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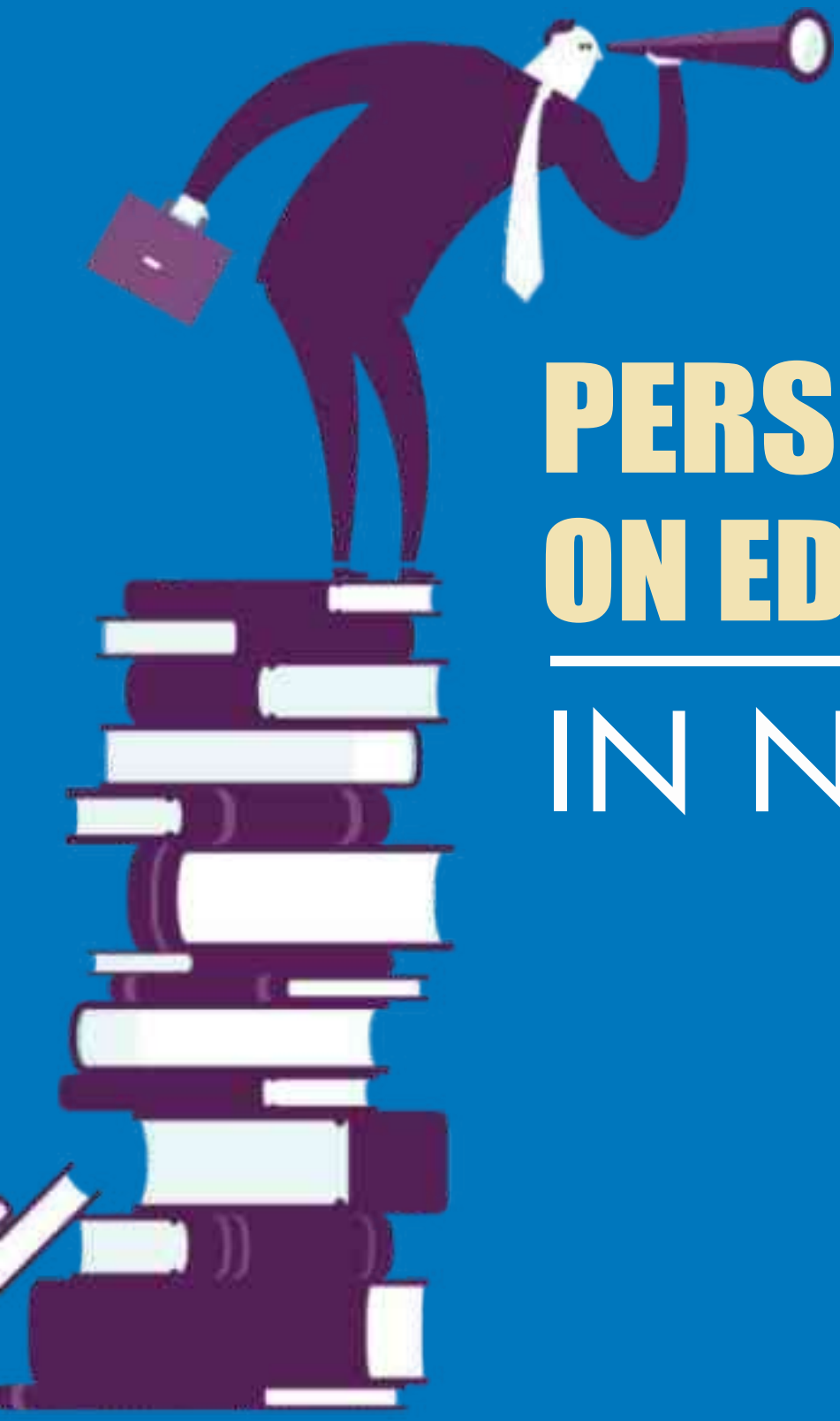

PERSPECTIVE ON EDUCATION IN NIGERIA

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CHAPTER FOUR

DIGITALIZATION OF BASIC EDUCATION MANAGEMENT FOR DELIVERING OF QUALITY EDUCATION IN NIGERIA

BY

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1.0 Introduction

Digitalization of basic education management in Nigeria has emerged as a transformative approach toward enhancing the delivery of quality education across the nation. In an era characterized by rapid technological advancement, the integration of digital tools, platforms, and data-driven systems into the management of basic education has become essential for effective planning, administration, monitoring, and evaluation. Basic education—comprising primary and junior secondary education—forms the foundation upon which the entire educational system is built;

thus, efficient management at this level is critical for achieving national educational goals and sustainable development.

In Nigeria, traditional methods of managing schools, collecting data, monitoring teacher performance, and assessing learners' progress have often been hindered by inefficiencies, poor record keeping, and limited access to reliable information. Digitalization offers a viable solution by introducing automated systems that improve transparency, accountability, and decision-making. Through the use of information and communication technology (ICT), school administrators can efficiently manage enrolment data, track student performance, allocate resources equitably, and ensure compliance with educational standards.

Furthermore, digitalization enhances communication between policymakers, teachers, parents, and learners, fostering collaboration and responsiveness in the education sector. It also supports real-time data analysis, which is vital for evidence-based policymaking and for measuring progress toward achieving the Sustainable Development Goal 4 (SDG 4) — ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Therefore, the digitalization of basic education management in Nigeria is not merely a technological innovation but a strategic imperative for improving the quality, accessibility, and efficiency of education delivery. Its successful implementation holds the potential to revolutionize school administration, strengthen teacher effectiveness, and ultimately raise the standard of learning outcomes nationwide. Thus, this chapter is discussed under the following subheadings.

1. Concept of Basic education

2. Concept of Digitalization

3. Ways Digitalization Will Enhance Basic Education Management in Nigeria

2.0 Review Literatures

2.1 Concept Basic Education

Basic education is widely recognized as the foundation for lifelong learning and human development. It equips learners with essential knowledge, skills, values, and attitudes necessary for personal and national growth. Although various scholars and organizations have defined basic education differently, the underlying goal remains to provide every individual with fundamental learning opportunities. The following are four reviewed definitions of basic education with full references. According to UNESCO (2015), *basic education refers to the whole range of*

educational activities taking place in various settings (formal, non-formal, and informal) that aim to meet basic learning needs. It typically covers early childhood education, primary education, and lower secondary education, providing learners with foundational literacy, numeracy, and life skills required for further learning and participation in society. The Federal Republic of Nigeria, in the *National Policy on Education* (2013), defines basic education as *a nine-year programme consisting of six years of primary education and three years of junior secondary education, aimed at providing free and compulsory universal education for all children of school age.* This definition reflects the Nigerian government's commitment to the Universal Basic Education (UBE) policy, which seeks to ensure access, equity, and quality in the first nine years of formal schooling. It highlights the structure and policy framework guiding basic education implementation in Nigeria.

The World Bank (2018) defines basic education as *the first stages of formal education designed to provide all learners with foundational cognitive, social, and emotional skills that prepare them for further education, work, and life participation.* Obanya (2010) defines basic education as *the education that every individual must receive to function effectively as a citizen and contribute meaningfully to the development of society.* He stresses that basic education should not only focus on literacy and numeracy but also moral, social, and vocational aspects that prepare learners for productive life. This definition broadens the concept of basic education beyond academic learning to include civic and vocational preparation, emphasizing its relevance to nation-building and societal transformation.

In summary, these definitions collectively portray basic education as the foundational stage of learning that ensures literacy, numeracy, and life skills necessary for human and national development. While UNESCO and the World Bank highlight its global and developmental dimensions, the Nigerian policy contextualizes it within national implementation frameworks, and Obanya emphasizes its holistic and societal purpose.

Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or creches, Fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector. Basic education is the education that is meant to give elementary education to the children. Basic education is an organized education given before junior secondary school.

The goals of Basic Education are to: a. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; b. develop patriotic young people equipped to contribute to social development and in the performance of their civic

responsibilities; c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability. The realization of the objectives of Basic education hinges on the availability of human and materials resources. The material resources include digital resources that are essential for the implementation of educational programme.

2.2 Concept of Digitalization

Digitization means no new buildings are required; improvement in information sharing and redundancy of collections reduced; leads to the development of Internet in digitalized based institutions. Digital materials can be transmitted, sorted and retrieved easily and quickly. It is cheaper to access electronic information than its print counterpart when storing files in an electronic device with compatible facilities and equipment. Digital texts can be linked, made interactively; and improves the retrieval of more information (Ding, 2000). Digitalization is the process of transforming physical teaching and learning resources into packages or platforms or electronic forms where they can be stored and manipulated by a computer for the implementation of teaching and learning programmes in school (Ogunode, Ayoko, and Orifah 2023b).

Digitalization is the process of leveraging digital technologies to transform a school business model, creating new teaching and learning model and value-producing learning opportunities for students. This involves integrating digital tools and systems into various aspects of a school business's operations, from management and communication to production and customer service. In today's school environment, digitalization has become essential for teaching and learning to thrive. It enables educational institutions to adapt to rapidly changing school environment, meet parent and students' expectations, and optimizing school resources processes for greater efficiency and productivity. Using digitized information, digitalization is the process of making workflows and processes easier and more efficient (Walkme 2022).

Digitization can be conceptualized as those facilities that aid the conversion of teaching and learning into platforms like online courses, online assessments, and web seminars/conferences or workshops through the use of electronic platforms (Ogunode and Ndayebom 2023a). Digitalization serves as a catalyst for transforming basic education management in Nigeria. It enhances data management, transparency, communication, monitoring, and capacity building—key elements required to ensure effective administration and the delivery of quality education. For

Nigeria to achieve sustainable educational reforms, investment in digital infrastructure, teacher training, and ICT policy implementation remains imperative.

Digitization in education will consist of support according to Panji o‟g‟li (2023):

i. A comprehensive guide to numbers, math and statistics classes. Facilitating research and data analysis for digitization teachers and students.
ii. Numbers help the imagination. One can learn to identify and organize information through transformation, and numbers.
iii. Digitization helps students learn to work with qualitative data. In this form of education, students will have quality information for relevant work.
iv. It can be used in various fields such as accounting, business, journalism and other fields.
v. Digitization is part of the correction, which can also be identified in life. Numbers can be used to collect and analyze the information we need today.
vi. For breadth of knowledge in numbers, students can also go to developing fields. According to the information of the numbers, the students study the information and analyze it.
vii. Digitization allows students to learn the statistical techniques needed to quantify data. In this view, students can become experts in this field.
viii. Numbers, every part of our life, learning to digitize will help us even in our ordinary.

3.0 Ways Digitalization Will Enhance Basic Education Management in Nigeria

Digitalization plays a pivotal role in transforming the management and delivery of basic education in Nigeria. The integration of information and communication technology (ICT) and digital systems into school administration, teaching, and learning processes enhances efficiency, transparency, and quality outcomes. The following are five key ways in which digitalization will enhance basic education management in Nigeria.

Improved Data Management and Decision-Making

Digitalization enables the collection, storage, and analysis of educational data through digital databases and management information systems. These tools allow education administrators to track student enrolment, attendance, teacher deployment, and school performance in real time. Accurate data supports evidence-based decision-making, planning, and policy formulation at local, state, and national levels. According to Olanrewaju, Okiki, and Adeyemi (2021), the adoption of ICT in educational management enhances data accuracy, reduces duplication, and provides timely information for strategic decisions that improve educational outcomes. Digitalization has the potential to significantly enhance data management and decision-making in basic education

management in Nigeria. With the increasing availability of technology and internet access, educational institutions in Nigeria have the opportunity to digitize their data and processes, ultimately leading to more efficient and effective management practices. Through the use of digital tools, data on student enrollment, attendance, academic performance, and teacher evaluations can be collected, stored, and analyzed in real-time (Parviainen, Tihinen, Kääriäinen, & Teppola, 2017).. This allows for a more accurate and up-to-date understanding of the current state of basic education management in Nigeria, as well as identifying areas for improvement. Digitalization can streamline decision-making processes by providing access to data-driven insights. This can aid in identifying trends, patterns, and correlations in student data that can inform decisions on curriculum development, resource allocation, and policy changes (Onyia, 2020). Digital platforms can facilitate communication and collaboration among education stakeholders, allowing for a more comprehensive and inclusive decision-making approach.

Enhanced Transparency and Accountability

Digital platforms improve transparency by reducing human interference and manipulation in the management of school funds, teacher postings, and student records. Systems such as electronic school registers, online portals, and automated payroll systems make it easier to monitor educational activities and expenditures. A study by Eze and Nwosu (2020) emphasized that digitalization reduces corruption and enhances accountability in the management of public education resources, ensuring that funds and materials are effectively utilized for the benefit of learners. Digitalization has the potential to significantly enhance transparency and accountability in Basic Education Management in Nigeria. By utilizing digital tools and resources, educational institutions can improve communication and data management, making it easier to track and analyze important information such as student enrollment, attendance, and performance (Olanrewaju,, Okiki, & Adeyemi, 2021; Usman, & Ibrahim, 2021). With increased transparency, stakeholders can have access to accurate and up-to-date information, leading to better decision-making and accountability (Olatunde, Ogunode, & Eyiolorunse, 2021). Additionally, digital platforms can provide a more streamlined and efficient way to monitor and report on education budgets and expenditures, ensuring that resources are being allocated and used appropriately. With the implementation of digitalization in Basic Education Management in Nigeria, we can expect to see improved transparency, accountability, and ultimately, a better education system for students (Ogunode, Abdulrazak, & Abubakar, 2023).

Effective Communication and Collaboration

Digitalization has the potential to greatly enhance effective communication and collaboration in basic education management in Nigeria. Through the use of digital tools and platforms, schools and educational organizations can streamline their communication processes and improve collaboration among staff, students, and parents (Abdullah, Harun, Razani, & Jali, 2017). With the advent of digitalization, communication can occur in real-time, allowing for quick and efficient dissemination of information. This can significantly improve the flow of communication between teachers and students, as well as between educators and parents. By using digital platforms such as learning management systems and communication apps, teachers can easily share lesson plans, assignments, and announcements with students and parents, ensuring everyone is on the same page. Digitalization according to Ogunode, Ayoko, & Orifah, (2023) also facilitates collaboration among educators, allowing them to work together on lesson plans, assessments, and other administrative tasks. This not only saves time but also leads to more innovative and effective teaching methods. Teachers can also collaborate with experts and professionals from outside their school, expanding the resources available to them and providing students with a more well-rounded education. Furthermore, Ogunode (2025) opined that digitalization enables schools to collect and analyze data on student performance and engagement, allowing for more targeted and personalized instruction. This can help identify areas where students need extra support and allow teachers to tailor their teaching strategies accordingly. In addition, Akinyemi, Amaechi, and Etoh , 2022) digitalization can enhance communication and collaboration in basic education management by breaking down barriers and promoting inclusivity. With the use of technology, students from remote or underserved areas can access quality education and collaborate with students from other regions, promoting diversity and cultural exchange. Digital technologies as noted by Ajay, (2020) and Abdullahi, & Tijani (2019) facilitate seamless communication between teachers, administrators, parents, and policymakers. Platforms such as email, school management systems, and mobile applications enable real-time feedback, coordination of activities, and dissemination of vital information. This connectivity enhances management efficiency and strengthens school–community relationships. According to Adebayo and Adetoro (2022), digital communication toolsbridge gaps between stakeholders, promote inclusiveness, and ensure quick resolution of administrative challenges in schools.

Efficient Monitoring and Evaluation (M&E)

Digitalization enhances the monitoring and evaluation of school performance through the use of online dashboards, performance tracking systems, and digital reporting tools. These systems allow education officers to remotely monitor teacher attendance, lesson delivery, and student progress. Real-time access to such information ensures that performance gaps are quickly identified and

addressed. As noted by Usman and Ibrahim (2021), the adoption of digital monitoring systems in education helps reduce inefficiency, strengthens accountability, and improves the overall quality of educational delivery. With the increasing importance of technology and digitalization in the modern world, the education sector is not an exception. In Nigeria, the management of basic education has always been a challenge, with issues of inefficiency and lack of accountability often hampering progress (Ogunode, & Ndayebom, 2023). However, with the integration of digital tools and technologies, efficient monitoring and evaluation (M&E) in basic education management in Nigeria can be greatly enhanced. Digitalization will allow for real-time tracking and analysis of data related to basic education management. This means that educational institutions and policymakers will have access to accurate and up-to-date information on various aspects of the education system, such as enrollment rates, teacher performance, and student progress (Adelowo 2020). With this information, it will be easier to identify areas that require improvement and make data-driven decisions to enhance the overall quality of education. Additionally, digitalization will improve the efficiency of M&E processes. With traditional paper-based methods, data collection and analysis can be time-consuming and prone to errors. However, with digital tools, data can be collected and analyzed quickly and accurately, allowing for a more efficient M&E process. This, in turn, can lead to more effective resource allocation and better decision-making in basic education management. Moreover, digitalization will according to Ainslee, (2021) allow for better communication and collaboration between different stakeholders in the education sector. With the use of digital platforms, information can be easily shared and accessed by teachers, administrators, policymakers, and other parties involved in basic education management. This will facilitate a more transparent and collaborative approach to M&E, leading to improved accountability and ultimately enhancing the quality of education in Nigeria.

Capacity Building and Professional Development for Teachers

Digitalization provides opportunities for continuous professional development through online training, webinars, and digital learning platforms. Teachers and administrators can upgrade their skills in ICT use, pedagogy, and school management without geographical barriers. This contributes to more effective classroom management and administrative efficiency. According to Odu and Okojie (2020), digital capacity-building initiatives enhance teacher competence and foster innovation in school management and instructional delivery. Educational management has greatly benefitted from this digitalization is capacity building and professional development for teachers in basic education management. With the introduction of new technologies and digital tools, teachers now have access to a wider range of resources and materials, making it easier for them to keep up with the rapidly evolving education landscape. Digitalization according to

Adebayo,et al (2022) has also opened up new avenues for teachers to develop their skills and enhance their teaching methods. Online courses, webinars, and virtual conferences are just a few examples of how technology has made it possible for teachers to engage in professional development without having to leave their classrooms (.Eze, et al 2020). Digitalization has also improved communication and collaboration among teachers, allowing them to share ideas and best practices with one another (Micheal, & Jacob, 2017). This not only enhances their own professional development but also helps in building a stronger education community in Nigeria. The digitalization of the education management sector in Nigeria according to Montes, (2022) and Telefonica (2024) has significantly impacted capacity building and professional development for teachers. With the use of new technologies and digital tools, teachers now have access to a wealth of resources and opportunities to further enhance their skills and knowledge, ultimately leading to a better education system for the country.

4.0 Conclusion

Digitalization of basic education management in Nigeria is a transformative strategy for achieving quality, efficiency, and inclusiveness in the education sector. By integrating digital technologies into planning, administration, monitoring, and evaluation, schools can overcome traditional challenges such as poor data management, weak supervision, and limited access to information. Digital tools enhance transparency, accountability, teacher performance, and evidence-based decision-making — all of which are essential for effective delivery of quality education. Moreover, digitalization aligns with Nigeria's commitment to Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education for all. Based on these findings, the paper recommends the following:

1) The federal and state governments should prioritize investment in digital infrastructure such as reliable internet connectivity, electricity supply, and ICT facilities in schools. This will create an enabling environment for effective adoption and use of digital tools in education management.

2) Continuous professional development programs should be organized to train school administrators, teachers, and education officers on ICT use for data management, communication, and decision-making. This will enhance their digital literacy and management competence.

3) The Ministry of Education should strengthen and expand the use of Educational Management Information Systems (EMIS) at all levels of basic education. EMIS will support accurate data collection, real-time monitoring, and evidence-based policy formulation.

4) Collaboration between government, private organizations, and technology firms should be encouraged to fund and sustain digital transformation initiatives in schools. PPP can support the development of customized software, digital platforms, and e-learning solutions for Nigerian schools.

5) The Federal Ministry of Education should formulate a comprehensive national policy on digital education management. This policy should provide guidelines on standards, implementation frameworks, data protection, and accountability mechanisms to ensure sustainability and consistency across the education system.

Revise Questions

1. Concept of Basic education

2. Concept of Digitalization

3. Ways Digitalization Will Enhance Basic Education Management in Nigeria

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