation Newspaper*. P10
- Okumbe, S., (2001). *Human Resources Management: An Educational Perspective*. Nairobi: Educational Development and Research Bureau
- Olowo, B. F. (2017). Principals' personnel characteristic skills and teachers' classroom management in Ekiti State secondary schools. Unpublished M. A. Ed. Thesis, Department of Educational Management Faculty of Education University of Ife, Ile-Ife
- Olorunsola, E. O. (2007). Information Communication Technology. A tool for effective management in Nigerian universities. *Education Focus* 1(1), 80 – 87
- Owadiae I. (2011). West African Senior School Certificate Examination results. *The Nation*, P.4., August 11, 2011
- Papaoannou, P. & Charalambous, K. (2011). Principals' attitudes towards ICT and their perceptions about the factors that facilitate or inhibit ICT integration in primary schools in Cyprus. *Journal of Information Technology Education*, 2(1), 349-369
- Raby, F.(2004). Barriers to adopting emerging technologies in education. *Journal of Educational Computing Research*, 22 (4), 455-472
- Salau, K. K. (2008). *Administrators' Behaviour, Quality of Lecturers and Students' Academic Achievement in Nigeria Colleges of Education*. An unpublished Ph.D. Thesis, University of Ilorin, Nigeria
- Sharma, R. (2003). Barriers in using technology for education in developing countries. *Singapore schools, Computers & Education*, 41(1), 49-63
- Sharratt, L. (1999). Technology implementation: Lesson for school and district leaders. *Orbit*, 30, 36-39
- Unachukwu, G. O. & Nwankwo C. A. (2012). Principals' readiness for the use of ICT in school administration in Anambra State of Nigeria. *Research Journal in Organizational Psychology & Educational Studies*, 1(2), 114-120
- UNESCO. (2002). Information Communication Technology in education: A curriculum for schools and programme for teacher development. Paris, France: UNESCO.
- UQ (2002). What is ICT?. Retrieved on October 3, 2019, from http://study.itee.uq.edu.au/degree_programs/BInfTech/what_is_ICT.htm
- World Bank. (2004). *Contributing to ICTs growth*. Washington D.C.: World Bank
- Yamane, T. (1967). *Statistics: An Introductory Analysis*, 2nd Ed., New York: Harper and Row.
- Yusuf, M. O. (2005). Information and communication technology: Analysing the Nigerian national policy for information technology. *International Educational Journal* 6(3), 316-332