

**APPLICATION OF INFORMATION COMMUNICATION TECHNOLOGY (ICT)
RESOURCES IN THE ADMINISTRATION OF STUDENTS PERSONNEL SERVICES
AMONG PRINCIPALS IN NSUKKA EDUCATION ZONE OF ENUGU STATE**

Anaenyeonu Ifeoma M., Ikuelogbon Olamire James, Adetarami Olawale Clement

Department of Educational Foundations, University of Nigeria Nsukka

Correspondence: Ikuelogbon Olamire James

Abstract

The study examined the application of ICT resources in the administration of students' personnel services among principals in Nsukka Education Zone of Enugu State. Three research questions and one null hypothesis guided the study. The study adopted a descriptive survey research design, the population comprised 29 principals from all the government owned secondary schools in Nsukka education zone and there was no sampling. An instrument titled "Questionnaire on ICT Application in Students Personnel Administration (QICTASPA)" was used for data collection. Data collected were analyzed using mean and standard deviation. The findings of the study revealed that: the principals are aware that ICT resources can be applicable in the administration of students' personnel services, principals applied ICT resources in the administration of students' personnel services to a low extent, and the findings revealed that principals are facing some challenges in the application of ICT in students' personnel administration. There is no significant difference between the mean rating of principals and teachers in the application of ICT in students' personnel administration. Based on the findings, the researchers recommended that: government and school authorities should adopt the public private partnership to engage private investors in the provision of the needed ICT facilities. There is need for adequate electricity supply to constantly power the available ICT resources.

Keywords: Students personnel services, administration, ICT resources, principal

Introduction

In today's digital age, technology has become central to the way schools are managed. The administration of student personnel services—such as counselling, health care, discipline, record keeping, and career guidance—relies increasingly on the use of Information and Communication Technology (ICT). ICT provides school principals with tools that make information storage, retrieval, and communication more efficient, while also improving the quality of services provided to students. Several recent studies confirm the growing importance of ICT in education. Oladokun, Seidu, Ogunbiyi, Aboyade, Yemi-Peters, and Elai (2022) reported that ICT use in Nigerian schools greatly improved record management and accessibility. Similarly, Oriji and Nnabuo (2023) found that digital technologies enhanced administrative efficiency in higher institutions by streamlining tasks such as staff records and student services. In Abuja, Olowonefa (2024) highlighted the positive impact of ICT on secondary school administration but also pointed out persistent challenges like inadequate infrastructure and limited training. Likewise, Nwana, Uzokife, Nkemdilim, and Onunkwo (2024) discovered that ICT resources were being applied only at low to moderate levels across Nigerian universities, especially in areas such as student personnel management and academic records.

Importantly, for principals in Nsukka Education Zone of Enugu State, the application of ICT in student personnel services is particularly vital. They are responsible

for ensuring that students' academic and welfare needs are effectively met, yet they often face barriers such as poor infrastructure, unstable electricity supply, and lack of ICT training. Information and Communications Technology (ICT) refers to a systematic process of gathering, processing, storing, sending and retrieving of information through the print, broadcast, computing and telecommunications media (Onwuagboke, 2019). Similarly, Achuonye (2012) sees Information and Communications Technology (ICT) as the collection, storage, processing dissemination and use of information. According to Ayola (2012), the basic goal of Information and Communications Technology (ICT) is enhancing human capabilities, maximizing potentials, creating awareness and sharing, of information globally. Information and Communications Technology (ICT) has also been integrated into instructional delivery and learning activities. Principals need access to ICT-based resources, equipped libraries, and other instructional media resources (Mammas, 2015). According to the European Commission (2003), ICT literacy without it, individuals cannot fully engage in society or get the skills and knowledge required to survive in the twenty-first century. The simple reason, according to Osuchukwu (2016), that ICT has come to stay and has become "a must-use" if people don't want to be left behind in a fast-changing world. ICT resources are capable of fostering students' personnel administration.

Administration may be seen as all activities on how to influence or engineer resources in order to achieve the objectives of teaching and learning in the school (Ajayi & Ayodele, 2012). Lunenburg (2010), described administration as a cooperative human effort that has a high degree of rationality, an activity or process mainly concerned with the means for carrying out prescribed ends. According to Longenecker, Neubert and Fink (2007), it is the process of getting a task achieved for the good of the society. It can also be described as the process of skillfully arranging the human, finance, material resources and programme available for education and carefully using them for achieving educational goals (Oyedele, 2010). The introduction of the Internet has touched almost all spheres of human life including students' personnel administration. Therefore, ICT resources could enhance the administration of students' personnel services in secondary schools.

Student personnel services are non-instructional services that help students develop academically, socially, emotionally, and physically. Owan and Ekaette (2019) defined student personnel services as all activities provided to students to help them attain their educational goals outside of the regular classroom instructions. According to Arikewuyo and Adegbesan in Ineye-Brigs (2023), those non-academic duties concerned with students' welfare in a school setting are what constitute student personnel services. Student personnel services involve all the activities and services provided for students in schools for the achievement of educational goals and objectives (Akpan, 2010). Akunnubi and Kayode (2012) viewed student personnel services as welfare services provided in educational institutions in order to prevent an un-necessary increase in the rate of anti-social activities among students. The main aim of student personal services is to satisfy student needs. They complement the academic work of students and facilitate the attainment of the desired educational objectives.

Moreover, the student personnel services offered by institutions include orientation, health services, cafeteria, dormitories, financial aid, counseling, library, classroom supplies, instructional materials, and municipal services (Owan & Ekaette, 2019). Similarly, Egbule (2021) listed the services provided for students, including social and emotional adjustment, catering, advice and counseling, and oversight of students' behaviour. According to Mkude and Mubofu (2022), student personnel services are

extracurricular special classroom support services that have an impact on students' self-development. Additionally, it fosters a love of learning, active participation in school events, and regularity and punctuality in attendance. Student personnel services are designed to develop them, not just to help them read, write, and compute, or to help them become skilled in a particular career, but also to help them become healthy members of society. Therefore, Student personnel services include, but are not limited to, security, power supply, restroom, health, and transportation services, social services and platforms for fees payment which can be enhanced by the use of ICT resources.

Student personnel services supposed to be provided consistently, uninterruptedly, and adequately if success is to be achieved in any kind of educational setting. Physical facilities and educational aims should be seen as being intimately interwoven and interdependent for effective teaching and learning circumstances. Adesina and Ogunsaju in Onochie (2018) acknowledged the need for student personnel services in secondary schools. The educational process requires a favorable physical environment in addition to other facilities and equipment to work properly and efficiently, regardless of the system's strength in people resources. In the view of Ogbonnaya (2017), these services are essential and crucial operational components of the educational system since they have a major impact on how well an institution runs daily, especially in terms of learning effectiveness. The effective and efficient administration of student personnel services in all institutions is not only relevant but necessary for the attainment of the desired educational goals of inculcating the right type of values, attitudes, skills, and mental and physical abilities as equipment for producing good-quality citizens for Nigeria (Federal Republic of Nigeria, 2013). The importance of student personnel services implies that they should not only be adequately provided but should be well utilized. To improve these services, institutions must recognize that the provision of education goes beyond the mere imparting of knowledge. It encompasses a broader mission of nurturing well-rounded individuals who are not only academically competent but also socially, emotionally, and psychologically prepared for the challenges of the world. This recognition should drive a more holistic approach to student services such as the use of ICT resources.

Statement of the Problem

Student personnel services are essential components of secondary school administration, designed to support learners' academic achievement, personal growth, and overall well-being. Ideally, these services such as guidance and counseling, health care, discipline, record management, and career support ought to be effectively administered by principals using modern tools and approaches. With the advancement of Information and Communication Technology (ICT), schools are expected to adopt digital resources that can make these services more efficient, accessible, and responsive to students' needs. In reality, however, the administration of student personnel services in many Nigerian secondary schools remains inadequate. Despite the availability of ICT resources, several principals still rely largely on traditional methods that are slow, less effective, and prone to errors. Research evidence shows that principals often fail to adopt modern approaches that could enhance student support services, while inadequate motivational practices for teachers further weaken the system. This gap contributes to the declining quality of education in the country and limits the extent to which students' academic and personal needs are met. The problem of this study, therefore, is that the application of ICT resources in the administration of student personnel services among principals in Nsukka

Education Zone of Enugu State is uncertain, and this may hinder the effective delivery of services that are crucial for students' success and holistic development.

Purpose of the Study

The study ascertains the application of information communication technology (ICT) resources in the administration of students' personnel services among principals in Nsukka education zone of Enugu State. Specifically, the study sought to:

1. investigate the extent principals apply ICT resources in students personnel administration in public secondary schools in Nsukka education zone of Enugu State, Nigeria;
2. ascertain the challenges principals are facing in the application of ICT in students' personnel administration Nsukka Education zone of Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent principals apply ICT resources in students' personnel administration in public secondary schools in Nsukka education zone of Enugu State?
2. What the challenges facing principals in the application of ICT in students' personnel administration Nsukka Education zone of Enugu State?

Hypothesis

The following hypothesis was formulated to guide the study and was tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent of ICT application in the administration of students' personnel services in Nsukka education of Enugu state.

Methods

The study adopted the descriptive research design of the study type. This design is suitable for this study because the study involves the collection of information on ICT application in the provision of students' personnel services in Nsukka Education Zone of Enugu State. The population of this study was all the 29 secondary school principals and 2000 teachers in Nsukka education zone of Enugu State, Nigeria. The sample size of the study was 200 respondents which comprises the entire 29 principals and 171 teachers of secondary schools in Nsukka Education zone of Enugu State. The samples size was selected using simple random technique. The research instrument for this study was a questionnaire titled "Students' Personnel Services Questionnaire" (SPSQ). The questionnaire was categorized into two sections A and B. Section A elicited demographic information of the respondents such as name of school and gender. Section B consisted of 16 items under the variables of the study. The items section of the instrument was measured on a 4-point Likert scale, ranging from Strongly Agree (SA), Agree (A), Disagree (D) to Strongly Disagree (SD). The questionnaire was subjected to face validation by three experts in the Faculty of Education, University of Nigeria, Nsukka, who made necessary corrections and certified the instrument usable for the study. The internal consistency of the instrument was established by administering copies to 5 principals and 15 teachers in Ebonyi State which was outside the study area. The Cronbach Alpha method was used to determine the internal consistency and overall reliability coefficient of 0.77 was obtained. The direct delivery and retrieval method was used in the administration of the instrument. The data collected for the study were

analyzed using Mean, Standard Deviation and t-test. Specifically, mean and standard deviation were used to answer the research questions while t-test was used to test the hypothesis at 0.05 level of significance.

Results

This chapter presents the analysis of the data in accordance with the research questions and the hypothesis that guided the study.

Research Question One: To what extent principals apply ICT resources in students personnel administration in public secondary schools in Nsukka education zone of Enugu State?

Table 1: Mean ratings of principals teachers on extent principals apply ICT resources in students personnel administration in public secondary schools in Nsukka education zone of Enugu State

| S / N | Item Statement | Principal s Mean | Std. | Decision | Teacher s Mean | Std | Decision |
|-------------|----------------------------------------------------------------|------------------------|------|--------------|----------------------|-----|--------------|
| 1 | ICT usage in processing of students' Admission | 2.61 | .62 | Great Extent | 2.61 | .62 | Great Extent |
| 2 | ICT uses in the registration of new Students | 2.52 | .62 | Great Extent | 2.52 | .62 | Great Extent |
| 3 | Using ICT to Orientate students as and when due | 1.12 | .59 | Low Extent | 1.12 | .59 | Low Extent |
| 4 | Providing health services for students through ICT usage | 1.86 | .72 | Low Extent | 1.86 | .72 | Low Extent |
| | Rendering counseling services for students using ICT resources | 1.77 | .70 | Low Extent | 1.77 | .70 | Low Extent |
| 6 | Managing of students' records using ICT | 1.55 | .72 | Low Extent | 1.55 | .72 | Low Extent |
| 7 | Using ICT resource in collection of school fees | 2.59 | .83 | Great Extent | 2.59 | .83 | Great Extent |

| | | | | | | | |
|---------------------|----------------------------------------------------------------------|-------------|------------|-------------------|-------------|------------|-------------------|
| 8 | Rendering of library services to Students using ICT | 1.57 | .83 | Low Extent | 1.57 | .83 | Low Extent |
| 9 | Providing timely information for students with the use of ICT garget | 2.43 | .70 | Low Extent | 2.44 | .70 | Low Extent |
| | Supervising students' activities using ICT | 2.10 | .57 | Low Extent | 2.20 | .57 | Low Extent |
| Overall Mean | | 2.35 | .39 | Low Extent | 2.34 | .37 | Low Extent |

As can be seen in Table 1, all the items except for Items 1, 2 and 7 of both principals' and teachers' mean scores are below the cutoff mean of 2.50, indicating that principals applied ICT resources in the administration of students personnel services to a low extent. This implies that principals only utilized ICT resources to a great extent for student personnel administration in such areas like in processing of students' admission, registration of new students and in collection of school fees in Nsukka Education Zone, Enugu State. However, rated low extent in the use of ICT resource in other areas like in the management of students' records, formulating rules and regulations guiding the conduct of students, supervising students' activities, providing timely information to students and rendering of library services to students as indicated in their overall score principals: 2.35 and teachers with 2.34 respectively. Therefore, principals applied ICT resources in the administration of students' personnel services to a low extent in Nsukka education zone, Enugu State.

Hypothesis One: There is no significant difference in the mean ratings of principals and teachers on the principals' application of ICT resources in students' personnel administration.

Table 2: t-test analysis of principals' application of ICT resources in students' personnel services

| Respondents | N | Mean | Std. Deviation | Df | t-cal | Sig. (2-tailed) |
|-------------|-----|------|----------------|-----|-------|-----------------|
| Principals | 29 | 1.90 | .43 | | | |
| Teachers | 171 | 1.78 | .32 | 198 | 1.439 | .154 |

Table 2 shows that the calculated value of t (1.439) had an associated probability value of 0.154 for the impact of gender on the Social Studies teachers' ICT skills in teaching and learning. Since the probability value of 0.154 is greater than the 0.05 level of significance, the null hypothesis was retained. Thus, there is no significant difference in the mean ratings of principals and teachers on the extent principal applied ICT resources in students' personnel services.

Research Question Two: What the challenges facing principals in the application of ICT in students' personnel administration Nsukka Education zone of Enugu State?

Table 3: Mean ratings of principals and teachers on the challenges facing principals in the application of ICT in students' personnel administration Nsukka Education zone of Enugu State

Table 3: Mean ratings of principals and teachers on the challenges facing principals in the application of ICT in students' personnel administration in Nsukka Education Zone of Enugu State

| S/N | Statement | Principals Mean | Std. D | Decision | Teachers Mean | Std. D | Decision |
|-----|---------------------------------------------------------------------------------------------|--------------------|-----------|----------|------------------|-----------|----------|
| 1 | Poor electric power supply | 2.61 | .62 | Agree | 2.61 | .62 | Agree |
| 2 | High cost of ICT equipment and accessories | 2.52 | .62 | Agree | 2.52 | .62 | Agree |
| 3 | Non-accessibility of ICT resources that are compliant with student personnel administration | 3.12 | .59 | Agree | 3.11 | .59 | Agree |
| 4 | Inability to replace broken-down equipment and facilities | 2.86 | .71 | Agree | 2.68 | .72 | Agree |
| 5 | Lack of knowledgeable ICT experts | 2.77 | .70 | Agree | 2.76 | .70 | Agree |
| 6 | Inadequate funding for ICT maintenance and sustainability | 1.55 | .72 | Disagree | 1.55 | .72 | Disagree |
| 7 | Lack of adequate accommodation for media (ICT) equipment | 2.59 | .83 | Agree | 2.59 | .83 | Agree |
| 8 | Resistance to change among staff | 1.57 | .83 | Disagree | 1.57 | .83 | Disagree |
| 9 | Lack of regular training and retraining opportunities for principals and teachers | 2.54 | .70 | Agree | 2.54 | .70 | Agree |
| 10 | Poor internet connectivity within schools | 3.10 | .57 | Agree | 3.10 | .57 | Agree |
| 11 | Irregular government support and inconsistent ICT policy implementation | 2.91 | .61 | Agree | 2.91 | .61 | Agree |
| 12 | Negative attitudes of | 1.84 | .79 | Disagree | 1.84 | .79 | Disagree |

| | | | | | | | |
|------------------------------------------------------|-------------|------------|--------------|-------------|------------|--------------|--|
| some principals and teachers towards ICT integration | | | | | | | |
| Overall Mean | 2.95 | .38 | Agree | 2.85 | .39 | Agree | |

Data on Table 3, revealed that both principals and teachers have consensus agreement that perceived challenges facing the application of Information and communication Technology resources in the administration of students' personnel services. This as indicated in their means scores on the table as follows; principals have overall mean score of 2.95 and 0.38 standard deviation, while teachers have overall 2.85 mean score and 0.39 standard deviation respectively. This indicated that the items mentioned in table 3 are some of the challenges to the use of ICT resource for administer students' personnel services in Nsukka Education zone of Enugu State.

Discussion

The results from research question 1 revealed that provision of students personnel services are crucial to the achievement of school overall goal which application of ICT resource can be of great relief, but the findings revealed further that principals applied ICT resources in the administration of students' personnel services to a low extent in Nsukka Education zone of Enugu state. The findings supported by the findings of Onwurah (2010), who reported that principals adopts ICT resources in students personnel administration to a low extent. It's also inline with Ejeh, Okenjom, and Chizi-Woko (2016) who reported that the school, as a community of its own, is supposed to be provided with essential services such as water, electricity, health facilities, food, libraries, and laboratories through ICT resources. The absence of these services creates situations that constitute a bottleneck to the achievement of the goals and objectives of educational institutions. The findings in a study conducted by Ayeni (2011) confirms this position as it was found out that the principals ICT resource usage will enhance students personnel administration. Student personnel services, according to Arikewuyo and Adegbesan (2009), are those services other than classroom instructions that are concerned with the identification, admission, registration, enrolment, classification, and those services that contribute significantly to the physical, mental, and emotional wellbeing of students. The results from hypothesis testing from table 2 indicated that there is no significant difference in the mean ratings of principals and teachers on the extent principal applied ICT resources in students' personnel services. This is in agreement with the findings of Chike-Okoli (2009), who reported no significant difference in the mean scores of principals and staff on ICT usage in the administration of students' personnel services in secondary schools. This contradicts with the findings of Ojimadu (2015), who reported a significant statistical difference between school principals and staff on staff personnel management practices with the use of ICT.

The results from research question 2 indicated that the challenges to the use of ICT resource for teaching administration of students personnel services include: poor electric power supply, lack of knowledgeable ICT, inadequacy training principals on the use of ICT resources, high cost of ICT equipment and accessories, inability to replace broken-down equipment and facilities and adequate accommodation for ICT equipment. The finding affirmed the work of Adelani (2015) who opined that most secondary school principals in Nigeria developed negative attitude towards the use of ICT resources because they lack adequate knowledge. It is also in agreement with Wool (2014) who blamed challenges to the use of ICT materials on lack of electricity and non availability of ICT

experts in the schools. Also, inline with Eze and Elom (2015) who found out that most principals are not compliant with the use of ICT in students' personnel administration. This finding is in line with the report of THISDAY (2024) that Nigeria has repeatedly been experiencing the problem of incessant power outages; with the citizens and organizations already accustomed to living and operating several hours, days, weeks, and even months without electricity. Adams, Monahan and Wills (2015) who reported that these services have often faced challenges and shortcomings. This finding is in line with Oleese (2013) who indicated that teachers' and principals inadequate knowledge of use of ICT will hinder their administration of students personnel services. It is also in conformity with Olaniyan (2020) who observed that there is the need for principals to develop skills for the use of ICT resources in school administration.

Contribution to Knowledge

This study has made significant contributions to knowledge in the area of educational administration, particularly in the application of Information and Communication Technology (ICT) to student personnel services. First, it has provided empirical evidence on the extent to which principals in Nsukka Education Zone utilize ICT resources in the administration of student personnel services. By doing so, it highlights the existing practices and reveals specific areas where ICT has been effectively integrated, as well as aspects where its use remains limited. Second, the study has identified the major challenges that hinder principals from fully applying ICT in student personnel administration. These include poor electricity supply, high cost of ICT facilities, lack of access to relevant resources, inadequate training opportunities, and weak government support. By documenting these challenges, the study provides a clearer understanding of the contextual realities facing school leaders in Enugu State.

Third, the study contributes to knowledge by showing the perspectives of both principals and teachers on the use of ICT in school administration. This dual perspective enriches the body of knowledge and offers a balanced view of how ICT adoption is perceived at different levels of the school system. Finally, the findings of this research serve as a useful guide for policymakers, education stakeholders, and professional bodies in designing targeted interventions, policies, and training programmes that can enhance ICT integration in secondary school administration. In this way, the study does not only contribute theoretically to literature on ICT in education but also provides practical insights that can inform policy and practice in Nigeria and similar contexts.

Educational Implications of the Study

The findings of this study have important implications for the Nigerian educational system, particularly in Enugu State. First, the study revealed that principals in Nsukka Education Zone applied ICT resources in the administration of student personnel services to a low extent. This suggests that unless deliberate efforts are made to train and retrain principals in ICT usage, the management of student personnel services will continue to remain inefficient. Therefore, educational planners and policymakers need to prioritize continuous professional development for principals to build competence in ICT integration. Second, the study highlighted challenges such as poor electricity supply, high cost of ICT equipment, lack of knowledgeable ICT experts, inadequate training, and insufficient accommodation for ICT facilities. These findings imply that governments and school authorities must provide enabling infrastructure, including steady electricity and affordable ICT facilities, if ICT is to be effectively applied in schools. Without addressing

these basic infrastructural needs, the goal of using ICT to improve student personnel administration will remain unattainable.

Third, since the findings showed no significant difference between principals and teachers in their perception of ICT application, it means both groups are aware of the importance of ICT in school administration. This provides a good platform for collaborative training programmes where principals and teachers can be jointly equipped with ICT skills to strengthen the management of student personnel services. Lastly, the findings indicate that improving ICT usage in student personnel services has the potential to enhance students' academic performance and overall well-being. This implies that government, school boards, and non-governmental organizations should invest in ICT facilities and create policies that encourage their effective use in secondary schools. Doing so will not only strengthen school administration but also ensure that students benefit from holistic educational services that prepare them for future societal roles.

Conclusion

Based on the findings of this study, the following conclusions were made; principals applied ICT resources in the administration of students' personnel services to a low extent in Nsukka education zone, principals are facing some challenges to the use of ICT resource for administer students' personnel services and there is no significant difference in the mean ratings of principals and teachers on the extent principal applied ICT resources in students' personnel services in Nsukka Education zone of Enugu state. Consequently, students will derive maximum benefits from the school curricular and co-curricular activities.

Recommendations

Based on the findings, the researcher made the following recommendations:

1. Government and school authorities should adopt the public private partnership to engage private investors in the provision of the needed ICT facilities.
2. There is need for adequate electricity supply to constantly power the available ICT resources.
3. Principals should also show interest in the use of ICT equipment for the effective administration of their schools and students personnel in particular. This could be done through improved usage of computers and other CT materials supply to their schools for the storage and retriever of data on staff and students as well as for data analysis.
4. Government should sponsor principals for ICT proficiency to up-date their knowledge based on the current trend in technology advancement in school administration
5. Government should also provide well-furnished rooms in all schools for the keeping ICT equipment and materials.

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