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ANALYSIS OF THE USAGE OF INFO-TECH FOR DATA ADMINISTRATION OF SECONDARY SCHOOLS

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ABSTRACT

This study examined the utilization of information technology (INFO-TECH) for data administration in secondary schools in Port Harcourt Education Zone, Rivers State. Four research questions guided the study, while four null hypotheses were formulated and tested at the 0.05 level of significance. A descriptive survey research design was adopted. The population comprised all 31 secondary schools in Port Harcourt Education Zone, consisting of 31 principals and 1,259 teachers. A sample size of 157 respondents, comprising 31 principals and 126 teachers, was selected using a stratified random sampling technique. Data were collected using a structured questionnaire, which was subjected to face validation by three lecturers. The reliability of the instrument was established using Cronbach's Alpha. The collected data were analysed using mean scores and standard deviations, while t-test statistics were employed to test the null hypotheses at the 0.05 level of significance with the aid of SPSS version 20. The findings revealed that information technology facilities were generally unavailable in secondary schools and that the available facilities were utilized to a very low extent. The study also identified several constraints affecting the utilization of information technology facilities in secondary schools and highlighted strategies for improving their adoption by school administrators. Based on these findings, the study recommended that government should provide adequate information technology facilities through increased funding, while well-meaning individuals and donor agencies should support schools through relevant donations. It was also recommended that school administrators should ensure the effective utilization of available information technology facilities and that the challenges hindering their adoption should be addressed through the implementation of the strategies identified in the study.

Keywords: Information Technology, Data Administration, Secondary School Management, Educational Administration, ICT Utilization.

INTRODUCTION

The education sector in Nigeria is badly affected by the poor availability of reliable data which is largely owing to poor use of information technology (INFO-TECH) in data administration by secondary school administrators (Adeyemi, 2010). The blueprint of the National Policy on Education (2004) Implementation Committee showed that Nigeria has challenges in accessing the necessary educational data including student population, number of teachers, accessibility of instructional material, number of school buildings in need of renovation and other relevant data. The lack of accurate data in State Ministries of Education hinders the formulation and implementation of their policies and programmes. The reason for this situation is partly blamed on the submission of false information by school administration (Federal Republic of Nigeria, 2017). Moreover, the insufficient statistical information on expenditure in education cannot effectively be disaggregated, which lessens its

value in effective planning within the Ministry of Education.

Educational planners around the world set future educational goals, which are grounded in defined goals, individuals' dreams, societal issues, education sector needs and gaps. To meet these goals, it is important to review the work of stakeholders in education in the past and present. Educational planning relies on inaccurate, ambiguous and inaccessible information when there is no reliable data that can be made available through the effective use of INFO-TECH. It thus becomes challenging to meet targeted learning goals and can help to explain why government policies at various levels are not achieved.

The current UBE administrators need valid information from the school administrators to plan, organize and run the programme successfully. This information helps them to make appropriate decisions that can be of benefit to pupils, the school system and to society in general. But often the decision-making process is affected due to lack of reliable data resulting from inadequate and insufficient use of INFO-TECH in educational data administration.

INFO-TECH if well exploited is crucial to the education system of Nigeria. The failures attached to the implementation of several good-intentioned educational programmes in Nigeria highlights the need to create an effective and technology-based system in handling educational data.

The situation of lack of teaching and learning materials remains a problem in schools since the introduction of the UBE programme. These difficulties have led to the implementation of crash programmes, recruitment of ad hoc teachers due to staffing shortages and other difficulties of operation. Partly, these are linked with the utilization of inaccurate data in the planning and implementation of the programme.

From these observations, it has become more imperative to have heads of secondary school administration adopt and utilize INFO-TECH in the management of educational data in secondary schools in Nigeria as they are responsible for maintaining and protecting the information generated within their secondary schools in Nigeria.

Data, according to Igbe in Ugbuehi (2011) are raw and unorganized facts that describe institutions, individuals, places, objects, ideas and events. These facts are transformed into information once they have been processed. Data can be numerical, graphical, non-numerical, symbols, images, or anything else that is used to record statistics.

Data are numerical representations describing various phenomena and are an integral part of scientific decision-making. They have applications in several professional areas and disciplines, such as education, engineering, science, and business. Data becomes information when it's processed and structured to be useful for decision-making. Data are language, mathematical expressions or symbols, which are generally accepted as representations of people, objects, events and concepts (Akintola, 2006).

When data are represented or organized in a format that conveys to their intended recipients an understanding of the data that is improved, it turns into information. Generally, there are two types of data that educational institutions keep: Quantitative and Qualitative data. Qualitative data refer to the values, objectives, and curriculum of a school system, while quantitative data refer to measurable attributes, volumes, and numerical quantities. The quantitative data are also known as statistics.

In Nigeria, secondary education aims at preparing an individual for:
Useful living within the society, and - Higher education.
Specifically, it aims at:
- Providing all secondary school leavers with the opportunity for education of higher level irrespective of sex, social status, religious or ethnic background;
- Offering diversified curriculum to cater for differences in talents, opportunities, and future roles;
- Providing trained manpower in applied science, technology and commerce at sub-professional grades;
- Developing and promoting Nigerian languages, arts and culture in the context of the world's cultural heritage;
- Inspiring students with a desire for self improvement and achievement of excellence;
- Fostering national unity with an emphasis on the common ties that unite us in our diversity;
- Raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals, and live as good citizens; and
- Providing technical knowledge and vocational skills, necessary for agricultural, industrial, commercial, and economic development (National Policy on Education, 2004).

The secondary education being fundamental in the child's education is a very vital aspect of the nation's education system that deserve to be handled with great care and caution Consequently any error committed in the Administration of this level of education may resound on other levels and thus seriously mar the lives of the people and indeed the overall development of the nation. This is a good reason why education managers must show enough concern for those issues that concerns the organization and Administration of the secondary school system such as the Usage of INFO-TECH in record Administration. It is therefore necessary for the secondary school administrator to always have accurate and timely data at its disposal.

This study therefore will present a humble attempt to evaluate the Usage of ICTs for data Administration by secondary school administrators with a view to highlight the extent to which ICTs is utilized for data Administration, the type of ICTs facilities used by school administrators, the constraints to use of ICTs for data Administration and the strategies that could be employed to enhance the utilisation of ICTs for data Administration by secondary school administrators in Port Harcourt education zone.

RESEARCH METHOD

This chapter deals with the procedures that was taken in carrying out the study. It was organized under the following subheadings: Design of the study, area of the study, population for the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the study

The design of this study was a descriptive survey. It tried to establish the opinions of administrative staff of the secondary school on Usage of INFO-TECH for data Administration in Port Harcourt Education Zone. Ali (2006) defined descriptive survey as "a study which seeks or uses the sample data of an investigation to document, describe, and explain what is existent or non existent, on the present status of a phenomenon being investigated". This research design is best suitable for this study because it permit the collection of original data and describe the conditions as they exist in their natural setting. It also helps to homogenize the population and affords the respondents equal chance of being chosen for the study.

Area of the Study

The area of the study was Port Harcourt Education Zone of Rivers State. The study was carried out among secondary schools in this zone. The zone is made up of three Local Government comprising Port Harcourt Obio/Akpor and Ikwere Local Government Areas.

Population of the Study

The population of the study will comprised all the principals and teachers of the Secondary school in Port Harcourt Education Zone, Rivers State. Based on the available statistical data as atJune, 2008, The population of staff comprised 31 principals and 1259 teachers. Statistics/planning unit, Post Primary School Administration Board, (2008)

Sample and Sampling Techniques

A sample of 157 respondent was used for the study. To ensure that all the respondent are equally represented and had equal chance of being chosen, the researcher sampled 31 school principals and 126 teachers and used stratified random sampling techniques to sample 10% of the total population of classroom teachers. This is in line with the Castillor (2009) which states that if the population of a study is in a few hundreds 40% or more sampling will do, if many hundreds a 20% sample will do, if a few thousands a 10% sample will do and if several thousand a 5% or less will do.

However, the researcher intends to use 10% of the teacher's population. The rationale for selecting 10% of the population is in line with the postulation of Nwana (1981) which states that if the population of a study is in a few hundreds 40% or more sampling will do, if many hundreds a 20% sample will do, if a few thousands a 10% sample will do and if several thousand a 5% or less will do.

The sample was then stratified into principals and teachers of secondary school which yielded 31 principals and 126 teachers respectively.

Instrument for Data Collection

Questionnaire was developed by the researcher to elicit information from the respondents. The questionnaire had two sections; Section A and Section B.

Section A dealt with the personal data of the respondents while section B dealt with items bordering on Usage of INFO-TECH for data Administration of secondary school in Port Harcourt educational zone. The 25-items in the questionnaire were put into clusters as follows: Cluster A involve the extent to which ICTs facilities are utilized by school administrator which contained items (1 – 7), Cluster B bordered on the type of ICTs facilities used by school administrators which formed items (8– 12), Cluster C dealt on the constraints to the use of ICTs by school administrators, had items (13 – 18) and Cluster D dealt with the strategies that could be employed to enhance the utilization of ICTs by school administrators with (19– 25) items respectively.

The items were placed on a four point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree for questions 1,3 and 4. While question 2 was Very great Extent, great extent, low extent and very low extent.

Validation of the Instrument

The instrument was subjected to face validation. The initial draft was given to 3 experts, 2 from Department of Educational Foundations (Education Administration), Peaceland College of Education, Port Harcourt and one from Measurement and Analysis department of the same institution. They were requested to study the items and access the suitability of the language, the adequacy and relevance of the items in addressing the research questions bearing in mind

the purpose of the study. Their corrections and comments were used to modify the questionnaire.

Reliability of the Instrument

To determine the reliability of the instrument, the questionnaire was trial tested on 5 principals and 20 teachers in Secondary Schools in Nsukka Education zone, outside the study area . This served as similar population for the study. During the trail test, the researcher distributed 15 copies of the validated instrument once to the respondents with an introductory letter acquainting them With the rationale for the study. The researcher assured the respondents of complete confidentiality of all the information they will supply and allowed them time to fill the instrument. Thus, the completed copies were collected from the respondents at a later date agreed upon. Finally, the researcher was able to retrieve copies of the duly filled instruments.

The researcher then used the Cronbach Alpha reliability

estimate to analyze the data collected looking for a score of .70 for higher consistency. As a result of the fact that section B of the instrument is in parts, the researcher decided to find the reliability coefficient of the various· parts of the instrument. To this. end, a coefficient of $\alpha = 0.83$. was found for part 1, part 2, α =.98, part 3. α =.97 and for part 4, α =.95, the researcher went further to ascertain the coefficient for the entire instrument, this stood at α =.97, this ·the researcher regarded to be high enough and so use the instrument to collect the much needed data because it was approved of by the panel.(see Appendix IV)

Method of Data Collection

The researcher used direct delivery method in collecting data. This helped the researcher collect the questionnaire immediately after completion. It equally facilitated hundred percent returns of the copies of the questionnaire distributed. Copies of the questionnaire was administered to the respondents with the help of four research assistants. This is to ensure quicker coverage of the education zone.

Method of Data Analysis

The data collected for this study was analyzed using mean score and standard deviation to address the research questions.

The cut-off was 2.5 that is any item with a mean score of 2.5 and above was considered accepted while any item with a mean score below 2.5 was considered rejected. The t-test was used to test the null hypotheses at .05 level of significant.

Decision Rule:

For the researcher questions: Any item with a mean score of 2.50 and above was regarded as great extent/agreed while any item whose mean score is below 2.50 was interpreted to mean “low extend/disagree”

For the hypothesis, the decision rule was that if p-value was less than 0.05 alpha confidence level we rejected the null hypothesis. SPSS was used for the data analysis. (**P Values** = calculated probability)

Research Question 1

What are the type of INFO-TECH facilities used by school administrator in Port Harcourt Education zone?

Table 1: Mean ratings of principals and teachers regarding the type of INFO-TECH facilities used by school administrator in Secondary Schools in Rivers State.

		Principals				Teachers			
		N	**X**	**SD**	**D**	**N**	**X**	**SD**	**D**
1	There arecomputer for recording	31	1.7	1.0	LE	13	1.66	47	LE

	of student admission data								
2	There are projectors for teaching students	31	1.8	1.25	LE	13	1.56	.52	LE
3	The school is connected to the internet, and there is internet portals for student to browse their results	31	1.7	.6688	LE	132	1.8	.47	LE
4	CCTV are available for teaching students in the school	31	1.9	.5388	LE	132	1.59	.53	LE
5	Is involved in the recruitment of resource teachers in some essential subjects	31	1.9	.5388 2	LE	132	1.9	.35	LE
6	The schools provides functional e-library or electronic learning.	31	1.3	.8823	LE	132	2.00	.00	
7	There are Examination Scoring Machine (OMR)	31	1.6	.4954	LE	132	1.15	.992	LE
	CLUSTER MEAN		**1.73**	**0.77**	**LE**		**1.66**	**67**	**LE**

Data in table one shows grand means of 1.73 and 1.66 which implies that principals and teachers disagreed that INFO-TECH facilities are used in the secondary schools. Since the grand mean is below 2.50.

Ho_1: There is no significant difference between the mean responses of principals and teachers regarding the type of INFO-TECH facilities used in Secondary Schools in Port Harcourt Education zone of Rivers State.

Table 2: t-test analysis of the mean scores of principals and teachers regarding their opinion on the type of INFO-TECH facilities used in Secondary Schools in Port Harcourt Education zone of Rivers State.

t-test for Equality of Means						
t	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
					Lower	**Upper**
.516	12	.615	.06571	.06571	.12743	-.21194
.516	10.548	.617	.06571	.06571	.12743	-.21624

Source: Researcher computation using SPSS 20.

The result shows that the t-value is .516. p-value = .615 which is greater than 0.05 significance level, so we accept the null hypothesis.

The implication is that there is no significant difference in the mean opinion of principals and teachers regarding their opinion on the type of INFO-TECH facilities used in Secondary Schools in Port Harcourt Education zone of Rivers State

Research Question 2

To what extent is INFO-TECH facilities utilized by school administrators in Secondary schools in Port Harcourt Education zone?

Table 3: Mean ratings of principals and teachers regarding the extent to which INFO-TECH facilities are utilized by school administrators in Secondary schools in Port Harcourt Education zone?

SN	Options	Principals				Teachers			
		N	X	SD	D	N	X	SD	D
1	The school administrators use computer for recording of student admission data	31	1.19	.60107	LE	132	1.06	.253	LE
2	The school administrators use e-examination instead of pen and paper	31	1.29	.46141	LE	132	1.09	.299	LE
3	The school administrators use school portals for student results upload	31	2.6	.54081	LE	132	1.12	.417	LE
4	The school administrators used examination scoring machine and storing all manner of students results in the system.	31	1.16	.58291	LE	132	2.09	.436	LE
5	The school administrators use e library to update their teaching material	31	1.09	.53882	LE	132	1.05	.356	LE
7	The school administrators make use of departmental computer laboratory for their INFO-TECH need.	31	1.54	.50588	LE	132	1.13	.38	LE
	Cluster Mean		**1.47**	**.60052**	**LE**		**1.34**	**0.30**	**LE**

The data presented in that table three above shows that the mean ranges from 1.4 to 2.0 for items 1-7 for teachers and 1.1 to 2.0 for items for principals also. The grand mean of 1,47 and 1.34 for teachers and principals respectively implies that INFO-TECH facilities are not used in secondary schools. Since the grand mean is below 2.50.

Ho_2: There is no significant difference between the mean opinion of principals and teachers regarding the extent to which INFO-TECH facilities are utilized by school administrators in Secondary schools in Port Harcourt Education zone

Table 4: t-test analysis of the mean scores of principals and teachers regarding their opinion on the extent to which INFO-TECH facilities are utilized by school administrators in Secondary schools in Port Harcourt Education zone.

t-test for Equality of Means						
t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
.539	12	.600	.12047	.22360	-.36671	.60766
.539	11.794	.600	.12047	.22360	-.36766	.60860

Source: Researcher computation using SPSS 20.

The result shows that the t-value is .539. p-value = .600 is greater than 0.05 significance level, so we accept the null hypothesis.

The implication is that there is no significant difference in the mean responses of principals and teachers regarding their opinion on the extent to which INFO-TECH facilities are utilized by school administrators in Secondary schools in Port Harcourt Education zone.

Research Question 3

What are the constraints to the use of INFO-TECH faculties in secondary schools in Port Harcourt Education zone?

Table 5: Mean ratings of principals and teachers regarding the constraints to the use of INFO-TECH faculties in secondary schools in Port Harcourt Education zone.

		Principals				Teachers			
		N	X	SD	D	N	X	SD	D
1	There are inadequate computer systems for processing, storing and retrieval of data	31	3.80	.40161	LE	132	3.56	.49722	GE
2	There are inadequate computer disc flash, microfilms and microfiche are not available for data collection, storage, retrieval and utilization	31	3.70	.46141	GE	132	3.48	.50167	GE
3	There is no data bank for dat storage, retrieval and utilization	31	3.96	.17961	GE	132	3.87	.33624	GE
4	There is no financial support by the government to the schools for acquisition of INFO-TECH S Facilities	31	3.09	.30054	GE	132	3.37	.48497	GE
5	There is no fictional electric plant or UPS, and epileptic power supply by government	31	3.87	.34078	GE	132	3.83	.37410	GE

6	There is insufficient training of staff on the use of modern technologies like the internet and computer in the Administration of data	31	3.80	.40161	GE	132	3.84	.367	
	CLUSTER MEAN		**3.70**	**.347**	**GE**		**3.66**	**0.42**	**GE**

Data in table three shows the grand means of 3.7 and 3.6 which implies that teachers and principals agreed on the constraints militating against the use of INFO-TECH facilities in secondary schools in Port Harcourt Education zone. Since the grand means are above 2.5.

Ho_3: There is no significant difference between the mean opinion of principals and teachers regarding the constraints militating against the use of INFO-TECH facilities in secondary schools in Port Harcourt Education zone.

Table 6: t-test analysis of the mean scores of principals and teachers regarding their opinion on the constraints militating against the use of INFO-TECH facilities in secondary schools in Port Harcourt Education zone..

t-test for Equality of Means						
T	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
					Lower	**Upper**
.611	10	.762	.04810	.15458	-.29632	.39252
.611	8.860	.763	.04810	.15458	-.30243	.39863

Source: Researcher computation using SPSS 2017

The result shows that the t-value is .611. p-value = .762 is greater than 0.05 significance level, so we accept the null hypothesis.

This implies that there is no significant difference in the mean responses of principals and teachers regarding their opinion on the constraints militating against the use of INFO-TECH facilities by school administrators in secondary schools in Port Harcourt Education zone.

Research Question 4

What are the strategies that could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone?

Table 7: Mean response of principals and teachers regarding their opinion on the strategies that could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone

		Principals				Teachers			
		N	**X**	**SD**	**D**	**N**	**X**	**SD**	**D**
1	Provision of functional computer and accessories for use by the administrators in the schools	31	2.64	**.95490**	**GE**	**132**	**2.8**	**.598**	GE
2	Computer disc, flash and CD ROM made available for data collection, storage and retrieval and utilization.	31	3.25	**.69251**	**GE**	**132**	**3.56**	**.497**	GE
3	Refresher courses should be conducted for administrators in computer applciations	31	3.24	**1.06053**	**GE**	**132**	**3.17**	**.336**	GE
4	There should be provision of constant power supply in the schools	31	3.25	**.69251**	**GE**	**132**	**3.23**	**.558**	GE
5	The government should support ehe schools financially in provision of INFO-TECH equipment	31	3.24	**.92632**	**GE**	**132**	**2.68**	**.3741**	GE
6	The school should make provision for accessible data bank to facilitate easy retrieval of valuable information.	31	3.25784	**.88961**	**GE**	**132**	**3.38**	**.528**	
	CLUSTER MEAN		3.14	**0.86**	**GE**		3.13	**0.48**	**GE**

The items are mutually inclusive and therefore the grand means of 3.2 for both principals and teachers implies that these strategies could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone

Hypotheses 4

There is no significant difference between the mean opinion of principals and teachers regarding strategies could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone

Table 8: t-test analysis of the mean scores of principals and teachers regarding their opinion on the strategies that could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone

t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
-.630	10	.543	-.10717	.17019	-.48636	.27203
-.604	7.412	.564	-.10717	.17744	-.52205	.30772

The result shows that the t-value is -.630 value = .543 is greater than 0.05 significance level, so we accept reject the null hypothesis.

This implies that there is no significant difference in the mean responses of principals and teachers regarding the strategies could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone.

Summary of the findings

1. Table one revealed that INFO-TECH facilities are not available in the secondary schools in as much as there is no computers for recording of student admission data, no projectors for teaching students, the schools are not connected to internet portals, CCTV are not available, the school does not have functional e-library and there are no examination scoring machine (OMR). Hypotheses 1 in table two shows that there is no significant difference in the mean opinion of principals and teachers regarding their the type of INFO-TECH facilities used in Secondary Schools in Port Harcourt Education zone of Rivers State
2. Result in table 3 shows that INFO-TECH facilities are utilized to a very low extent in the secondary schools. This is because the school administrators do not make use of INFO-TECH facilities such as computers for recording of student admission data, e-examination instead of pen and paper, school portals for student results upload, examination scoring machine, e-library and departmental computer laboratory for their INFO-TECH need. Hypothesis 2 shows that there is no significant difference between the mean opinion of principals and teachers regarding the extent to which INFO-TECH facilities are utilized by school administrators in Secondary schools in Port Harcourt Education zone.
3. Result in table 5 shows the constraints militating against the use of INFO-TECH facilities in secondary schools in Port Harcourt Education zone such as inadequate computer systems for processing, storing and retrieval of data, inadequate computer disc, flash, microfilms and microfiche for data collection, storage, retrieval and utilization, inadequate financial support by the government, no functional electric plant, no functional UPS etc and insufficient training of staff on the use of modern technologies like internet and computer in the Administration of data. Hypothesis 3 revealed that there is no significant difference between the mean opinion of principals and teachers regarding the constraints militating against the use of INFO-TECH facilities in secondary schools in Port Harcourt Education zone.
4. Table seven revealed the strategies that could be employed to enhance the utilization of INFO-TECH facilities by

administrators in secondary schools in Port Harcourt education zone. Such as provision of functional computers and accessories, computer disc, flash, microfilms for data collection, storage, retrieval and utilization; refresher courses organized for administrators in computer Usage, provision of constant power supply, government financial support and provision of accessible data bank to facilitate easy retrieval of valuable information. Hypothesis 4 shows that there is no significant difference between the mean opinion of principals and teachers regarding the strategies that could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone.

Conclusion

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

INFO-TECH facilities are not available in secondary schools in Port Harcourt Education zone . INFO-TECH facilities are not utilized by administrators in secondary schools in Port Harcourt Education zone. There are constraints militating against the use of INFO-TECH faculties in secondary schools in Port Harcourt Education and the strategies could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone

Educational Implications of the Ffindings

The findings of this study have far reaching implication for administrators of public secondary schools in particular and educational theory and practice in general. Some of this implication are as follows:

1. Since INFO-TECH facilities are not available in secondary schools in Port Harcourt Education zone The tendency is that school objective will not be easily achieved as there will be incorrect data and misleading information.
2. In as much as INFO-TECH facilities are not utilized in secondary schools in Port Harcourt Education zone there will be enormous record delay in production of data and most of it will be inaccurate.
3. For the fact that these constraints militating against the use of INFO-TECH faculties in secondary schools in Port Harcourt Education zone, the running of the school data Administration will be virtually difficult. This is because the smooth operation of the school depends on the data available for stakeholders to work with.
4. Since these strategies could be employed to enhance the utilization of INFO-TECH facilities by administrators in secondary schools in Port Harcourt education zone, This will impact on the quality of education the children will receive and the production of accurate data will no more be jeopardized.

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