

Approval Page

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Dedication

This research work is dedicated to my parents Alhaji Muhammad Ibrahim and Hajiya Hauwa Yusuf for their parental care. Jazakallahu Khair. And also to my Husband Umar Muhammad Musa for his sincere support, I appreciate.

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All praise be to Allah Lord of the world, who enable me through His infinite mercy to come to the completion of this research work, peace and blessings are upon the seal of the prophet Muhammad (SAW).

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Abstract

Application of ICT in the management of upper Basic schools is one of the problem areas that attracted debate across many cycles, as such, this study sought to encourage the use of ICT in the management of upper Basic Schools since we are now in the ICT era and to investigate the application of ICT in the management of Schools in general and in Upper basic Schools in particular in municipal local government of Kano State, for easy Communication and retrieval of Information. The research design used for this study was a survey descriptive research method. The population of the study consisted population of 552 and the sample was 14 principals and 322 teachers the total sample 336. Also the technique used was stratified Random sampling. Self designed Questionnaire named (MFPTUBSQ) was validated by the external supervisor and expert in Test and Measurement inputs were made to the pilot test carried out ascertainers it's the final draft and establish its validity and reliability in Bayero University. And was used as data collection instrument. Descriptive statistics frequency count and simple percentages were used as statistical tools for data analysis. The result of the analysis revealed that, most of the schools in municipal local Education Zone of Kano State don't apply ICT in the management of their schools. Based on the finding of the study, Some of the recommendations offered were: principals should provide computers sets and photocopy machines in the effective management of their schools. Government should take cognizance of the need to train and retrain teachers on the use of ICT. All principals should be computer literates as leaders of schools so that ICT will be used effectively. Government should provide ICT in Schools to principals for proper record keeping and reporting so that others can benefit from past records. Principals as leaders should make use of ICT in instructional leadership so that teachers and students will benefit.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The trend of information technology and information explosion tends to shift the emphasis in the upper basic school and storage to excess provision of electronic information services.

Therefore, providing information has become the principle goal and activity. Hence the application of information technology and telecommunication to the processing upper basic school activities for quick access and materials can neither be over emphasizes nor de-emphasized.

Being in the midst of technological revolution that is changing our way of life, the computer, is transforming the way we communicate. And learn. The computer revolution is having profound impact on business industries, medium industries, information and knowledge industries and indeed all facts of life.

There is no doubt that the advent of information technology has transformed the operation of schools and information services. Information storage, and retrieval, the application of computer technology mostly in mainframe and mini structure is most appropriate only in schools organization and network with large volume of transaction.

In recent times computersation is being embraced world wide even by small or primary schools; information centers establishment offices and individuals.

School as a formal, complex and service organization is a place where teaching and learning as well as other transaction and correspondence take place which need to be properly and accurately recorded and documentation thus in school

setting teachers, administrators and indeed the supporting staff all engage in different forms of recorded keeping and reporting.

This therefore implies that school, as an organization could not be managed successfully without the application of methods and principle of effective record keeping and reporting.

However, information and communication technology (ICT) are electronic technologies used for information storage and retrieval.

Development is partly determined by the ability to establish a synergistic interaction between technological innovation and human values. The rapid rate at which ICTs have evolved since the mid 20th Century, the conveyance and pervasiveness of ICTs, give them a strong role in development and globalization (Nwagwu, 2006) ICTs have a significant impact on all areas of human activities (Brakel and Chisengs, 2003).

The field of education has been affected by ICTs which have undoubtedly, affected by ICTs which have undoubtedly, affected teaching, learning, and research (Yusuf, 2005). A great deal of research has proven the benefits to the quality of education (Al Ansari, 2006) ICTs have here the potential to accelerate, enrich, and deeper skills, to motivate and engage students, to help relate economic viability for tomorrow's workers, as well as strengthening teaching and learning. School change (Davis and Tearle, 1999; Lemke and Coughing 1998, cited by Yusuf, 2005).

This research focuses on ICT application in the management of upper basic schools. It particularly dwells on the importance of ICT and the causes of low

levels of ICT and the causes of low levels of ICT application in the management of upper basic schools.

Recommendations for improvement are offered.

The ability to use computers effectively has become an essential part of everyone's education skills such as book keepings, clerical and administrative works, stock taking, and so practices in at form the core IT skills package; spread shoots, word processors, and database.

The demand for computer ICT literacy is increasing in Nigeria, because employers realize that computers and other ICT facilities can enhance efficiency. On the other hand, employees have also realized in to computers can be a threat to their jobs, and the only way to enhance job security is to become computer literate. With the high demand for computer literacy, the teaching and learning these skills is a concern among professionals (ocheroye, n.d) this is also true of other ICT components.

More so, ICT in secondary level of education looking at school Net Nigeria is a non profit organization on it is created to address the use of ICT in Nigerian secondary schools with the support of several government ministries. It is a public sector initiative geared at mobilizing Nigeria's human and financial resources for the purpose of using ICTs in education school Net creates learning communication of educators and learning to use ICTs to enhance education by.

- a- Implementing, Supporting, Co-coordinating ICT development projects in education.
- b- Providing and supporting lower cost scalable technology solutions and internet for schools.

Again, school Net Nigeria has, in Collaboration with laboratories Cyber cafes for four schools in four states in each of a four-phase project using local ISPs.

However, it is significant to note that the level of educational support services rendered by upper basic schools fall bellow the standard of current information technology in the world which emphasize speed and efficiency. The upper basic school still depends largely on manual information handling and processing and this has its obvious draw back in terms of time wastage, cost efficiently and quality of in foundation. The modern technological ages came with a deluge of information that cannot be effectively and efficiently selected, processed stored and retrieved using the age old manual details. The need for the provision of useful, timely, current, cost effective and up-to-date information therefore demands for the application of computer technology in upper basic schools in the 21st Century,

Computer has been defined as” an electronic machined used for performing simple and complex processing of date with out much manual intervention using instructions called programmes” (Ogedebe, 2001:12). Historically, the application of computer technology to upper basic school vis-avis information sources dates back. However, no significant impact was in a until the mid centuries when significant activities a occurred. This development stated earlier in the more technologically advanced western countries.

Early attempts at computerization of schools particularly upper basic schools depend solely on the computing. Facilities an available to the school’s computer rooms this ear of mainframe computers which were costly both in acquisition and maintenance.

Computer technology has made it possible for management to make significant progress in making information available to users when and where it is required.

Basically, this study is aimed at determining the scope and nature of application of computer Technology to other schools in Nigeria particularly the upper basic schools. This is approached by looking at the Application of ICT in management of upper basic schools in municipal local government of Kano State.

1.2 Statement of the Problem

“No Nation across the world can survive without information; This is because information plays a very vital role in almost every aspect of human endeavors. The nature of information is such that it grows from time to time in an exponential manner.” (Uwaifo, 1993:9).

The management upper basic schools were established to cater for the information needs of both the staff and students of the schools. It is a known fact that the schools are specially preserve, they are also aimed to raise public consciousness and elevating people’s minds. This overall functions will not be meet if the schools remain conservative, by fully relying on manual systems of selecting, acquiring, organizing, storing and disseminating information to their patrons.

Today schools are being challenged and well continue to be, by the sudden growth in the volume of published printed information sources into the educational polity (Information explosion. The basic problem land question here is how can information materials be acquired, processed, stored, retrieved and later disseminated more efficiently in the basic schools. It must be reiterated that this well be a difficult a lot of time wasting there fore, therein lies the problem of information handling in these schools.

However, the Application of ICT in upper basic schools offer the only possibility for coping with the uphill task of upper schools to provide the right information at the right time and in the ring information at the right time and in the right format. “Applying ICT to upper basic schools will enhance efficient reference and information service, delivery by the management to their zones or ministries it is imperative to employ the use of computer technology to upper basic schools as previous efforts in manual information processing have not produced desired results. To this extent, the study investigates the extent of computerization in the served schools among others.

Despite the glaring benefits of computer technologies, when applied to other schools in general, upper basic schools in particular appeals, to have found it difficult to really embrace this noble tread. Hence the Application of computer is still at its infancy stage in upper basic school that have computer technologies and use them, could easily be counted on the finger tips. A lot of factors are responsible for this unfortunate for that this study examined the applicant of ICT in the management of upper basic schools particular reference to the availability of ICT materials, use of ICT in the management of schools, use of ICT in instructional leadership and dissemination of information state in upper basic schools.

1.3 Objectives of the study.

The study was set to achieve the following objectives:

1. Find out the availability of ICT materials in upper basic schools of municipal Local Education Zone, Kano State;

2. Examine the principals roles in application of ICT to management of upper basic schools in municipal Local Education zone in Kano State, Nigeria;
3. Find out the principals' application of ICT to Record keeping and reporting in upper basic schools in municipal local Education zone in Kano State.
4. Assess the principals' of application of ICT to instructional leadership in upper basic Schools in municipal Local Education zone, Kano State; Nigeria.
5. Determine the application of ICT to dissemination of information between upper basic schools and community in municipal Local government education zone;
6. Ascertain the application of ICT to communication in upper basic school municipal Local Education zone Kano State; Nigeria.
7. Find out application of ICT to staff development in of upper basic schools in municipal Local government education zone, Kano State Nigeria.

1.4 Research Questions

The following questions were raised to guide the conduct of the study

1. What kind of ICT is available in upper Basic school in Municipal Local Education zone of Kano State. ?
2. What are the changing roles of principals of upper Basic School in municipal Local Government Local Education Zone of Kano State. ?

3. To what level principals is using ICT in Record keeping and Reporting in upper Basic Schools in Municipal Local government Education Zone of Kano State. ?
4. Do principals employ ICT in instructional leaderships in upper Basic Schools in Municipal Local Education Zone 2 of Kano State ?
5. To what level ICT is applied in dissemination of Information between upper basic school in Municipal Local Education Zone Kano State. ?
6. To what level ICT is being applied in communication in school organization. ?
7. Do principals of upper Basic schools in Municipal Local Government Education Zone employed ICT in staff development programmes?

1.5 Significance of the Study

The application of ICT in the management of upper basic schools is very important especially in this information age in order to provide efficient and effective management services to support teaching, learning and research for production of highly trained and qualified manpower in the teacher education sector.

It is hoped that the study would bring to light the effectiveness and the weaknesses of upper basic schools in Kano municipal. It also hopes that the study would be of great help to other similar academic schools wishing to develop computerization projects.

And of course, other schools that would like to join the computerization projects would be able to address such obstacles to the planning stages.

Also, the study would prepare avenue for further investigation in this field. Further more the findings would encourage the schools under study and other schools to focus attention on computerization projects. Finally, it is very important to add that this study would increase the level of research knowledge on information technology especially computer technology.

1.6 Scope and Delimitation of the Study

The scope of this study was on application of ICT in the management of upper Basic School in Kano municipal.

However, this study covered only the upper basic schools in municipal local government of Kano State. Other upper basic public secondary schools (JSS) and private schools are exempted from this study. Furthermore, school principals of other states are also not covered by this study.

However, only principals and teachers of municipal Education zone are involved other principals and teachers are also removed from the study because of time factor and financial problems confronted by the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.

Studies have been conducted on the application of computer technology in management of schools, but the study of application of I.C.T in upper basic schools is relatively new although a number of write ups are availed on application of information technology on management of schools. In this chapter concepts related to this study were reviewed.

2.2 Conceptual Framework.

Concepts according to Olarewaju (2011) refer to generalization as particular abstraction formed from generally established assumption or facts. Nwachukwu, (2007) sees concept as a commonly agreed upon definition of an objects, events or process. The importance of concepts can be illustrated by the facts that unless a concepts is very clear to those who most use them, knowledge can not be effectively transfer to another person.

2.2.1 Concept of I.C.T

Information and communication technology (I.C.T) is defined as computer based tools used by people to work with the information and communication processing need of an organization.

Also johson and adeyanje (2005) viewed information and communication technology is technologies that are used for collecting, storing, editing and passing on information.

The federal ministry of education, (2010) define I.C.T as encompassing all equipment and tools as well as methods, practice processes, procedure that come interplay in the conduct of the information and communication activities.

Olakulehi hooker, and Molyepis and verma, (2011) opines that I.C.T refers to the range of technologies that are applied in the process of collecting, storing, editing, retrieving transfer of information.

Also there are some underlying principles because Technology does not exist isolation

- * ICT contributes at various points along a line of activity.

- * ICt is used in activities the ICT use depends in the activities.

- * The key outputs of educational activities are contexts are knowledge, experience and products.

- * The output should be useful to the users (Self and other).

It depends on the local culture and the particular ICT available and how it is configured and managed. The understanding, management and configuration of the available technology might very the concept of ICT from; a collection of tools and devices used for particular tassels, e.g publishing, course developing transaction processing , An organized set of equipment (like a workshop) for working in information and communication; components in a comprehensive system of people, information and devices that enable learning, problem soloing and higher order collaboration thinking, that is ICT as key elements under pining (Sharable).

Again, A good way to think about ICT is to consider all the uses of digital technology that already exist to help individuals, business and organizations use information.

ICT covers any product that would store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email, email robots.

Information and communication technology or ICT, is defined as the combination of informatics technology with other, related technologies, specifically communication technology.

This definition implies that ICT will be used, applied and integrated in activities of working and learning on the basis of conceptual understanding and methods of informatics.

Information and communication technology (ICT) has become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, along side reading, writing and numeracy.

2.2.2 Concept of Management

There is no one unanimously and universally accepted definition of management as, such, scholars in management and educational management here offered various definition of it (management). Organization is the frame work of management process, hence it can be discussed in the context of an organization (Olagboye, 2004) Weirich,

(1985) defined management as “the process designing and maintain an environment in which individual working together in groups, efficiently accomplish selected aims”. Yalokwu (2002) defined management ‘s’ the process of planning, organizing leading and controlling the effort of organizational member and using all organizational resources to achieve goals”. olarewaju, (2010) opined that management is the efficient utilization of rotational resources viz: human financial material and machineries in a way to achieve the maximum object of that organization. In what ever way management is perceived the following are integrated part of any definition that will be seen to encapsulate what management represents.

1. Resources; Reserve are the basic inputs which determine an organization’s operation. There are basically four types of resources: Human, Financial. Materials and machineries.
2. Effectiveness: Effectiveness refers to fitness for purpose; ie the measurer of whether a thing, person, product of programme fulfils its stated purpose or meets the needs of those affected by it, while efficiency is the maximization of utility; the achievement of the best possible result from the lowest possible input.

2.2.3 An Over view of upper Basic Schools

A basic school is a general education school that provides the opportunity to acquire basic education and fulfill the duty to attend school. The time prescribed for the fulfillment of the basic school curriculum (here in after

standard period of study) is nine years. The stage of study of basic schools are stage 1- grade 1-3, stage 11- grades 4-6, stage 111 – grades 7-9.

Teachers in upper basic schools are involved basically in two things! Teaching and learning ICTs here the potentials of not only ensuring effectiveness and efficiency in using two areas (teaching and learning), administrative duties these application are further inculcated below.

ICTs can make the schools more efficient and more productive because variety of tools are there to support and facility teachers professor activities.

2.3 Theory of Job Characteristics

Work design theories draw having from motivational theories in organizational Psychology.

The thinking underpinning contemporize approaches to work design can be traced back to views that emerged in the united kingdom around the time of the industrial Revolution (Panker, well & Condely 2001). Adam smith promoted the division of labour or the breaking down of complex jobs in to simpler jobs, as a way of enhancing performance with respect to the design of individual jobs, the first major theory was that of Herzberg and colleagues (parker et al.2001).

Their two-factor theory was superseded by Hackman aand oldman's job characteristic model (JCM) (1976) this identifies five (core job characteristics 'Skill variety, task identity, task significance, autonomy and feedback.

The five core job characteristics are specified as determinant of three “critical Psychological states”. Skill variety, task identity and task significance together contributing to “experienced meaning fullness; autonomy to “experienced responsibility; and feedback to “knowledge of results. In turn, the critical psychological state are cast collectively as promoting work satisfaction, internal work motivation, performance and reduced absence and employee turn over. The model assumes that autonomy and Feedback are more important than the other work characteristics.

In over 200 student conducted on job characteristics that are determinants of altitude and behavioral out comes are the result of altitude and behaviors of outcomes are the result if more than two decades of empirical research inspired by the JMC (Ambrose and Based on these researches, two main conclusion are proper by Parke-et al. (2001). First, the collective effect of the core job characteristics on affective responses (satisfaction and motivation) have been largely supported, but those for behaviors (i.e work performance, turnover and absence). Less consistently. Second, the more particular features of the model remain unproven for example, the specified links between the job characteristics and the critical psychological states have not been confirmed.

Several studies within work design have been conducted in the past decades on Hackman and Old Man’s (1976) job characteristics model. And there are many important missing component to an adequate general theory. Existing approaches do not make an effort in recognizing

additional work characteristics or out comes. That are of potentially increasing importance (parter etal) more diverse set of job characteristics need to be investigated job complexity measures such as skill variety and autonomy are well established, more work is needed with respect to the social environment (Morgeson and Campion 2003). There is need for further improvement and refinement of the existing work design models. A refined insight could contribute to the improvement of existing theoretical models job characterized, Also diverse set of variables will be investigated, including the insufficient attention to the consideration of the contingencies likely to moderated the links between work characteristics and out comes.

Again, to gain the specific pattern of relationship between work characteristics and outcome variables a clear classification of work characteristics are of importance. Most job characteristics are based on a narrow set of a prior formulations, it is an open question as to whether employees actually experience view work in the same way. Therefore, a qualitative pilot study consisting of semi-structural interviews were done to identify possible missing but important work dimensions.

Consisting of semi-structural interviews were done to identify possible missing but important work dimensions.

Basically, work characteristic from theory were confirmed. Work characterizes are subdivided into three clear categories. The division is built on but further developed from classification from the study by jannsen, Jange and bakker (1999) and Houkes etal. (2001).

The second category among the work characteristics is called external job factors which are factors outside the job activity.

The third category is social job factors, which focuses on the social environment at work. It is an important factor in work design. Research conducted in the stress literature has emphasized the importance of social support social support can come from coworkers or supervisors and might serve to buffer works from a number of negative outcomes.

2.3.1 Theory of Performance

The theory of performance (Top) develops and relates six (italicized) to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills. Level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performance's mindset, immersion in an enriching environment, and engagement in reflective practice.

Rationale for a Theory Performance

Humans are capable of extraordinary accomplishments. Gandhi led a nonviolent revolution that liberates India from colonial rule. On September 12th 1962, JFK challenged the country to “go to the moon in this decade and do the other things, not because they are rays, but because

they are had, because that goal will serve to organize and measure the best of our energies and skills...” Wonderful accomplishments also Occur in day to-day practice in higher education. An advisor inspires students to follow their dreams. Teachers magically connect wit students. A research continually asks the quintessential questions that lead to revolutions in thinking. A deem inspires an entire collage to calibrate and attain wonderful outcomes.

Since worthily accomplishment is produced from high –level performance, a theory of performance (Top) is useful in many leaning contexts.

Traditional Contexts

A Top informs learning in classrooms, workshops, and other venue that are traditionally associated with learning.

Non-traditional Contexts

A Top informs learning in contexts that are not traditionally conceptualized as leaning environments. Examples of these contexts include academic advising, self development, departments, academic committees, professional research groups, colleges,

Organization Learning

A Top inform leaning by organizations through the idea of examining the “Level of performance’ of the organization.

Performance

To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. Examples of performance are shown in Table 1.

In some instances the performer is an individual. In other performances, the performer is a collection of people who are collaborating such as an academic department, research team; committee, student team, or a university.

Level of Performance

Performance, as the adage goes, is a ‘journey not destination.’ The location in the journey is labeled as ‘Level of performance.’ Each level characterizes the effectiveness or quality of a performance.

- As a lawyer improves her level of performance, she can conduct legal research faster, more thoroughly, and more in-depth.
- As an academic department improves its level of performance, the members of the department able to produce more effective student learning, more effective research, and a more effective culture.
- As a manager advances his level of performances, he is able to organize people and resources more effectively and to get higher quality results in a shorter time.
- As a teacher advances his level of performance, he is able to produce deeper levels of learning, improved levels of skill development, and more connection with the discipline for large classes while spending less time doing this.

- As an actor improves his level of performance, he is able to learn part quicker, play more varied roles, and produce an deeper and more meaningful impact on audience.

Performance advancing through levels is shown in Figure

I where the labels “Level 1, “Level 2, “etc. are used to characterize effectives of performance. That is, a person or organization at Level 3 is performing better than a person or organization at Level 2. As shown on the right side of Figure 2, performing at a higher level produces results that can be classified into categories.

Quality increases:- Result or products are more effective in meaning or exceeding the expectation of stakeholders.

Table 2.1 Performance Areas and Examples of Performances

Performance Area	Primary Domain	Examples
Designing	Cognitive	<ul style="list-style-type: none"> ☐ Re- designing automobiles for fuel efficiently. ☐ Writing an original song or composition for an orchestra ☐ Creating an integrated and aligned curriculum
Problems Solving	Cogitative	<ul style="list-style-type: none"> ☐ Recognizing key issues that are negatively impacting a university and taking action that reduce these issues to a level of insignificance ☐ Figure out why a particular stretch of highway has a high fatality rate and taking actions that reduce the fatality rate by 70%.
Selling	Social	<ul style="list-style-type: none"> ☐ Selling a computer system to a company ☐ Convincing a college dean to invest in faculty development
Presenting	Social	<ul style="list-style-type: none"> ☐ Presenting closing arguments to a jury ☐ Presenting a research paper at a technical conference
Life Management	Affective	<ul style="list-style-type: none"> ☐ Comforting a fried whose wife has died in a traffic accident ☐ Helping a colleague who has been denied tenure or promotion understand that the evaluation was fair. ☐ Confronting unprofessional behavior from a colleague or a supervisor
Playing a sport or a music instrument	Psychomotor	<ul style="list-style-type: none"> ☐ Playing in a golf tournament ☐ Playing clarinet in an orchestra

Cost Decreases:- amount of effort or financial resources to produce a result goes down; amount of waste goes down.

Capability Increases:- ability to tackle more challenging performances or projects increases

Capacity Increases;- ability to generate more throughput increases.

Knowledge Increases:- Depth and breadth of knowledge increases Skills increase: abilities to set goals, persist, maintain a positives outlook, etc. increase in breadth of application and in effectiveness.

Identity and motivation increases:- Individuals develop more sense of who they are as professionals; organization develop their essence.

Components of Performance The performance of a system, for example a home entertainment system depends on the component of the system and on the interactions between these components, Similarly, level of performance of an individual or an organization depends on the components described in Table 2. Each component is describe using rules and exemplars. An exemplar is a lucid example of a component. The rules in column four are guidelines to define the component.

Improving Performance

While some factors that influence improving performance are immutable, other factors can be influenced by the performer or by others. The factors that can be varied fall into three categories.

Table 2.2 Showing Improving Performance

Component	Description	Exemplars	Classification Rules
Level of Identity	As in individuals mature in a discipline, they take on the shares identity to the professional community while elevating their own uniqueness. As an organization matures, it develops its mission, its way of doing business, and its uniqueness	A student uses disciplinary slang to describe engineering design activities. A teacher examined his performance through the lens of student learning. A research team evolves its identity as a performance organization.	Associated with maturation in a discipline or culture Associated with maturation in life internalized by person or organization- the individual or organization takes on the shares identity
Levels of Skills	Knowledge involves facts, information, concepts, theories, or principles acquired by a person or group through experience or education.	Facts information –names of state, conversation factor between feet and inches Concepts- democracy, chair, force, principles/theories – relationships between the tilt of the earth and the seasons; law of conservation of energy.	Derives from human experience can be communicated or recognized
Context of Performance	This component includes variables associated with the situation that the individual or organization performs in.	The performance of an academic department is coupled with the organizational effectiveness of the host college. Learning of a student is coupled with the organization of a class.	Relates to circumstance associated with the performance Applies to multiple performance within the context – not a personal factor.
Personal Factors	This component includes variable association with the personal situation of an individual.	Performance of a teacher is impacted when he or she is ill. Performance of a dean is impacted when his or her spouse dies A student's performance is impacted by the quality of his or her home environment.	Involves life situation of an individual
Fixed Factors	This component includes variables unique to an individual that cannot be altered.	Performance in basketball is impacted by height Genetic factors influence performance	Involves an initial immutable; cannot be altered

The table above is showing us the performance and how it is improved in the . level of identify is shows or it describes the uniqueness and also it gave use an example with how the teacher known the performance of its students learning and also the classification rules which is maturation.

Also we saw that in improving performance we have the level of skills that is how the skills are applied and in the example we have the relationship between the of earth and the seasons which is derived from the experiences of human.

In the context of performance the variable are associated with situation and it relates to the circumstances. The personal factors individual the variable of personal situations of the individual and the performance depends on the quality of his on her background on environment and this involves the life of the individual the fixed factors are unique to the individual which cannot be described that is the genetic factors of individual or the body build influence performance and this fixed factors cannot be described.

So performance is based on individual's ability and features. The are many ways to improve performance and this includes developing a positive metal ability processing procedures modifying year abilities and move skills should be developed without skills performance will be defeated and it will not be achieved.

Performer's Mindset: Performer's mindset includes actions that engage positive emotions. Examples include setting challenging goals, allowing failure as a natural part of attaining high performance, and providing conditions in which the performance feels a right amount of safety.

Immersion: immersion in a physical, social, and intellectual environment can elevate performance and stimulate personal as well as professional development. Elements include social interactions, disciplinary knowledge, active learning emotions (both positive and negative), and spiritual alignment. The section on Creating Quality Learning Environments outlines strategies for fostering immersion.

Reflective Practice: Reflective practice involves actions that help people pay attention to and learn from experiences. Examples include observing the present level of performance, noting accomplishments, analyzing strengths and areas for improvements, analyzing and develop identity, and improving levels of Knowledge. The section on assessment offers a variety of strategies for curveting reflective practice. Conditions for optimal performance and improvements in performance can be synthesized in three axioms:

Axiom 1- Engage the performer in an optimal emotional state (performer's mindset).

Axiom 2- Immerse the performance in an enriching environment.

Axiom 3- Engage the performance in reflective practice.

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The Top presented here is similar to other constructs in the literature. The Parallel Curriculum, advocated by Thomlinson et al. (2002), advocated curriculums that reinforce the four adjustable components in Table 2. The core curriculum and the curriculum of connections focuses on knowledge construction. The skill development. The curriculum of identity focuses on development of the individual as a member of a professional community. Support for the three axioms can also be found in writings by Caine et al. Relaxed alertness aligns with the performance's mindset. Orchestrated involvement in complex challenges and supportive experience aligns with immersion. Active processing of experience aligns with reflective practice.

Additional support for the axioms can be found in the work of Branford et. Al's (2000). Their model for effective teaching/learning includes knowledge-centered, learner centered, assessment –centered, learner centered, assessment – centered component involves the performer's mindset. The knowledge- centered and community-centered components cannot immersion in an enriching environment, while the assessment – centered component embraces of having a well-founded conceptual model, appropriate methods for data collection, and reliable and robust system for making inferences about observations is well – established in the work of Palleging and Glaser (2001), and this under girds reflective practice in organizational contexts.

Concluding Thoughts

We all want to high performers: “be like mike,” the Nike add suggests. The top is a challenge to educators- by improving our performance, we empower our selves to help others learn and grow (**Becoming a self – grower**) As advocated by Harcard’s project Zero, performance is closely related to learning-for – understanding (Wiske, 1998). Therefore, building performance capabilities is rightfully a central theme in the Guidebook. When people learn and grow, they are empowered to create results that make a difference (**Grating an Assessment Culture**). Working and learning together in ways that make the world better has been a primary goal of higher Education throughout the age.

2.4 ICT and Instructional Leadership.

As technology become more intertwined with education, some teachers are seeking ways to use leadership skills. A recent study examines how beginning teacher in Singapore use technology to develop their leadership potential in the classroom. The study followed three teachers (down from their peers when integrating information and communication technology ICT in classroom. These teachers successfully used their ICT know-how enhance their leadership skills for the benefit of their students and follows educators a like.

Ping Gao, who, along with fellow researchers Angela F.L wong, Doris Choy and Jing ww, Conducted the study discovered that these technology sorry educators had competence in their learning abilities and were able to take more risks and get students excited about learning.

2.5 **ICT and Dissemination of Information in Schools**

The use of information and communication technology (ICT) is becoming an integral part of education in many parts of the globe. Nigeria is not left behinds as ICT gradually finds its ways unto the education. Systems despite chronic limitation brought about by economic disadvantages.

However, ICT can be defined as technologies that enable recording, processing retrieving and the transmission of information or data.

Heerselman and Hay (2003), describe ICT as technology that support the communication and co-operation of ‘Human being and their organizations’ and ‘Creation and exchanges of knowledge. Furthermore Yu (2010) considers ICT as an range of technologies That allow the gathering, exchanges, retrieval processing, analysis and transmission of information. In order words, ICT can be described as any tool that facilitates communication, process and transmit information and share knowledge through electronic means.

R washana and williams (2006) advocate that ICT encompasses a range of electronic digital and analog devices such as radio, television, telephones (fixed and mobile) computer electronic based media such as digital text and audio-video recording and the internet, but exclude the non-electronic technologies . Selwyn (2002) refers to ICT as ‘an umbrella term that includes computer hand were ad soft ware, digital broadcast hander ware and soft ware, digital broadcast and telecommunications technologies as well as electronic information repositories such as the world wide web or

those found on CD –Roms” sse wanyara (2009) further describes ICT as a strategic tool that allows users to became more efficient and effective.

Presently, the extensive use of ICT is changing the way people or companies work. Researcher s (e.g Hipp and G-upp 2005; Tidd e.t al, 2005 and Castellaci 2006) refer to ICT as a very important tool for innovation in this present era. The benefits of ICT for a firm include saving of inputs, general cost reductions, and higher flexibilities and impertinent in product quality (moudhi, 2009; Majumdar et al, 2010). Bloom et al. (2009) ascertain that ICTs among employees and reduce co-ordination costs According to Hanna (2003), ICT enhance the production process in organization as monitoring technologies could be used to reduce the number of supervisors required in the process.

Olugbenga (2006) argues that ICTs are being used for strategic management, Communication and collaboration, customers accuses, managerial decision making data management and knowledge management since it helps to provide an effective means of organization productivity and service delivery according to Brynjoiffsson and Hitt (2003) there is a substantial long term productivity gain with the use of ICT in organization.

Krishnaveni and meendukumari (2010) assert that ICT has played major role in reducing operational in efficiency and proving decision making in many areas of governance. Cordella (2006) emphasizes that the diffusion

of ICT in the present era is associated with an increased amount of information becoming available.

Further more, Hengst and sol (2001) affirm that ICT enables organization to decrease costs, increase organizational capabilities and also assist to shape inter organizational coordination. Therefore the use of ICT can help to lower coordination cost and increase outsourcing in organizations. Similarly Ramseet et al. (2003) in their report mentioned that organizations generally stand to gain from ICT in areas such as reduced transaction costs. In addition, Irvine and Anderson (2008) comment that the use of ICT doest not only offer practical benefits fort general management, but also enable companies to overcome the disadvantage of place and space Melville et al. (2004), highlight that the use of ICT brings about customer satisfaction by improving service quality thereby offering new opportunities for companies. Thus ICT can bring about change in organizations and make them more competitive, innovative and assist to increase organizational growth (Obijiofor et al, 2005) for these reasons K apurubandara and Lawson (2006) recommend that organizations need to adopt ICT in order to remain competitive in the present competitive global economy.

2.6 Application of ICT in Communication in School Organization

Information and communication technologies (ICT) are electronic technologies used for information storage and retrieval. Development is

partly determine by the ability to established synergistic interaction between technological innovation and human value. The rapid rate which ICTs have evolved since the mid 20th Century, the convergence and pervasiveness of ICTs, give them a storage role in development and globalization (Nwagwu,2006) ICTs have a significant impact on all areas of human activity. (Brakel and chisenga, 2003).

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Yusuf, 2005). A great deal of research has proven the benefit to the quality of education (Al-Ansari 2006). ICTS have the potential to accelerate, enrich and deepen skills to motivate and engage students, to help relate school experiences to work practices, create economic viability for tomorrow's workers as well as strengthening teaching and helping school, change (Davis and Tearle 1999; Lemke and Coufflin, 1998; cited by Yusuf; 2005).

The need for ICT Application in Nigerian Secondary Schools is it needs to improve secondary education which is essential to the creation of effective human capital in any country (Evoh, 2007). The need for ICT in Nigerian secondary schools cannot be over emphasized. In their technology driven age, everyone requires ICT competence to survive. Organizations are finding very necessary to trained and re- train their employees to establish or increase their knowledge of computer and other ICT facilities (Adami and Anie, 2006; Tyler 1998) This class for early acquisition of ICT Skills by Students.

The demand for computer ICT literacy is increasing in Nigeria, because employees realize that computers and other ICT facilities can enhance efficiency. On the other hand, employees have also realized that computers can be a treat to their jobs, and the only way to enhance job security is to become computer literate with the high demand for computer inerrancy, the teaching and learning those skills is a concern among professional, (Oduroye, n.d).

ICT application and use will prove beneficial in improving Nigeria's educational system and giving students a better education. A technologically advanced workforce will lead to ICT growth in Nigeria, with the potential to improve military technology and telecommunications, media communication and skilled ICT professionals who will be well-equipped to solve IT problems in Nigeria.

There are developments in the Nigeria education sector which indicate some level of ICT application. The Federal Government of Nigeria, in the National Policy or Education (Federal Republic of Nigeria, 2004), recognize the prominent role of ICTs in the modern world, and has integrated ICTs in the model world and has integrated ICTs into education in Nigeria.

It should be noted that 2004 was not the first attempt the Nigerian government made to introduce computer education in schools , in 1980, the Nigerian Government enacted a policy on computer education. The plans were to established pilot schools and diffuse computer education.

Innovation first to all secondary schools and then to primary schools. Unfortunately, the project did not really take off beyond the distribution and installation of personal, computer (Okebukola, 1997; cited by Aduwa-Ogiegbaen and Iyamu, 2005).

The Federal ministry of Education has launched and ICT driven project known as school Net (www.snng.org). (Federal Republic of Nigeria, 2006: Adomi, 2005; oke bukola, 2004) which was intended to equip all schools in Nigeria with computer and communications technologies In June 2003, at the African summit of the world Economic forum held in Durban, South Africa, the new partnership for the Africa development (NEPAD) lunched the e- schools initiative, intended to equip all Africa highs schools with ICT equipments including computers, radio and television sets, phones and fax machines,

2.7 School Record Keeping and Reporting of Upper Basic School Administration.

School as a formal, complex and service organization is a place where teaching and learning as well as other transactions and correspondence take place which need to be properly and accurately recoded and documented. Thus in the school setting teachers, administrations and indeed the supporting staff all engaged in different form of record keeping and reporting. This therefore implies that schools as an organization could not be managed successfully without the application of method and principles of effective record keeping and reporting. Problems of different

kind may be encountered when records are not properly created or stored in the schools as observed by Okpetu and Peretomode (1995) that poor record keeping causes waste of time in trying to get records to work with the affects efficient I decision making they concluded that such poor record keeping or lack of it increate administrative inconveniences and legal entanglement. So to avoid such problems the schools head teacher and all other staff members concerned with the task of record keeping, are expected to master and be able to apply all the technicalities involved in sound in and effective record keeping and reporting.

However, it can be said that one of the possible causes of poor record keeping is due to the application of traditional methods of either creating or storing the records. At this age of information and communication technology, it will sound off if school administration ignores the potentialities ITC has facilitating the task of creating storing as well as retrieving information.

Taking into cognizance, the fundamental position of record keeping and reporting in the school based management and administration, scholars produce enormous. Literature on them But to start with one could observe that a plethora of interpretation have been ascribed to record with a number of them revolving around the idea that record keeping implied information stored for retrieval by means of writing or recording of any kind To Okpetu and Peretomode (1995\ record keeping is an account in writing or other permanent forms, serving as a memorial or authentic evident of facts or events. In the same vein Achunine (1998) views record

as written or document information for remembrance. Adamu (2003) following suit, assert or receive in the cause of distractive and executive transaction.

From whatever, perspective one looks at record and recordkeeping, it is clear that school record are all types of documents carrying data related to the school, pupils , teachers, academic and non- academic activities, school properties, financial transactions, correspondence and all other external relations. Reporting on the other hand, is said to be communicating, conveyance or receiving information in this relation,, olubadewo (1995) sees reporting as putting your thoughts on a particular subject or subjects in to visual for in this way your ideas and thought can be conveyed to others so whatever types of information that is meant for consumption of stakeholders can be regarded as report as such examination results.

Circulars, official bulletin and the like are examples of reports in school organization.

Types Records Kept Nigerian Secondary Schools

The principal, vice principal, teachers and some of the supporting staff keep different types of records in the school setting. These records are generally categorized in to statutory and non –statutory. The statutory school records are records educational laws require every school to keep. Thus the education laws demand that every school must keep them otherwise face the wrath of the law. These statutory records include, log

book, school dairy, visitors book, admission register, query file financial records school inventory book, stock book, time book, movement book, teachers' attendance registered, health records, curriculum and syllabus, fixed asserts register, punishment book, supervision report files, school timetable, staff records. National Policy on Education, class registers files, record of staff meetings, All these records are mandatory and thus be school has to keep them. The failure to do so id tantamount to violation of education laws.

The mom-statutory records on the other hand, are records kept in the school not on the basic of legal requirement, but for easy management and effective control. Such records include among other things, past question papers of both internal and external examination, records of clubs and societies in the school, duty rosters and so on.

Significance of Record Keeping and Reporting

Educational management scholars, practicing school managers and other writers have discussed extensively on the importance of authentic and accurate record keeping and reporting both to the school and the entire education system. These could be summarized under the following points;

- Education as an industry could not function effectively without sound plan. Sound plan would not be feasible without authentic, relevant and accurate data obtainable from within and outside the school setting. The records kept by the school therefore, form part of the vital data upon which projections and plans are made. It is therefore vital to all members of school management team,

teachers and other staff members who are responsible for subsequent educational planning. As such they should make sure that only authentic and correct information are record. Achunine (1998) in this relation assert that educational planning is as good the data on which it is based.

- Schools records provide parents and guardians with comprehensive reports on the prorogues of their children and wards in school. Eden (1990) observed in this relation that the progressive records of the pupil's growth and development are essential for diagnostics and remedial purposes. Pupil's folders should enable the teachers and parent concerned to a clear and complete picture of progress with regard to attendance and achievement including test scores, emotional development and participation in schools activities.
- School records and reports serve as significant primary sources for historians and researchers seeking to have data on the historical development of education or any other subject of interest.
- Decision making process especially on crucial matter pertaining to promotion of staff members, or even the students, disciplinary action and the like depend largely on the stored school.
- Employers both publics and private may require information on prospective employers for recruitment and selection exercise. Such information may only be obtained from the documents the school keeps.
- School guidance and counseling unit may not function effectively without data on the clients. As such the councilor has to refer to some of this information whenever the need arises.

Relevance of ICT in Record keeping and Reporting in Schools

Considering the enormity and significant of records that kept in schools as presented above, one could observe that accuracy, reliability, comprehensiveness and authenticity are requested while dealing with such records. So relying on traditional and annual method of data collection, collation and storage may threaten the work ability of the records. These therefore inform the main reason why employing ICT is seen unavoidable.

Traditional record keeping in the school setting was conducted using problems. But today information and communication technology is providing school administration with alternative tools that more effective and more conductive.

ICT is today assuming a momentous position in almost all administrative and management functions both inside and outside the school setting. As such one would not sound exaggerative to assert the in their contemporize age of technology development, no school administrator, his assistant or any other staff members that is concerned with creating, storing, retrieving and disseminating information, can function effusively without the application of one aspect of ICT ort another. It is in reorganization of the vital position ICT occupies in education that the National Policy on Education (FRN 2004) declares that Government shall provide facilities and necessary infrastructure for the promotion of information and Communication technology (ICT) at all levels of education.

Information and communication technology as viewed by writes such as Johnson and Adeyanju (2005) as technologies that are used for collecting, storing, editing and passing on information in various forms. The Federal ministry of Education

(2010) defines ICT as encompassing all equipment and tools (Inclusive of traditional technologies of radio, video and television to the newer technologies of computers, hardware, firmware etc,) as well as the methods, practices, processes, procedure, concepts and principals that come into play in the conduct of the information and communication activities. Olakulehin in Hooker, Mwiyeipia and Verma (2011) opines that ICT refers to the range of technologies that are applied in the process of collecting, storing, editing retrieving and transfer of information in various forms.

Now taking the above interpretation in to account, it can be said that the roles ICT can play in record keeping and reporting in the administration of secondary school organization could in favour ways namely: collecting, storing, editing and passing of information. Information or data of varying types are collected and record in schools on almost daily basis by both the principal and other staff members. The collection, Storing and retrieving as well as dissemination the data should be supervised by the head teacher to ascertain their accuracy and authenticity as pointed out by Achunine (1998) saying that it is the function of the head teacher or competent other, to whom such function is delegated to check and cross-check every information kept in various school records to ensure comprehensiveness, accuracy and authenticity, here computer application can serve the purpose as it contains devoices via which editing and corrections could be effected easily. Thus remedying short comings mostly encountered while working with pen and paper, Adamu (2003) asserts in this connection that technology has provides us with new possibilities in basic function of school administration such as word processing, database, pay-role sheets, spreadsheets statically returns, correspondence,

communication through fax and electronic net. Johnson and Adeyanju (2005) observe in this connection that as a result of increased record-keeping requirements and the ever-present need for current information; the computer has been increasingly used as a tool for mongering information and for reducing much paper work.

The computer as could be deduced from the above assertions is most vital equipment in ICT. It contains so many devices that facilitate creating, storage, retrieve and disseminating of all types of information that are kept and managed in the school organization. The primary and secondary storage devices of the computer can be employed to process and store all sorts of data that are managed in the school. Storage of information in particular, has been a source of anxiety among school managers for some time due to poor and inadequate storage facilities. (Shofoyteke and Akinsolu 2007). But today computer and its appliance provide school managers with storage facilities that are easy, portable and listing. such facilities may include magnetic dicks, optical disk, CD-ROM. Micro Films, Flash disc and so on.

Reporting which can be perceived contextually as furnishing stakeholders with required information, can also be made easier, quicker and accessible via ICT. For instance, in order to furnish parents and guardians with progressive report on the performance of their children and wards, internet devices could be employed. As such the end of year cumulative records of the students could be sent directly and swiftly to the email-addresses of such parents and guardians. In the same vein, the Ministry of Education or School Board could also be furnished with all statistical

information about the school through the internet or any other networking device deemed appropriate.

Generally speaking, school administration has a lot to gain from interacting ICT in the task of record keeping and reporting. Here installing a database that will contain all categories of data the school keeps would be of great relevance as observed by Adamu (2003) saying that by transferring and storing all the records kept in files, in the computer's hard disk, we can add, process, retrace print or delete any information we want.

However, despite the immeasurable values, ICT offer in school record and reporting functions, yet there are a number of attendant disadvantages and challenges which could constitute a barricade against its effective application. And these may include among other things accessibility to the stored data by unauthorized persons especially if the document is not properly codes. In the same vein Dearth of ICT facilities in the school, poor supply, poor maintenance and computer illiteracy are also part of the problems of ICT usages in our secondary schools,. Whatever the case may be, the head teacher and certainly all other staff member involved in record keeping and reporting, should by all means be computer literate in the first place before thinking of the application of ICT in the administration in general, and of the purpose of record keeping and recording in particular. They by implication mean that the head teacher and his lieutenant must be ICT literate to function effectively.

ICT literacy in the words of Collins (1999) in Agyeman (2007) simply means ability to use digital technology communication tools and network to access,

manage, integrate, evaluate and create information in order to function in an enlightened society. This implies a reasonable comprehension level about ICT and how to use them. It also include a working vocabulary about computers and information system components, the fundamental principles of computer processing and application.

Taking in to account the significance of record keeping and reporting in the school organization, it could be said that interacting ICT in these function is no doubt very essential, especially in this age of technological advancement. The roles ICT plays in facilitating information collection, storage, retrieval and disseminating needs not to be overemphasized. To this end therefore, school-based administration must device a means via which ICT could be fully utilized to ease information management in the school organization. The hiccups militant against effective application of ICT in the school setting, especially computer illiteracy should by all means be tackled. It is in this light that school-based computer training for both teaching and non-teaching staff members is highly recommended for the purpose of effective information collection, storage and retrieval in the school.

2.8 Types of Information Apparatus Computer

Computer can be described as an automatic electronic machine that performs calculation it is capable of accepting data, perforating operation according to instructions and providing the result of the operations.

Computer as we all known it today are often traced back to a device first who successfully combined statistical with electro magnetic inventions to classify and count data for the united state census of 1890.

In 1911, Hollerith joined with two companies form the compute ring tabulating recording company, which later became international business machine corporation (IBM). The most commonly used types of computer today is the all purpose, all –electronic digital computer which was first introduced in 1946.

- a) The store or main memory whose function is to hold item of information for as long as they are needed. This information may take the form of instruction constituting a programme is to operate. The most commonly used storage devices are drum, core paper and magnetic tape, magnetic card or stacks of punched cards.
- b) The control unit which examiners the instruction contained in the programme, and sends out the electronic signals which instigate the required operation.
- c) There are also the automatic and character handling units which perform the requested operation on items contained in the main stores.
- d) Fourthly, there are a number of input/output devices controlled by device control unit, by mean of which information is communicated to and from the main store.

Instruction can be issued by the programme to read from or write to the devices. The input/output devices include printers and most of the used for storage.

Input is also generated photo electrically by push button, telephone and through the uses of television type cathode ray tube.

The control processing unit of the computer works in conjunction with a variety of peripheral equipment in either of the two ways namely, of –line or on-line. The off- line mode sometimes referred to as batch automatic means that batches of keypunched card are accumulated for period reading into the computer held filed according to the explicit instrument of a computer program. A subsequent directs the printing out of the up-to-date file content. These is a time logs bottom key punching and reading into the computer for file update and between file update and modifying the users via a printed listing.

On-Line automation means the instantaneous transmission of data to computer files usually via telephone line from typewriter terminals. An immediate response is then transmitted back down the telephone line to the terminal, or perhaps to a television-like cathode ray-tube. In term of human time since, no delay occurs between typing the data and updating the file, and between file update and notifying the users.

The most strongly emphasized feature of the computer system and particularly of an on-line system is speed. Example of upper limits of speeds of 10,000,000 instructions per second and 6,000 line per minute printing capacity. These may here been exceeded by now. It is this sped

among other features that have attracted librarian and other in fields of information to computer.

INTERNET

This is a situation where two or more computers are connected together. In such a way that files and documents or printing facilities can be stored,

This is the fastest growing communication network.

The internet was originally created by the United States government under the ARPANET project in 1960 in order to allow widely scattered research information, cheaply and quickly.

Initially, only four computers were connected within a period of ten years, two hundred computers were said to have been connected it grew into about two hundred computers mostly used in military and research establishments.

By the mid 1980s several academic internet networks joined the net. Today, the internet has an estimated population of about 40 million users scattered around the world.

The internet user in schools is creating an environment that is constantly changing schools now provide services to their users that were previously impossible. The new trends in computer technology are allowing schools to do old things with more efficient and effective tools.

Schools use internet to provide general information about themselves, these include information on services, collection facilities, opening hours, membership terms and privileges, library rules and staff information.

Schools use the internet to produce access to online public access management (OPAC). Through their home page or website, the online public access catalogue are not confine to what is available but other school well, thereby introducing a new from of operating a new management systems, inter schools lending and other form of resource sharing.

Publisher, Bookseller, and distributor of school material are taking advantages of the internet to market and sell their product and communication with their client. They internet to market and sell their product and communicate with their client. They provide website providing online management, abstract indexes, Bibliographic citation, ordering information and announcement of forthcoming publication. This information is up-dated regularly and therefore can be used in the collection development prices and the schools that have access to the internet can use the facilities to communicate with booksellers.

Some publisher of journal have started publishing their product electronically either freely or on subscription bases, like the Emerald full text electronic services in the united kingdom.

Also online reference query is another features provide on the internet school are using this services to create a virtual reference counters.

The greatest benefit of the internet is the behind the scene activities like acquisition where the internet could be used to verify and acquire school material. In the administrative section, the administrator can browse the internet for information regarding a schools activities.

C D – ROM (Computer Disk – Read only Memory)

This is referred to as the technology that has revolutionaries' information industry. C.D Rom is a versatile mass storage medium that can store 660 million megabits, these is equivalent to 400 3 and half disk or approximately 250,000 A4 sheet or pages.

From it was developed schools information scientism. Business manager and other professional saw it as a medium to store a large medium of data like bibliographic data full text articles and journals.

Also, database vendor started to use it to complement what been published in print form and online for example majority of bibliographic record that were formally obtain in online and printed form, can now be published in CD ROM. Another use that has evolved is that encyclopedia is published on medium. The thirty two volume of encyclopedia Britannica has bee published in just three CD ROM. Also there is now in the market CD ROM contains full text article more than five hundred journal, a good example is expected academy or ASAP published by sliver platter.

One advantages that make CD to be accepted by libraries has to with getting rid of telecommunication charges, because the CD ROM is in our school you can allow to have access to the information as many times as possible.

E-MAIL SERVICE

E-mail is a system of communication that allows the creation and transmission of electronic message to individual or group. The

recipient of the message can read it online, prints it on paper or reply it or forward it to another person.

Key point to remember when sending someone an e-mail, you need to have his e-mail address, i.e “name@provider, i.e bello@yahoo.com

Another point to note is that it is very easy to mistype e-mail address, so care must be taken especially when writing e-mail addresses e.g., Omer@yahoo.com. A slight mistake which can be tolerate by human being can prevent computer from delivering the message, example, the number zero and alphabet o on human being you can tolerate a name or address bearing any one of them for example, omar@yahoo.com, Omar@yahoo.com. One of the advantages of e-mail is speed of delivery, security and privacy of message send.

Other merit association with-mail is the extension of the potential day work as e-mail can be send at any hours of the day.

E-mail can also be used for the transmission of interschool loan, request, making of order inquiries, placing of order, receiving reference question and answer.

2.9 Review of Empirical Studies

Empirical studies have established that schools achieve greater success when newly-recruited teachers are inducted into the school system.

Brower and Railsback (2001) in their review conceded that schools that provide high level of support for be ginning teachers retained more teachers, recorded higher student’s achievement and test scorers, higher quality teaching and increased teacher effectiveness.

It is widely acknowledged that ICT% can be used to improve the quality of teaching and also learning in the management of upper basic schools. The prevalence and rapid development of information and communication technologies (ICTs) have transformed human society from the information technology age to knowledge age (Galbreath, The, 2000). In fact, ICTs are becoming natural part of mans daily life, thus their use in education by staff (Academic and non academic) and is becoming a necessity certainly, the present and future academic global community will utilize ICTs to a high degree. This has made it ICTs, but they need to be comfortable with using ICTs in managing the schools.

Information and communication Technology (ICT) is defined as computer basic tools used by people to work with the information and c0ommunication processing needs of an organization. It encompasses the computer hardware and soft ware, the net work and several other devices (Video, audio, photography camera, etc) that convert information (text) images sound, motion, and so on into common digital form (Milken Exchange on Education Technology, 1999).

It is an eclectic application of computing, communication, telecommunication and satellite technology (Yusuf, 2000). Teachers in upper basic schools are basically in two things: teaching and research, with auxiliary administrative assignments. ICTs have the potentials of not only ensuring effectiveness and efficiency. In these two areas: The have the potentials of easing the administrative duties. Those applications are further elucidated below.

School management will need to use ICTS in order to equip tomorrow's employees and customers with the equip tomorrow's employees and customers with the requisite competence and knowledge to use ICTs writhing their work (Davis & Tearle, 1999).

ICTs can make the school more efficient or more productive, engendering variety of tools to support and facilitate teacher's professional activities. It can be deducted that ICTS can be used to enhance learning and management within the schools collis and moonen (2001) made a distinction in literature between management with ICT and through ICT. These distinctions are important if schools are to integrate ICTs in them management, delivery and higher level to that management is management with ICT or through ICT, that is the presentation and distribution of instructional content through web environment (e-management) or systems offering an integrated range of tools (stand-a hone computer instruction, CDRom, among others) to support school management.

Further classifications of the outcomes expected of the schools in using ICTs to enhance management ware made by swinger and Austin (2003), as personal, subject and management competencies.

Personal competencies entail the skills, knowledge and understanding of when, when not and how to use ICT effectively in management of school, that is, skills in functions, operation, use and capability of ICT which supports management subject competence is defined as knowledge of the functions, operations used and features of ICT and hoe ICT can be used to support management competency deals with the ability to plan, prepare,

manage, assess and evaluate management in which ICT could be seen to be supporting a range of suitable management outcomes.

Kirschner and Davis (2003) summarized the competencies required by schools in ICT application in management. These are that schools become competent to make personal use of ICT; competent masters of a range of educational paradigms that make use of ICT, sufficiently competent to make use of ICT as mind tools; competent to make use of ICT as a tool for management; competent in mastering a range of assessment paradigms which make use of ICT; competency in understanding the policy dimension of the use of ICT for management and administration.

It is not enough to get information and communication technology into the school system with out its proper integration in the delivery of quality instruction. Even in advanced countries knowledge of the potentials of ICT and competence in its use do not guarantee their use to management of schools. This is exemplified in Lemke's assertion (Information Technology underused in Education, 2003).

Milken Exchange on Education technology (1999) identified three ways of using ICT for management of Schools.

Those are information (IT) assisted learning, technology as a tool and computer and information science. Information technology (IT) assisted learning was further divided into two.

Technology as a tool involves the use of a large array of hardware and software: word processors graphic packages; digital camera, presentation applications, data bases, and spreadsheets, among others. These hardware and software do not have limited management purpose, but they are designed to help people extend their abilities to do work.

Empirical findings have indicated that schools that have competence in the use of ICT do not integrate them in management.

In using of ICTs schools need to be competent in the use of a variety of software, particularly software that have specific application in various disciplines.

In conclusion, Information and communication technologies (ICTs) offer innumerable benefits in enriching the quality and quantity of management in schools. Despite the reverent nature of ICT in virtually every respect of human endeavors, they have not been widely integrated into the management processes in schools.

2.10 Summary and Uniqueness of the Study

This section summarizes the literature review in this study the review began with discussion on the concept and importance of computer technology in management of upper basic schools. Computer has been discussed as a means of accepting data through an input device, it then works on that data by means of stored programme in the central processing unit (CPU) and given out the result through an output device the review revealed that the most pertinent to this study is the first

definition because it covers an application of computer technology in management of schools. Also the two major components of computer system have been discussed (the Hardware and software) the importance of computer technology in management of schools and dissemination of information has been discussed.

Interestingly, it was noted that schools are using computers to multiple and simultaneous access to information, ensure accrued, effective management, enhance inter school and ministry through network approach and combat the challenges of information explosion being recently experienced. It pointed out that manual work in schools has been found to be inadequate, hence the need for computer technology which is the only unique measure that can bail schools out of the challenges of information explosion of the 21st Century.

The review discussed the Application of computer technology particularly to the upper basic schools. The review pointed out Record keeping and Reporting which are also to be done through the use ICT.

Also problems of Application of ICT to the management of upper basic schools were highlighted, lack of proper planning poor funding, power supply etc.

Finally, this study is unique because no study had been conducted on the Application basic schools in Municipal local educational zone Kano State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discussed the methodology employed in conducting the studies i.e finding out the application of ICT in the management of upper basic schools in municipal local Government area.

This chapter also deals with research design, research population and sample, sampling technique, research instrument used, Data collection procedure and analysis were also discussed.

3.2 Research Design

The design applied in this study is a descriptive survey design. A descriptive study was used because it described systematically the facts, qualities or characteristics of a given population, event or area of interest as factually or accurately as possible to answer the questions asked by the problem under investigation (Nwankwo 1984: 51-52).

This approach was used to enable the researcher to investigate the application of ICt in the management of upper basic schools in Kano Municipal Education zone. The researcher collected data and other relevant information from principals and teachers of the sampled second and schools using questionnaire.

3.3 Population and Sample

3.3.1 Population of the Study

In the context of research methodology, population is the total number of human and non – human subjects. That are of interest to the researcher.

Maiwada, (2009) opined that population is the naturally existing collection of an entity such as group of human beings or non human objects.

Population can be defined as all the inhabitants of a particular place.

The population of this study consisted of all principals of upper Basic schools in Municipal Local Education Zone with total population of fourteen (14) with different age- range and Academic qualifications of all teachers of upper Basic schools in Municipal Local Education Zone with the total population of five hundred and fifty two (552) comprising both male and female teachers.

The distribution distributions of the population is shown in Table 3.1

Table 3.1 Population distribution of principals and Teachers of UBS in Municipal Local Education zone

Types of School	No of Principle	No of teacher	Total
GSS	7	284	291
GGGS	7	268	275
Total	14	552	566

3.3.2 Sample of the Study

A sample is the portion or fraction of a population according to best and Kalm (1995), the ideal sample is large enough to serve as an adequate representative of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of the subjects availability, expense in both time and money and complexity of data analysis.

The sample of this study was 14 principals as whole and 322 teachers out of the 552 teachers according to Research Advisors (2006).

The distribution of the sample is shown on table 3.2 below

Table 3.2 Distribution of the sample of the study

Types of School	No of principals	No of Teachers	Total
GSS	7	164	171
GGSS	7	158	165
Total	14	322	336

3.3.3 Sample and Technique

Stratified random sampling was used in selecting the sample for inclusion into this study. Stratified sampling was used because the population involves gender stratification. Therefore, male and female principals and teachers were selected disproportionately. Generally, simple random sampling using hat and draw without replacement was used in selected the sample for inclusion in to this study. Random sampling without replacement, according to Paula and Susto (2005), is a case in which the element cannot be selected again after being selected once. Simply random sampling on the other hand gives each participant an independent and equal chance of being selected.

3.3 Data Collection Instrument

A self designed questionnaire was used as the data collection instrument in this study. The instrument named (MF PTUBSQ). Was divided in to two sections one seedked the demographic information of the respondents and section two consisted of questions aimed at assessing the application of ICT by the principal of the management of upper basic schools in Kano State.

3.4 Validating And Reliability

3.5.1 Validity of the Instrument

Validity is the quality of being logically sound.

To measure what it intends to measure. The instrument of this study was be forwarded to the supervisor for scrutiny or reviewing after which the corrections given by the supervisor will be effected and later the instrument was taken to the expert in test and measurement in B.U.K for face and content validity. To establish the validity both the correction given by the supervisor and experts will be incorporated in to the instrument.

3.4.2 Reliability of the Instrument

To establish the reliability of the data collection instrument, the researcher conducted pilot study testing of the instrument using seven (7) participants (principals) that were not part of the sample of the main studying order to obtain the reliability. Index of the data collection instrument and the

collected from the pilot study were subjected to person product moment correlation (PPMC) statistic and analysis and the reliability index.

3.5 Data Collection Procedure

The researcher, after obtaining an introduction letter from the Department of Education, Bayero university Kano (BUK) and Kano State senior secondary school management Board (KSSSSMB) popularly known as “Gidan Malamai” carried out the survey herself by taking the data collection instrument to the field, distributed, waiting and collected it personally, this procedure enables the research to facilitate retrieval of high percentage of the questionnaire from the respondents. In fact 100% of the distributed were retrieved and hence, no mortality rate of instrument was recorded.

Data Analysis Procedure

Descriptive statistical tool of frequency count and simple percentages were used in analyzing the demographic data of the study. This tool was used because of the nature of the data to be collected which was seem to be nominal in nature, and the study was not looking for relationship or differences.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyzed the data generated from the field work in tabular forms. The demographic data were presented, analyzed and discussed, the research questions were answered by the data collected and discussed, like wise the summary of the major findings and discussions were made and presented. The data contained were basically through the questionnaire distributed to the respondents the principals and teachers of upper basic schools in Municipal Local Government Education zone of Kano State.

4.2 Analysis of the Research Questions

The objectives set out this student were to find out the application of ICT in the management of upper basic schools. To achieve these objectives, research questions were raised to quite the conclude of the study and the date collected answered the research questions.

4.2.1 Research Questions one:

RQ1: What kind of ICT is available in upper Basic schools in Municipal local Government Education zone of Kano State?

Here two questionnaire items were used to answers this research question using frequency count and simple percentage the analysis of the respondent was presented in Table 4.5 below.

Table 4.1 Kind of ICT available in upper basic schools of municipal local government Education zone in Kano State.

S/N	Items	No	SA	A	D	SD	Total
1.	That is computer						
	Available in your school	336	300(89.3)	36(10.7)	0(0.0)	0(0.0)	336(100)
2.	There is photocopying machine in your school	336	290 (86.3)	30 (8.9)	23(6.9)	3(0.9)	336(100)

From table 4.5 above, it was revealed that of three hundred and thirty six (336), 300 representing 89.3% strongly agreed and thirty six (36) representing 10.7% respondents Agreed that there is computer available in their school. No respondent disagreed on strongly disagreed that there is no computer available in their school.

Item two asked whether there is photocopying machine in your school, out of three hundred and thirty six (336) two hundred and ninety (290) resending 86.3% strongly agreed, thirty respondents representing 8.9% agreed; twenty three (23) representing 0.8% disagreed while three (3) representing 0.9% strongly disagreed. So here it was revealed that there is photocopying machine in schools of municipal local Government Education zone of Kano state.

4.2.2 Research Question Two

RQ2: What are the changing roles of principals of upper Basic schools in municipal local government education zone of Kano State.

Here one questionnaire item was used to answer this research question using frequency count and simple percentage. The result of the analysis was presented in table 4.6.

Table 4.2 Changing roles of the principal of upper basic schools in Municipal Education Zone of Kano State.

S/N	Items	N	SA	A	D	SD	T
3	Principals in municipal Local government Education Zone are Computer literate.	336	250(74.4)	30(8.9)	40(11.9)	16(4.8)	336(100.00)

Table 4.6 above revealed that out of three hundred and thirty –six (336) respondents. Two hundred and fifty (250) representing 74 .4% strongly agreed thirty (30) representing 8.9% agreed, forty (40) representing 11.9% disagreed and sixteen (16) representing 4.8% strongly disagreed that principle in municipal local Education zone were computer literate.

Therefore, the analysis shows that principals were computer literates as shown in table 4.6 with 74% of positive Reponses.

4.2.3 Research Question Three.

RQ3: to what extent principal use ICT in Record keeping and Reporting in Upper basic Schools in Municipal Local Education zone.

One question are item was used.

Table 4.3 Extent of using ICT in Record keeping and reporting by principal of upper Basic schools in Municipal local Education zone of Kano State.

S/N	Item	N	SA	A	D	SD	Total
11	Principals						
	ICT In record						
	Keeping and	336	30(8.9)	20(6.0)	200(59.5)	86(25.6)	366(100.00)
	Reporting in Your schools						

Table 4.3 above relieving that out of three hundred and thirty six (366) respondents, thirty (3) representing 8.9% strongly agreed, twenty (2)) resenting 6.0% agreed, two hundred (200) representing 5.9% disagreed while eighty six (856) representing 2.56% disagreed that principals in municipal local education zone of Kano state use ICT in record keeping and reporting on their schools. So therefore, it showed that principals do not use ICT in record lipping and reporting as shows in table 4.9 with 59.% respondent disagreeing.

4.2.4 Research Question Four

RQ4: Do principals employ ICT in instructional leadership in upper Basic Schools in municipal local Education zone of Kano State?

Table 4.8 Employing ICT in Instructional leadership

Two questionnaire items were used to answer this using frequency count and simple percentage the result of the analysis is presented in Table 4.4

S/N	Items	N	SA	A	D	SD	Total
4	Principals in municipal Local Education zone apply ICT in school administration	336	100(29.8)	50(14.6)	150(44.6)	36(10.7)	336(100.00)
5	Principal ensures that student use ICT in your school	336	40(11.9)	30(8.0)	180(63.6)	86(25.6)	336(100.00)

From table 4.8 above, it was revealed that out of three hundred and thirty six (336) one hundred (100) representing 29.8% strongly agreed, fifty (50) representing 14.9% agreed, one hundred and fifty (150) representing 44.6% disagreed and thirty six (36) representing 10.7% strongly disagreed.

Item 5 asked whether principal ensure that students use ICT in yours schools forty (4) representing 8.9% agreed, one hundred and eighty (180) representing 53.6% disagreed.

The analysis therefore shown that principals do not apply ICT in school administration with 44.6% positive and also they do not ensure that students use ICT in schools with 536% of respondents who disagree

4.2.5 Research Question Five

RQ5: To what extent ICT is applied in dissent schools in Municipal local Government education zone of Kano State.

One questionnaire using frequented count and simple percentage.

Table 4.5 ICT applied in dissemination of information upper Basic school in municipal Local Government Education zone of Kano State.

S/N	Item	N	SA	A	D	SD	T
8	Principal teachers to employ projectors, and motion picture to enhance effective classroom communication	336	30(8.9)	16.(4.8)	200(220(59.6))	90(26.8)	33.6

From Table 4.5 above it was clear that out of three hundred and thirty six (336) thirty (3) representing 8.9% strongly agreed, sixteen (26) representing 4.8% agreed, two hundred (200) representing 59.5) disagreed and ninety (90) representing 26.8% strongly and ninety (90) representing 26.8% strongly disagreed that principal encourage teachers to employ projectors and motion picture to enhance effective classroom communication.

Therefore, the table showed that principals do not applied ICT in dissemination of Information in upper Basic schools in municipal local Education zone with 59.5% respondents disagreeing.

4.2.6 Research Question Six

RQ6: To what extent ICT is being applied in communication in school organization.

Two questionnaire items were used to answer this research question using frequency count and simply percentage the analysis of respondents was presented in table 4.10 below

Table 4.6 ICT being applied in communication in school organization.

S/N	Items	N	SA	A	D	SD	T
6.	Principal in your school uses Email in disseminating information about the school.	336	40(11.9)	21(11.9)	160(47.6)	115(34.2)	336(100.00)
7	Principal use cell phone in communication with teachers on issued patterning to the school	336	250(74.4)	50(14.9)	3(0.9)	33(9.8)	336(100.00)

From table 4.6 above, it was clearly that out of strongly agreed, twenty one representing 6.3% agreed, one hundred and sixty representing 47.6% agreed while one hundred and sixteen representing (34.2% strongly disagree. It showed that principal of upper Basic

schools of municipal local government Education zone don't use email in dissemination of information because 47.6% of respondents disagree and it is the highest percentage.

Item 7 of table 4.6 above equally showed that out of three hundred and thirty six (366) respondents Two hundred and fifty (250) representing 74.4% strongly agreed fifty (5) representing 14.9% agreed, three (3) representing 0.9% disagreed and thirty three (33) representing 9.8% strongly disagree that principal of upper basic schools in municipal Local government education zone of Kano State use cell phone to communicate to the teachers on issues patterning the school.

So from the table it was clear that 74.4% of respondent has the positive responses which indicated that principals of upper Basic schools in municipal local government Education zone of Kano State use cell phones for communicating to their teachers on issues patterning the school.

4.2.7 Research Question Seven

RQ7: Do principal of upper Basic schools in municipal local Government Education zone employed ICT in staff development programs?

Two questionnaire items were used to answer this research question using frequency count and simply percentage.

The result of the analysis of the responses was presented in table 4.11 below

Table 4.7 Do principals employ ICT in Staff development programmes?

S/N	Items	NO	SA	A	D	SD	T
9	Principals in your schools organized seminar for teachers on the use of ICT Using resource person	336	30 (8.9)	15(4.5)	41(12.2)	250(74.4)	336(100)
10.	Principal in your school encourage teachers to attend workshop on the use of ICT in teaching of ICT in teaching learning	336	14(5.2)	0(0.00)	226(67.3)	336(28.6)	336(100.00)

From Table 4.7 above, it, was revealed that out of three hundred and thirty six (336) forty (14) representing 4.2% strongly agreed, Zero (0) representing 0.00% agreed two hundred and tenting six (226) resenting 67.3% disagreed while ninety six resenting 67.3% disagreed while ninety –six representing 28.6 strongly disagreed that principal in municipal government Education zone of Kano State encourage teachings to attend workshop. This shows that principals do not encourage teachers to attend workshops on the use of ICT in teaching and learning because 67.3% was the positive response.

4.4 Summary of the Major Findings

This study was aimed at finding the application of ICT in the management of upper basic schools in Kano State. Seven objectives were selected and eleven questions were asked for each to find the application of ICT in the management of upper basic schools.

Based on the testing of the research study, the study revealed that:

1. Upper basic schools in Municipal local government Education zone have computers and photocopying machine.
2. Most principals in upper Basic Schools in municipal Local government Education zone of Kano State were not computer literate.
3. Most principals in Upper Basic Schools did not apply ICT to record keeping and reporting.
4. It was found that principals in municipal Local Government Education zone do not apply the ICT in instruction leadership.
5. Most principals in Upper Basic schools in municipal local government Education zone did apply ICT in dissemination of information.
6. Most principals of upper basic schools in municipal local government education zone did not apply ICT to communication; and
7. Most principals of Upper basic schools in municipal local government Education zone did not employ ICT on Staff development.

4.5 Discussion of the findings:

This study focuses on finding the effective application of ICT in the management of upper basic schools in municipal Local government Education zone of Kano

State. The data generated from the field work answering the research equation raised.

The finding of the first research question revealed that principals in municipal local government education zone of Kano State here ICT available in their schools. This finding support the finding of Olarewaju (2010) and also that of Yalokwau (2002 who defined management has the process of planning, organizing leasing and controlling the effort of organizational member and using all organizational resources to achieve goals.

In the finding of the study there is application of ICT in dissemination of information this finding supported the finding of Heerselman and hap(200, describe ICT as technology that support the communication and co-operation of “Human being and their organization.

ICT encompasses a range of election digital and analog devices such as radio, television, telephone (fixed and mobile) computer electrons based media such as digital text and audio-video recording and the internet, but excluding the non—electronic technologies. Bloon et al (2009) ascertain that ICT among employees and reduce co-ordination cost.

While the fourthly finding of the study revealed that principal apple ICT in introduction leadership and it was supported by the finding of ping Geo, who, along with fellow researchers Angels F.L wong, Doris choy and jing ww, Conducted the study discovered that these technology help educators had

competed in their abilities and were able to take more risks and get students excited about leaning.

The other finding of the study reevaluated that principals apply ICT in communication in school organization was supported by Dars and teale 1990; lemke and couflin 1998; cites by you; 2005 where they said ICT here potential to acetate, enrich and deepen skills to motivated and engage students. The need for ICT Application in Nigerian secondary Schools is it needs to improve secondary education which is essential to the creation of effective human capital in any country (Evoh,2007).

In another finding of the study it was revealed that principals are literate with the use of ICT. The demand for computer ICT literate is increasing in Nigeria, because employees realize that computers and other ICT.

Facilities can enhance efficient. On the other hand, employees here also realized that computers can be a treat to their jobs, and the only way to enhance job security is to become computer literate with the high demand for computer inerrancy the teaching and leaning those skills is a concern among professional. (Oduroye, n.d)

In this study another finding was use of ICT in record keeping and reporting of upper school administration. And it was supported by the finding of OKpetu and Peretomode (1995) which says that problems of different kind may be encountered when records are not properly created on stored in the school. In the same Achunine (1998) views record as written on document information for

remembrance. Adamu (3003) following suit, assent or require in the cause of
distractive and executive transaction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter focuses on the summary of the whole works conclusion draw from the finding of the study, recommendation based on the findings of the study and recommendation for further study,

5.2 Summary

This study focused on “Application of ICT to the management of upper basic schools in municipal local government education zone of Kano State”. In chapter one, background of the study and the statement of the problem were highlighted from which the objectives that the study sought to achieve were set and the research questions that guided the study were drawn, the scope and delimitation of the study were discussed in which the study focuses its attention on all the upper basic schools in municipal local Government zonal education of Kano and principals and teacher a of Kano State and principals and teachers of municipal Education zone. The significance of the study was also highlighted.

In chapter two, the conceptual fame work were reviewed in which ICT theories related to the study were reviewed using blended approach. Empirical studies related to this study were also reviewed and summary.

In chapter three, the design of the study which wish five hundred and sixty –six principals and teachers out of which three hundred and thirty six were selected and served as the sample of the study using stratified random sampling techniques

based on Research Advisors (2006) sample size self designed questionnaire named male and female principals and Teachers of upper Basic Schools Questionnaire (MFPT UBSQ) validated by the research supervisor and an expend in test and measurement in Bayero University Kano (BUK) was used as a data collection instrument. Frequency count and simple percentage were used to answer the research questions raised in chapter one. Summary and discussion of the findings were done with a view to making comparison with the finding of other related studies previously conducted.

5.3 CONCLUSION

Based on the findings of the study, the general conclusion that could be drawn from the study was (i) Not only the application of computer in the management of upper basic schools is at infancy (ii) Also the level of utilization of computer operations is generally and some how low in the upper basic Schools of municipal Education zone of Kano State. This is confirmed by the use's expression which was between moderately high and low level of utilization.

5.4 Recommendations

5.4.0 Recommendations from the Study

Based on the findings and conclusions made this study the following recommendations are hereby preferred.

1. principal should endeavour to provides computers and photocopying machines providing effective school management and for achieving the objectives of secondary schools education.
2. Professional training in the use of ICT should be made compulsory for all secondary school principals and teachers by the ministry of Education, through seminars workshops and conferences in order to boost their use of ICT for providing effective school management.
3. At the school level, principals is a leader for development and instructional and improvement should strategize the process of overlooking of his teachers so that the students can benefit from the teachers input.

4. The use of ICT should be made compulsory. To those principal on how to disseminate information effectively and efficiently for the development of school management
5. Government should take cognizance of the provides ICT in schools for principals and teachers for proper record keeping and reporting so that their successors will benefit from their past records.
6. principals should endeavor to encourage teaches by providing ICT in terms of their development.

5.4.2 Recommendation for Further Studies

This study explored the application of ICT to the management of upper basic schools in municipal local Education zone of Kano State.

i) Therefore, further study is recommended to be under taken in other education zones in Kano state so as to come out with a complete study of application of ICT to the management of upper basic school by principals in the state. Like wise a similar study is suggested to be carried out at lower secondary school levels in municipal Local Government and Kano State in general.

ii) Studies are also recommended to be undertaken in other applications not covered in this study so as to explore the administrative competencies and to enable schools to have well knowledge of computer studies.

