

## **UTILIZATION OF DIGITAL FACILITIES IN SECONDARY SCHOOLS SUPERVISION IN ENUGU EDUCATION ZONE OF ENUGU STATE**

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### **ABSTRACT**

The study investigated the utilization of digital facilities in secondary school supervision in Enugu Education Zone of Enugu State. Two research questions guided the study. The study adopted the descriptive survey research design with the population of 1935 teachers in Enugu Education Zone. While the sample size was 232 drawn using a simple random sampling technique, which is 12% of the population. The instrument used for data collection was a self-structured questionnaire titled “Utilization of Digital Facilities in Secondary School Supervision Questionnaire (UDFSSSQ) which was validated by three experts, two from Educational Management and Policy unit and one from Educational Measurement and Evaluation unit all from Faculty of Education, University of Nigeria Nsukka. The reliability of the instrument was done using Cronbach Alpha Statistical tool. The two research questions were analyzed using mean and standard deviation. The findings revealed non-availability of the digital facilities in the schools and the extent of digital facilities usage for the digital secondary school supervision is low. Based on the findings, it was recommended that the Government will develop a sustainable digital concept for school supervision, provide adequate digitalization resources and integration of digital competencies in the school systems.

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**Keywords:** Digital school supervision, secondary school

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### **Introduction**

Recently, secondary school education continues to develop with advancement in digital innovation and the changing needs of the society to match the interconnected world. Digital facilities in secondary school supervision are not left out. Secondary school education is a crucial system in the education level, in the sense that students of adulthood age attend the secondary school and they are regarded as problem age. Secondary education occupies a very unique position in the educational system in Nigeria and that determines the academic and professional careers of students between the ages of 11-16years (National Policy on Education, 2018). In another vein, Ogunbiyi and Obiweluzor, (2022) opined that secondary education has a unique position in the education system in Nigeria which prepares the students in their higher academic and professional career. Secondary school plays an important role in molding the character and moral behavior of students as well as achieving the educational goals. Secondary schools help in the attainment of the societal needs, aspiration through teaching and learning, inculcates right values and respect of elders to the learners (Edikpa, Chukwuma, Agu, Amoke, Adepoju & Onu, 2020). The National Policy on Education (2018) broad aims of secondary education goals are; to prepare students for useful living within the society and prepare them for higher education. Precisely, secondary education aims to provide the opportunity for qualitative education for secondary school leavers, cater for the differences in talent of the students, develop cultural heritage, produce a generation of people who respect the dignity

of labour, foster unity and to inspire its students with the desire for achievement and self-improvement both at school and in later life (Isiozor, 2019). Akuchie and Amataobi (2020) noted that to achieve the educational goals as enunciated in her National Policy on Education, the educational system must be reliable through proper commitment and effective secondary school supervision.

Secondary school no doubt inspires students with the desire for self-improvement, achievement of excellence, for higher education and other private sectors. Secondary education is the level of education that provides the input resources into the nation's economy and tertiary education system (Walkar, 2016). Secondary school trains majority of adolescents who eventually will become leaders of tomorrow. Ogundele, Sambo and Bwoi (2015) posited that secondary education is the level of education that usually comes after primary education and before tertiary education which prepare students for higher education. This is in line with Federal Republic of Nigeria (2018) in her National Policy on Education defines secondary education as the education children received after primary education and before tertiary level of education. Secondary schools supervision helps in dictating the climate and dignity of a school. School supervision is indispensable phenomena and occupies a vital aspect of the school system. Jeremiah and Queensoao (2024) asserted that an organization cannot function effectively without an effective supervision, which is an interaction between two people or groups for the improvement of activities, promote growth and development. Supervision is a very unique professional relationship between a supervisor and a supervisee, where the supervisor and the supervisee separate the known and familiar from the unknown and unfamiliar through their collaborative work. Supervision has become very necessary in recent times because of the importance attached to it for the purpose of improving teaching and learning situation in students (Okeke, Edikpa & Agu, 2017). Supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in schools (Eze, 2023). Supervision helps the teachers improve the quality of teaching and students gain a lot from quality teaching. Ogunode and Adanna (2022) opine that supervisors are faced with a lot of obstacles due to insufficient materials, inadequate funding, shortage of personnel, inadequate transportation facilities, insecurity and limited offices are some of the challenges that hinder supervisors. Though, supervisors lack the skills and tools needed to supervise in secondary schools (Ogaku, 2011).

Education seems to be advancing in technological world of innovation and changing needs of the society. Digitalization of the education system involves not only the introduction of digital technologies into the teaching and learning processes but also using digital facilities in the processes of administration and supervision in secondary schools. Digital facilities is the technological infrastructure and tools that support digital learning, teaching and administrative operation within school system. Using digitized facilities to pass information is the process of making workflows and processes easier and more efficient, in tech-driven world, it is crucial to adopt a digital culture in order to survive and succeed (Walkme, 2023). Digital facilities is the process of turning traditional methods of teaching such as paper documents, sounds and more to a digital format like computer, desktops, laptops or tablets that can be understand by students towards the achievement of educational goals. Digitalizing is making digital representation of creating electronic charts, graphs or storing images (Adebayo, 2019). Onyia (2021) opined that digitalization is converting analogue information to a digital format. Onyia further noted that supervision play a key role in maintaining online safety, addressing challenges in remote learning and promoting innovative teaching method aligned with technological

advancement, dynamic and responsive educational system in the digital era. Lateef and Muniru (2020) asserted that the use of information technologies in education has undoubtedly become an underlying factor for school improvement. Onyia (2021) mention that digital facilities allow users to search for groups rapidly and comprehensively from anywhere at any time, several users can access the same material at the same time without a barrier or any interference. According to Gorlor, Karimova and Sousa (2020) noted that digitalized technologies occupies a specific new sphere for promoting and developing the economy of the country in achieving high results of improvement and attracting investment from the outside world.

For any supervision to be worthwhile there must be proper communication and human relation to be able to achieve the best result in education system. Close observation, can see that supervision is a complex act that incorporates, feedback, counseling, mentoring, guidance, advice etc through effective communication (Nwogbo, 2024). Ojeka, Onyedibe, Adindu and Amobi (2022) revealed that low ICT, technical infrastructures, inadequate workshops, power supply and low access to digital computing resources in secondary school may be a barrier to successful supervision in schools. Educational supervision must have enough resources to actively participate in technical supervision tasks. Fatimah (2022) asserted that a supervisor must have the competence to guide and motivate teachers to use technology in learning to achieve effective and efficient educational goals. Teachers along with other learning resources are responsible for controlling teaching activities in the classroom. In order to perform these tasks properly, it is necessary to strengthen some aspects related to the technological use of supervision, as a new challenge, in order to quickly and effectively reach the context of the educational system.

Digitalization is a process of converting information into a digital format, the application of digital technology to every day duties to make life easier, in education; it involves the use of desktop computers, mobile devices, software applications, and other tools in the teaching –learning process. Digital facilities offer robust remedies to all aspects of life. It help in maintaining high standards and promoting a conducive environment for learning. It helps in enabling data –driven decision making, attendance tracking, grades, and students’ records, improve efficiency, enhance communication and provide personalized learning experiences, supports better educational planning and policy-making (Nwogbo, 2024). Key components of digital devices according Oladipo, (2024) are: technological tools; software application to facilitate the learning process and enhance administrative efficiency, deliver learning materials, providing features like course creation, content management and assessment tools, budgeting, logistics, and human resources, ensuring the smooth operation of educational institutions and provides personalized learning experiences based on student performance. Benefits of using digital facilities in secondary schools are numerous to mention; it leads to the internet digitalized school, digital material can be transmitted, sorted and retrieved easily and quickly, it is cheaper to access electronic information than its print counterpart when storing files in an electronic device with compatible facilities and equipment, digital texts can be linked and made interactively and improves the retrieval of more information. More so, the cost of sustaining digital learning is lower than that of running a traditional learning, capacity – digital books have the possibilities to reserve much more information requires very little physical space to contain it and universal access people from all over the world gain access to the information as long as an internet connection is available. Oladipo, 2024 listed five benefits of digitalization in education: Firstly, Enhanced Administrative Efficiency by streamlining administrative tasks, reducing paperwork and manual errors,

while improving data management and analytics capabilities. Secondly, Improved Learning Outcomes, it enhances students' engagement and understanding, leading to better academic performance and the development of critical skills. Thirdly, Increased Access to Education, it enable online and distance learning, expanding access to education for remote, disabled or disadvantaged students. Fourthly, Better Data Management and Analytics, digital system provide real-time data and insights, enabling data-driven decision making to improve student out come and resource allocation. Fifthly, Global Connectivity and Collaboration, it collaborate among students, teachers and institutions worldwide, promoting cultural exchange and global understanding, especially in a depressed economy where everything goes high and never come down. According to Martinez-Serrano, Romero -Garcia, Garcia-Martinez and Gavin-Chocano, (2023) asserted that when administrators are aware of the need for digital facilities skills and utilize it appropriately; it will make work effective and efficient, improve teaching and learning in the classroom, thereby making schools in 21th century compliance. The study intends to investigate the utilization of digital facilities in secondary schools supervision in Enugu Education Zone of Enugu State. Specifically, the study sought to; ascertain the available facilities for school supervision and the extent to which digital facilities are used in school supervision.

### **Statement of the Problem**

The education sector faces critical challenges in adapting to a changing global landscape which lead to enhancing learning and preparing students for success in the digital age. Education, learning and supervision has changed from traditional techniques to technological advances, schools updates in the field of technology in providing higher-quality educational services using digital facilities. Digital facilities ensure effective learning outcomes, improving teaching-learning situations and it facilitates students learning and behavior. Regrettably, in a depressed economy like Nigeria, the majority of our secondary school principals, teacher and supervisors do not frequently use digital facilities in their practice due to high cost of things and lack of funding. The researcher got dazzled when observed that school supervision is a mere dream, as schools lack digital facilities, lack of professional teachers in ICT and lack of integration of digital competencies in study programs. The trends seem continuous and attracted the attention of the researcher. On this backdrop, the researcher intends to investigate the utilization of digital facilities in secondary school supervision in Enugu Education Zone of Enugu State.

### **Research Questions**

The following research questions guided the study;

1. What are the available digital facilities for secondary school supervision in Enugu Education Zone?
2. To what extent are the digital facilities utilized in school supervision in Enugu Education Zone?

### **Methodology**

The study adopted descriptive survey research design with a total population of 1935 teachers in Enugu Education Zone. The sample size of the study was 232 teachers drown through simple random sampling techniques. The instrument used for data collection was a researcher-structured questionnaire titled "Utilization of digital facilities in secondary school supervision questionnaire" (UDFSSSQ) which was validated by three experts two in Educational Management and Policy unit and one from Science Education, Faculty of Education, University of Nigeria Nsukka. The reliability of the instrument was conducted using the Cronbach Alpha statistical tool. Two research questions guided the study.

Research question one and two were analyzed using Mean and Standard deviation. The items of facilities required for digital supervision were to be answered using a two point scale of Available and Not Available. While research question 2 will be answered using a 4 point scale of Very High Extent-4 (VHE), High Extent-3 (HE), Low Extent -2 (LE), Very Low Extent- 1 (VLE), at a benchmark mean point of 2.50 and above.

## Result

**Research Question 1:** What are the available digital facilities for secondary school supervision in Enugu Education Zone?

**Table 1: Mean and Standard Deviation of the Respondents on Available Digital Facilities for Secondary School Supervision in Enugu Education Zone**

S/N	Item Statement	$\bar{X}$	SD	Decision
1	Computers are available for supervision in secondary schools.	2.58	0.49	A
2	Scanners are not available for supervision in secondary schools.	2.25	1.09	NA
3	Digital cameras are not available for supervision in secondary schools.	2.08	0.95	NA
4	Digital voice recorders are not available for supervision in secondary schools.	1.40	0.85	NA
5	Portable projectors are not available for supervision in secondary schools.	1.50	0.73	NA
6	External hard drives are not available for supervision in secondary schools.	2.10	0.93	NA
7	Cloud storage is not available for supervision in secondary schools.	1.40	0.85	NA
8	Smartphones or tablets are not available for supervision in secondary schools.	2.30	0.56	NA
9	Bluetooth headsets are not available for supervision in secondary schools.	2.40	1.24	NA
10	Labeling and indexing tools are not available for supervision in secondary schools.	2.22	1.12	NA
11	Portable printers are not available for supervision in secondary schools.	1.70	0.72	NA
12	Wireless routers or hotspots are not available for supervision in secondary schools.	2.20	0.71	NA
13	Backup systems are not available for supervision in secondary schools.	1.70	0.72	NA
14	Quality control tools are not available for supervision in secondary schools.	1.20	1.10	NA
15	Maintenance tools are not available for supervision in secondary schools.	1.40	0.85	NA
	Overall, digital facilities are not available for supervision in secondary schools.	1.89	0.86	NA
<b>Aggregate Score</b>		<b>1.89</b>	<b>0.86</b>	

Key: A = Available, NA = Not Available

The result of the data analysis presented on table1 revealed that, each of the items on the table has a mean below than the expected mean of 2.50 except the first item which is

computers. This implies that, the digital facilities used in secondary schools for supervision in Enugu Education Zone has only computers and none of the other digital facilities are available in the schools.

**Research Question 2:** To what extent are the digital facilities utilized in secondary schools supervision in Enugu Education Zone?

**Table 2: Mean and Standard Deviation of the Respondents on the Extent the Digital Facilities Are Utilized in Secondary Schools in Enugu Education Zone**

S/N	Item Statement	$\bar{X}$	SD	Decision
1	Computers are utilized to a high extent in secondary schools.	2.70	0.39	High extent
2	Scanners are utilized to a low extent in secondary schools.	1.50	0.73	Low extent
3	Digital cameras are utilized to a low extent in secondary schools.	1.46	0.86	Low extent
4	Digital voice recorders are utilized to a low extent in secondary schools.	1.74	0.70	Low extent
5	Portable projectors are utilized to a low extent in secondary schools.	1.34	0.88	Low extent
6	External hard drives are utilized to a low extent in secondary schools.	1.45	0.85	Low extent
7	Cloud storage is utilized to a low extent in secondary schools.	1.50	0.73	Low extent
8	Smartphones or tablets are utilized to a low extent in secondary schools.	1.20	1.10	Low extent
9	Bluetooth headsets are utilized to a low extent in secondary schools.	1.05	1.30	Low extent
10	Labeling and indexing tools are utilized to a low extent in secondary schools.	1.35	0.89	Low extent
11	Portable printers are utilized to a low extent in secondary schools.	1.30	0.84	Low extent
12	Wireless routers or hotspots are utilized to a low extent in secondary schools.	1.25	1.20	Low extent
13	Backup systems are utilized to a low extent in secondary schools.	1.10	1.00	Low extent
14	Quality control tools are utilized to a low extent in secondary schools.	1.37	0.80	Low extent
15	Maintenance tools are utilized to a low extent in secondary schools.	1.36	0.90	Low extent
<b>Aggregate Score</b>		<b>1.45</b>	<b>0.87</b>	

Expected Mean =2.50 HE=High Extent, LE=Low Extent

The result of data analysis presented on table 2 above revealed that, each of the items on the table has a mean below the expected mean of 2.50 except item that bears computer which has the mean of 2.70. The respondents indicate that the extents to which the digital facilities are being used in secondary schools supervision are low with the cluster mean of 1.45.

## **Discussion**

The results of the findings revealed that one out of the 15 items in cluster one had a score above the benchmark of 2.50 on the available digital facilities. It further revealed that the digital facilities for secondary school supervision in Enugu Education Zone are not really available as indicated by the respondents. This is in line with the findings of Ojeka, Onyedibe, Adindu and Amobi (2022) opined that most secondary schools lack ICT infrastructures, inadequate facilities, insufficient fund, lack of adequate workshops and low access to digital computing resource in public secondary schools. In conformity with OECD (2016), noted that although technology is prevalent in our daily activities, the majority of teachers in the secondary schools do not frequently use ICT in their practice, some may be lack of such digital provision in the schools. OECD further asserted that teachers' professional development and their beliefs about work are keys to unlocking technology's potential for teaching and learning. The findings of this study revealed that one out of the 15 items in cluster 2 had a mean score of 2.70 which is above the benchmark of 2.50 on the extent of usage of digital facilities in secondary schools supervision in Enugu Education Zone. The cluster mean of table two is 1.45 which is low. This is in line with the finding of Martinez-Serrano, Romero -Garcia, Garcia-Martinez, Gavin-Chocano, (2023) asserted that when administrators are aware of the need for digital facilities skills and utilize it appropriately, it will make work effective and efficient, improve teaching and learning, thereby making schools in 21th century compliance. Nwanekezi and Walele (2016) noted that digital facilities have become the rave of the moment in global socio-economic affairs.

## **Conclusion**

Based on the result of the study, it was observed that digital facilities of secondary school supervision are not available in the schools and the facilities are not utilized for supervision. The only facility that is available is computer which may not be used for supervision there is need for sustainable digital facilities for school supervision in the administration of secondary schools.

## **Recommendations**

Based on the findings, the following were recommended.

1. The government should develop sustainable digital facilities for secondary school
2. The education ministry should ensure proper integration of digital competencies in educational system.
3. When adequate material resources are made available for supervision, they tend to be more efficient and effective.

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