

USES OF ICT ON ADMINISTRATORS FOR COMMUNICATION PRACTICES IN PUBLIC SECTOR SECONDARY SCHOOLS OF LAHORE

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ABSTRACT

This research paper was designed to study the Uses of ICT on administrators for communication practices in public sector secondary schools of Lahore. The purpose of the study was to investigate the types of ICT practiced by administrators for communication practices in secondary schools and to compare the results of male and female heads. The study was descriptive in nature. The population of this study was consisted of all 163 administrators of all public sector secondary schools of Lahore. The whole population was considered as a sample. A checklist and questionnaire were developed by researcher in order to collect data from the heads of institutions based on five-point Likert scale. Data was analyzed by using Frequencies, Percentage, t-test and ANOVA. The finding of the study indicated that male and female heads use most of the ICT applications and software for the better performance in the field of education. The study revealed that male heads use ICT more as compared to female heads. However, it is recommended that there is need to train administrative staff of secondary schools of Lahore regarding ICT so

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that they can enhance their professional practices in more effective and progressive way.

Keywords: ICT, Communication Practices, Administrators, Secondary Schools

INTRODUCTION

Information and communication technology (ICT) plays a vital role in supporting powerful and well-organized administration in education sector (Amesi & Yellowe, 2018). Similarly, ICT has played a vital role in enhancing the quality of education and provides services and opportunities for educational administrators to do their tasks (Jaleel, 2014). Liu and Yuan (2015) stated that ICT is new trend of the modern world which is rapidly increased now a days, it is used in upkeep of student records for communication. Agbo (2015) mentioned that ICTs have changed the very nature of education, allowing information to be transferred, stored, retrieved, and processed by almost all who work, study or interact with a given institution. Hawkrige et al. (2016) reported that computers are at the central part of the ICT transformation on the grounds that they are quick data preparing machines, arranged to get enter as data, logically transform the information and give composed data that serves the needs of the client. As indicated by Prokopiadou (2012) technology is the utilization of learning to the accomplishment of specific objectives and to the arrangement of specific issues. Thus, this certainly includes utilization of ICT in helping and settled administrative practices in secondary schools.

In the line of previous studies, Krishnaveni and Meenakumari (2010); Ogiegbaen and Iyamu (2005) and Shah (2013) indicated the requirement for ICT arrangement into administrative activities in education institutes that heads used technology in planning, and to a large extent in the management and assessment of department, financial and administrative affairs. Furthermore, uses of ICT on administrators for communication practices are recognized as one of the important useful area in education institutions at secondary level (Ward & Parr, 2010). Thus, ICTs may improve the general environment of all education institutions. Hence, this study may be beneficial for administrators to find out the uses of ICT on the overall performance of communication practices in public schools of Lahore city.

Literature Review

The utilization of computers and technology today has become essential to the development of administrations (Weng & Tang, 2014). Today, information

is conveyed at wonderful velocities inside and crosswise over different correspondence systems known as ICTs (Ghareb, 2018). Thannimalai and Raman (2018) perceived that ICT is an electronic based arrangement of information transmission, gathering, processing and retrieval, which has definitely changed the way we think, the way we live and the environment. Similarly, ICT encourages the dispersal of information and disseminating so as to learn content from its physical part (Engkizar et al., 2018).

In recent years, there has been an essential consideration for how computers and the internet can best be contained to enhance the productivity and acceptability of education at all levels and in both formal and non-formal settings (Maruping et al., 2017). However, ICTs are vital expansion into modern technology and incorporate internet, TV, radio, mobile, network, and so forth which are assuming key part in different fields of education (Arooj, 2012). Agrawal and Mittal (2018) observed that ICT is computer based devices utilized by organization faculty as a part of the preparing of their information and communication needs. According to Keyton (2011) communication can be chatagorized as the process of transmitting information and normal comprehension starting with one individual then onto the next. Ibieta et al. (2017) expressed that Internet as a medium for communication, the internet gives new channels to individuals to communicate with one another, new channels for experts to communicate with members, and new situations to produce search. As indicated by Ikegbusi (2016) Email is the most widely recognized type of electronic communication. Radio and Television are not new advances; both have been utilized for quite a long time to convey courses and instruction. Subair and Bada (2014) found that, communication, the backbone of each school organization is the process that connections the individual, the groups and the organization. Ornstein (2011) expressed that the administrator of today's school organization has a multifaceted profession, which incorporates setting goals, organization tasks, motivating employees, checking on results, and deciding. Egoeze et al. (2018) defined that ICT hardware is utilized broadly for planning and upkeep of payrolls system of school. Therefore, the present advancement of ICT has changed human culture from the information technology age to the knowledge age (Mao et al., 2016).

Chika and Wale (2020) stated that ICT has the possible regarding of time saving, accuracy, data storage, and record check. In the same way, Taiwo (2016) mentioned that the accessibility of ICT and their adaptation in budgetary division makes it feasible and simple for accountants and

financial administration. Furthermore, Unachukwu and Nwankwo (2012) expressed that schools administrators need to concentrate in allocation that they utilize and accomplish ICT, enhancing administrative procedures, empowering schooling and supporting in use information administration. In the line of previous study, Agbo (2015) examined that ICT is used as a part of support of academic and staff records and for communication and report administration. In addition, Husam et al. (2018) investigated the use of computer and technologies in educational administrations were for the most part to store understudy and staff information. Chidinmachinenye and Anachuna (2019) indicated that ICT contribution when all is said in done administrator has brought expanded proficiency and ideal asset use. Rendulic (2011) has reported that use of ICT was esteemed by senior administration in developing school systems for organization and facilitating administration activities.

In the line of previous studies, Subair and Bada (2014) and Okon et al. (2015) have reported the role of ICT in the administration of secondary schools is enhancing effective financial management, records keeping and enhancing effective communication in secondary schools. A study by Krishnaveni and Meenakumari (2010) investigated that ICT helps to reduce the difficulty and improve the wide-ranging administration of education. Therefore, ICT has developed an essential tool for achieving the administrative undertakings easily. Furthermore, the study conducted by Prokopiadou (2012) suggested that an administrator focus on ICT in their particular administrations to encourage frame building of human resources, material resources and financial resources.

Statement of the Problem

Uses of ICT on administrators for communication practices are recognized as one of the essential useful area in education institutes at secondary level. In addition, ICT facilitates in contact and information exchange and also promotes access in education. Moreover, Information technologies improve the general environment and operational productivity of all training foundations. Therefore the researcher has intended to investigate the Uses of ICT by Administrators for Communication Practices in Public Sector Schools of Lahore City.

Objectives of the Study

The following were the objectives of the study:

1. To investigate the types of ICT practiced by administrators for communication practices in public sector secondary schools of Lahore city.
2. To identify the uses of ICT by administrators for communication practices in public sector secondary schools of Lahore city.

Research Questions

The following were the research questions of the study:

1. What types of ICT are practiced for communication by administrators in public sector secondary schools of Lahore city?
2. What are the uses of ICT on administrators for communication practices in public sector secondary schools of Lahore city?

METHODOLOGY

The present research was descriptive in nature and survey quantitative research study was designed. The population of the study comprised of all 163 administrators of all public sector secondary schools (72 Male and 91 Female) of Lahore. The whole population was considered as a sample. Therefore, the sample consisted of all 163 administrators of all public sector secondary schools (72 Male, 91 Female) of Lahore. From each school, one head teacher was selected. A checklist and questionnaire were developed by researcher to collect data from the heads of institutions based on Five-point Likert scale. A questionnaire comprised of 65 items was developed by researcher and 05 items were excluded after discussion with the supervisor. 05 items were deleted on the basis of the opinion of expert administrators. This instrument was pilot tested on 14 male and 18 female heads of public schools of Lahore. The application of SPSS excluded 03 items; therefore, an instrument consisting of 47 items was finalized. Cronbach s' Alpha reliability was measured ($r = .96$).

Data were collected personally by the researcher. While administering five point scale to the male and female heads of school at secondary level, ethical principles were also kept in mind, the heads were explained the purpose of research and they were assured that the data will be kept confidential and not be used for any other purpose than this study. After collecting the data, it was analyzed by using Frequencies, Percentage, independent sample t-test and one way ANOVA.

DATA ANALYSIS AND RESULTS

Table 1: Types of ICT Practices were explored by applying checklist related to available technologies.

Usage	Yes		No	
	f	%	f	%
Computers systems / Laptop	156	100%	0	0%
CD-ROM	149	96%	7	4%
Smart Board	80	51%	76	49%
Printers	130	83%	26	17%
Speakers	25	16%	131	84%
Projectors	25	16%	131	84%
Scanner	64	41%	92	59%
Intercom	7	4%	149	96%
Fax-machine	15	10%	141	90%
Telephone	151	97%	5	3%
Mobile phones				
Internet	149	96%	7	4%
	145	93%	11	7%
Email	144	92%	12	8%
Biometric Devices	78	50%	78	50%

N=156

Table 1 shows that percentage of responses as 100% head teachers used PCs and laptop and 96% head teachers used CD-ROM and surprisingly, it was found to 10% head teachers used fax machine and 4 % head teachers used intercom. The results of the study indicated that male and female head teachers use most of the ICT applications for the better performance in the field of education.

Table 2: Descriptive Statistics for the Uses of ICT on Administration for communication practices.

Variables	Mean	Std. Deviation
Opinion about ICT	4.06	.0007
Communication practices	3.92	.000
Uses of ICT	3.92	.000
Improvement Due to ICT	3.97	.000

N=156

Table 2 indicates that Mean (4.06) and Std. Deviation (.0007) of factor opinion about ICT is higher as compared to other factors. Hence, it concluded that perception of regarding ICT of head teachers emphasized more on opinion about ICT as compare to other factors.

Table 3 Summary of t-test to know difference between perceived use of ICT by male and female head teachers on the basis of gender.

Variable	Respondent	N	Mean	t	Significant
Perceived use of ICT	Male	69	4.01	3.55	.001
	Female	87	3.85		

P* < 0.05

Findings revealed that there was a statistically significant (p=.001) difference between perceived use of ICT by male and female head teachers. Mean values (male, 4.01 & females, 3.85) for perceived use indicate male head teachers use ICT more as compared to female.

Table 4: Perceived use of ICT on the basis of length of service 1-10, 11-20 and more than 20 years.

		Sum of Squares	df	Mean Square	F	Sig.
Use of ICT	Between Groups	2.746	2	1.373	22.488	.000
	Within Groups	9.340	153	.061		
	Total	12.086	155			

P* < 0.05

The results of the study reveals that ANOVA was used in SPSS and that there is a significant difference between mean scores of length of service of male and female head

teachers at the 0.05 level of significance, $F(2,153) = 22.488, p < 0.001$. If the significance value is less than $\alpha p < .05$ then there was need to further move towards the post hoc test. LSD Post-Hoc was applied on length of service ranging from 1-10, 11-20 and more than 20 years of male and female head teachers. Mean score of the range year 11-20 year is significantly better than mean score of the range 1-10 year at 0.001 level of significance. Mean scores of the range more than 20 year is significantly better than that of mean scores of range 11-20 year as well as range 1-10 year at 0.001 level of significance. It concluded that range of experiences 1-10, 11-20 and more than 20 years were found significantly different with regard to their mean scores.

Table 5: Perceived Use of ICT by male and female heads on the basis of professional qualification

		Sum of Squares	df	Mean Square	F	Sig.
Use of ICT	Between Groups	1.366	3	.455	6.454	.000
	Within Groups	10.720	152	.071		
	Total	12.086	155			

The findings of the study shows that ANOVA was applied in SPSS and that there is a significant difference between mean scores of professional qualification of male and female head teachers at 0.05 level of significance, $F(3,152) = 6.454, p < 0.001$. If the significance value is less than $\alpha p < .05$ then further post hoc test was applied.

LSD Post-Hoc was applied on B.Ed., M.Ed., M.A Education and any other post qualification of male and female head teachers. Mean scores of B.Ed. is significantly better than that of mean scores of any other post qualification at 0.075 level of significance. M.Ed. is significantly better than of mean scores of B.Ed. at 0.002 level of significance. M.A Education is significantly better than of mean scores of B.Ed. at 0.001 level of significance. Any other post qualification is significantly better than of mean scores of B.Ed. at 0.075 level of significance. It is concluded that professional qualification B.Ed., M.Ed., M.A Education and any other were found significantly different with regard to their mean scores.

DISCUSSION

The educational system is undergoing changes occasioned by socio-economic,

political and technological changes in the external environment. This makes the administrative work very challenging. The administrators play a very important role in the educational system. Consequently, uses of ICT services can deal with successfully storing and recovery of records regardless of the volume (Chika & Wale, 2020). This study found that majority of head teachers use PCs and Laptops, mobile internet, telephone, mobile phones, internet and E-mail. These finding supported to the notion of Ikegbusi (2016), ICT inclusion all in all administration has brought expanded proficiency and ideal asset usage. The findings further supported to the idea of Rendulic (2011), ICT is included information technology, telephony, electronic media, and a wide range of procedure and transfer of audio and video signs, and all control and managing functions in view of network technologies.

Computers are seen to have the possible to create a main influence on education and administration in schools (Shah, 2013). This study found that majority of head teachers considered that Mean (4.06) and Std. Deviation (.007) of factor option about ICT is higher as compared to other factors. The findings revealed that ICT as a powerful tool to summarized informatics agreed to preserve financial records and agreed that ICT was helpful to gather information. These were in support of Asiabaka (2010) who expressed that use of ICT and its adaptation has started a new age in educational strategies. However, the findings of the current study supported the previous research, the present and fast advancement of ICT has changed human culture from the information technology age to the knowledge age (Ratheeswari, 2018). The current study found that majority of head teachers considered that ICT was useful to collect reliable information and ICT was storage their school record. These findings were in support of ICT is used as a part of support of academic and staff records and for communication and report administration (Ghareb, 2018).

The present study found that male heads use ICT more as compared to female heads. This might be due to more professional attitude of males as compare to females. This finding supported to the idea of Krishnaveni and Meenakumari (2010), in Pakistani perspective use of ICT and its adaptation has started a new age in educational strategies. It was also found that there was a significant difference between mean scores of length of service of male and female head teachers for the use of ICT by head teachers. It might be due to the experience of heads they got by their services. These findings supported to Rendulic (2011) ICT use was esteemed by senior administration in developing school systems for organization and facilitating

administration activities. This study found that there was a significant difference between mean scores of professional qualification of male and female head teachers for the use of ICT. Mean scores of B.Ed. was significantly better than that of mean scores of any other post qualification. M.Ed. was significantly better than of mean scores of B.Ed. M.A education was significantly better than of mean scores of B.Ed. Any other post qualification was significantly better than of mean scores of B.Ed. this can be explained in term that more the education enhances the knowledge and practices.

CONCLUSIONS AND IMPLICATIONS

It concluded that majority of head teachers considered that ICT as a powerful tool to summarized informatics, agreed to preserve financial records and agreed that ICT was helpful to gather information. Findings of the study concluded majority of head teachers considered that ICT was useful to collect reliable information and ICT was storage their school record. It concluded that there was a statistically significant difference between perceived use of ICT by male and female heads. Male head teachers use ICT more as compared to female.

In the light of findings and conclusions, implications for head teachers of secondary schools of Lahore who use ICT for communication practices, they may be facilitated about ICT so that they can enhance their professional practices in more effective and progressive way. Implication for Female head teachers who use ICT at secondary level in Lahore, they may be trained about the use of ICT in their profession. New technology can be introduced for the male and female head teachers of secondary schools for ICT practices who spend more time in their services.

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