

## Information Communication Technology on School Administration And Teachers' Job Performance, in Public Secondary Schools, North-Central, Nigeria

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### ABSTRACT

The purpose of this study is to investigate the influence of Information Communication Technology (ICT) on School Administration and Teachers' job performance in public secondary schools in North-Central Nigeria. The study used descriptive survey. The population of the study consisted all principals and teachers in North-central geo-political zone of Nigeria. Research advisor was used to select 260 principals, 365 teachers and 384 SS3 students in the selected sampled states. The researcher used a validated instrument known as Influence of Information Communication Technology (ICT) Questionnaire and Checklist (IICTQC) to collect data from respondents. Test and re-test methods was used to ascertain the reliability of some of the instruments. The co-efficient of the instruments was ascertained using cronbach alpha with a reliability of 0.88 and 0.86 obtained respectively. Descriptive Statistics, and frequency counts were used to analyze data. Specifically, mean, standard deviations were used to analyze data collected while simple regression was used to test null hypotheses at 0.05 significance level. Findings from the study revealed a high rating for the availability of ICT, high rating for teachers 'job performance and principal administrative job performance in public secondary schools. The study. Based on the findings, the study recommended increment in government investment on ICT infrastructure for public secondary schools in North-Central Nigeria. Furthermore, it emphasized the importance of ensuring accessibility of ICT facilities for teaching and learning programs.

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## **INTRODUCTION**

Information Communication Technology has been described by different authors to mean different things (Olowonefa, & Ogunode, 2022; Dada, & Ogunode, 2024). For instance, Dada, Olowonefa and Ogunode (2022) and Ojo (2018) defined Information and Communication Technology as those technological facilities designed to support delivery of services in educational institutions in the areas of storage of data, transmission of data, conversion and data analysis.

In the opinion of Ogunode, Jegede, and Musa (2020) Information and Communication Technology is an encompassing technology that is applicable in all aspects of educational system specifically in the area of school administration by the school administrators for implementation of teaching programme by teachers, and for the implementation of learning programmes by the students while United Nations Educational Scientific and Cultural Organization (2013), viewed information and communication technology as information creation, storage, collection, manipulation and communication through technological facilities like application of microelectronic and telecommunication devices.

Information Communication Technologies are resources used in educational institutions for different purposes. Ogunshola, and Adeniyi, (2017); Ogunshola, (2019); Dada, Ishaya, Ogunode, (2021) and Dada, et al (2022) noted that ICT could be used by school administrators, teachers and students to support school principals job performance, teachers' job performance and aid students' academic performance in the schools. Kayode, (2018) defined principal' job performance as the level of school programme implementation and the attainment of goals under his or her watch while teacher's job performance as noted by Laaria (2013) covers the level of curriculum implementation in the school. The teacher's job performance measures the level of lesson plans implementation. The teacher's job performance includes the degree or level at which all instructional programmes are carried out. Also,

There are many investigations on ICT and how it related to school administration. For instance, Adegbite, (2017). Carried out a study that analyzed the impact of information communication technology on the performance of students in secondary school, Oyo State. Abdullahi, Yusuf, & Mohammed, (2018) did a study that looked at the effects of computer-assisted packages on the performance of senior secondary students in chemistry in Zaria educational zone, Kaduna state Nigeria. Adeola, (2019) carried out investigation on information communication technology and students' academic performance in Sokoto state. Abubakar, and Ali,(2020). Information communication technology and School management in Nigeria. Abubakar, and Bashir, (2021). Factors affecting the successful adoption of ICT in teaching and learning in some selected secondary schools in Gombe State and Abara, Ogunode, and Olatunde-Aiyedun, (2022) also assessed information and communication technology (ICT) usage for school administration in early childcare centre in Gwagwalada Area Councils, FCT.

From the review above, it appear there is a research gap on three variables of ICT, School administration and teachers' job performance in secondary schools. It is based on this that this study seeks to examine Influence of Information Communication Technology on school administration and teachers' job performance in public secondary schools in North-Central, Nigeria. In specific terms, the objectives of the study are to:

1. Assess the availability of Information Communication Technology facilities for school administrators in public secondary school in North-Central Nigeria;
2. Find out the extent to which Information Communication Technology facilities are accessible to teachers in public secondary school in North-Central Nigeria;
3. Assess principals' administrative job performance in public secondary school in North Central-Nigeria;

From the above purpose of the study, the following research questions were formulated to guide the study:

1. What are the available Information Communication Technology facilities for school administrators in public secondary school North-Central Nigeria?
2. To what extent do teachers deploy Information Communication Technology facilities for academic work in public secondary school in North-Central Nigeria?
3. What is the level of principals' administrative job performance in public secondary school in North Central-Nigeria?

The following hypotheses were formulated to guide this study:

HO1. There is no significant relationship between Information Communication Technology availability and principals' administrative job performance in public secondary school in North-Central Nigeria.

## **MATERIAL AND METHODS**

Descriptive survey and correctional methods were employed for the study. The population of this study comprised all principals, teachers and students in the public secondary schools in the Kogi, Nasarawa and Niger in North-central Nigeria. The target population consisted 847 principals, 9547 and 665 in the sampled States of Kogi, Nasarawa and Niger states. The sample of the study is made of 260 public secondary schools principals and 365 public secondary schools teachers. Multi stage sampling techniques were adopted to select the sample for the study. In determining the sample of the study, the population size table of Research Advisor (2006) was adopted. The research instruments for this study were the questionnaires designed for the study, and checklists to collect relevant data. To determine the validity of the instrument, the Supervisor validated the constructed instruments. Test re-test method was applied through trial test to ascertain the reliability of the questionnaire. The data collected were subjected to coefficient-reliability using Cronbach Alpha and the result obtained were 0.88 and 0.86 respectively. Thus, the instruments were

adjudged reliable for the pursuance of the study. These yielded help to determine the reliability of the questionnaire. Data gathered were analysed using Statistical Package for Social Sciences (SPSS) of version 23.0. Descriptive statistics and inferential statistics were also employed in the data analysis. Simple regression analysis was used for hypothesis one to three.

## RESULTS AND DISCUSSION

### Research Question one

What are Available Information Communication Technology facilities for school administrators in public secondary schools in North-Central Nigeria?

Table 1 was designed to find out the availability of Information Communication Technology facilities for school administration in public secondary schools in North-Central Nigeria.

Table 1: Mean and Standard Deviation Rating on Availability of Information Communication Technology Facilities in Schools in N/C

N=260

S/N	ITEMS	Available	Not Available	$\bar{X}$	SD	DECISION
1	Handset	200	60	3.14	1.77	HE
2	Radio	194	66	3.07	1.75	HE
3	Computer System	212	48	3.18	1.79	HE
4	Photocopy machine	165	95	2.83	1.68	HE
5	Television	157	103	2.78	1.66	HE
6	Printers	184	76	2.98	1.72	HE
7	Laptop	179	81	2.69	1.64	HE
8	Computer accessories	180	80	2.88	1.69	HE
9	Internet	198	62	3.09	1.75	HE
10	Wifi	160	100	2.70	1.64	HE
11	Diskettes	150	110	2.61	1.61	HE
12	Projectors	99	161	2.31	1.51	LE
13	Scanning machine	104	156	2.44	1.56	LE
14	Whiteboard	197	63	3.05	1.74	HE
15	Interactive Board	88	172	2.17	1.47	LE
16	CCTV (closed-	50	210	1.87	1.36	LE

	circuit television)							
17	CBT (Computer room)	35		225		1.78	1.33	LE
18	Social Media	62		198		1.91	1.38	LE
19	Smart Board	51		209		1.78	1.33	LE
20	Video-VCD, DVD, machine	63		197		1.93	1.38	LE
	Average					2.56	1.59	HE

Table 1 revealed the trend in the availability of Information Communication Technology facilities for school administration in public secondary schools in North-Central. Out of the 20 ICT facilities listed, responses of the respondents indicated a high extent availability of 12 ICT facilities and 8 low extent availability.

The ICT facilities available in high extent includes; Handsets, Radio, Computer system, Photocopy machine, Televisions, Printers, Laptop, Computer accessories, Internet, Wifi, Diskettes and Whiteboard had high extent of accessibility for school administration. Handsets had a mean score of 3.14 and standard deviation of 1.77, Radio had a mean score of 3.07 and standard deviation of 1.75, Computer system had a mean score of 3.18 and standard deviation of 1.79, Photocopy machine had a mean score of 2.83 and standard deviation of 1.65. Televisions had a mean score of 2.78 and standard deviation of 1.66. Printers had a mean score of 2.93 and standard deviation of 1.72. Laptop had a mean score of 2.69 and standard deviation of 1.64. Computer accessories had a mean score of 2.88 and standard deviation of 1.69. Internet had a mean score of 3.09 and standard deviation of 1.75. Wifi had a mean score of 2.70 and standard deviation of 1.64. Diskettes has a mean score of 2.61 and standard deviation of 1.61. Whiteboard had a mean score of 3.05 and standard deviation of 1.74.

ICT facilities available in low extent include; projectors, Scanning machine, interactive board, CCTV (closed-circuit television), CBT (Computer room), social media, Smart Board and Video-VCD, DVD machine. Projectors had a mean score of 2.31 and standard deviation of 1.51. Scanning machine had a mean score of 2.44 and standard deviation of 1.56. Interactive Board had a mean score of 2.17 and standard deviation of 1.47. CCTV (closed-circuit television) had a mean score of 1.87 and standard deviation of 1.36. CBT (Computer room) had a mean score of 1.87 and standard deviation of 1.33. Social media had a mean score of 1.91 and standard deviation of 1.36. Smart Boards had a mean score of 1.78 and standard deviation of 1.33. Video-VCD, DVD machine had a mean score of 1.93 and standard deviation of 1.38. Generally, the availability Information Communication Technology for school administration in public secondary

schools North Central Nigeria was high to an extent as this recorded an average mean of 2.56 and a standard deviation of 1.59.

**Research Question Two**

**To what extent are Information Communication Technology facilities deploy for teacher’s job performance in public secondary schools in North-Central Nigeria?**

Table 2 find answers for Information Communication Technology facilities deploy for teacher’s job performance in public secondary schools in North-Central Nigeria.

Table 2: Mean and Standard Deviation Rating on ICT Facilities Deployment in Schools in N\C  
N=365

S/ N	ITEMS	4	3	2	1	$\bar{X}$	SD	DECISIO N
1	Handset	168	130	46	21	3.09	1.75	HE
2	Radio	173	147	30	15	3.38	1.83	HE
3	Computer System	154	152	36	23	3.19	1.78	HE
4	Photocopy machine	172	135	30	28	3.23	1.79	HE
5	Television	165	169	25	6	3.35	1.83	HE
6	Printers	123	132		38	2.93	1.71	HE
7	Laptop	146	165	41	13	3.21	1.79	HE
8	Computer accessories	111	130	56	68	2.77	1.66	HE
9	Internet	176	79	59	51	3.04	1.74	HE
10	Wifi	148	107	72	38	3.00	1.73	HE
11	Diskettes	108	103	92	62	2.70	1.64	HE
12	Projectors	192	107	42	24	3.27	1.80	HE
13	Scanning machine	48	55	109	153	1.99	1.41	LE
14	Whiteboard	168	106	66	25	3.14	1.77	HE
15	Interactive Board	82	61	113	103	2.30	1.51	LE
16	CCTV (closed-circuit television)	51	29	115	170	1.89	1.37	LE
17	CBT (Computer room)	42	39	129	155	1.91	1.38	LE
18	Social Media	65	47	123	130	2.12	1.45	LE
19	Smart Board	45	58	128	134	2.03	1.42	LE
20	Video-VCD, DVD, machine	62	49	133	121	2.14	1.46	LE
	Average Mean					2.73	1.64	LE

Table two finds out the level of Information Communication Technology facilities deploy by teachers in public secondary schools in North-Central Nigeria. Result collected revealed that out of 20 Information Communication

Technology facilities 13 had high deployment rate and 7 had low deployment rate by teachers in public secondary schools in North-Central Nigeria.

Information Communication Technology facilities with high rate deployment include; Handsets, Radio, Computer system, Internet, Laptop, Photocopy machine, Television, Printers, Diskettes, Computer accessories, Wifi, Projectors and Whiteboard.

Handsets had a mean score 3.09 and standard deviation of 1.75. Radio had a mean score of 3.38 and standard deviation of 1.83. Computer system had a mean score of 3.19 and standard deviation of 1.78. Photocopy machine had a mean score of 3.23 and standard deviation of 1.79. Television had a mean score of 3.35 and standard deviation of 1.83. Printer had a mean score of 2.93 and standard deviation of 1.71. Laptop had a mean score of 3.21 and standard deviation of 1.79. Computer accessories had a mean score of 2.77 and standard deviation of 1.66. Internet has a mean score of 3.04 and standard deviation of 1.74. Wifi has a mean score of 3.00 and standard deviation of 1.73. Diskettes had a mean score of 2.70 and standard deviation of 1.64. Projectors had a mean score of 2.27 and standard deviation of 1.80. Whiteboard had a mean score of 3.14 and standard deviation of 1.77.

ICT facilities with low deployment rate include; scanning machine, Interactive Board, CCTV (closed-circuit television), CBT (Computer room), Social Media, Smart board and Video-VCD, DVD machine. Scanning machine has a mean score of 1.99 and standard deviation of 1.41. Interactive Board had a mean score of 2.30 and standard deviation of 1.51. CCTV (closed-circuit television) had a mean score of 1.87 and standard deviation of 1.37. CBT (Computer room) had a mean score of 1.9 and standard deviation of 1.38. Social Media had a mean score of 1.12 and standard deviation of 1.45. Smart board has a mean score of 2.03 and standard deviation of 1.42. Video-VCD, DVD machine had a mean score of 2.14 and standard deviation of 1.46. This result revealed that ICT facilities deployed by teachers were low in North-central, Nigeria based on grand mean score 2.73 and standard deviation 1.64 obtained were respectively.

### Research Question three

What is the level of principals' administrative job performance in public secondary school in North-Central Nigeria?

Table 3 seek answer the level of principals' administrative job Performance in public secondary schools in North-Central Nigeria.

Table 3: Mean and Standard Deviation Rating on Principals' Administrative Job Performance in Schools in N\C. N=365

S/N	Principals' administrative Performance As a Principals in your schools	4	3	2	1	$\bar{X}$	SD	DECISION

1	Ensures full implementation of school curriculum and instructions	162	147	33	23	3.22	1.79	HE
2	Supervises the teachers' lesson plan and note	185	146	23	14	2.95	1.71	HE
3	Ensure effective conduct of examinations	155	169	24	17	3.26	1.80	HE
4	Keep and updates personnel data and information on staff.	159	157	31	18	3.25	1.80	HE
5	Ensures training and retraining programme for personnel	161	143	36	25	3.20	1.78	HE
6	Prepare and keeps staff work schedule, load and time table	171	129	38	27	3.22	1.79	HE
7	Supervises registration of students for SSCE in NECO and WAEC.	183	125	37	20	3.26	1.80	HE
8	keeps students records and data accurately	81	61	117	106	2.32	1.52	LE
9	He/ She supervises students' extra-curriculum programme	75	88	159	43	2.33	1.52	LE
10	Principal ensure proper documentation of financial record	56	87	155	62	2.35	1.53	LE
11	Principal seek alternation revenue generation	42	69	131	118	2.07	1.43	LE
12	Prepares realistic budget	38	69	128	130	2.04	1.42	LE
13	Engages the community on school programme and activities	78	61	145	81	2.37	1.53	LE
14	Ensure students have extra-curriculum activities	109	167	49	40	2.94	1.71	HE
15	Principal update the stakeholders about school needs	104	155	59	47	2.86	1.69	HE
16	Allows the public to use school facilities	135	186	36	8	3.22	1.79	HE

17	Principals ensure everybody have access to school policies and constitutions	167	162	23	13	3.32	1.82	HE
18	Principals educate teachers and students on their rights	112	104	88	61	2.73	1.65	HE
19	Principal creates environment where everybody respects the rules	167	108	56	34	3.11	1.76	HE
20	Creates cordial relationship with and among teachers	99	113	137	16	2.80	1.67	HE
21	Principals ensure fair treatment for everybody in the school	191	114	23	37	3.25	1.80	HE
22	Principal ensure every teachers' roles are defined	146	155	28	36	3.12	1.76	HE
23	Ensure fair punishment for those that breaks the school rules	186	161	17	2	3.44	1.85	HE
						<b>2.89</b>	<b>2.93</b>	HE

Table 3 collected data for Principals' administrative job performance in public secondary schools in North central, Nigeria. Result obtained revealed Principals' administrative job performance in public secondary schools in North-Central, Nigeria was high. The data showed that out of 23 list factors, 17 items were on the agreement side while 6 item factors were on disagreement view.

On the agreement views, the data presented revealed that it was agreed that Principals ensured full implementation of school curriculum and instructions with mean score of 3.22 and standard deviation of 1.79. Principal supervised the teachers' lesson plan and note with mean score of 2.95 and standard deviation of 1.71. Principal ensured effective conduct of examinations with mean score of 3.26 and standard deviation of 1.80. Principal kept and updates personnel data and information on staff with mean score of 3.25 and standard deviation of 1.80. Principal ensures training and retraining programme for personnel wit mean score of 3.20 and standard deviation of 1.78. Principal prepare and keeps staff work schedule, load and time table with a mean score of 3.22 and standard deviation of 1.79. Principal supervised registration of students for SSCE in NECO and WAEC with a mean score of 3.26 and standard deviation of 1.80.

School head ensure extra-curricular programme with students and parent with 2.96 mean score and standard deviation of 1.71. Principals educate teachers

and students on their rights with a mean score of 2.86 and standard deviation of 1.69. School plant are allowed for use with a mean score of 3.22 and standard deviation of 1.79. School rules and regulation are accessed by students and teachers with a mean score of 3.32 and standard deviation of 1.82. Principal creates environment where everybody respects the rules with a mean score of 2.73 and standard deviation of 1.65. Principal creates environment where everybody respects the rules with a mean score of 3.11 and standard deviation of 1.76. Principals created cordial relationship with and among teachers with a mean score of 2.80 and standard deviation of 1.67. Principals ensure fair treatment for everybody in the school with a mean score of 3.25 and standard deviation of 1.80. Principal ensure every teachers' roles are defined with had mean score of 3.12 and standard deviation of 1.76. Ensure fair punishment for those that breaks the school rules with a mean score of 3.44 and standard deviation of 1.85.

On the disagreement views, it was revealed Principal did not keep students records and data accurately with a mean score of 2.31 and standard deviation of 1.52. Principal did not supervised students' extra-curriculum programme with a mean score of 2.33 and standard deviation of 1.52. Principals did not keep proper accounts of disbursement of school funds with a mean score of 2.35 and standard deviation of 1.53. Principals did not explored sources of revenue generation to provide some essential needs of the school with a mean score of 2.07 and standard deviation of 1.43. Principals did not prepared realistic budget with a mean score of 2.04 and standard deviation of 1.42. Principals did not engage the communities on school programme and activities with a mean score of 2.37 and standard deviation of 1.71. Generally, the average mean indicated mean score of 2.89 and standard deviation of 2.93. This showed that respondents agreed that principals' administrative job performance in public secondary schools in North central, Nigeria was high.

### Test of Hypotheses

One null hypothesis was formulated to ascertain the influence of ICT on school administration, teachers' job performance and students' academic performance in public secondary schools North-Central, Nigeria.

**H<sub>01</sub>: There is no significant relationship between Information Communication Technology availability and principals' administrative performance in public secondary school in North-Central Nigeria.**

Table 5: Test of Relationship between Information Communication Technology Availability and Principal's Administrative Job performance in Public Senior Secondary Schools in North-Central, Nigeria

Variables	N	Mean	SD	R	r <sup>2</sup>	<a href="#">Sig@0.05</a>	Decision
Information Communication	260	2.56	0.88	0.937	0.866	0.000	Significant

Technology Availability							
Principal's Administrative Job performance	265	2.89	0.78				

Result on Table 5 showed that there was a significant relationship between Information Communication Technology Availability and Principal's Administrative Job performance in Public Senior Secondary Schools in North - Central, Nigeria ( $p=0.000$ , which is less than 0.05 level of significance). As a result, the second hypothesis was rejected. In other words, there was a very strong positive correlation (0.937) between Information Communication Technology Availability and Principal's Administrative Job performance in Public Senior Secondary Schools in North Central, Nigeria. The  $r^2$  value of 0.866 shows that only 86.6% of the variance in Information Communication Technology Availability in public senior secondary schools in North-Central, Nigeria can be explained as responsible high Principal's Administrative Job performance in Public Senior Secondary Schools in North Central, Nigeria.

## DISCUSSION

The study was carried out to investigate the influence of Information Communication Technology on school administration, teachers' job performance and students' academic performance in public secondary schools North-Central, Nigeria. Research instrument was designed and used to collect data from sample population of principals and teachers in public secondary schools in North-Central, Nigeria.

The result on table one indicated that the availability of Information Communication Technology was high to an extent. The result specifically disclosed that the ICT facilities available in high extent includes; Handsets, Radio, Computer system, Photocopy machine, Televisions, Printers, Laptop, Computer accessories, Internet, Wifi, Diskettes and Whiteboard had high extent of accessibility for school administration. Also, the study on the table revealed that ICT facilities available in low extent include; projectors, Scanning machine, interactive board, CCTV (closed-circuit television), CBT (Computer room), social media, Smart Board and Video-VCD, DVD machine. This implies that availability of Information Communication Technology was high to an extent in the sampled public secondary schools in North-Central Nigeria. This result indicated that there was high availability of ICT facilities for Principals of public secondary schools in North-central, Nigeria.

The finding of this study is in agreement with Ojo (2021) who found out that computer hardware, scanner/printer, digital calculator, internet access and projector were moderately available while digital camera was not available. Also, Abara, Ogunode and Olatunde-Aiyedun (2022), Maisamari, Adikwu, Ogwuche and Ikwoche (2018); Bashar and Umar (2019) discovered in their respective studies that desktop, computer, e-mail, overhead projector, computer networking, scanning machine, printing machine, photocopy machine, internet,

satellite dish for global information, internet phone and others are cybercafé, school world-wide-web (www) were available for school work. In contrary, Faith (2020) discovered poor availability of ICT equipment in school's ICT centre and poor teachers' integrating ICT in teaching in sample schools. Also, Omotayo, Emiloju, Olawale and Nathaniel (2020) indicated that availability of ICT facilities were limited for teaching and learning and few available ICT facilities were not regularly been used. Abdurashheed, Muniratu, Mamman, and Yakubu, (2020) found out poor availability of ICT resources for teaching Science subjects in some public secondary schools sampled.

The findings on table two showed that Information Communication Technology facilities deployment by teachers in public secondary schools in North-Central Nigeria was high to an extent. In specific, Information Communication Technology facilities with high rate deployment rate include; Handsets, Radio, Computer system, Internet, Laptop, Photocopy machine, Television, Printers, Diskettes, Computer accessories, Wifi, Projectors and Whiteboard and ICT with low deployment include; Scanning machine, Interactive Board, CCTV (closed-circuit television), CBT (Computer room), Social Media, Smart board and Video-VCD, DVD machine.

The findings of the study are in consistent with that of Ojo (2021) that concluded that deployment of ICT tools such as internet, e-mail, computer, video camera, projector, in class and conferences were moderately deployed and this made it possible to overcome barriers of space and time, and opens new possibilities for learning. Leo (2020) found out that ICT is utilization or deployment was moderate to an extent in record keeping in sampled schools. He concluded that ICT is utilized or deployed was to a moderate extent for teaching and learning in Enugu state. In contrary, Maisamari, Adikwu, Ogwuche and Ikwoche (2018) discovered that teachers' deployment of ICT for teaching and learning was poor in the sampled schools. Evuti and Fati (2020) studies revealed poor deployment of ICT facilities like computer hardware and internet applications for teaching in their schools. Abdurashheed, Muniratu, Mamman, Yakubu, (2020) discovered poor deployment of ICT by science teachers for delivery of lesson and concluded that there was no relationship between availability of ICT resources and utilization of ICT resources to teachers' competence.

The finding on table three disclosed that school administrative job performance of principals in public secondary schools in North-Central Nigeria was rated high. The result indicated disagreement on the following; that principal kept students records and data accurately, supervised students' extra-curriculum programme, kept proper accounts of disbursement of school funds, explored sources of revenue generation to provide some essential needs of the school, prepared realistic budget, engaged the community on school programme and activities. The result on the agreement side revealed that principal ensured full implementation of school curriculum and instructions, supervised the teachers' lesson plan and note, ensure effective conduct of examinations, kept and updates personnel data and information on staff, ensures training and retraining programme for personnel, prepared and kept staff work schedule,

load and time, supervised registration of students for SSCE in NECO and WAEC, School head ensure extra-curricular programme with students and parent, Principals educate teachers and students on their rights, School plant are allowed for use, School rules and regulation are accessed by students and teacher, Principal creates environment where everybody respects the rules, Principal creates environment where everybody respects the rules, Principals created cordial relationship with and among teachers, Principals ensure fair treatment for everybody in the school, Principal ensure every teachers' roles are defined, Ensure fair punishment for those that breaks the school rules.

This result is in line with the discovered of Osagie, and Momoh, (2017) and Johnson (2019) who found out that public secondary school secondary schools principals are effective in performing their administrative functions and the functions includes; supervision of school curriculum, staff administration, students administration, plant management, community -school relationship, supervision of students extra-curriculum programme and school finance in Enugu state, Nigeria. Kayode (2018) in their studies also discovered that principals' job performance in areas of school planning, supervision and community school relationship were rated very high among public secondary schools principals in South west states in Nigeria were moderate. Also, Uzoigwe (2013)'s study confirmed that the extent of principals' administrative effectiveness in Enugu Education Zone public secondary schools was high in organization of the schools (general administration) and Administration of human and material resources. In contrary, Usman (2017) found out that principals of public secondary in Sokoto State lack effective capacity development programme that result to poor data management, ineffective school supervision and poor financial management. Faith (2020) discovered that the extent of principals' administrative effectiveness financial management in Ebonyi state public secondary schools was low. Another study by Babagida (2018) concluded that principal's financial record keeping skills, fund management skills and revenue generation skills was low in some public secondary schools in Yobe state.

## CONCLUSIONS

Based on the findings, the study concluded that, there is significant relationship between availability and deployment of Information Communication Technology facilities in public secondary school and principals' principal job performance and teachers' job performance in North-Central Nigeria. This implies that availability and deployment of Information Communication Technology for school administration and teachers' job performance works have led to effective administration and improved teachers' job performance in the public secondary schools in the states.

The study also concluded that high administrative job performance of the Principals in the secondary schools could lead to realization of objective of secondary schools education in the states if the moral and motivation of the principals are sustained and improved upon by the government. Also, the high teachers' job performance in the schools in the public secondary schools in the

region can be sustained and improved upon by the government through adequate provision of Information Communication Technology for more availability, accessibility and deployment for teaching and learning in the schools in the region.

Based on the findings of this study, the following recommendations were made:

1. The state government in North central Nigeria should provide more Information Communication Technology (ICT) to all public secondary schools. The government can do this through increment in budgetary allocation of secondary schools education in the various states. This will make Information Communication Technology (ICT) facilities more available for effective school administration.
2. School administrators should encourage teachers by providing some of them with Information Communication Technology facilities to support teaching and learning.
3. High Principals' administrative job performance in secondary schools in North Central should be sustained upon by respective states through ensuring availability and accessibility of Information Communication Technology facilities at school level.

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#### **CONFLICT OF INTEREST**

The authors of this paper declare that there is no conflict of interest with any party during the conduct and writing of this study

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This research was conducted independently by authors.

#### **AUTHORS CONTRIBUTION**

Ogunode Niyi Jacob: Identified the research gap, conceptualized the study, outlined the methods in the study, carried out the study and did the analysis for final presentation.

Mathew Sunday Dada, PhD: Provided supervision leadership and guidance on the research design, methods, instrument development and the critical review of all the literatures in the study.

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