

ATTITUDE OF SCHOOL ADMINISTRATORS TOWARDS DIGITAL CLASSROOM IN AWGU EDUCATION ZONE

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Abstract

The study examined attitude of school administrators towards digital classroom in Awgu Education Zone. Two research questions guided the study. The research design adopted for this study was a descriptive survey. The study was conducted in Awgu Education Zone, Enugu State. Enugu State has six Education Zones. The population of the study was made up of the entire Senior Secondary School two (SSSII) Computer Studies Students totaling 1,911 (1620 students and 291 teachers) in the 54 public secondary schools within Awgu Education Zone. The sample size of 348 was determined by the use of Taro Yamen (2000) formula procedure. The instrument used for the collection of data was questionnaire titled “attitude of school administrators towards digital classroom Questionnaire (ASATDCQ). The correlation coefficient obtained using the Cronbach method of estimate reliability was 0.74 which indicates that the instrument has acceptable reliability. Meanwhile, 384 questionnaires were distributed and returned (100%). The findings of the study showed that principals have positive attitude towards digital classroom in Awgu Education Zone and that teachers have negative attitude towards digital classroom in Awgu Education Zone. Based on the findings, the researcher recommended that Principals should try as much as possible notify the government about issues concerning the use of digital classroom in Awgu Education Zone and that teachers should be motivated through training and incentives to eliminate bad and negative attitude they have towards digital classroom in Awgu Education Zone.

Keywords: attitude, school administrators’, digital classroom,

Introduction

Digital classroom encompasses digital devices and websites ensconced in a learning environment. Digital tools and websites can also serve for stimulating students’ vivid minds and improving their academic and social skills. As remote learning has been a common place these times, it is necessary to make use of the new technology to make learning English as effective as possible. In brief, digitalization is a synonym for modern-day education and requires certain methods to bring in class. Alberola-Mulet (2021) opined that digital classroom is an online learning environment that uses digital tools and technologies to facilitate teaching and learning. The principal plays a pivotal role in shaping the educational environment and culture of a school. As the chief administrative officer, the principal is responsible for setting the tone for academic excellence, discipline, and attitude and character development towards students and teachers respectively (Hannaway, 2019). Attitude is a predisposition to act, but it is no guarantee of actual behaviour. On the other hand, people rarely behave in a manner inconsistent with their attitudes/ beliefs, as this would create internal tension or dissonance so that, favorable or unfavorable attitudes provide the decision maker with valuable information for planning the most effective course of action (Baker, 2021). Gakuu (2016) points out that Principals’ attitude towards the adoption of digital classroom in Secondary schools is a critical issue that needs consideration and investigation for successful implementation of the new digital classroom initiative. Gakuu (2016) maintains that as the head of the institution, the principals hold a very strategic position in influencing the decisions and the actions of other

members of the school community. For example, the attitude that the principals hold towards digital classroom adoption in secondary schools will greatly affect the teachers and by extension, students' attitudes, decision and actions towards digital classroom initiatives. It is therefore imperative to assess the principals' attitude towards the adoption of digital classroom in Secondary schools and establish the role played by their attitude towards digital classroom in determining the readiness to adopt digital classroom. It is equally important to investigate the attitude that teachers themselves hold towards the adoption of digital classroom in their schools. Teachers are expected to carry out the use of Digital classroom at all levels of education and this is no doubt the catalyst for improving access to quality education by all and to acquire knowledge- based economy (Johnson, Jacovina, Russell & Soto, 2016).

A positive attitude is an integral component of a successful digital teacher. In conjunction with this approach is the teacher's competence. Technological skills must be of equal significance to an online teacher as an attitude. Salele (2022) identified the skills in terms of technology that an online instructor needs to possess in his or her pedagogical repertoire: access to numerous technological resources and tools such as emails, Internet browsers, and learning management systems; understanding of the teaching-learning capacities and limitations of the forenamed tools; knowing the technical requirements for and methods involved in producing online content such as e-books and various educational videos; and being abreast of changes and advances in technology and software used in education (Martin, 2019). On recognizing the transformational power that digital classroom has on the management, teaching and learning in schools, the government of Nigeria enacted a policy on ICT and a plan in 2016 to introduce digital classroom first of all in Primary and Secondary schools and then eventually at all levels of education as indicated in the 2021-2024 Development Plan (Farrell, 2017). Successful e-pedagogy depends on effective e-facilitation, which can be made difficult or possible by various factors, depending on the level of preparedness of implementers. Lumumba (2017), in his study on the challenges facing digital classroom in Public Secondary schools, based on the pilot project carried out in schools in Nigeria, established that the digital classroom project faced many challenges. He singled out digital skills inadequacy among the teachers and learners, lack of adequate digital classroom facilities (infrastructure) and negative attitude towards digital classroom among students and teachers as key obstacles to the success of the digital classroom project. He attributed such challenges to the lack of preparedness among the institutions and implementers before the implementation process began. Lumumba recommended that for the implementation of digital classroom in educational institutions to be successful, factors determining the readiness to adapt to digital classroom need to be established and dealt with adequately before the implementation process commences (Kayalar, 2016).

Successful integration of digital classroom in the school environment is to a large extent influenced by the attitude held by the implementers. Negative attitude towards digital classroom among students and teachers was found to be the key obstacle to the successful implementation of e- Learning projects in the NEPAD schools in Nigeria (Lumumba, 2017). Therefore, there is need to do a study to establish the extent to which attitude of principals, teachers and students towards digital classroom influenced readiness to implementation of e-curriculum in secondary schools. Albirini, (2016) maintain that one of the factors that greatly influence the achievement of meaningful use of computer technology is the teacher's attitude towards the use of technology in teaching and learning process. The teachers' attitude is a major predictor of the acceptance and actual utilization of computers in the classrooms and in the management of their work. A study carried out by Harrison and Rainer in 1992 using data compiled from 1990 survey of 776 knowledge and information workers from large university in the southern United States, found that participants with negative computer attitudes were less skilled in computer use and were therefore less likely to accept and adapt technology than those

with positive attitudes. The attitude held by implementers, towards e- Learning is perceived as having some influence on the readiness to adopt digital classroom. Principals, Teachers and students are central to the successful implementation of e- Learning in secondary schools. However, the attitude they hold and the extent to which it influences the readiness to adopt digital classroom is yet to be ascertained. It is against this background that, this study sought to establish the influence of principals, teachers and students' attitude on readiness to adopt digital classroom in secondary schools

Statement of the Problem

Many researchers have conducted studies on the factors that challenge the adoption and utilization of digital classroom in secondary schools in Awgu Educational Zone and observed that poor attitude of both teachers, students, principals, lack of ICT infrastructure due to the lack of funds emerge as the main setback of digital classroom in the adoption of ICT infrastructure in schools. Similarly, lack of the basic ICT infrastructure and the limited skills and competencies in modern factors that discourage ICT usage in secondary schools in Awgu education zone discovered that regardless of the willingness of teachers to learn about the application of digital facilities, their ICT literacy level is still below par. Moreover, many schools in Awgu Education Zone are not well equipped with digital facilities. Nonetheless, government have not done enough funding in schools since the found that lack of digital infrastructure and inadequate technical support were lacking in the Awgu Education Zone that had not yet integrated ICT into their administrative functions. Digital literacy is also a problem which principals encounter and makes them find it difficult in doing their task, and people fail to appreciate the importance of ICT and therefore, do not engage in any form of ICT training.

The availability of ICT infrastructure which plays a great role in encouraging secondary school principals to take on ICT in administrative roles. Lack of technical support to principals in implementing ICT programmes is also a big problem. Researchers posit that digital technical support is critical in building and maintaining confidence in the principals in regards to the access to ICT hardware, software and other equipment. And also the misconception of what ICT is to the school principals, they see it as a waste of time, energy and money and lack of efficient electricity gives the principals' reasons to avoid ICT in their school curriculum. However, other researchers suggested that a significant minority of teachers do not see considerable learning benefits for students from digital facilities, regardless of the sophistication of their ICT system. School principals management, school community relationship, provision and maintenance of physical facilities and financial management in which managing such a high number of activities can be quite a challenging task in the absence of ICT resources in schools. The empirical survey found that many principals of Awgu Education Zone felt that using computers in class did not have significant learning benefit for the students. Therefore, the present study gears towards identifying attitude of school administrators' towards digital classroom in Awgu Education Zone.

Purpose of the Study

The purpose of the study is to investigate attitude of school administrators' towards digital classroom in Awgu Education Zone.

1. Specifically, the study sought to:
2. Identify attitude of school principals towards digital classroom in Awgu Education Zone.
3. Identify attitude of school teachers towards digital classroom in Awgu Education Zone.

Research Questions

The following research questions have been developed to guide the study

1. What is the attitude of school principals towards digital classroom in Awgu Education Zone?

2. What is the attitude of school teachers towards digital classroom in Awgu Education Zone?

Methods

The research design adopted for this study was a descriptive survey. The study was conducted in Awgu Education Zone in Enugu State. Enugu State has six Education Zones. The Zones are: Enugu, Agbani, Udi, Awgu, Obollo Afor and Nsukka. Awgu Education Zone consist of three Local Government Areas (LGA) namely Awgu, Oji-River and Aninri L.G.A, Enugu State. The area is predominantly urban in nature with basic modern facilities such as good roads and electricity. Most people living in Awgu Education Zone are civil servants, lecturers, teachers, students and traders and a few are farmers. Thus, they value education. There are 54 public senior secondary schools in the zone. The population of the study was made up of the entire Senior Secondary School two (SSSII) Computer Studies Students totaling 1,911 (1620 students and 291 teachers) in the 54 public secondary schools within Awgu Education Zone. There are twenty-six schools in Awgu, Seventeen (17) schools in Aninri and eleven (11) schools in Oji-River Local Government Area, Enugu State. The sample size of 348 was determined by the use of Taro Yamen (2000) formula procedure. The selection of the sample was done in four stages using multi-stage sampling procedure. First involves selection of two (2) local government areas out of 3 local governments in Awgu Education Zone The instrument used for the collection of data was questionnaire titled “Attitude of school administrators towards digital classroom Questionnaire (ASATDCQ). The questionnaire have two sections (section A and B). Section “A” has to do with data of the respondents with response options: Very High Extent (VHE) = 4, High Extent (HE)=3, Low Extent (LE)=2, Very Low Extent (VLE)=1. The research purpose, scope, research questions, hypotheses and questionnaire items were submitted to three experts two from department of Educational Management, one from Department of Mathematics and Computer Education (Measurement and Evaluation option), Faculty of Education all in ESUT for face validation. These experts examined the items in terms of contents; relevance and clarity as well to ascertain if the items were related to the purpose of the study. The researcher administered 20 copies of the questionnaire to a sample of 40 computer studies teachers and students in Agbani education zone of Enugu state data collected was analyzed using the Cronbach alpha statistical method of estimating reliability. The correlation co-efficient obtained using the Cronbach method of estimating reliability was 0.74 which indicates that the instrument has acceptable reliability. The researcher with the help of trained research assistants who are the Computer Studies teachers in the sampled schools distributed the instruments to the respondents. The researcher had a meeting with the research assistants, where the objectives of the study was discussed, the researcher ensured that all the research assistants understood the objective of the study by asking them questions. The responses were expected collected back at the end of administration on the spot. Meanwhile, 384 questionnaires were distributed and returned (100%). Research questions 1- were answered using mean and standard deviation.

Results

Research Question 1

What is the attitude of school principals towards digital classroom in Awgu Education Zone?

Table I: Mean ratings on attitude of school principals towards digital classroom in Awgu Education Zone.

n=384

S/N	Attitude of school principals towards digital classroom	VHE	HE	LE	VLE	$\sum fx$	$\bar{X}$	SD	Decision
1	Principals who are open to new	250	30	40	64	1234	3.21	0.82	High Extent

	ideas and technologies can foster a culture of innovation, motivating teachers to integrate technology in the classroom								
2	Effective principals exhibit strong technology leadership, providing a clear vision, direction for digital learning.	20	260	60	44	968	2.52	0.87	High Extent
3	Principals who prioritize teacher professional development can enhance teachers' digital competence and confidence.	30	240	80	34	1034	2.69	0.52	High Extent
4	Principals who support digital classrooms can boost teachers' confidence in using technology.	80	60	233	11	977	2.54	0.84	High Extent
5	Digital classrooms can lead to more interactive and engaging learning experiences for students.	30	40	280	34	834	2.17	0.52	Low Extent
Grand Mean							2.62	0.71	High Extent

Result on Table 1 is on sample data on the attitude of school principals towards digital classroom in Awgu Education Zone. Table 1 indicates that there is a positive attitude of school principals towards digital classroom in Awgu Education Zone, four out five. These items are numbered 1,2,3 and 4 with mean score ranging from 3.12 – 2.54 and standard deviation from 0.40 to 0.87. On the other hand, the overall mean ranged from 1.64 to 3.56 with a grand mean of 2.63 and a standard deviation of 0.71. All these indicate that all items in this research question are attributes to attitude of school principals towards digital classroom. Finally, the overall grand mean of 2.63, implies that there is positive attitude of principals towards digital classroom in Awgu Education Zone.

Research Question 2: What is the attitude of school teachers towards digital classroom in Awgu Education Zone?

Table 2: Mean rating on the attitude of school teachers towards digital classroom
n=384

S/N	attitude of school teachers towards digital classroom	VHE	HE	LE	VLE	$\sum fx$	$\bar{X}$	SD	Decision
1	Teachers often face challenges due to outdated technology, lack of access to devices insufficient technical support	150	120	114	-	1,188	3.09	0.51	Very High Extent
2	Many teachers do not have prior knowledge of digital classroom	180	194	-	10	1,312	3.41	0.55	Very High Extent
3	Many teachers in Awgu Education zone are not digital native	40	204	55	85	967	2.41	0.40	Low Extent
4	Many teachers perceive digital classroom as a waste of resources	250	30	40	64	1234	3.21	0.82	High Extent
5	Some see digital classroom	40	60	90	194	714	1.85	0.55	Low

as a means of improving
teaching learning.

Grand Mean

Extent

**High
Extent**

2.79

0.56

Table 2 shows sample data on the attitude of school teachers towards digital classroom in Awgu Education Zone. Table 2 indicates that there is high extent compliance on the attitude of teachers towards digital classroom. On the other hand, the overall mean ranged from 3.21 to 3.09 with a grand mean of 2.79 and a standard deviation of 0.56. All these indicate that all items in this cluster are attributes to negative attitude of school teachers towards digital classroom in Awgu Education Zone. Finally, the overall grand mean of 2.79, implies high negative attitude of school teachers towards digital classroom in Awgu Education Zone.

Summary of Major Findings

The findings of this study revealed that principals in the Awgu Education Zone generally exhibit a positive attitude toward the digital classroom. This indicates that school principals are favorably disposed to the adoption and use of digital classroom technologies and are supportive of initiatives aimed at integrating digital tools into teaching and learning processes. In contrast, the study also found that teachers in the Awgu Education Zone demonstrate a negative attitude toward the digital classroom. This suggests the presence of reservations, resistance, or challenges among teachers regarding the effective use of digital classroom technologies in instructional activities.

Conclusion

Based on the findings of the study, the following conclusion was made: From the result obtained that principals have a positive attitude towards digital classroom while many teachers did not agree that digital classroom have influence in teaching and learning in Awgu Education Zone. Meanwhile, school leaders on the use of technology in basic classes. Given the importance of the new information technologies in the creation of knowledge, schools are seen as suitable and relevant places in which to equip learners with the necessary skills. Despite introducing new technologies at school, not all school leaders have embraced them. School leaders in the early grades believed that their focus is to prepare young learners to read, write, and do mathematics before using technology. Finally, it was also concluded that many teachers are of the opinion that available digital facilities in the Zone are not functional and are not fully equipped for effective teaching and learning as well as the maintenance. \

Recommendations

Based on the findings and their implications, the following recommendations were made:

1. Principals should try as much as possible to notify the government about issues concerning the use digital classroom in Awgu Education Zone
2. Teachers should be motivated through training and incentives to eliminate bad and negative attitude they have towards digital classroom in Awgu Education Zone.

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