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# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) LITERACY AS CORRELATE OF PRINCIPALS' JOB PERFORMANCE IN JALINGO AND ZING EDUCATION ZONES, TARABA STATE, NIGERIA

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## ABSTRACT

*This study investigated Information and Communication Technology (ICT) Literacy as correlate of principals' job performance in Jalingo and Zing Education Zones of Taraba State, Nigeria. Two research questions guided the study in line with the objectives of the study. Two hypotheses were formulated and tested at 0.05 level of significance. The study employed correlational research design. The sample for the study consisted of 320 teachers, selected through multistage sampling procedure. Two questionnaires titled Principals' Information and Communication Technology Literacy Questionnaire (PICTLQ) and Principals' Job Performance Questionnaire (PJPQ) were developed, validated and tested for reliability (0.81 and 0.76 respectively), and used for the collection of data. The data collected was analyzed using frequency counts and simple percentage for demographic data; mean scores, standard deviation and Spearman's rho for research questions, while hypotheses were tested with simple linear regression statistics. Findings of the study show that there is significant correlation between Ms Office manipulation skills and principals' job performance; and EMIS use has significant correlation with principals' job performance. The study thus concluded that ICT literacy has a strong and positive correlation with principals' job performance in Jalingo and Zing Education Zones, Taraba State, Nigeria. Recommendations were made among others that the EMIS unit of the Ministry of Education should downstream its functions to all schools in the zones, making it mandatory for principals to utilise EMIS software and procedures in handling school-related data.*

**Keywords**: ICT, ICT Literacy, Ms Office, EMIS, Job Performance.

## Introduction

Principals' job performance is often influenced by other factors such as the resources at their disposal, or level of training received (Darwin & Mudjisusatyo, 2023; Akudo & Nweke, 2024; Ukozor, 2024). Contemporaneous policy stipulations indicate that such facilities must align with modern technologies (FRN, 2014, 2019; Nwuke & Yellowe, 2025). These modern technological inventions affect every aspect of human endeavour, including the way workers perform their jobs. Thus, the educational sector of the society is not an exception to the all-embracing relevance of technology. In planning, instructional delivery, and all other aspects of job performance such as management of the staff and student activities, technology has proven to be pervasively relevant in recent times through the deployment of Information and Communication Technology (ICT). Yet,

stakeholders' expectations about what ICTs have been designed to achieve versus the evident realities shows disparity, thus arousing interest to examine how integration of ICTs among school principals relate to the performance of their responsibilities.

Job performance is defined as the activity shown by the employee within the importance of the duties in the job description (Gülduran & Perçin, 2020). It is the level of success that an employee performs in line with all his/her efforts to do the given job. For instance, performance explicitly only describes behaviour which is goal-oriented, i.e. behaviour which the organization hires the employee to do well. Such performance may be enhanced or hampered by the interaction with ICT literacy. According to Chukwueke and Onuoha, (2019), efficient and effective ICT application is required for efficient work performance and information service delivery. Despite such speculated gains of ICT, it is observed that these seem not have been fully maximized in the management of schools in Jalingo and Zing Education Zones yet.

ICT literacy has been acknowledged to be one of the most critical tools underpinning socio-economic development in the 21st century. The global importance of ICT has led to numerous countries transforming their ICT sectors to lend support to other critical sectors in terms of efficiency, productivity and transparency, thus aiding job creation, better governance and overall socio-economic development (FRN, 2014). For instance, Nwabueze and Ozioko, in Idris et al. (2017) see ICT as a broad-based technology (including its methods, management and applications) that support the creation, storage, manipulation, and communication of information. The aim of such additional support as highlighted in this definition is to enhance the capacity of the ICT users. Arguably one of the most ubiquitous phrases across the globe today is ICT. According to Udo, et al. (2023), as the ideas, practices, and technologies associated with ICTs are continuously growing nearly on a daily basis, there isn't a single definition of ICTs that is widely acknowledged. However, it can be operationally accepted that ICT includes, but are not limited to, personal computers, laptops, printers, LCD projectors, palm devices, iPods, fax machines, cell phones, Internet, and Intranet. Rouse (2023) defines ICT as the application of computing and telecommunication technologies, systems, and tools to ease the creation, collection, processing, transmission, and storage of information, while Amuchie, in Amuche (2023) submits that ICTs are information handling tools that are capable of being used to generate, process, store, retrieve, distribute, and exchange information. But ICTs are more than tools, and these definitions underscore the importance of acquiring some level of literacy and proficiency in the use of such technology, since job performance can be enhanced if speed and timeliness of communication is enhanced. Incidentally, the global shutdown occasioned by the COVID-19 pandemic in 2020 caused governments in Jalingo and Zing Education Zones to massively rely on the internet for many of their governance and educational management activities, thus suggesting that ICT can be a ubiquitous and borderless, as well as indispensable tool to facilitate the attainment of broad goals of any institution. ICT literacy is increasingly becoming important in day-to-day lives as well as in the education system and management.

In managing the educational systems, heads of schools such as principals are required to provide leadership and direction for the progress of the school. This places huge responsibility on the principals to be ahead in every innovation that enters the system. This is why improvement in the quality of leadership and management performance in organisations has remained a concern of stakeholders over the years. In view of this, new approaches are advocated across all types of organisations. Tabroni, et al. (2022) averred that the quality of education also relies on school administration and ability to manage inputs, processes and resources. Declaration of free education in Taraba Staten has led to an influx of more pupils and students in schools and, consequently, there are observed instances where reports of students' academic progress could not be compiled before vacation for holidays due to the large number being processed through conventional manual means. There is an increasing complexity of educational leadership in Jalingo and Zing Educational Zones, which calls for challenging and innovative approaches in the field of educational management. Thus, a contemporary issue in the improvement of quality in school leadership points to the use of ICT, where it is presumed that improving leadership is the key to good school performance, especially in the Sustainable Development Goals (SDGs') current thrust towards quality education in schools.

Information and Communication Technology literacy is considered a new form of literacy, which some scholars consider superior to the skills of reading and writing on paper (Nwosu, et al., 2023), while others aver that many countries now regard ICT and mastering the basic skills and concepts of ICT as core part of education, alongside reading [and] writing (Amuche & Joseph, 2023). ICT literate persons master content faster (Asian Development Bank, 2017), are better problem-solvers, become more self-directed, and assume greater control over learning (Latifah et al., 2021). Some studies on ICT literacy show that such literacy should include Internet literacy, Computer literacy and Information literacy (Lau & Yuen, 2014; Aesaert et al., 2014), which are considered indispensable in the 21st century (Santos et al., 2019). Accessing emails, searching for information on the internet, and filling forms online are some of the other ways a person can be adjudged ICT literate. Relying on commercial computer operators for minor tasks is still prevalent among school heads in Taraba State, including principals of schools in Jalingo and Zing Education Zones. This raises questions about the job performance rating of the school heads. Amuche and Iyekekpolor (2014) also reported that most teachers have personal computers/laptops but have little or no competence in the usage of ICT, while the main skill acquired by most teachers is in Word processing which can be deployed to typing of examination, test questions, student records, production of memos, mails, circulars and letters.

The Microsoft Office application has been designed robustly to handle these tasks with more accuracy and ease. It however, remains to be ascertained whether the school principals in public schools in Jalingo and Zing Education Zones deploy Ms Office (Word Processing, Excel Spreadsheet, PowerPoint, Access, and Outlook) as an ICT component to full use. Where principals fail to utilise ICTs, it may hinder managerial capacity in providing easy access to students'

examination results, tracking progress, saving time in processing reports and assisting to make informed decisions.

Educational Management Information System (EMIS) is gaining traction rapidly for the purposes of planning, reporting as well as budgeting. Nasir (2024) stated that EMIS or Education Management Information System is a tech software specially designed for school managers for collecting, storing, and analyzing the data and information. It helps in planning and administering the education system more effectively. EMIS is a necessary literacy, which has been evolved in the field of Educational Management and Administration as a system of digital data and record storage, and is dedicated mainly to information about personnel and the activities of the institution primarily. In 2022, the Nigerian Minister for Education announced the deployment of EMIS app to all private and public schools in the country to gather education-related data (TVCNews, 2022).

Yet, despite the rollout of the EMIS policy since 2007 (FRN, 2021), there is concern about the level of readiness or EMIS literacy possessed by principals in Jalingo and Zing Educational Zones to maximise the potentials inherent in modern technologies for job performance. The onus of coordinating the collection and manipulation of such data lies with the principal, due to the type of confidential data often included. But the slow extent to which EMIS is being utilized in schools needs to be adequately addressed (Waiti et al., 2018; Wamutoro et al., 2022). According to Helal et al. (2021), EMIS can handle a wide range of data, including demographics, enrolment, discipline, and other functional elements for students; learning data such as assessment and achievement data, teacher evaluations, curriculum effectiveness data, and other factors related to progression through educational institutions. Assessment of principals' job performance may require interrogating the extent to which such principals utilize the digital advantages presented by EMIS.

Despite efforts by donor agencies such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in providing ICT facilities to Education Ministries, schools, and learners in Taraba State for Annual School Census collation, for teaching, and for improved learning experiences respectively, school principals who lack ICT literacy may experience difficulties in optimally performing their ever-increasing job functions of helping the school efficiently achieve the broad goals of education as enunciated in the National Policy on Education (2014). Nevertheless, many variables may interact to influence job performance, but the concern of this study is to examine the relationship which indicators of ICT literacy may have with the job performance of school principals to achieve better performance on their duties.

In related literature, scholars such as Chibuike et al. (2018) sought to determine the Microsoft word application skills required of Business Education graduates for economic diversification and job performance in Rivers State. Two specific objectives, two research questions and two null hypotheses were formulated to guide the study. Using a sample size of 370 respondents, questionnaire was used for collection of data for the study. Result revealed that Microsoft word application influenced job performance, and

Ms Office skills are highly needed with positive improvement need index. Also, Opara and Azubuike (2019) examined the relationship between Microsoft Power Point applications and job performance of office and information managers in tertiary institutions in Rivers State, using cross-sectional exploratory survey research design. Findings showed significant positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance. The study concluded that word processing applications boost the job performance of Office and Information Managers in tertiary institutions in Rivers State.

Similarly, scholars have equally carried out studies on EMIS utilisation and job performance. Viveiros et al. (2018) evaluated the success of the Open Education Management Information System (OpenEMIS) implemented by the Department of Education in Belize City, to determine how successful the software has been in improving the decision making within the Education Department. Data was analysed using frequency counts, simple percentages and displayed using tables, bar charts and histograms. Findings of the study reveal that the usage of the OpenEMIS system within the department has contributed to increase employee performance, better decision making and superior goal achievement of the organization. Helal et al. (2021) also carried out a study to ascertain the impact of Educational Management Information System (EMIS) on teaching-learning development. Findings of the study show that schools successfully utilize EMIS in terms of reported ease of use and perceived utility, as shown by the mean ratings. It was also found that EMIS was significantly associated with teaching and learning growth. Wamutoro et al. (2022) carried out a survey on Effectiveness of EMIS for Curriculum and Instruction Management on Management of Public Secondary Schools in Uasin Gishu County, Kenya. The study found that EMIS for Curriculum and instruction management has a positive and significant influence on effectiveness of management of public secondary schools.

**Statement of the Problem**

Given that school principals' job performance is often measured on how effectively they manage students' registration or enrolment, student discipline, class attendance, curriculum administration, personnel management, school community relationship, provision and maintenance of physical facilities and financial management, it is obvious that managing such a high number of ever- increasing activities may be inundating in the absence of ICT literacy in schools. While many other variables such as years of experience, academic qualification, corruption, and lack of adequate funds have been reported to correlate with performance on the job, concerns still exist about the levels of literacy and ICT integration in school management, administration and learning. Despite several trainings organised by the Ministry of Education, most secondary school principals, including those in Jalingo and Zing Education Zones seem to rely on manual or analogue means to manage the affairs in secondary schools and, this may reflect in low levels of job performance. There is ample cause to speculate that the rationale behind low levels of ICT literacy among students may be associated with the levels of ICT literacy possessed by the school principals themselves.

If the broad goals of the present government in Taraba State to eliminate out-of-school children syndrome from the state must be achieved, principals' ICT literacy level may need to be interrogated to ascertain their readiness to withstand the rigours associated with increased enrolment, data management, assessment, supervision and communication. It therefore becomes expedient to undertake a study on ICT literacy of school principals in Jalingo and Zing Education Zones with a view to ascertain its relationship with their job performance. This study seeks to do so using principals of public secondary schools in Jalingo and Zing Education Zones, Taraba State, Nigeria.

**Purpose of the Study**

The purpose of the study is to investigate Information and Communication Technology (ICT) literacy as correlate of secondary school principals' job performance in Jalingo and Zing Education Zones, Taraba State, Nigeria. Specifically, the study sought to:

i. ascertain the relationship between Ms Office software manipulation skills and Principals' job performance in Jalingo and Zing Education Zones, Taraba State;
ii. find out the relationship between EMIS use and principals' job performance in public secondary schools in Jalingo and Zing Education Zones;

**Research Questions**

The following research questions are formulated to guide the study:

i. What is the relationship between Ms Office software manipulation skills and Principals' job performance in Jalingo and Zing Education Zones, Taraba State?
ii. What is the relationship between EMIS use and principals' job performance in public secondary schools in Jalingo and Zing Education Zones?

**Hypotheses**

The following null hypotheses were postulated to guide the study, and were tested at 0.05 levels of significance:

**$H0_1$:** There is no significant relationship between Ms Office software manipulation skills and principals' job performance in Jalingo and Zing Education Zones.

**$H0_2$:** There is no significant relationship between EMIS use and principals' job performance in public secondary schools in Jalingo and Zing Education Zones.

**Methods**

The study adopted correlational survey design. A correlational study is used to determine the extent to which factors are related, not the extent to which one factor causes changes in another factor (Stanovich, in Asamoah, 2014). The study was conducted in two Education Zones of Taraba State, which are Jalingo and Zing Education Zones. There are 33 public secondary schools in Jalingo Education Zone and 24 in Zing Education Zone (Total = 57). Taraba is among the states that have shown that students have low competence in basic computer literacy skills and high level of anxiety towards Computer-Based Tests or CBT (Dangut & Sakiyo, 2016). The population of the study consists of 1,068 teachers (Department of Planning, Research

and Statistics, Taraba State Ministry of Education (TSMoE), 2024). The population of the study comprises public secondary school teachers. J. T. Ajai explained that "the researcher does not need to rely on principals' rating of themselves as this may introduce systematic bias in the data collection process" (personal communication, July 2, 2024). This position supports the earlier views of Simundić (2013), who stated that any trend or deviation from the truth in data collection, analysis, interpretation and publication in research can cause bias, either intentionally or unintentionally, and researchers must undertake all possible actions to reduce or minimize the deviation from the truth. The sample size is 320. Through a multistage sampling procedure, the respondents were selected. At the first stage, the researchers used stratified proportionate random sampling technique to select respondents from each Local Government Area based on the population of that Local Government Area. At the second stage, the researchers used purposive sampling method to select schools according to the number of teachers.

Two questionnaires were used for data collection – Principals' ICT Literacy Questionnaire (PICTLQ) and Principals' Job Performance Questionnaire (PJPQ). The PICTLQ was adapted from the existing instrument of Nwosu et al. (2018), and that of UNESCO's Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2 (2018). The second questionnaire that was used for this study is the Principals' Job Performance Questionnaire (PJPQ). Several items were adapted from the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al (2014). Also, items were adapted from the Norfolk Public Schools Principal Performance Evaluation System (2017), as well as the Principal Instructional Management Rating Scale (PIMRS) by Hallinger et al. (2013). PJPQ elicited information on respondents' job performance (25 items); and the response modes for this part are: Very High (VH), High (H), Low (L), and Very Low (VL). The decision rule in both instruments for determining if the response is "agreed", "disagreed", "High" or "Low" was calculated by the formula:

$$\frac{4+3+2+1}{4} = 2.50;$$

where: any mean response below 2.50 was seen as 'Low', and mean responses that are 2.50 and above are taken as 'High'.

Instruments were validated by three experts, two from Educational Administration and Planning, and one from Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. The reliability of the Principals' Job Performance Questionnaire was determined by using the Cronbach Alpha method of testing internal consistency of items, and a value of 0.76 was realised. PICTLQ was tested for reliability using the split-half method. The correlation between individuals' responses on the first and second parts (odd and even) of the items was determined by using Pearson's Product Moment Correlation Coefficient in combination with the Spearman-Brown

Prediction formula (1910). The final reliability index for PICTLQ was 0.81, which is accepted as a good index for reliability of the survey instrument (Ajai & Amuche, 2015; Anikweze et al., 2016). Descriptive statistics of Arithmetic mean and standard deviation were used along with Spearman correlation to calculate and answer the research questions. Likewise, inferential statistics of Simple Linear Regression was used to test all the null hypotheses at 0.05 level of significance. These hypotheses test for monotonic relationship between the variables and this justifies the use of linear regression (Anikweze et al., 2016). The calculated *r* value was used together with the p-value, and the F statistic to determine significance or otherwise of the relationships. Also, the slope and intercept of the regression line was calculated to enable future prediction of job performance level from ICT literacy level.

## Results and Discussion

**Research Question One:** What is the relationship between Ms Office software manipulation skills and Principals' job performance in Jalingo and Zing Education Zones, Taraba State?

**Table 1a: Mean Ratings of Principals' Ms Office Software Manipulation Skills**

| s/n | Item description | Response | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **My Principal:** | SA | A | D | SD | **Sum** | **X** | **Std.D** | **Dec** |
| 1 | Can create, save/exit documents. | 272 | 306 | 194 | 45 | 817 | 2.62 | 0.982 | **A** |
| 2 | Can use PowerPoint for presentations. | 76 | 237 | 284 | 72 | 669 | 2.14 | 0.842 | **D** |
| 3 | Can edit text in a document (bold, italicize, underline, change font colour and font size). | 460 | 321 | 126 | 27 | 934 | 2.99 | 0.959 | **A** |
| 4 | Can move text/graphics (cut, copy and paste). | 164 | 321 | 186 | 71 | 742 | 2.38 | 0.978 | D |
| 5 | has the ability to create/add a new slide in PowerPoint. | 168 | 324 | 208 | 58 | 758 | 2.43 | 0.943 | **D** |
| 6 | can insert/delete headers and footers in a document. | 120 | 315 | 198 | 78 | 711 | 2.28 | 0.947 | **D** |
| 7 | Can create/edit tables in Ms Word. | 80 | 153 | 358 | 62 | 653 | 2.09 | 0.782 | **D** |
| 8 | Can enter data in Ms Excel. | 252 | 237 | 274 | 33 | 796 | 2.55 | 0.93 | **A** |
| 9 | Can carry out simple calculations in Ms Excel. | 92 | 174 | 348 | 57 | 671 | 2.15 | 0.802 | **D** |
| 10 | Can password an Ms Office file. | 108 | 189 | 358 | 43 | 698 | 2.24 | 0.795 | **D** |
| | **Cluster Mean** | | | | | | **2.39** | | **D** |

***Source: Researchers' Field Survey, 2025***

Table 1a reports the compiled outputs of the analysis on principals' Ms Office software manipulation skills. Mean scores and standard deviations are presented, showing that respondents strongly disagreed with Seven out of the 10 items. Respondents disagreed that principals can use PowerPoint for presentations (x = 2.14; SD = .842); they also disagreed that principals can move text/graphics (cut, copy and paste) (x = 2.38; SD = .978); principals do not have the ability to create/add a new slide in PowerPoint (x = 2.43; SD = .943); and that, principals cannot insert/delete headers and footers in a document (x = 2.28; SD = .947). Respondents disagreed on three additional items.

However, there was general agreement among respondents on three of the items, as respondents agreed that principals can create, save/exit documents; and principals can edit text in a document (bold, italicize, underline, change font colour and font size). They also agreed that principals can enter data in Ms Excel. The final mean

rating on this cluster is 2.39, indicating that respondents generally gave a low rating on principals' Ms Office software manipulation skills.

**Table 1b: Mean Rating of Respondents on Principals' Job Performance**

| s/n | Item description | Response | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **How will you rate public secondary school principals in terms of:** | **VHL** | **HL** | **LL** | **VLL** | **Sum** | **X** | **Std.D** | **Dec** |
| 1. | Diligent supervision and correction of teachers' lesson plans/ notes. | 276 | 234 | 244 | 43 | 797 | 2.55 | 0.984 | **HL** |
| 2. | Ensures that books and bookshelves in the library are well maintained by the staff concerned. | 72 | 222 | 274 | 83 | 651 | 2.09 | 0.854 | **LL** |
| 3. | Ensures proper curriculum is implemented in the school by all resource persons. | 220 | 378 | 162 | 50 | 810 | 2.60 | 0.957 | **HL** |
| 4. | Promotes professional development/ training programmes for all staff. | 164 | 324 | 192 | 67 | 747 | 2.39 | 0.966 | **LL** |
| 5. | Puts in place preventive strategies to protect classrooms from dilapidation. | 164 | 321 | 200 | 64 | 749 | 2.40 | 0.957 | **LL** |
| 6. | always available/accessible to staff whenever his/her attention is needed. | 200 | 360 | 194 | 45 | 799 | 2.56 | 0.926 | **HL** |
| 7. | Allocates subjects to teachers based on areas of specialization. | 92 | 174 | 342 | 60 | 668 | 2.14 | 0.809 | **LL** |
| 8. | Responds promptly to repairs of physical building. | 84 | 327 | 210 | 77 | 698 | 2.24 | 0.901 | **LL** |
| 9. | Properly supervises laboratory use and maintenance. | 144 | 240 | 130 | 131 | 645 | 2.07 | 1.066 | **LL** |
| 10. | Supervision of teachers' conduct in the aspects of dressing, punctuality, and moral behaviour. | 344 | 249 | 168 | 59 | 820 | 2.63 | 1.08 | **HL** |
| 11. | Timely preparation of end of year reports. | 292 | 306 | 186 | 44 | 828 | 2.65 | 0.99 | **HL** |
| 12. | Properly disseminates information and updates emanating from the education ministry and agencies. | 92 | 174 | 348 | 57 | 671 | 2.15 | 0.802 | **LL** |
| 13. | Repairs and maintenance of school furniture such as chairs, desks, and tables. | 108 | 189 | 358 | 43 | 698 | 2.24 | 0.795 | **LL** |
| 14. | maintains a positive relationship with all staff in the school. | 244 | 351 | 170 | 49 | 814 | 2.61 | 0.973 | **HL** |
| 15. | Demonstrates effective leadership skills as appropriate. | 200 | 336 | 198 | 51 | 785 | 2.52 | 0.949 | **HL** |
| 16. | Communicating timely to parents the status of their wards. | 80 | 141 | 364 | 63 | 648 | 2.08 | 0.778 | **LL** |
| 17. | Relates very well with members of the host community. | 376 | 255 | 182 | 42 | 855 | 2.74 | 1.033 | **HL** |
| 18. | Clearly communicates the goals, mission and vision of the school to students and teachers. | 88 | 282 | 238 | 77 | 685 | 2.20 | 0.891 | **LL** |
| 19. | Motivates teachers through provision of incentives. | 184 | 294 | 172 | 82 | 732 | 2.35 | 1.025 | **LL** |
| 20. | supervises teachers during classroom instruction. | 120 | 195 | 260 | 87 | 662 | 2.12 | 0.927 | **LL** |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 21. | Holding regular/ periodic meetings with staff for review of (achievements, challenges/progress). | 460 | 321 | 126 | 27 | 934 | 2.99 | 0.959 | **HL** |
| 22. | Prompt development and coordination of school timetable to avoid clash of activities or personnel interests. | 416 | 291 | 152 | 35 | 894 | 2.87 | 1.005 | **HL** |
| 23. | Ensures the existence and participation in school extracurricular programmes. | 60 | 276 | 230 | 90 | 656 | 2.10 | 0.876 | **LL** |
| 24. | Provides/monitors the performance of school educational support services. | 120 | 225 | 284 | 65 | 694 | 2.22 | 0.886 | **LL** |
| 25. | Timely resolution of conflict among staff. | 176 | 237 | 268 | 55 | 736 | 2.36 | 0.931 | **LL** |
| | **Cluster Mean** | | | | | | **2.39** | | **LL** |

***Source: Researcher's Field Survey, 2025***

Before correlating Principals' Ms Office manipulation skills with their job performance level, table 1b shows respondents' ratings on principals' job performance level, which has a final grand mean of 2.39 (SD = .973), because respondents rated principals low on 15 out of the 25 indicators of job performance. For instance, principals' rating on ensuring that books and bookshelves in the library are well maintained by the staff concerned was low (x = 2.09; SD = .854); principals were also rated low on promoting professional development/ training programmes for all staff (x = 2.39; SD = .966); very low on putting in place preventive strategies to protect classrooms from dilapidation (x = 2.40; SD = .957); rated low on allocating subjects to teachers based on areas of specialization (x = 2.14; SD = .809); and also rated low on how they respond promptly to repairs of physical building (x = 2.24; SD = .901). Principals had low ratings on 10 other items measuring job performance. The grand mean of 2.39 is below the criterion mean of 2.50 for high level. This implies that the respondents rated principals' job performance as low in Jalingo and Zing Education Zones.

**Table 1c: Spearman Correlation between Ms Office Manipulation Skills and Principals' Job Performance**

**Correlations**

| | | Job performance | Ms Office manipulation skills |
|---|---|---|---|
| Spearman Correlation | Job performance | 1.000 | .586 |
| | Ms Office manipulation skills | .586 | 1.000 |
| Sig. (1-tailed) | Job performance | . | <.001 |
| | Ms Office manipulation skills | <.000 | . |
| N | Job performance | 312 | 312 |
| | Ms Office manipulation skills | 312 | 312 |

From the *r* value of 0.586, there is strong evidence suggesting that Ms Office manipulation skills (x = 2.39; SD = 0.294) and principals' job performance (x = 2.39; SD = 0.271) have a positive relationship. There are similar low rating values of less than 2.50 on both variables.

**Research Question Two:** What is the relationship between EMIS use and principals' job performance in public

secondary schools in Jalingo and Zing Education Zones?

**Table 2a: Mean rating on Principals' EMIS use**

| s/n | Item description | Response | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **My principal:** | SA | A | D | SD | **Sum** | **X** | **Std.D** | **Dec** |
| 11. | is able to record information about new students' enrolment on the computer software. | 408 | 270 | 170 | 35 | 883 | 2.83 | 0.96 | **A** |
| 12. | Can plan the school time table with the aid of EMIS softwares | 84 | 231 | 246 | 91 | 652 | 2.09 | 0.881 | **D** |
| 13. | sends students' progress reports to their parents through electronic means. | 208 | 225 | 234 | 68 | 735 | 2.36 | 1.027 | **D** |
| 14. | Keeps/retrieves records about teachers' performance/ progress electronically. | 192 | 384 | 64 | 104 | 744 | 2.38 | 1.107 | D |
| 15. | keeps track of school plant condition through the use of computer-based softwares. | 156 | 210 | 278 | 64 | 708 | 2.27 | 0.911 | **D** |
| 16. | uses EMIS in allocating resources to different units of the school. | 172 | 324 | 186 | 68 | 750 | 2.40 | 0.935 | **D** |
| 17. | uses EMIS in coordinating activities of the different units of the school. | 60 | 276 | 230 | 90 | 656 | 2.10 | 0.887 | **D** |
| 18. | uses EMIS to generate/disseminate annual school census. | 252 | 312 | 172 | 59 | 795 | 2.55 | 0.947 | **A** |
| 19. | Is able to identify challenges of the school through the use of EMIS software. | 100 | 243 | 332 | 40 | 715 | 2.29 | 0.771 | **D** |
| 20. | can use softwares to plan the school curriculum. | 120 | 201 | 242 | 94 | 657 | 2.11 | 0.908 | **D** |
| | **Cluster Mean** | | | | | | **2.34** | **0.95** | **D** |

***Source: Researcher's Field Survey, 2025***

Table 2a above presents principals' use of Educational Management Information System (EMIS), which shows mean scores and their matching standard deviations. Only Two items out of the 10 items in this cluster has mean rating above the criterion mean of 2.50 due to the fact that, respondents agreed that principals are able to record information about new students' enrolment on the computer software (x = 2.83; SD; .96); and principals also use EMIS to generate/disseminate annual school census (x = 2.55; SD = .945). However, respondents disagreed to eight of the items. They disagreed when asked whether principals can plan the school time table with the aid of EMIS softwares (x = 2.09; SD = .881). They similarly disagreed when asked if principals send students' progress reports to their parents through electronic means (x = 2.36; SD = 1.027). Likewise, principals do not keep/retrieve records about teachers' performance/ progress electronically (x = 2.38; SD = 1.107); and principals do not keep track of school plant condition through the use of computer-based softwares (x = 2.27; SD = .911). Four other items have ratings below 2.50. The cluster mean score of 2.34 is considered low because it is not up to the acceptable mean rating of 2.50, thus, indicating that respondents generally stated that principals' of Jalingo and Zing Education Zones do not use Educational Management Information System for proper management of the school system or records.

**Table 2b: Spearman Correlation between Educational Management Information System Use and Principals' Job Performance**

| Correlations | | | |
|---|---|---|---|
| | | Job performance | EMIS use |
| Spearman Correlation | Job performance | 1.000 | .499 |
| | EMIS use | .499 | 1.000 |
| Sig. (1-tailed) | Job performance | . | <.001 |
| | EMIS use | <.000 | . |
| N | Job performance | 312 | 312 |
| | EMIS use | 312 | 312 |

As shown in Table 5b above, a coefficient of 0.499 is suggestive of a strong relationship between principals' EMIS use (x = 2.34; SD = 0.339) and principals' job performance (x = 2.39; SD = 0.271). Evidence suggests the existence of a positive relationship between the two variables, as low mean scores on EMIS use is similarly seen in principals' job performance.

**Test of Hypotheses**

The hypotheses were tested at 0.05 level of significance using simple linear regression and independent sample t-test.

**Hypothesis One:** There is no significant relationship between Ms Office software manipulation skills and principals' job performance in Jalingo and Zing Education Zones.

**Table 3: Simple Linear Regression analysis showing relationship between Ms Office software manipulation skills and Principals' job performance**

| | Descriptive statistics | | | Model Summary | ANOVA | | | |
|---|---|---|---|---|---|---|---|---|
| **Variables** | **N** | **Mean** | **Std. Dev.** | **R Square** | | **Df** | **F** | **Sig.** |
| **Job performance** | 312 | 2.39 | .271 | | Regression | 1 | | |
| **Ms Office software manipulation skills** | 312 | 2.39 | .294 | .369 | Residual | 310 | 180.931 | .000 |
| | | | | | Total | 311 | | |

a. Predictors: (Constant), Ms Office software manipulation skills
b. Dependent Variable: Job performance
**R is significant at the 0.05 level (2-tailed

***Source: Researcher's Analysis, IBM SPSS Statistics, 2025***

In table 3 above, a simple linear regression model shows the relationship between principals' Ms Office software manipulation skills and principals' job performance. 312 respondents were included in the dataset used for analysis, and their corresponding values for Ms Office software manipulation skills (x = 2.39) with job performance values (x = 2.39) were computed. Simple linear regression shows a significant model ($F$ (1,310) = 180.931, $p$ < 0.05). This is indicative of a very strong and positive relationship between Ms Office software manipulation skills and job performance, considering that $R^2$ = .369. This coefficient of determination ($R^2$) implies that approximately 36.9% of principals' job performance is attributable to Ms Office software manipulation skills. Based on the decision rule, if $p$ < 0.05, we reject null hypothesis, which states that there is no significant relationship between Ms Office

software manipulation skills and principals' job performance in Jalingo and Zing Education Zones, and accept alternate.

**Hypothesis Two:** There is no significant relationship between EMIS use and principals' job performance in public secondary schools in Jalingo and Zing Education Zones.

**Table 4: Simple Linear Regression showing relationship between EMIS use and principals' job performance**

| Descriptive statistics | | | | Model Summary | ANOVA | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | R Square | | Df | F | Sig. |
| **Variables** | **N** | **Mean** | **Std. Dev.** | | | | | |
| **Job performance** | 312 | 2.39 | .271 | | Regression | 1 | | |
| **EMIS Use** | 312 | 2.34 | .339 | .262 | Residual | 310 | 109.829 | |
| | | | | | | | | .000 |
| | | | | | Total | 311 | | |

a. Predictors: (Constant), Internet operation skills; b. Dependent Variable: Job performance
**R is significant at the 0.05 level (2-tailed)

***Source: Researcher's Analysis, IBM SPSS Statistics, 2025***

From table 4 above, which shows regression analysis results for hypothesis 3, relationship between principals' internet operation skills and their job performance was analysed through the use of simple linear regression model, employing a dataset of 312 respondents. From the simple linear regression analysis, there is indication of a significant model as well as a very strong and positive relationship between both variables ($F$ (1,310) = 109.829, $p < 0.05$). Principals' internet operation skills accounts for approximately 26.2% of principals' job performance, as evidenced from the coefficient of determination ($R^2$ = 0.262). There is strong evidence against the null hypothesis, and we therefore reject null hypothesis which states that there is no significant relationship between EMIS use and principals' job performance in public secondary schools in Jalingo and Zing Education Zones. The alternate hypothesis is accepted.

**Discussion of Findings**

Findings on the relationship between Ms Office Software manipulation skills and principals' job performance show that Ms Office software manipulation skill and job performance have a strong, positive and linear relationship of 0.586. Findings of this study align well with the submissions of Chibuike et al. (2018), whose study established that Microsoft word application influenced job performance. This finding is equally synonymous with the findings of Opara and Azubuike (2019), whose study concluded that there is a significant positive relationship between Microsoft PowerPoint and Office/Information Managers' job performance, as Word processing applications boost the job performance of Office and Information Managers. Findings

of this study are harmonious with that of Fidelis and Onyango (2021), who were able to establish in Tanzania, among others, that only 1% of respondents could manipulate Ms Office Word application and this had correlation with job performance.

The Ms Office software has been introduced as an innovative way of easing correspondence and other similar tasks of the office managers, and its deployment in educational institutions can offer immense benefits. With the adoption of the National ICT Policy in education and the laudable solutions ICTs provided during the COVID era, it is a grave concern that Taraba State principals are still largely left behind in acquiring these basic skills even four years after the lessons learned from COVID. Relying on outsiders and commercial typists to generate typed documents clearly compromises confidentiality, speed, and record keeping, and this undermines the aspirations of job performance.

Findings on relationship between principals' EMIS use and their job performance show that a significant relationship existed between both variables. This finding agrees with the findings by Viveiros et al. (2018), who found that the usage of the Open-EMIS system has contributed to increase employee performance, better decision making and superior goal achievement of the organization in Belize City. Also, findings of this study align with those of Helal et al. (2021), who also carried out a study in Bangladesh to ascertain the impact of Education Management Information System (EMIS) on teaching-learning development and found that EMIS was significantly associated with teaching and learning growth. Findings by Wamutoro et al. (2022) in Gishu County, Kenya that effective implementation of EMIS for curriculum and instruction guarantees effective management of public secondary schools also reinforce the findings of this present research.

The broad nature of EMIS for collecting, storing, and analyzing data and information as suggested by several scholars underscores why EMIS is relevant in planning and administration of the education system in Jalingo and Zing Education Zones more effectively. The mere existence of EMIS unit in Taraba State Ministry of Education, without its enforcement or down-streaming in schools can pose a challenge on principals' necessary literacy in using modern technologies for guaranteeing confidentiality of data and for improving job performance. This argument favours the postulations of Boyatzis in his Theory of Action and Job Performance that the individual (principal), organizational environment (schools having EMIS facilities), and job demand (leadership) need to intersect before a best fit for job performance may be realized.

**Conclusion**

This study concludes that ICT literacy has significant relationship with principals' job performance. Principals who possess ICT literacy skills exhibit better ratings on job performance. Likewise, when a low rating is recorded for ICT literacy, there is a corresponding low rating on job performance. Thus, Information and Communication Technology (ICT) literacy correlate with principals' job performance in Jalingo and Zing Education Zones in Taraba State, Nigeria.

**Recommendations**

The following recommendations are made by the researcher based on the findings of this study:

1. School principals should take advantage of government facilities in order to update themselves on Ms Office software manipulation skills, as this can boost their ratings in job performance. They can achieve this through the use of the ICT or Computer teacher domiciled in their schools.
2. The EMIS unit of the State Ministry of Education should downstream its functions to all secondary schools in the zones, making it mandatory for principals to utilise EMIS software and procedures in handling school-related data.

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