

ASSESSMENT OF AVAILABILITY AND UTILISATION OF INFORMATION COMMUNICATION TECHNOLOGY TOOLS IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ONDO STATE, NIGERIA

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Abstract

The study which is premised on Unified Theory of Acceptance and Use of Technology (UTAUT) determined available Information and Communication Technology (ICT) facilities, investigated the extent of use and identified some of the challenges of utilisation in public secondary schools in Ondo State, Nigeria. The study adopted descriptive survey design. All principals, vice-principals, and teachers in public secondary schools in Ondo State, Nigeria were the population. One hundred respondents including 5 principals, 15 vice principals and 80 teachers were sampled using multistage sampling procedure. Availability and Utilisation of ICT Questionnaire (A&UITQ) was used for data gathering. Split-half method was employed in determining the reliability of the instrument and $r = 0.91$ was obtained. Analysis of data showed that facilities like desktop computers (54.25%), Printers (53.75%), and some others are moderately available. Laptop computers (44.50%), Tablets (37.25%), Scanners (42.25%), Projectors (33.00%), and so on are slightly available. Also, some of these facilities were rarely used while others were used often. The available ICT facilities were always used for managing examination records (71.00%) and other related activities. The challenges encountered in utilising ICT for management in public secondary schools include inadequate number of computers / ICT devices (82.75%) among others. The study concluded that basic ICT facilities are moderately available and are slightly used for school management as a result of varying

challenges. While studies emphasized utilisation of ICT facilities on instructional deliveries, this study focused on applications of ICT in management of public secondary schools.

Keywords: Availability, Challenges, Information and Communication Technology, Management, Utilisation

Introduction

The potential of Artificial Intelligence - driven Information and Communication Technology (AI - driven ICT) in transforming and revolutionising educational management in institutions of learning at all level of education has been acknowledged. Munagandla *et al* (2024) acknowledged that ICT tools offer unprecedented opportunities for enhancing efficiency, transparency, data-driven decision- making, and communication within school systems. Fakokunde and Faremi (2024) also posited that integration of digital technologies in students' record management, staff personnel administration, financial planning, and parent-teacher communication has the potential to streamline operations and improve overall education outcomes. It is in the light of these that Nigeria government through the USE "IT Policy" of 2019 advocated integration of ICT in educational activities at all levels of education in the country. The Digital Awareness Programme (DAP) launched by President Goodluck Jonathan is one of the steps in ensuring that policy framework for a standardized and coordinated deployment of ICT across all level of education is established (Federal Ministry of Education, 2019). The policy explicitly aims to facilitate the development of technical infrastructures required to improve education service delivery and to strengthen open and distance, learning, blended learning, and e-learning initiatives across the country (Federal Ministry of Education, 2019). Quality of school management can serve as catalyst or inhibitor to the gain of integration of AI in learning outcomes of students irrespective of the level of education. School culture can be influenced by the school management strategies the same way weather condition determines the climate of an environment. It is therefore pertinent that utilisation

of ICT in school management be explored because it is the basis for ethical use of AI-tools in classrooms and school engagements.

Despite the steps and policy aspirations of the Federal Government of Nigeria, the actual deployment and utilisation of ICT tools for administrative and management purposes in Nigeria's public secondary schools have remained significantly below expectations (Ezewuzie *et al*, 2025; Kemi, 2023; Bolaji & Jimoh, 2023). Empirical evidence and policy analyses according to Ezewuzie *et al*, 2025 and Aboderin (2025) reveal a substantial gap between Nigeria's policy ambitions and the practical realities of ICT deployment in public secondary schools. Studies conducted across various geopolitical zones consistently indicate that many public secondary schools have not fully deployed ICT for school administration, and where such tools exist, their utilisation is often minimal or ineffective (Bolaji and Jimoh, 2023; Ngmenkpiewo *et al*, 2023; 2026; Nwanne *et al*, 2024). The persistence of these challenges suggests that the availability and extent of use of ICT tools in public secondary school administration remain critically under-researched and inadequately addressed.

The problem of limited ICT adoption appears to be compounded by the chronic infrastructural deficits that characterise many public secondary schools in Nigeria. The seemingly digital divide between urban and rural public secondary schools might have profound implications for equitable access to technology-enabled administration and management. A public secondary school in urban centres may experiment with smartboards and blended learning, while its counterpart in rural communities might be contending with unreliable power and internet access. This fragmentation may explain why digital ambition continues to outpace outcomes in public secondary schools.

Ondo State is considered has one of the highly educational communities in southwestern Nigeria. The State used to rank very high in external examinations coordinated by organisations such as West African Examination Council (WAEC) and National

Examination Council (NECO). as reported in the vanguard Newspaper of April 5, 2012, Tolulope Janet Falokun, a student in one of the public secondary schools in the State was the best students in Senior Secondary School Certificate Examination conducted by WAEC in 2011. Student from the State also rank best in NECO of the same year. These feat have not been achieved fifteen years after. This could be traced to the quality of school management particularly in public secondary schools in the State because school management plays significant roles in students' academic achievement (Owan *et al*, 2018; Huaisheng *et al*, 2019).

Application of Artificial Intelligence integrated ICT platforms such as SchoolsFocus, DreamClass, PowerSchool has potentials for effective and efficient classroom management. SchoolsFocus for example is a tailored school management platform that manages fee tracking, online admissions, HR, payroll, result processing, and CBT (Computer-Based Testing) examinations.

Statement of the Problem

Information Technology is the foundation and basis for ethical use of generative AI tools for educational activities at all level of education. Generative AI use is solely driven by information technology (IT) tools. Integration of IT tools into school administration has been globally recognised as a catalyst for efficiency, transparency, and data-driven decision-making. In Nigeria, national policies such as the National Policy on ICT in Education (2019) mandate the deployment of IT for educational management. However, empirical evidence across several Nigerian states indicates that the availability of IT tools in public secondary schools remains critically low, and where available, their utilisation for core administrative functions such as student records, staff personnel management, financial planning, and communication is minimal or ineffective. In Ondo State, despite being one of the more educationally developed states in Southwestern Nigeria, there is a dearth of systematic data on the actual state of IT infrastructure and its use for school administration. Anecdotal reports and preliminary observations suggest that many

public secondary schools in the state lack basic IT facilities (computers, networked systems, school management software), suffer from unreliable power and internet connectivity, and face severe shortages of digitally competent administrative staff. Moreover, no known pilot study has been conducted in Ondo State to ascertain the specific types of IT tools available, the frequency and scope of their use for different administrative tasks, or the contextual barriers (funding, training, maintenance, policy implementation) that hinder effective adoption. This knowledge gap prevents stakeholders including the Ondo State Ministry of Education, Teaching Service Commission, school principals, and development partners from designing targeted interventions or allocating resources efficiently. Consequently, the potential benefits of IT-enhanced administration (reduced record-keeping errors, improved data security, faster reporting, enhanced parental engagement) remain largely unrealised, and the risk of continued reliance on inefficient manual systems persists. Therefore, there is an urgent need for a study that assesses the availability and utilisation of IT tools in the administration and management of public secondary schools in Ondo State, Nigeria.

Purpose of the Study

The main purpose of the study is to investigate the available information Technology tools for administration and management of public secondary schools in Ondo State, Nigeria. The specific objectives of the study are to:

- (a) determine the available ICT facilities for administration and management in public secondary schools in Ondo State, Nigeria;
- (b) investigate the extent of use of the available ICT facilities for administration and management in the study area;
- (c) identify some of the challenges encountered by school administrators and management in deploying ICT facilities for administration and management in the study area

Research Questions

1. What are the available ICT facilities for administration and

- management in public secondary schools in Ondo State?
2. What is the extent of use of the available ICT facilities for public secondary schools administration and management in the study area?
3. What are the challenges of adopting ICT facilities for public secondary schools administration and management in the study area?

Hypothesis

H₀₁: sex has no significant influence on the extent of use of ICT facilities for administration and management in public secondary schools in Ondo State, Nigeria

Theoretical Framework

This study is premised on Unified Theory of Acceptance and Use of Technology (UTAUT). The theory as propounded by Venkatesh *et al* (2003) were combined eight theories which include the Theory of Reasoned Action (TRA), the Technology Acceptance Model (TAM), the Motivation Model (MM), the Theory of Planned Behaviour (TPB), the combined TAM and TPB, the Model of Personal Computer Utilization and the Innovation and Diffusion Theory (Oteyola *et al*, 2020).

UTAUT identifies four key factors which are Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. The theory also identified age, gender, experience, and voluntariness as the four moderators that predict the behavioural intention to use a technology and actual use of the technology in organizational contexts. UTAUT model uses behavioural intention as a predictor of the technology use behaviour at the core. According to UTAUT, performance expectancy, effort expectancy, and social influence were theorized and found to influence behavioural intention to use a technology, while behavioural intention and facilitating conditions determine technology use. The effects of interactions of each performance expectancy, effort expectancy, and social factors with age and gender was also established to affect

technology acceptance and use.

UTAUT predicted the acceptance and use of technology by 70% accuracy unlike TAM which predict technology acceptance by 30% accuracy (Oteyola *et al*, 2020). UTAUT explained 77 percent of the variance in behavioural intention to use a technology and 52 percent of the variance in technology use. UTAUT model is the most appropriate model among all the models that can be used to determine technology acceptance by end users. It explained why technology are used or not by the end users. UTAUT leverages on the intention of users to use a technology, the perceived usefulness of the technology and also the perceived ease of use of the technology. Elements of usability which include availability as well as accessibility and attitude of the users towards the technology are also captured by UTAUT. The moderating effects of gender, social influence, values, age and so on were also captured in the Unified Theory of Acceptance and Use of Technology.

Methodology

The study adopted descriptive survey design. The population for the study comprised all teachers including principals, vice-principals in all public secondary schools in Ondo State, Nigeria. One hundred respondents including 5 principals, 15 vice principals and 80 teachers were selected across all the public secondary schools in Ondo State, Nigeria using multistage sampling procedure. Ondo Central senatorial district was purposively selected for the study because the senatorial district housed the State capital. Not only that, the senatorial district is a representation of other senatorial districts in the State. Ondo Central senatorial district has the highest number of public secondary schools in the State. The distribution of rural and urban communities in the senatorial district is also proportionate unlike the others where there are more rural communities than urban communities. Two local government areas were randomly selected from the senatorial district. All the public secondary schools in the selected local government were stratified into rural and urban secondary schools. Three urban and two rural schools were selected

through randomisation. The principals, vice principals as well as teachers in the selected schools were selected using convenient sampling technique based on their willingness to participate in the study. Availability and Utilisation of ICT Questionnaire (A&UITQ) was used for data gathering. The instrument was a 4-point likert-type questionnaire. It was used in eliciting information on available ICT-facilities, extent of use of the ICT-facilities and challenges of using the facilities in administration and management of public secondary schools. Section A was demographic. Section B gathered information on available ICT-facilities for administration and management; section C elicited information on extent of use of the facilities while section D elicited information on the challenges encountered in using the facilities for administration and management. The validity of the instrument was determined by submitting it for scrutiny by lecturers in the Department of Educational Technology and Library Studies, Obafemi Awolowo University, Ile Ife, Nigeria. The lecturers appraised the suitability of the instrument in terms of contents, clarity and suitability of the items in the questionnaire to measure what it was intended to measure. The instrument was also scrutinized and appraised by lecturers who are test expert. The content validity ratio ($\alpha = 1$) was obtained. The reliability of the instrument was determined by administering 20 copies of the questionnaire on 20 teachers in Ile Ife, Osun State, Nigeria. Split-half method was adopted and Cronbach-alpha produced $r = 0.91$. Thus, the instrument was considered both valid and reliable. The researcher visited the selected schools and seek permission of the school management to conduct the study. Copies of the instrument were administered on the respondents on one-on-one basis. The purpose of the research was explained and the consent of the respondents were obtained before administration of the instruments. The respondents were allowed to decide freely in participating in the study. The respondents were not begged or forced. They were also encouraged to spend enough time in going through items in the questionnaire. The copies were retrieved from the respondents after responding to items in the questionnaire. All the copies of the returned questionnaire are adequately and appropriately filled. The response rate was 100%. Responses were

collated and clean for data analysis. The data were analysed using frequency count and percentage. Decisions were taken using relative significance index and t-test at $p < 0.05$.

Results

Research Question One: What are the available ICT facilities for administration and management in public secondary schools in Ondo State?

This question was raised to achieve objective (a) of the study. Items 1 - 15 in the section B of the questionnaire gathered information on the available ICT on Not Available (NA); Slightly Available (SA); Moderately Available (MA); and Fully Available (FA). NA, SA, MA and FA were scored 1, 2, 3 and 4 respectively. Items not responded to were score 0. Frequency, percentage and relative significance index (RSI) of each of the items were determined. The RSI was calculated by determining the ratio of the total actual weight given to a factor by all respondents to the maximum possible weight it could receive and expressing the value as percentage. Aladejana (2006) as cited in Makinde and Oteyola (2023) was adapted in categorising the availability of ICT facilities for schools' management such that RSI less than 20.00% were categorised as NA; between 20.00% and 49.99 (%) as SA; 50.00% and 74.99%, MA; while above 74.99% were categorized as FA.

Table 1: Frequency, percentage and RSI of available ICT facilities for administration and management in public secondary schools in Ondo State

S/N	ICT Facility	FA (%)	MA (%)	SA (%)	NA (%)	RSI (%)	Remark
1.	Desktop computers	21 (21.00)	17 (17.00)	20 (20.00)	42 (42.00)	54.25	MA
2.	Laptop computers	15 (15.00)	11 (11.00)	11 (11.00)	63 (63.00)	44.50	SA
3.	Tablets (e.g., iPad, Samsung Tab)	8 (8.20)	11 (11.20)	10 (10.20)	64 (70.40)	37.25	SA

S/N	ICT Facility	FA (%)	MA (%)	SA (%)	NA (%)	RSI (%)	Remark
4.	Printers	18 (18.00)	15 (15.00)	31 (31.00)	36 (36.00)	53.75	MA
5.	Scanners	10 (10.20)	15 (15.30)	17 (17.30)	56 (57.10)	42.25	SA
6.	Photocopiers	27 (27.00)	11 (11.00)	29 (29.00)	33 (33.00)	58.00	MA
7.	Projectors	3 (3.00)	7 (7.10)	10 (10.10)	79 (79.80)	33.00	SA
8.	Internet connectivity (Wi-Fi, modem)	5 (5.00)	11 (11.00)	30 (30.00)	54 (54.00)	41.75	SA
9.	School management software (e.g., e-register)	15 (15.20)	9 (9.10)	23 (23.20)	52 (52.50)	46.25	SA
10.	Local area network (LAN)	5 (5.20)	16 (16.50)	32 (33.00)	44 (45.40)	44.00	SA
11.	External storage devices (USB, hard drive)	12 (12.10)	14 (14.10)	32 (32.30)	41 (41.40)	48.75	SA
12.	Uninterruptible power supply (UPS) / generator for ICT	19 (19.40)	8 (8.20)	22 (22.40)	49 (50.00)	48.25	SA
13.	Digital cameras / webcams	4 (4.10)	7 (7.10)	11 (11.20)	76 (77.00)	33.75	SA
14.	Public address system / intercom	30 (30.30)	21 (21.20)	32 (32.30)	16 (16.20)	65.75	MA
15.	Dedicated ICT/computer laboratory for administrative use	25 (25.00)	13 (13.00)	31 (31.00)	31 (31.00)	58.00	MA

Source: Field Survey (2026)

Table 1 presents the RSI of the available ICT facilities for administration and management in public secondary schools in Ondo State, Nigeria. Desktop computers (54.25%), Printers (53.75%), Photocopier (58.00%), Public Address System (65.75%), and dedicated ICT/ computer laboratory for administrative use are moderately available. Laptop computers (44.50%), Tablets (37.25%), Scanners (42.25%), Projectors (33.00%), internet connectivity (41.75%), School management software (46.25%), Local area network (44.00%), External storage devices (48.75%), Uninterruptible power supply (48.25%), and Digital cameras (33.75%), are slightly available.

Research Question Two: What is the extent of use of the available ICT facilities for public secondary schools' administration and management in the study area?

This research question was raised to achieve objective (b) of the study. Items 1 - 15 in the section C of the questionnaire elicited information on the extent of use of the ICT facilities on Not Used (NU), Rarely Used (RU), Often Used (OU), and Always Used (AU). NU, RU, OU and AU were scored 1, 2, 3, and 4 respectively. Items not responded to were score 0. Frequency, percentage as well as RSI of each of the items were determined. Adapting Makinde and Oteyola (2023), the RSI were categorised such that items with RSI less than 20.00% were categorised as not used; between 20.00% and 49.99% were categorised as rarely used; between 50.00% and 74.99% were categorised as often used, while above 74.99% were categorised as always used.

Table 2: Frequency, percentage and RSI of extent of utilisation of ICT facilities in administration and management in public secondary schools in Ondo State, Nigeria

S/N	Administrative Task / ICT Application	NU (%)	RU (%)	OU (%)	AU (%)	RSI (%)	Remark
1.	Using computers to store student academic records	36 (36.0)	14 (14.0)	11 (11.0)	39 (39.0)	27.25	RU
2.	Using computers to record staff attendance/payroll	46 (46.5)	12 (12.1)	12 (12.1)	29 (29.3)	55.50	OU
3.	Using school management software for timetabling	61 (62.9)	14 (14.4)	11 (11.3)	11 (11.3)	41.50	RU
4.	Using internet/email to communicate with parents or education authorities	57 (58.2)	16 (16.3)	7 (7.1)	18 (18.4)	45.50	RU
5.	Using printers to produce official reports, letters, examination papers	20 (20.2)	14 (14.1)	22 (22.2)	43 (43.4)	71.50	AU
6.	Using scanners to digitise documents for storage	45 (46.4)	23 (23.7)	13 (13.4)	16 (16.5)	48.50	RU
7.	Using ICT to prepare school budget or financial records	54 (54.5)	16 (16.2)	17 (17.2)	12 (12.1)	46.25	RU
8.	Using ICT to generate termly statistical returns (enrolment, performance)	39 (39.4)	19 (19.2)	16 (16.2)	25 (25.3)	56.25	OU

S/N	Administrative Task / ICT Application	NU (%)	RU (%)	OU (%)	AU (%)	RSI (%)	Remark
8.	Using ICT to generate termly statistical returns (enrolment, performance)	39 (39.4)	19 (19.2)	16 (16.2)	25 (25.3)	56.25	OU
9.	Using ICT to store and retrieve administrative circulars/policies	26 (26.5)	38 (38.8)	11 (11.2)	23 (23.5)	56.75	OU
10.	Using ICT to manage examination records (result computation, analysis)	17 (17.0)	26 (26.0)	13 (13.0)	44 (44.0)	71.00	AU
11.	Using ICT for inventory management of school assets	46 (46.0)	27 (27.0)	11 (11.0)	16 (16.0)	49.25	RU
12.	Using ICT for internal staff communication (WhatsApp, email groups)	21 (21.2)	16 (16.2)	18 (18.2)	44 (44.4)	70.75	AU
13.	Using ICT for disciplinary record keeping of students	64 (64.0)	16 (16.0)	10 (10.0)	10 (10.0)	41.50	RU
14.	Using ICT to store lesson notes/ schemes of work	76 (76.0)	12 (12.0)	4 (4.0)	8 (8.0)	36.00	RU
15.	Using ICT for parent-teacher conference scheduling and records	72 (72.0)	18 (18.0)	7 (7.0)	3 (3.0)	35.25	RU

Source: Field Survey (2026)

Table 2 presents RSI of the extent of utilisation of ICT facilities in administration and management in public secondary schools in Ondo State, Nigeria. Computers are rarely used to store students academic records (27.25%), school management software are rarely used for timetabling (45.50%), internet/email are rarely used in communicating to parents or education authorities (45.50%), scanners are rarely used to digitise documents for storage (48.50%), ICT are rarely used to prepare school budget or financial records (46.25%), inventory management for school assets (49.25%), disciplinary record keeping of students, storage of lesson notes/schemes of works (36.00), and parent-teacher conference scheduling and records (35.25%). While ICT facilities are often used for recording staff attendance/ payroll (55.50), generate termly statistical returns (56.25%), store and retrieve administrative circular/policies (56.75%). Printer is always used for producing official reports, letters, examination papers (71.50%). ICT facility is also always used for managing examination records (71.00%), and internal staff communication (WhatsApp, email groups) (70.75%).

Research Question Three: What are the challenges of adopting ICT facilities for administration and management in public secondary schools in Ondo State, Nigeria?

This question was raised to achieve objective (c) of the study. Items 1 - 15 gathered information on challenges of adopting ICT facilities in administration and management on a 4-point likert scale of strongly agree, agree, disagree, and strongly. Strongly agree, agree, disagree and strongly disagree were scored 4, 3, 2, and 1 respectively. Items not responded to were score 0. Frequency, percentage and RSI of each of the items were determined. Items with RSI of 60.00% and above are considered as challenges of utilising ICT facilities in the study area.

Table 3: Frequency, percentage and RSI of challenges of utilising ICT facilities in public secondary schools in Ondo State, Nigeria

S/N	Challenge	SA (%)	A (%)	D (%)	SD (%)	RSI (%)	Remark
1.	Inadequate number of computers / ICT devices	57 (57.0)	21 (21.0)	18 (18.0)	4 (4.0)	82.75	Significant
2.	Irregular or no electricity supply	52 (52.0)	22 (22.0)	19 (19.0)	7 (7.0)	79.75	Significant
3.	Poor or no internet connectivity	52 (52.0)	29 (29.0)	10 (10.0)	9 (9.0)	81.00	Significant
4.	Lack of relevant school management software	44 (44.0)	38 (38.0)	6 (6.0)	12 (12.0)	78.50	Significant
5.	Insufficient funding to procure or maintain ICT facilities	48 (48.0)	41 (41.0)	5 (5.0)	6 (6.0)	82.75	Significant
6.	Lack of technical support / ICT personnel	45 (45.0)	37 (37.0)	9 (9.0)	9 (9.0)	75.00	Significant
7.	Low digital literacy / computer skills among administrative staff	25 (25.0)	52 (52.0)	14 (14.0)	9 (9.0)	73.25	Significant
8.	Lack of regular training on ICT for school administrators	58 (58.0)	24 (24.0)	7 (7.0)	11 (11.0)	82.25	Significant

S/N	Challenge	SA (%)	A (%)	D (%)	SD (%)	RSI (%)	Remark
9.	Poor maintenance culture / frequent breakdown of ICT equipment	29 (29.0)	46 (46.0)	10 (10.0)	15 (15.0)	72.25	Significant
10.	Resistance to change from manual to digital systems	25 (27.8)	35 (38.9)	16 (17.8)	13 (14.4)	62.50	Significant
11.	High cost of internet data / subscription	38 (40.0)	37 (38.9)	10 (10.5)	10 (10.5)	73.25	Significant
12.	Inadequate security of ICT equipment (theft, vandalism)	36 (36.0)	35 (35.0)	19 (19.0)	10 (10.0)	74.25	Significant
13.	Lack of policy or directive from the state ministry on ICT use	50 (50.0)	29 (29.0)	10 (10.0)	11 (11.0)	79.50	Significant
14.	Insufficient time to learn and use ICT due to heavy workload	38 (38.0)	38 (38.0)	12 (12.0)	12 (12.0)	75.50	Significant
15.	Lack of external storage or cloud backup facilities	48 (48.0)	28 (28.0)	18 (18.0)	6 (6.0)	79.50	Significant

Source: Field Survey (2026)

Table 3 presents the analysis of the challenges of utilising ICT facilities in public secondary schools in Ondo State. Inadequate number of computers / ICT devices (82.75%), irregular or no electricity supply (79.75%), poor internet connectivity (81.00%), lack of relevant school management software (78.50%), insufficient funding to procure or maintain ICT facilities (82.75%), lack of

technical support/ ICT personnel (75.00%), low digital literacy (73.25%), lack of regular training on ICT for school administrators (82.25%), poor maintenance culture/ frequent breakdown of ICT equipment (72.25%), resistance to change (62.50%), high cost of internet data / subscription (73.25%), inadequate security of ICT equipment (74.25%), lack of policy or directive from the State Ministry on ICT use (79.50%), insufficient time to learn and use ICT due to heavy workload (75.50%), and lack of external storage or cloud backup facilities (79.50%) are all challenges of utilising ICT facilities in administration and management in public secondary schools in Ondo State, Nigeria.

Research Hypothesis

H₀₁: sex has no significant influence on the extent of use of ICT facilities for administration and management in public secondary schools in Ondo State, Nigeria

This hypothesis was raised to determine if teachers' sex influenced the extent of utilising ICT facilities for administration and management in public secondary schools in Ondo State, Nigeria. Responses to the 15 items in Section C of the questionnaire were collapsed. The total score of each of the respondents were determined. The t-test analysis was conducted to compare the influence of sex on the extent of use at $p < 0.05$.

Table 4: t-test analysis of difference in the extent of utilising ICT facilities by male and female teachers in public secondary schools in Ondo State, Nigeria.

Group	N	Mean	Standard deviation	t	df	p
Male	29	44.24	9.84	1.127	95	0.263
Female	68	41.63	10.68			

Source: Field Survey (2026)

Table 4 shows that out of the 100 respondents that participated in the

study, 97 indicated their sex. Twenty-nine of the respondents were male while 68 were female. The mean and standard deviation of the male respondents were 44.24 and 9.84 respectively while the mean and standard deviation of the females were 41.63 and 10.68. Subjecting the mean to t-test showed that there is no significant difference in the male and female teachers' extent of utilising ICT facilities for administration ($t_{95} = 1.127$; $p = 0.263$). Since $p > 0.05$, the hypothesis which state that sex has no significant influence on the extent of use of ICT facilities for administration and management in public secondary schools in Ondo State, Nigeria is not rejected.

Discussion

Analysis of data showed that while Desktop computers, Printers, Photocopier, Public Address System, and dedicated ICT/ computer laboratory for administrative use are moderately available, Laptop computers, Tablets, Scanners, Projectors, internet connectivity, School management software, Local area network, External storage devices, Uninterruptible power supply, and Digital cameras are slightly available. This is in line with the Nigeria Education News (2025). The Unified Theory of Acceptance and Use of Technology as cited in Oteyola (2020) identified availability of ICT facilities and infrastructures as facilitating conditions for its adoption in classroom instruction. Inadequacy in the availability of ICT is identified by Nwagwu (2006) and Ntorukiri *et al* (2022) as bane in effective utilisation of ICT facilities across higher institutions of learning in Nigeria. This implies that stakeholders in school managements would not be able to integrate AI-driven ICT platforms into school management even if they are interested in doing so. Managements of public schools would still rely on orthodox method of school management as a result of inadequacy or lack of necessary ICT facilities.

The extent of utilisation of ICT facilities for administration and management is also very low. Since the facilities are not available, it expected that it will also be slightly utilised. Kemi (2023); Fakokunde and Faremi (2024) affirmed that inadequate facilities

such as intermittent power supply, and limited broadband width limit the effectiveness in the use of ICT in administrations and management in higher institutions of learning in Nigeria. The same could have affected the extent of utilisation of ICT facilities in public secondary schools in Ondo State, Nigeria.

Challenges of utilising ICT facilities for administration and management include inadequate computers / ICT devices, irregular or no electricity supply, poor internet connectivity, lack of relevant school management software, insufficient funding to procure or maintain ICT facilities, lack of technical support/ ICT personnel, low digital literacy, lack of regular training on ICT for school administrators, poor maintenance culture/ frequent breakdown of ICT equipment, resistance to change, high cost of internet data / subscription, inadequate security of ICT equipment, lack of policy or directive from the State Ministry on ICT use, insufficient time to learn and use ICT due to heavy workload, and lack of external storage or cloud backup facilities. This is in consonance with Ezewuzie *et al* (2025); Bolaji and Jimoh (2023).

Conclusion

The study concluded that basic ICT facilities were moderately available in public secondary schools in Ondo State, Nigeria and that the facilities were slightly used in the management of public secondary schools in Ondo State Nigeria. The challenges of effective school managements in public secondary in Ondo State, Nigeria could be traceable to the orthodox practices usually apply in schools' administrations. These orthodox practices are deficient in the 21st century schools' managements practices that are leveraging on the use of artificial intelligence driven platforms.

Recommendations

Based on the findings from the study, necessary ICT facilities required for optimum integration of ICT in classroom managements in public secondary schools in the State should be procured. This will enhance accessibility to relevant ICT-based tools for effective and

efficient school administration. Training and workshop on relevant skills on effective utilisation of ICT in schools' management should also be organised for the school administrators. Provisions should also be made for alternative energy supply in the schools. This will help in mitigating some of the challenges associated with epileptic supply of electricity in application of ICT in schools' management in public secondary schools in Ondo State, Nigeria.

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