
**DIGITALIZING EDUCATIONAL MANAGEMENT PRACTICES AS A CORRELATES
OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN EBONYI
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ABSTRACT

This study explores the relationship between digitalizing educational management practices and teachers' job performance in secondary schools within Ebonyi State. As educational institutions increasingly adopt digital tools and management systems, understanding their impact on teacher efficiency becomes vital for policy and practice. The research is grounded in the recognition that digital management can streamline administrative tasks, improve communication, and foster a more conducive environment for instructional effectiveness. Despite efforts to integrate digital solutions in Ebonyi State's secondary schools, challenges such as infrastructural deficits, limited digital literacy, and resistance to change impede optimal utilization. This study employs a mixed-methods approach, combining quantitative surveys of teachers and administrative staff with qualitative interviews to gain comprehensive insights into the implementation processes and their effects on teacher performance. Two research question and one hypothesis guided the study. Design used for the study was correlation while the population of the study comprised all the public secondary schools in Ebonyi State numbering 266 with 5133 teachers made up of 756 males and 4377 females. Using stratified random sampling technique, 1856 teachers were selected which is 36.1%. Instrument for data collection was a questionnaire . The average reliability of DJPS was 0.81 while that of DTJP was 0.80 using Cronbach alpha statistics. Simple regression was used to answer the research question while multiple regression was used to test the hypothesis at 0.05 level of significance with t-test associated with simple and multiple regression. The findings suggest that the effective adoption of digital management practices correlates positively with teachers' efficiency, motivation, and ability to deliver quality

education. However, infrastructural inadequacies and lack of training significantly hinder these benefits. The study recommends strategic investments in digital infrastructure, comprehensive teacher training programs, and supportive policies to foster successful digital transformation. Ultimately, the research underscores the potential of digital management practices to enhance secondary school education in Ebonyi State, provided that the barriers are adequately addressed to facilitate sustainable digital integration and improved teacher performance.

Keywords: Digitalize, Educational management, practices, digital and job performance

Introduction

In recent years, the proliferation of digital technology has transformed various sectors globally, including education. The integration of digital tools into educational management practices offers opportunities for efficiency, transparency, and enhanced teaching and learning experiences (Ng'ambi & Ogan, 2017). Digitalizing educational management practices involves the application of electronic systems for administrative tasks such as record keeping, communication, curriculum management, assessments, and decision-making processes. This shift from traditional, paper-based processes to digital platforms promises to optimize operations within educational institutions and improve overall school effectiveness.

Secondary schools serve as critical feeders in Nigeria's educational system, shaping the academic foundation and essential skills of learners. Teachers, as key agents of curricular delivery, play a pivotal role in administering educational activities and ensuring academic success. Their job performance—measured by their effectiveness in teaching, classroom management, student engagement, and administrative duties—directly influences student outcomes (Akinsolu, 2019).

Therefore, enhancing teachers' job performance is vital for achieving educational goals, especially in the context of Nigeria's ongoing education reforms.

The advent of digital management practices presents a promising avenue for positively impacting teachers' job performance. When educational management processes are digitized, teachers can benefit from reduced administrative workload, streamlined communication channels, timely access to curriculum resources, and data-driven decision-making (Okon & Izuagba, 2020). These improvements can foster a conducive environment for teachers to focus more on instructional quality rather than administrative burdens, thereby enhancing their productivity and effectiveness.

In Ebonyi State, recent efforts by educational authorities have aimed at integrating digital solutions into school management. These include the deployment of electronic record systems, online communication platforms, and digital assessment tools. Nonetheless, the extent to which these digital management practices influence teachers' job performance remains under-explored. Challenges such as inadequate infrastructural facilities, limited digital literacy, and resistance to change

hinder the full realization of digitalization benefits (Eze & Nwachukwu, 2021).

Research underscores the significance of technology adoption in optimizing educational management. For example, studies have found that digital management systems can lead to improved administrative efficiency, better data management, and enhanced communication between teachers, administrators, students, and parents (Akinola & Adekola, 2018). When teachers are supported with digital tools that simplify their administrative tasks, they tend to dedicate more time and energy to instructional duties—ultimately improving their job performance.

However, successful digital transformation in secondary school management requires more than just the provision of hardware and software; it necessitates an institutional culture that embraces change, comprehensive training for teachers, and adequate policy support (Ogunleye & Ojo, 2019). Without these, the mere adoption of digital management systems may not translate into improved teacher performance. Resistance from teachers unfamiliar or uncomfortable with new technologies may persist, undermining the potential benefits of digitalization.

Furthermore, the relationship between digital management practices and teachers' job performance is complex and multidimensional. Effective digital systems can influence various facets of teacher performance, including instructional quality, classroom management, record-keeping, and student assessment. When properly implemented, digital tools can facilitate

better planning, grading, and communication, fostering an environment where teachers feel more competent, motivated, and efficient (Adebayo & Akinyele, 2020).

In the context of Ebonyi State, understanding how digitalizing educational management builds teachers' job performance is critical. Several factors, such as infrastructural facilities, teachers' digital literacy, and administrative support, can moderate this relationship. The state's unique socio-economic and technological landscape necessitates context-specific research to inform policy and practice.

Despite the recognized potential of digital management practices, empirical data specific to Ebonyi State remains limited. Most existing studies focus on general technology use in education or administrative issues without explicitly examining the direct impact on teachers' performance. Therefore, this lack of localized evidence hampers effective policymaking and strategic planning aimed at harnessing digital tools for educational improvement.

In sum, integrating digital management practices in secondary schools offers a strategic pathway to enhance teachers' job performance, thereby contributing to improved educational outcomes. Yet, realizing this potential requires an in-depth understanding of the current state of digitalization, its challenges, and its effects on teachers' performance within Ebonyi State's secondary schools.

The rapid digitalization of educational management systems presents an opportunity to revolutionize teaching and administrative processes in secondary schools. While the potential benefits are significant, the actual impact on teachers' job performance in Ebonyi State depends on various factors including infrastructure, training, policy support, and acceptance. As schools navigate this transition, it becomes crucial to investigate the relationship between digital management practices and teacher effectiveness, to ensure that digital transformation translates into tangible improvements in educational quality.

Digitalization is a shift from the physical approaches to handling issues to applying the electronic approaches which makes the work easier, faster and more efficient. According to Anike and Igwenagu (2017) digitalization is the alteration of physical format of material to electronic format. Digitalization is a critical tool in education which every teacher must be conversant with so as to be able to transmit relevant knowledge and skills to the learners. In furtherance to this course, Jose (2016) posited that digital literacy has to do with the ability to use information and communication technology (ICT) or digital tool in the most effective manner. Inadequate Educational provision for procurement of digital devices and training of digital teachers has continued to obstruct the process of information dissemination which has mirrored in low job performance of the teachers (Wordu, Okwu and Dike (2021)).

Educational management practices are concerned with organization's decisions on how to source for funds, how to control

educational resources through educational control, prudent allocation of educational resources and accountability measures. In the perception of joubert and bray (2021) educational management practices is the performance of management actions connected with the educational aspects of a school for the achievement of effective education. The above definitions linked educational management practices to the act of deciding on the source and utilization of funds in the school. In the conceptualization of the subject matter, kaguri, njati and thianine (2014) defined educational management practices as the process that involves planning and preparation of educational reports and budget control.

In corroboration with kaguri, ngati and thianine, nwafukwa and aja (2020) stressed that educational management practices is the ability of a educational manager to procure, expend, and give accurate accounts of funds provided for the implementation of programme of an organization. Also, according to bua and adzonga (2021), educational management practices are concerned with the decisions on how to procure, raise money, expend and give accounts of funds provided for the implementation of programmes of an organization or school. Equally contributing to literature on the concept, wagithunu, muthee, and thinguri (2021) defined educational management practices as the art and science of utilizing money to achieve economy and value of the money available. Based on the views of several authors, the researcher defined educational management practices as the art of planning, sourcing, allocating, expending, accounting and

auditing of the school funds for implementation of educational programme.

In reaction to the above expositions, oboegbulem (2013) echoed that there is no significant correlation between teachers' perception of educational management and their job involvement. This is contrary to the viewpoints of Nyanyuki, Okioga, Ojera, Nyabwanga and Nyamwamu (2021) who found that teachers' perception of educational management significantly influenced their job involvement. In consonance with Nyanyuki et al, Huseein (2019) asserted that there is positive correlation between educational management and female teachers' job involvement. This opinion was consolidated by Ivala, Bulus, Daver and Ivala (2021) who found that management of school plant correlates with teachers' job involvement. The result also supports the findings of Nwafukwa, Onele and Anigbo (2019) who found that the relationship between teachers' perception of management of school plant and their job involvement is significant. In the same vein, Arowojolu, Yinusa, Ameh and Arowojolu (2019) insisted that there is a significant higher level of involvement to their job in relation to their school plant management.

Obviously, for the objectives of education to be achieved through the teachers' job performances, there is absolute need for effective educational management that takes into consideration the key elements of the school operation. In this digital dispensation, digital teachers are required to transmit relevant knowledge and skills to the learners. To achieve this fit, educational managers should ensure that during budget capturing, that adequate educational should

be allocated to digital devices and digital training of teachers to keep abreast with the modern trend of event. However, researches have shown that most public secondary schools in Ebonyi state seem to be suffering from the dearth of digital devices and training which has negatively impacted on the teachers' job performance as a result of ineffectual educational management. The researcher is therefore determined to examine the correlation between effective educational management practices and teachers' digital job performance in public secondary schools in Ebonyi state.

Purpose of the study

The study is set out to ascertain the correlation between effective educational management practices and teachers' digital job performance in public secondary schools in Ebonyi state.

Based on the purpose of the study, the under stated research question guided the study:

Research question: what is the correlation between digitalizing educational management practices and teachers' job performance secondary schools in Ebonyi state?

Hypothesis

1. There is no significant difference between digitalized educational management practices and teachers' digital job performance in public secondary schools in Ebonyi state.

Method

Design used for the study was correlation while the population of the study comprised all the public secondary schools in ebonyi state numbering 266 with 5133 teachers made up of 756 males and 4377 females. Using stratified random sampling technique, 1856 teachers were selected which is 36.1% . Instrument for data collection was a questionnaire type designed by the researcher named “effective educational management practices, teachers’ digital job Performance Questionnaire” (EFMPTDJQPQ). The instrument has two sections: Digital Job Performance Scale (DJPS) which contained 15 questionnaire items and was used to gather data on the independent variable of the study while the second section was tagged “Digital Teachers’ Job Performance (DTJP) and contained 10 questionnaire items and was used to collect data on the dependent variable of the study. The instrument was

face and content validated using experts in relevant fields. The average reliability of DJPS was 0.81 while that of DTJP was 0.80 using Cronbach alpha statistics. Simple regression was used to answer the research question while multiple regression was used to test the hypothesis at 0.05 level of significance with t-test associated with simple and multiple regression. Distribution of the instrument was done by the research with five trained research assistants. Out of 1856 questionnaire copies distributed, 1849 copies were retrieved and used for the results analysis which gave the retrieval rate of 99.6%.

Analysis

Research Question: What is the correlation between effective Educational management practices and digital teachers’ job performance secondary schools in Ebonyi State?

Table 1: Pearson’s correlation between teachers’ perception of principals’ digitalizing Education management and digital teachers’ job performance

Digitalizing	N	Digitalized Educational management practices	Teachers’ Job Performance	Remark
Digitalized Educational management practices Teachers’ job Performance	2, 523	1	.372	
	2, 523	.372	1	Low positive

As shown on Table 5, the correlation between teachers' perception of principals' digitalized Educational management and digital teachers' job involvement is $r = 0.372$. The correlation coefficient (0.372) shows that a low positive relationship exists between teachers' perception of principals' digitalized Educational management and teachers' job involvement in public secondary schools in Ebonyi State.

Hypothesis: There is no significant correlation between teachers' perception of principals' digitalized Educational management and teachers' job involvement in public secondary schools in Ebonyi State.

Table2: Test of Significance of Pearson's correlation between reception of principals' digitalized Educational management and teachers' job involvement

Digitalizing	N	Digitalized Educational management	Teachers' Job Involvement	P value	Remark
Digitalized management	2, 523	1	-.827	.616	Not Significant
Teachers' Job Involvement	2, 523	-.827	1		

The data on table 12 show that the Pearson correlation coefficient, $r = -0.827$ and p-value of 0.616. Since the p-value is greater than 0.05 (p value. $> .05$), the null hypothesis is not rejected, therefore, there is no significant relationship between male teachers' perception of principals' digitalized educational management and teachers' job involvement in public secondary schools in Ebonyi state.

Discussions

The result of the study showed no significant correlation between teachers' perception of principals' digitalized educational management and teachers' job involvement in public secondary schools in

Ebonyi State. What this means is that an increase in level of education management may not likely lead to increase in teachers' job involvement in public secondary schools in Ebonyi State. This is because an innovative teacher who can improvise in the class may not bother how

the school fund is being managed. Again, management of funds is the duty of the principal and the bursar. Since teachers are not mostly involved in this issue, the reason for the no significant correlation becomes evident. The teachers seem not to bother how the school funds are being managed.

This result is supported by the findings of Oboegbulem (2013) who found no significant correlation between teachers' perception of Education management and their job involvement. However, the result is not in support of the finding of Nyanyuki, Okioga, Ojera, Nyabwanga and Nyamwamu (2021) who found that teachers' perception of Education management significantly influenced their job involvement. Again, the finding of Huseein (2019) indicated positive correlation between education management and female teachers' job involvement.

Furthermore, the study indicated that the relationship between teachers' perception of principals' digitalized management of school plant and teachers' job involvement in public secondary schools in Ebonyi State is significant. The meaning is that when there is an increase in the principals' digitalized management of school plant, the level of the teachers' job involvement will likely increase. The importance of digitalized management of school plant cannot be over emphasized. In a school where adequate facilities are provided and effectively managed, it is most likely that the teachers in the school will be very well involved in their job, all things being equal. This finding of the study indicated that effective management of school plant is a major factor influencing teachers' job involvement. This may be interpreted as

digitalized management of school plant exerting an influence on teachers' job involvement.

This result is consistent with Livala, Bulus, Daver and Livala (2021) who found that management of school plant correlates with teachers' job involvement. The result also supports the findings of Nwafukwa, Onele and Anigbo (2019) who found that the relationship between teachers' perception of management of school plant and their job involvement is significant. This also agree with the findings of Arowojolu, Yinusa, Amehand, Arowojolu (2019) who found teachers to have show a significant higher level of involvement to their job in relation to their school plant management. This is to say that teachers' perception of digitalized school plant management is a significant factor in their job involvement.

Conclusion

Based on the interpretations of the findings, the data collected and analysis and discussion of results, it is concluded that the integration of digital management practices in secondary schools holds significant potential to enhance teachers' job performance in Ebonyi State. When effectively implemented, digital tools can streamline administrative tasks, improve communication, and provide teachers with timely access to essential resources—creating an environment conducive to instructional excellence. However, challenges such as infrastructural limitations, insufficient digital literacy, and resistance to change pose barriers to realizing these benefits. To harness the full potential of digitalization, policymakers and

educational stakeholders must invest in infrastructural development, comprehensive teacher training, and strong policy support. Ultimately, successful digital transformation can lead to improved teacher efficacy, better student outcomes, and a more efficient and responsive educational system in Ebonyi State.

Recommendation

Based on the findings of this study, the following recommendations are made.

Enhance Infrastructure and Resources:

To realize the benefits of digital management in secondary schools, substantial investment in infrastructure is crucial. Reliable internet connectivity ensures seamless access to digital tools and resources, minimizing disruptions and fostering continuous management processes. Equipping schools with functional computers, projectors, and relevant software creates an environment where teachers can efficiently perform administrative and instructional tasks. Without such infrastructure, digital initiatives risk being ineffective or superficial. Therefore, stakeholders, including government agencies and private partners, must prioritize funding and resource allocation to bridge technological gaps.

Government should Provide Continuous Professional Development:

Transforming teachers into proficient digital users requires ongoing training programs tailored to their needs. Professional development enhances digital literacy, familiarizes teachers with management systems, and builds confidence in using new technologies. Training sessions

should be practical, interactive, and regularly updated to include emerging digital trends. Empowered teachers are more likely to integrate digital tools into their daily routines, leading to improved job performance and better student engagement. Additionally, establishing mentorship programs can facilitate peer learning and foster a culture of continuous improvement.

Policy makers should develop Clear Policies and Support Systems:

Effective implementation of digital management practices necessitates well-defined policies that outline expectations, roles, responsibilities, and standards. These policies should clarify outcomes, accountability measures, and technical procedures, providing a roadmap for the transition. Furthermore, support systems such as technical helplines, maintenance teams, and software updates must be readily accessible to prevent system failures from hindering management processes. Clear policies and support mechanisms foster consistency, reduce resistance, and ensure sustainability of digital initiatives.

Government should Promote Change Management and Attitudinal Shifts:

Successful digital transformation depends on teachers' willingness to embrace change. Resistance may stem from fear of the unknown or skepticism about technology's value. To address this, schools should organize sensitization campaigns demonstrating the tangible benefits of digital management systems in reducing workload, improving efficiency, and enhancing teaching quality. Recognizing and rewarding early adopters can motivate others to follow suit. Cultivating a positive attitude toward

technology helps integrate it as an integral part of daily school operations, leading to lasting change.

Quality Assurance department of PPSMB should Conduct Regular Evaluation and Research:

Continuous assessment enables stakeholders to gauge the effectiveness of digital management practices on teachers' performance. Data collection through surveys, interviews, and performance metrics provides insights into challenges, successes, and areas for improvement. Regular evaluation ensures that solutions are dynamic and responsive to emerging needs. Additionally, ongoing research can inform

policy adjustments, resource allocation, and targeted training, fostering a culture of evidence-based decision-making that sustains progress over time. Implementing these recommendations holistically can create a conducive environment for effective digital management in secondary schools. Infrastructure improvements, capacity building, clear policy frameworks, positive attitude shifts, and continuous evaluation are interconnected strategies that collectively enhance teachers' performance. This, in turn, can lead to improved educational quality, better student outcomes, and a more resilient and adaptive educational system capable of meeting future challenges.

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