

TEACHERS' ATTITUDES TOWARDS ICT INTEGRATION IN SECONDARY SCHOOL ADMINISTRATION IN AWKA SOUTH LGA, ANAMBRA STATE

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ABSTRACT

This study investigated teachers' attitudes towards ICT integration in secondary school administration in Awka South Local Government Area (LGA) of Anambra State. The study was guided by four research questions and adopted a descriptive survey research design. The population consisted of 604 teachers from 19 public secondary schools in Awka South LGA, with all teachers participating in the study. A researcher-developed questionnaire, "Attitudes of Teachers to Information and Communication Technology Usage in School Management Questionnaire (ATICTUSMQ)," was used for data collection. The instrument was validated by experts and yielded a reliability value of 0.78 using Cronbach Alpha. Data analysis was based on 593 properly filled questionnaires, representing a 98% return rate. Mean and standard deviation were used to answer research questions. The findings revealed that teachers have high self-efficacy, willingness, and enthusiasm towards ICT integration in secondary school administration, as well as low anxiety levels. Based on the findings, it was recommended that the Post Primary Schools Service Commission organize annual capacity-building programs to enhance teachers' skills and reduce anxiety towards ICT use in school management.

Keywords: Attitude, ICT usage, school management

Introduction

Education is one of the most crucial aspects of human existence. People are said to become refined and sophisticated for greater tasks through education (Okafor & Juliana, 2022). It is seen to be a way of acquiring needed skills and knowledge for expected performance as an individual. Education is therefore, considered as a key index of national development through human capacity (Okafor & Juliana, 2022). Thus, education is a vital instrument for driving national progress and a transformative process that enables individuals to acquire knowledge and essential skills for their personal development (Iwuanyanwu & Uwadiogwu, 2019). One of the critical levels of education is secondary schools, which provide students with education after completing nine years of basic education. The broad aims of secondary education in Nigeria are to prepare individuals for meaningful life in society and for further education (Federal Republic of Nigeria, 2013). Effective school management is crucial for achieving these objectives. School management involves leading the learning institution towards development through the optimum use of human, material, and financial resources to attain predetermined educational goals (Agobua et al., 2019).

However, secondary schools in Awka South LGA of Anambra State face managerial problems, including indiscipline among students and staff, poor decision-making, examination malpractice, and inadequate records keeping (Nwafor & Egboka, 2020; Okeke & Ikediugwu, 2021). The underutilization of Information and Communication Technology (ICT) facilities is a significant contributor to these problems (Ogbunode, Obi & Nwankwo, 2021; Okafor & Enemuo, 2022).

Plausibly, ICT integration can significantly enhance school management by improving communication, organization, and decision-making. ICT has been shown to gear up productivity in critical sectors of the global economy and has impacted positively on many lives that depend on it for survival (Okafor & Juliana, 2022). It has also been regarded as the source for the social economic development of any educational system and has remained the reagent of growth for developed countries (Okafor & Juliana, 2022). Almost all educational sectors could be initiated and delivered through ICT and since these tools are efficient and reliable, they are today functioning as catalyst of good governance in most institutions (Okafor & Enemuo, 2022). The expectation that ICT will play a transformative role is more evident in the Nigerian education system (Okafor & Enemuo, 2022).

Teachers' attitudes towards ICT integration are critical in determining its successful adoption in secondary school administration. Attitudes can be influenced by factors such as self-efficacy, anxiety, willingness, and enthusiasm (Bariu & Chun, 2022; Semerci & Aydin, 2018). Self-efficacy refers to a teacher's confidence in using ICT tools, while anxiety refers to feelings of discomfort or apprehension. Willingness and enthusiasm are also essential in determining teachers' attitudes towards ICT integration. ICT consists of a broad range of technical tools and services used to develop, archive, interact, disseminate, and handle information (Okafor & Enemuo, 2022).

This study aimed to investigate teachers' attitudes towards ICT integration in secondary school administration in Awka South LGA, Anambra State. Specifically, the study examined the influence of self-efficacy, anxiety, willingness, and enthusiasm on teachers' attitudes towards ICT integration. The study will also explore whether there are significant differences in attitudes towards ICT integration between male and female teachers.

The effective integration of ICT in secondary school administration can revolutionize the way schools are managed, leading to improved teaching and learning outcomes. However, the success of ICT integration depends on teachers' attitudes towards its use. This study will provide insights into the factors that influence teachers' attitudes towards ICT integration and identify strategies to promote positive attitudes towards ICT use in secondary school administration.

The significance of this study lies in its potential to inform policy and practice on ICT integration in secondary school administration. The findings of this study will contribute to the existing body of knowledge on ICT integration in education and provide recommendations for improving teachers' attitudes towards ICT use. Ultimately, this study aims to improve the management of secondary schools in Awka South LGA, Anambra State, and enhance the quality of education provided to students.

Statement of the Problem

The effective management of secondary schools is a crucial aspect of ensuring the realization of the goals of the National Policy on Education. However, it appears that teachers are yet to make desirable contributions towards the management of secondary schools in Awka South Local Government, Anambra State, particularly in the area of ICT integration (Enemuo, Okafor, & Okafor, 2023). Teachers seem to find it challenging to harness the potential of Information and Communication Technology (ICT) to manage daily school attendance, classroom facilities, and instructional activities in secondary schools in Awka South LGA. This is despite the fact that ICT has been shown to gear up productivity in critical sectors of the global economy and has impacted positively on many lives that depend on it for survival (Okafor & Juliana, 2022).

Some students tend to loiter on school premises during instruction, engage in examination malpractices, violate school rules and regulations, and display other forms of misconduct in secondary schools in Awka South LGA. Meanwhile, teachers continue to manually keep data on students and carry out managerial tasks that could easily be done using ICT facilities. This conventional approach to school management may be influencing their attitude towards ICT integration. The lack of ICT integration in secondary school administration has resulted in a shortage of accurate and timely information for planning and decision-making in secondary schools in Awka South LGA.

These challenges underscore the need to investigate teachers' attitudes towards ICT integration in secondary school administration in Awka South LGA, Anambra State. This study aims to explore the factors that influence teachers' attitudes towards ICT integration and identify strategies to promote positive attitudes towards ICT use in secondary school administration. By doing so, this study hopes to contribute to the improvement of secondary school management in Awka South LGA and enhance the quality of education provided to students.

Purpose of the Study

The main purpose of this study is to examine attitudes of teachers to ICT usage in secondary school management in Awka South LGA of Anambra State. Specifically, the study sought to:

1. Find out the self-efficacy of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State.
2. Ascertain the anxiety of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State.
3. Determine the willingness of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State.
4. Examine enthusiasm of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State.

Research Questions

The following research questions guided the study:

1. What is the self-efficacy of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?
2. What is the anxiety of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?
3. What is the willingness of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?
4. What is the enthusiasm of male and female teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?

Theoretical Framework

The theories underpinning this study were reviewed as follows:

Technology Acceptance Model (TAM) by Fred Davies and Richard Bagozzi (1986)

Technology Acceptance Model (TAM) was propounded by Fred Davies and Richard Bagozzi in 1986. The theory is concerned with individuals' belief and acceptance towards new technology. TAM relies on two factors that are affecting individuals' attitude toward new technology, namely perceived usefulness and perceived ease of use. Perceived usefulness is described as the degree which individuals think the new system will increase one's performance and perceived ease of use is defined as the degree which the individuals believe that using the system will be free from effort.

The model was later extended to include the perspective perceived usefulness, where several social impacts were added; subjective norms, voluntariness and image. This indicates that social pressure could influence an individual's choice to perform or not perform a certain behaviour and such pressure can motivate a person to take actions that are not favourable to themselves. Attitude towards technology can also be affected by voluntariness, which is explained as if the usage is mandatory or compulsory. Finally, image can affect the attitude to technology where the individual can perceive increased social status in the individual's social environment by using technology.

The TAM is used as the theoretical foundation of this study because it shows how belief and attitude can affect teachers' acceptance of a particular technology in carrying out assigned task. The model helped to show from a technological perspective the influence of attitude on acceptance of ICT among teachers. Furthermore, Perceived usefulness and perceived ease of use, construct the individual's attitude towards an object. However, the TAM does not provide a definition of attitude, which drives a need of a model that gives the underlying factors of attitude. A model that could satisfy this need is the Affect, Behaviour and Cognition (ABC) model.

Antecedents, Behaviour, Consequences (ABC) Model by Albert Ellis (1957)

The Antecedents, Behaviour, Consequences (ABC) Model also called the ABC technique of Irrational Beliefs was propounded by Albert Ellis in 1957. In this model, the first component, affection, concerns the individual's feelings and emotions towards an object where positive feelings about an

object may cause positive attitude to the object, and negative feelings may cause negative attitude correspondingly. Second, behaviour means that one's attitude towards an object is dependent on how one behaves. Past behaviours or experiences of the object can generate different attitudes towards an object. Third, cognition means that a person's beliefs and knowledge about an object influences the attitude, where one's associations or previous knowledge about an object can generate different attitudes

In this context, affection can be exemplified with the teachers' technological skill. When technology in general is easy or difficult to understand and use, the ICT resources could also be perceived as easy or recognized as a problem. The behavioural component could be illustrated as if the teacher has negative or positive experience from automated processes in other contexts, one will also possess the same attitude to office technologies. The cognitive component can be exemplified with the accountant's beliefs and knowledge about automated accounting processes, derived from previous own experiences or by rumors from the industry and the social environment, which can affect the teachers' attitude.

The ABC Model is used as a theoretical foundation of this study because it exposes the underlying factors that influence the attitude of individuals. There is a necessity to first understand what constitutes attitude to develop an understanding of the attitudes among the teachers in secondary schools. The model enables the researcher to determine the attitude of teachers to ICT usage in secondary school management.

Research Method

Research Design

The study adopted the descriptive survey research design. A survey is a method of obtaining information from various groups or persons mainly through questionnaire or personal interviews in order to provide a relative complete understanding of what is happening at a given period and time (Nworgu, 2015). This design is considered appropriate for this study because the researcher used questionnaire to determine teachers attitude to ICT usage in secondary school management in Awka South LGA of Anambra State, Nigeria.

Area of the Study

The study was carried out in Awka South Local Government Area of Anambra State. Anambra State is bounded by Delta State in the west, Imo State to the south, Enugu State to the east and Kogi State to the north. The State has a total of 21 Local Government Areas with its capital in Awka. The local government headquarter is situated in Awka metropolis which is also the capital city of Anambra State. The state has six education zones namely: Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. Awka Education Zone has five Local Government Areas namely: Anaocha, Awka North, Awka South, Dunukofia and Njikoka. Awka South is bounded in the north by Awka North Local Government, on the South by Anaocha Local Government, on the East by Orji River Local Government, and on the West by Njikoka Local Government Area. Awka South is made up of nine major towns, namely, Amawbia, Awka, Ezinato, Isiagu, Nibo, Nise, Okpuno and Umuawulu.

The major language of the people of the area is Igbo, but because of the economic viability of the area, people from other nations, ethnic groups and languages operate in the state in large numbers. In addition, the people are predominantly Christians and their major occupations include civil service, trading, workers in financial and commercial establishments; teaching, entrepreneurship as well as large scale farming. The choice of the area for the study is informed by the fact that the students' attendance, data and instructional activities are poorly managed by teachers in secondary schools in Awka South LGA.

Population of the Study

The population of the study comprised 604 teachers (60 males and 544 females) from the 19 public secondary schools in Awka South LGA of Anambra State. This number was based on data collected from the Post-Primary Secondary Schools Service Commission (PPSSC), Awka, Anambra State in July, 2024. The population description of teachers based on schools is attached as Appendix B on page 111.

Sample and Sampling Technique

There was no sampling since the entire population is relatively small and manageable. Therefore, the researcher applied census sampling technique in selecting all 604 public secondary school teachers in Awka South LGA for the study. According to Singh and Masuku (2014), census technique is appropriate approach for a study which intends to use the entire population because is relatively size as the sample for a research work. Thus, the 604 teachers are relatively size and manageable by the researcher.

Instrument for Data Collection

A researcher-developed instrument titled “Attitudes of Teachers to Information and Communication Technology Usage in School Management Questionnaire (ATICTUSMQ)” was used for data collection. The instrument was structured by the researcher based on literature review and suggestions of experts. The instrument had two sections- A and B. Section A contains three items on respondents’ background information covering respondents’ gender. Section B had four clusters A, B, C and D which contained 40 items on attitude of teachers to ICT usage.

Cluster A had 10 items on self-efficacy of teachers to ICT usage in school management, Cluster B which focused on anxiety of teachers to ICT usage in school management had 10 items, Cluster C had 10 items on willingness of teachers to ICT usage in school management and Cluster D which focused on enthusiasm of teachers to ICT usage in school management had 10 items. The instrument was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. See Appendix A on page 106 for a copy of the instrument.

Validation of the Instrument

The face validation of the instrument was determined by three experts in the Department of Educational Foundations, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. The researcher presented the title, purpose of the study, research questions, hypotheses and the copies of the instruments to these lecturers. They were requested to examine and scrutinize the items in terms of content, relevance, suitability, clarity and coverage of the dimensions of the study. The experts made several suggestions that include starting of the items with small letters and separation of double-barrel items. Their suggestions were used to produce the final version of the instruments used for data collection. Evidence of face validation of the instrument is attached as Appendix C on page 112.

Reliability of the Instrument

Cronbach alpha method which involved single administration of 30 copies of the instrument to 30 teachers in public secondary schools in Awka North LGA, which was outside the area of study but share similar characteristics in terms of school management. The data obtained were subjected to test for internal consistency using Cronbach alpha. The co-efficient obtained for clusters A, B, C and D of ATICTUSMRS were 0.79, 0.77, 0.78 and 0.78 respectively and overall coefficient was 0.78. Thus, the researcher considered the instrument to be reliable for the study. This is in line with Taber (2018) who recommended that a co-efficient correlation (r) of 0.75 or greater is widely considered that items of an instrument are reliable. SPSS Outputs of reliability test of the research instrument is attached as Appendix D on page 115.

Method of Data Collection

Data was collected by the researcher with the help of three research assistants who are teachers in secondary schools. The research assistants were briefed by the researcher on the content and mode of the instruments administration. The questionnaire was administered by the research assistants on the spot to the teachers in their offices. Teachers who were not disposed to fill the questionnaire for immediate retrieval were revisited in an appointment date and this exercise lasted for three weeks. A total of 604 copies of the questionnaire were distributed and 593 were properly filled and successfully retrieved indicating 98% return rate. At the end of the exercise, copies of the questionnaire properly filled and successfully retrieved were used for data analysis.

Method of Data Analysis

Mean and standard deviation were used to answer the research questions. The decision criteria on the research questions are that any item with a mean score equal or above 2.50 indicated agreement, while the item with a mean score below 2.50 indicated disagreement.

Presentation and Analysis of Data

Research Question 1: What is the self-efficacy of teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores on the Self-Efficacy of Teachers to ICT Usage in Secondary School Management

S/ N	ITEMS	Male Teachers (n =57)			Female Teachers (n=536)		
		<u>x</u>	SD	Remark	<u>x</u>	SD	Remark
1	Feel confident that I can effectively use electronic devices in managing the activities of students in classroom	2.68	1.03	Agree	2.71	1.08	Agree
2	Possess the competency to organise classroom activities using computer	2.61	1.07	Agree	2.59	1.00	Agree
3	Believe that I have mastered the techniques to plan activities using computer	2.71	1.10	Agree	2.82	0.98	Agree
4	Show good mastery of using the right software in managing records of students	2.47	1.00	Disagree	2.44	1.01	Disagree
5	Exhibit ability to use electronic devices in managing classroom activities	2.73	1.11	Agree	2.69	0.97	Agree
6	Feel confident that I can learn to use new ICT tools independently in performing managing tasks	2.55	1.08	Agree	2.76	1.05	Agree
7	Think I possess the knowledge of the right digital device to use in managing each activity in the classroom	2.64	1.12	Agree	2.65	1.01	Agree
8	Feel self-confident of using ICT devices to source required information to aid classroom management	2.70	1.04	Agree	2.61	1.03	Agree
9	Am capable of applying ICT tools in exchanging information with parents about their children	2.65	1.01	Agree	2.71	1.12	Agree
10	Think that I have the ability report students progress to school management using technological devices	2.65	0.94	Agree	2.61	1.00	Agree
Cluster Mean		2.64	1.05	Agree	2.66	1.03	Agree

Data analysis as shown in Table 1 revealed that the mean scores of male and female teachers for all items 2 with exception of item 4 are above 2.50 indicating agreement with the items as their efficacy to ICT usage in secondary school management. The cluster standard scores which stood at 1.05 and

1.03 for male and female teachers respectively indicated similarity in their responses amongst each cluster. The clusters mean of 2.58 and 2.65 obtained by male and female teachers which are above the cut off mean score of 2.50 indicated teachers have high efficacy in ICT usage in secondary school management in Awka South LGA of Anambra State.

Research Question 2: What is the anxiety of teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores on the Anxiety of Teachers to ICT Usage in Secondary School Management

S/ N	ITEMS	Male Teachers (n =57)			Female Teachers (n=536)		
		<u>x</u>	SD	Remark	<u>x</u>	SD	Remark
11	Feel apprehensive about using computer to manage students' records	2.36	1.07	Disagree	2.41	1.06	Disagree
12	Hesitate to use electronic devices to manage lesson plan for the fear of making mistakes that cannot be easily corrected	2.41	1.09	Disagree	2.35	0.95	Disagree
13	Feel scared of using computer to organize my lesson notes to avoid lose of some of my reasoning skills	2.48	1.01	Disagree	2.40	1.02	Disagree
14	Find electronic devices unnecessary in managing school affairs	2.33	1.04	Disagree	2.37	1.06	Disagree
15	Like to avoid the use of digital devices because they are unfamiliar to use	2.44	1.05	Disagree	2.38	1.08	Disagree
16	Find it intimidating to use electronic devices to manage school affairs	2.47	0.97	Disagree	2.45	1.04	Disagree
17	Feel insecure about my ability to use digital devices to manage students' attendance	2.46	1.01	Disagree	2.39	0.98	Disagree
18	Find it difficult in understanding the technical aspects of using computer to manage classroom activities	2.54	1.01	Agree	2.51	0.96	Agree
19	Panic when presented with computer to manage the activities of students	2.48	1.07	Disagree	2.38	1.02	Disagree
20	Feel visible signs of nervousness such as sweaty palms in using computer in managing school affairs	2.53	1.00	Agree	2.56	1.11	Agree
Cluster Mean		2.45	1.03	Disagree	2.43	1.02	Disagree

Result presented in Table 2 revealed that the mean scores of male and female teachers for items 11-17 and 19 are below 2.50 indicating disagreement with the items as their anxiety to ICT usage in secondary school management. The mean scores of male and female teachers for items 18 and 20 are above 2.50 indicating agreement with the items as their anxiety to ICT usage in secondary school management.

The cluster standard scores which stood at 1.03 and 1.02 for male and female teachers respectively indicated homogeneity amongst their responses in each item. The clusters mean of 2.45 and 2.43 obtained by male and female teachers which are below the cut off mean score of 2.50 indicated teachers have low anxiety to ICT usage in secondary school management in Awka South LGA of Anambra State

Research Question 3: What is the willingness of teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?

Table 3: Mean Ratings and Standard Deviation Scores on the Willingness of Teachers to ICT Usage in Secondary School Management

S/ N	ITEMS	Male Teachers (n =57)			Female Teachers (n=536)		
		<u>—</u> x	SD	Remark	<u>—</u> x	SD	Remark
21	Prepared to manage the daily attendance of students using Roll Call App	2.54	1.03	Agree	2.61	1.04	Agree
22	Eager to store the records of students in continuous assessment using computer	2.81	1.02	Agree	2.74	1.07	Agree
23	Ready to manage examination questions with easy using Microsoft Excel	2.61	1.10	Agree	2.67	0.93	Agree
24	Keen to facilitate class registration process of students using computer	2.71	1.06	Agree	2.66	1.09	Agree
25	Ready to integrate computer equipment in managing classroom discipline	2.53	1.10	Agree	2.59	1.01	Agree
26	Disposed to disseminate vital information in school using WhatApp	2.70	1.05	Agree	2.65	1.00	Agree
27	Prepared to make classroom announcements for students with Microsoft Word	2.68	1.09	Agree	2.61	1.10	Agree
28	Prepared progress reports of students using computer	2.59	0.94	Agree	2.67	0.96	Agree
29	Greatly ready to manage my lesson note using computer	2.55	1.01	Agree	2.72	1.02	Agree
30	Interested in using ICT in curriculum management	2.61	1.00	Agree	2.70	1.06	Agree
Cluster Mean		2.63	1.04	Agree	2.66	1.03	Agree

Table 3 revealed that the mean scores of male and female teachers for all items are above 2.50 indicating agreement with the items as their willingness to ICT usage in secondary school management. The cluster standard scores which stood at 1.04 and 1.03 for male and female teachers respectively indicated similarity in their responses amongst each cluster. The clusters mean of 2.63 and 2.66 obtained by male and female teachers which are above the cut off mean score of 2.50 indicated teachers show high willingness to ICT usage in secondary school management based on gender in Awka South LGA of Anambra State.

Research Question 4: What is the enthusiasm of teachers to ICT usage in secondary school management in Awka South LGA of Anambra State?

Table 4: Mean Ratings and Standard Deviation Scores on the Enthusiasm of Teachers to ICT Usage in Secondary School Management

S/ N	ITEMS	Male Teachers (n =57)			Female Teachers (n=536)		
		<u>—</u> x	SD	Remark	<u>—</u> x	SD	Remark
31	Enjoy to use Microsoft Excel to process the results of students	2.84	1.06	Agree	2.75	1.09	Agree
32	Feel comfortable using computer spread sheet to prepare students class schedules	2.56	1.10	Agree	2.59	1.05	Agree
33	Find it interesting to use computer in keeping records of classroom facilities	2.89	1.06	Agree	2.77	1.11	Agree
34	Like to use e-mail to communicate regularly with parents to seek their assistance in helping their children to learn	2.76	1.01	Agree	2.88	1.04	Agree
35	Enjoy to preserve school meeting	2.61	1.13	Agree	2.60	1.00	Agree

	proceedings in Google cloud							
36	Feel excited to participate in organizing orientation programme for students utilizing projector	2.57	1.09	Agree	2.71	1.07	Agree	
37	Like to plan the co-curricular activities of students using computer	2.69	1.00	Agree	2.63	1.12	Agree	
38	Like to manage instructional time using digital devices	2.51	0.97	Agree	2.63	1.11	Agree	
39	Enjoy to use visual/audio to manage classroom instructional activities	2.65	0.99	Agree	2,58	1.04	Agree	
40	Like to collaborate with my principal in prepare school budget with Microsoft Excel	2.60	1.08	Agree	2.55	1.03	Agree	
Cluster Mean		2.67	1.05	Agree	2.68	1.07	Agree	

Data analysis as shown in Table 4 revealed that the mean scores of male and female teachers for all items are above 2.50 indicating agreement with the items as their enthusiasm to ICT usage in secondary school management. The cluster standard scores which stood at 1.04 and 1.05 for male and female teachers respectively indicated similarity in their responses amongst each cluster. The clusters mean of 2.58 and 2.65 obtained by male and female teachers which are above the cut off mean score of 2.50 indicated teachers show high enthusiasm to ICT usage in secondary school management based on gender in Awka South LGA of Anambra State.

Summary of the Findings

Based on data analysis, the summary of the findings are presented as follows:

1. Teachers have high self-efficacy to ICT usage in secondary school management in Awka South LGA of Anambra State.
2. Teachers have low anxiety to ICT usage in secondary school management in Awka South LGA of Anambra State.
3. Teachers exhibited high willingness to ICT usage in secondary school management in Awka South LGA of Anambra State.
4. Teachers exhibited high enthusiasm to ICT usage in secondary school management in Awka South LGA of Anambra State.

Discussion of the Findings

Findings of the study are discussed as follows:

Self-efficacy of Teachers to ICT Usage in Secondary School Management

The finding of the study revealed that teachers have high self-efficacy to ICT usage in secondary school management in Awka South LGA of Anambra State. This is in line with the finding of Hortelano, Ramos, Gutierrez and Catapang (2021) which indicated that teachers have high level of self-efficacy in the use of the ICT facilities in schools. This also supported the finding of Abosede, Idris and Wilfred-Bonse (2023) which revealed that majority of teachers have high self-efficacy in the use of ICT in schools. This disagreed with the finding of Koross (2024) who indicated that teachers have low self-efficacy in using ICT in secondary schools. This disagreement with the finding could be explained by difference in the geographical location. This finding probably explained that teachers have belief in their abilities to perform managerial tasks using ICT. It revealed that teachers have high confidence, competency and the belief in the use of ICT in secondary school management in Awka South LGA of Anambra State. Teachers can effectively use ICT to manage classroom activities. The self-efficacy of male and female teachers drives their motivation to use ICT in managing their daily activities in secondary schools.

Anxiety of Teachers to ICT Usage in Secondary School Management

The result of the study revealed that teachers have low anxiety to ICT usage in secondary school management in Awka South LGA of Anambra State. This agreed with the finding of Lalitha and Sharath (2023) showed that there was a low ICT anxiety between male and female teacher trainees. The dissimilarity in the area of the studies could explain the disagreement with the finding. Low anxiety to ICT usage in secondary school management in Awka South LGA of Anambra State showed that they do not Feel apprehensive, insecure, visible signs of nervousness or hesitate to use in ICT in managing affairs in the classroom. Male and female teachers have low anxiety to ICT usage in school management probably due to they are conversant with the benefits of utilizing some ICT devices and social media in carrying out their job. Low ICT anxiety of teachers showed that they exhibit positive attitude to the use of computer, internet and digital facilities in carrying out activities. Male and female teachers feel less worried and nervous about ICT usage in secondary school management in Awka South LGA of Anambra State.

Willingness of Teachers to ICT Usage in Secondary School Management

It was revealed that teachers exhibited high willingness to ICT usage in secondary school management in Awka South LGA of Anambra State. This is in disagreement with the finding of Ayot, Ogembo and Ondigi (2015) which showed that female teachers recorded a higher level of willingness to integrate as compared to their male counterparts. The disagreement could be attributed to difference in time span. This finding probably indicated that teachers are always ready and prepared to use ICT in school management. Teachers are very willing to manage records, daily attendance, prepare academic progress reports and facilitate class registration of students using ICT in secondary schools in Awka South LGA of Anambra State.

Enthusiasm of Teachers to ICT Usage in Secondary School Management

It was revealed that teachers exhibited high enthusiasm to ICT usage in secondary school management in Awka South LGA of Anambra State. This contradicted the finding of Joseph, Okeagu, Guma, Attah and Enoch (2023) which showed that teachers have low enthusiasm towards ICT usage in secondary schools. The difference in geographical location could be responsible for the disagreement with the findings. This finding indicated that teachers feel interested, intense excited and motivated in using ICT to manage activities in the classroom. The teachers exhibited high enthusiasm to ICT usage in secondary school management in Awka South LGA of Anambra State through feeling comfortable to use ICT to process the results of students, prepare class schedules, keep records of classroom facilities, communicate regularly with parents and manage instructional time. Male and female teachers are optimistic about the use of ICT in school management.

Conclusion

Based on the findings, it was concluded that teachers have positive attitude towards the use of ICT in secondary school management in Awka South LGA of Anambra State. Male and female teachers have high self-efficacy, willingness and enthusiasm towards the use of ICT in secondary school management in Awka South LGA of Anambra State. They showed low anxiety to the use of ICT in secondary school management.

Implications of the Findings

The findings of the study have great implication for effective management of secondary education. The finding of the study revealed that teachers have positive attitude towards the use of ICT in secondary school management in Awka South LGA of Anambra State. This implies that secondary school teachers would be more open to using ICT in their daily administrative and teaching activities. Male and female teachers in secondary schools in Awka South were comfortable with the use of ICT in secondary school management. Another implication of the study is that both male and female teachers can effectively carry out their duties using ICT facilities.

Recommendations

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

1. Ministry of Education should develop policy that is geared towards improving self-efficacy of teachers to ICT usage in school management.
2. Post Primary Schools Service Commission should organize annual capacity building programmes in form of workshop and seminars for teachers to up-date their skills, knowledge and continue to reduce their anxiety to the use of ICT in school management.
3. Ministry of Education should embark on regular unscheduled visit to schools to ensure continuous willingness of male and female teachers to use ICT in managing classroom affairs.
4. Principals should organize regular interactive sessions for teachers to improve their enthusiasm to the use of ICT in school management.

Limitations of the Study

There are some limitations inherent in the study. The study was conducted in only public secondary schools in Awka South LGA; thus, it might not be generalized to private secondary schools in the area.

Suggestions for Further Research

The study has helped to open up some areas for further research which include;

1. Attitude of teachers to ICT usage in secondary school management in Awka North LGA.
2. Relationship between attitude of teachers to ICT usage and secondary school management in Awka South LGA of Anambra State.
3. Comparative study of attitude of teachers to ICT usage in public and private secondary school management in Awka South LGA of Anambra State.
4. Influence of Attitude of teachers to ICT usage in secondary school management in Awka South LGA of Anambra State.

Summary of the Study

The study investigated attitudes of teachers to information and communication technology usage in secondary school management in Awka South Local Government Aare of Anambra State. To guide the study, the four research questions were posed.

The review of literature was organized under the following sub-headings; conceptual review, theoretical framework, review of empirical studies and summary of literature reviewed. Descriptive survey research design was adopted for this study. The population of the study comprised 606 teachers (60 males and 544 females) in 19 public secondary schools in Awka South Local Government Aare of Anambra State. The entire 604 teachers were used for the study because of relatively small and manageable size of the population. A researcher-developed instrument titled "Attitudes of Teachers to Information and Communication Technology Usage in School Management Questionnaire (ATICTUSMQ)" was used for data collection.

The instrument was subjected to face validation by three experts, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The internal consistency of the instrument was determined using Cronbach Alpha method which yielded reliability index of 0.78. The instruments were administered by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 604 copies of the questionnaire were distributed and 593 were properly filled and successfully retrieved, indicating 98% return rate.

Mean and standard deviation were used to answer the research questions and t-test the hypotheses. Based on data analysis, the summary of the findings are presented as follows:

1. Teachers have high self-efficacy to ICT usage in secondary school management in Awka South LGA of Anambra State.
2. Teachers have low anxiety to ICT usage in secondary school management in Awka South LGA of Anambra State.

3. Teachers exhibited high willingness to ICT usage in secondary school management in Awka South LGA of Anambra State.
4. Teachers exhibited high enthusiasm to ICT usage in secondary school management in Awka South LGA of Anambra State.

The findings of the study were discussed. Educational implications of the study were highlighted. Recommendations were made. Limitations and suggestions for further studies were pointed out along with summary of the study.

Contributions to Knowledge

The followings are the contributions of this study to knowledge:

1. The study affirmed that attitudes of teachers to information and communication technology usage can positively improve secondary school management in Awka South Local Government Aare of Anambra State.
2. The contributed to the body of knowledge by establishing that positive of attitudes of teachers to information and communication technology usage is parts of the solutions to managerial problems in public secondary schools in the State.
3. The study has established the need for organizing annual capacity building programme for teachers to professionally up-date their skills and shapes their attitudes to information and communication technology usage in secondary school management in Awka South Local Government Aare of Anambra State.

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