E-GOVERNANCE AND SCHOOL ADMINISTRATION: THE FUTURE OF EDUCATIONAL LEADERSHIP

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Article Info

ABSTRACT

The study focused on e-governance and school administration: the future of educational leadership in public secondary schools, Uyo Senatorial District, Akwa Ibom State, Nigeria. Two research questions were raised to guide the study. Survey research design was applied by the researchers to sample the representatives from the population for the study. The population of the study was 3,378 teachers. The sample of the study was 800 teachers (to assess eighty-six principals from eighty six secondary schools in Uyo Senatorial District Akwa Ibom State). From (Akwa Ibom Secondary School Education Board (AKSSEB), population article-population figure on JSS & SSS, 2019-2020). The Sample of the study was selected through random sampling technique. The instrument for the study was validated by experts in the Department of Educational Foundations, Guidance and Counselling, University of Uyo, Akwa Ibom State. The reliability of the instrument was carried out by conducting a pilot study, t-test method was used to collate data for analysis. The reliability coefficient index of 0.76 was obtained by using Pearson Correlation Moment coefficient and Spearman RHO Rank Order Correlation coefficient statistics. Mean statistics was used to analyse the research questions. The findings of the study proved that principals did not use e-governance practices to improve school administration and that they did not also ensure their future leadership expertise by relating e-governance implementation with educational administrative outcomes. Based on the findings of the study the researchers recommended that principals should avail themselves with training in e-governance to learn its practices which include: using digital record keeping and automation for attendance, for staff development, time tabling, and examination record preparation to reduce paper work stress and errors etcetera. The state government should hire computer experts to train the principals to be able to relate e-governance implementation with educational administrative outcomes to achieve future leadership expertise.

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INTRODUCTION

The integration of e-governance in school administration is transforming the landscape of educational leadership. It offers numerous benefits and opportunities to leader's growth in the educational system. E-governance involves the use of digital technologies to enhance the efficiency transparency and accountability of administrative processes ultimately leading to improve decision-making and better educational outcomes. For school leaders, the shift is not in "AI tools adoption" but it is about organizational redesign. Leadership practices which include vision-setting, capacity building, data stewardship, and cross-unit coordination, are decisive for whether digital systems actually streamline work, improve service quality, and induce inform decision making (Tomte & Smedsrud, 2023). Leadership that aligns infrastructure, human capability, and governance routines tends to realize benefits from e-services and Education Management Information Systems (EMIS) (AIAjmi, 2022 and Akram & Khan, 2020).

Across basic and secondary education systems, e-governance is the strategic use of digital platforms, data standards, and interoperable information systems to steer and deliver school functions. E-governance in school administration has moved from a back-office convenience to a front-line lever of leadership. The education system is fast moving from past pandemic schooling with routine reliance on digital work flow for assessment of admission, attendance, finance, records, communication to where the principals govern both the people processes, platform and data in school administration. Evidence from multiple contexts showed that e-governance can increase educational leaders' administrative efficiency, transparency, and responsiveness when supported by reliable infrastructure, skilled personnel, and clear policy frameworks (Kamale & Asaju 2025, Kuzior, Pakhnenko, Tutiunyk & Lyeonou, 2025). Educational leadership will increasingly revolve around digital governance competencies such as: establishing interoperable data standards; safeguarding privacy and ethics building, staff digital competence and using analytics to drive inclusive, evidence-based decisions. The emerging literature suggests that systems that treat e-governance as a core leadership domain rather than a technical add-on are in better position to deliver resilient, learner-centred schools and in building capacity for future leaders (Cozoglu & Aslanargun, 2024).

E-governance in school administration governs digital literacy which educational leaders must possess the skills to efficiently navigate and leverage technology governance. E-governance enables the school administrators to make informed decisions which they can use data analysis and performance metrics for measurement. E-governance also involves collaborative leadership

which indicates that technology facilitates collaboration among stake holders including; teachers, parents and students, promoting a more inclusive and participatory approach to decision-making. The key aspects of e-governance amidst others are efficiency, effectiveness, transparency and accountability, these enable e-governance in school administration to ensure that administrative processes are transparent to meet the needs of the stakeholders (Bharaty &Kumar 2023).

Concept Clarifications

E-governance

E-governance is the use of digital technologies, especially network information systems to support and transform school administration governance processes such as: decision-making, coordination, service delivery, accountability, and stakeholder participation within and across institutions (Bharaty & Kumar, 2023). Unlike "e-government" which often focuses on online service delivery, e-governance emphasizes on the rules, roles, and relationships, (who decides how data flows and how performance is monitored). This help digital systems to be reshaped in education to include; platforms for admissions, attendance, finance, EMIS, records, quality assurance, and two-way communication among leaders, teachers, learners, families, and regulators. E-governance highlights the need for transparency, accountability and individuals' engagement in e-governance initiatives (Bharaty & Kumar, 2023). E-governance in school administration improved efficiency automation of administrative tasks, it reduces workload and enhances productivity. It also enhances transparency because the digital platforms provide real time information, promoting transparency and accountability. It increases collaboration since technology enables seamless communication and collaboration among stakeholders. E-governance aids individuals to make inform decision through data analytic and performance metrics leading to improve educational outcomes. Key aspects of e-governance are digital literacy, data-driven decisional making, collaborative leadership and transparent accountability (Kamale & Asaju, 2025).

Educational leadership

This is the process of guiding, influencing, and managing the activities, policies, and people within an educational institution to achieve the goals of teaching and overall staff development. It is about handling routine tasks while also providing vision, direction, and support that improve the quality of education. It is also how principals or administrators lead, motivate, and inspire others in the school system to create a positive learning environment (Osegbue, Ekwe & Ogaga, 2025; Reis-Anderson, 2024). In the Nigerian context, effective educational leadership is crucial for navigating systemic challenges and implementing change. Studies have shown that principals' supervisory leadership strategies directly impact teachers' job effectiveness, highlighting the need for decisive and supportive management to foster a conducive academic atmosphere (Ebuk, 2019). Furthermore, the strategies employed by school leaders are critical for attaining educational goals, especially during crises, underscoring their role as key agents of sustainable development within the school system (Zaifada & Ebuk, 2020).

Educational digital leadership

This is a facet of educational leadership that specifically emphasizes the importance of digital literacy, innovation, and collaboration (Osegbue, Ekwe & Ogaga, 2025; Tomte & Smedsrud, 2023). An educational digital leader is not only proficient in technology but also possesses the pedagogical understanding to integrate it effectively. This aligns with the Technological Pedagogical Content Knowledge (TPACK) framework, which is essential for guiding meaningful technology integration. Research in Nigeria indicates that the perception and self-efficacy of educators regarding their TPACK are significant predictors of successful technology adoption, pointing to the need for leadership that embodies and promotes this integrated knowledge (Chukwuemeka et al., 2019; Chukwuemeka & Iscioglu, 2016).

E-school administration

This refers to the use of digital technologies to enhance the efficiency, effectiveness, transparency, and accountability of administrative processes in educational institutions. E-school administration leverages technology to streamline operations, improve communication, and foster a culture of innovation and continuous improvement in schools (Agyei, 2021). The transition to e-administration, however, is contingent on robust infrastructure and reliable support systems. In Nigeria, the challenges of erratic power supply and inadequate technological resources significantly hinder the implementation of such digital systems (Ekpo, Orji, & Ihaq, 2022). The COVID-19 pandemic acted as a potent catalyst, exposing these infrastructural deficits while simultaneously demonstrating the urgent need for educational institutions to redesign their delivery systems and embrace e-administration for continuity and resilience (Chukwuemeka & Garba, 2024; Chukwuemeka, et al., 2021). Therefore, effective e-school administration requires digital leadership that can strategically advocate for and manage the necessary institutional and technological resources (Ohiare-Udebu & Chukwuemeka, 2024).

E-governance in school administration for future leadership

E-governance highlights the need to distinguish technology adoption from governance transformation, a caution that remains central for schools adopting EMIS, portals, and AI tools, (Bharaty & Kumar 2023). E-governance in schools has shifted leadership from "tools adoption" to data stewardship and process redesign. E-governance education can build leaders for future challenges and brings innovative strategies and education leadership into the digital age (Faster Capital, 2025). Recent studies show that when leadership aligns infrastructure, standards, and roles, digitalization improves coordination, responsiveness, and transparency; however, where such alignment is weak, the benefits are stalled. (Agbor et al., 2024). Educational settings link e-governance to quicker administrative turnaround in school records, assessment logistics, student services and information accessibility. E-governance practices are associated with improved student management outcomes which give positive effects of Education Management Information System/Management Information System (EMIS/MIS) on routine tasks, reporting quality which enhances user competence and reliable connectivity (Alvarez-Sandez et al, 2023).

Leadership digital transformation is included in leadership practices such as: vision-setting, capacity building, inter-unit coordination and predicting outcomes. Leaders who utilize digitalization for organizational change, setting expectations, investing staff competence, and clarifying governance routines see stronger results than those who do not (Berkovichy, 2025). E-school administration thrives when leaders use e-governance practices like: leadership digital transformation which include leadership practices such as: using digital record keeping, online communication platform etcetera to transform the educational setting to improve and enhance efficiency through automation of administrative tasks thereby reducing workload to enhance productivity. School administrators or principals through digital platforms can provide real time information which promote transparency and accountability. It increases collaboration through communication among stakeholders and enhances decision-making through employing data analytics and performance metrics for inform decision making leading to improve educational outcomes (Berkovich, 2025 & Wu, Yu, & Hu, 2019). E-governance and e-school administration will lead to efficient and effective future educational leadership through the leaders' applying AI driven data in school administration (Wu, Yu, & Hu, 2019). It will help the school leaders to predict student performance, enhance personalize learning, encourage and advance educational research which will not only create and increase learning experiences but will also promote mental health and wellbeing. E-governance in school administration will help promote equity and inclusion by providing access to quality educational resources for diverse students' population.

The future of educational leadership lies in embracing e-governance and digital technologies to boost innovation, collaboration and student success. Educational leaders must develop the necessary skills and competencies to effectively

leverage technology and data analytics to foster a culture of innovation and continuous improvement (Cozoglu & Aslanargun, 2024). Common barriers may include fragmented data architectures, connectivity constraints, uneven staff skills, and weak ethical concerns. Even in well-resource settings, programme work load and role clarity for school leaders in developing contexts, infrastructure gaps and limited technical support can slow down e-governance progress. Future leadership therefore requires giving attention to interoperability, cybersecurity/privacy, and inclusive access.

E-governance as a core leadership domain needs leaders to govern platforms, standards, and analytics to achieve resilient, learner-centred administration. Anticipated trajectories which include: interoperability and data standards across school systems; role formalization for ICT coordinators; evidence-informed decision-making using dashboards/analytics; and stronger governance for AI and privacy must be put into practice. Further e-governance practices that can improve school administration, include that the school administrator for administrative efficiency and faster service delivery should use: automated workflows, online forms, reduced processing time, digital record-keeping and automation use of Education Management Information Systems (EMIS). For attendance, the educational leaders can apply staff deployment, timetabling, and examination records to reduce paperwork and errors. Online communication platforms which include: internal portals, emails, WhatsApp Slack-style apps should be used for faster coordination between principals, staff, and education boards. E-procurement and budget management tools, automated processing of requisitions, supplies, and financial tracking should be used to improve speed and reduce duplication. Learning Management Systems (LMS) will help the educational leaders to simplify course administration, assignments, monitoring of teacher delivery, cloud-based file sharing and archiving of secure and quick access to policies, circulars, and instructional materials (Alvarez-Sandez et al, 2023).

Leaders should apply transparency and financial accountability by using digital records, audit trails, public dashboards for quality purpose. Open digital reporting dashboards can be used for real-time publication of school performance, budgets, and enrollment figures for government and stakeholders. E-audit trails and financial tracking systems should be used to ensure expenditures tracing to reduce leakages. Online teacher and student information systems should be applied to enable parents and supervising authorities to monitor records (example students' grades, attendance). E-procurement with public visibility should be applied to reduce favoritism in purchasing and contracting, complaint/feedback and portals must be maintained to allow teachers, students, and parents to report grievances that principals and boards must address (Yasin & Moktar 2022, Tripura 2023). Abana (2022) maintained that financial accountability of the school administrators, is strongly linked with internal school efficiency and improved student performance in national examinations. Yasin & Moktar (2023) pointed that principals in Malaysian secondary schools when adopting the principles of transparent procurement and financial reporting that their accountability was enhanced minimizing conflict with district authority.

School leaders should apply responsiveness by using mobile apps and SMS alert systems to render quick updates to staff, parents, and students about school activities, emergencies, and policy changes. They should use interactive websites and portals to enable the stakeholders to access transcripts, admissions and results without waiting in physical queues. E-survey tools should be applied by the principals to allow them to gather feedback from teachers, students, and communities rapidly to guide decision-making. Helpdesk/Chatbot systems should be used to provide support for inquiries from parents and students at any given time.. Social media engagement should be practiced by the principals to respond promptly to concerns and public opinion. Jiang (2023) maintained that collaborative leadership enables shared decision making, adaptability and responsiveness by elevating multiple actors. Jiang further affirmed that when leaders prioritize empathy, active listening, putting others needs first they are nurturing responsiveness.

The principals as a matter o necessity should apply data-driven resource allocation and planning via strong EMIS for accurate school, teacher, and learner data to make inform decision on budgets, staffing and facilities. Principals with analytical skills can use data from EMIS and digital reporting systems to allocate resources fairly and to monitor performance. This capability can turn raw e-governance data into measurable administrative outcomes. Principals can also monitor learning outcomes by linking EMIS to assessments/gradebooks/analytics to target support. They can improve equity and inclusion by tracking to identify underserved groups and locations. They can apply crisis resilience and continuity when remote monitoring and reporting are difficult. Administrators can use cleaner recruitment and payroll processes to reduce leakages, to introduce faster verification, and better stakeholder engagement responsiveness through online portals and feedback loops. This can be achieved by leaders translating digital-adoption into real outcomes like efficiency, transparency and responsiveness, without thesee-governance technology investment become underutilized. Meteab (2023) reported that e-governance principals should implement internal audits standardized data protocols in addition to being efficient, transparent and responsive that this will transform their administrative processes through better alignment and agility.

Conditions critical for future oriented leaders to sustain e-governance in schools:

For future-oriented leaders to successfully sustain e-governance in schools, a multi-faceted approach addressing structural, organizational, and policy conditions is essential. Structurally, the foundation relies on deploying reliable ICT infrastructure, including high-speed broadband, adequate hardware, and modern devices. This must be supported by interoperable digital platforms that streamline communication and feedback loops, secure cloud storage for data scalability and resilience, and robust backup systems to prevent data loss and operational downtime. A critical, yet often overlooked, structural element is the implementation of user-friendly system design. Intuitive interfaces are crucial for encouraging the adoption of e-governance tools by non-technical staff, thereby reducing resistance and enhancing efficiency. However, as studies in the Nigerian context highlight, the presence of such infrastructure is often hampered by challenges like erratic power supply, underscoring the need for leaders to proactively address these fundamental issues to avoid stalling digital benefits (Ekpo, Orji, & Ihaq, 2022). Furthermore, the establishment of a responsive technical support unit within the school is non-negotiable for maintaining system integrity and user confidence.

Beyond infrastructure, building organizational capacity is a pivotal condition. This requires a commitment to continuous, hands-on ICT training for all staff to ensure digital competence and mitigate anxieties associated with new technologies (Chukwuemeka & Garba, 2024; Chukwuemeka et al., 2019). Future-oriented leaders must champion this by appointing dedicated ICT coordinators with clear e-governance job descriptions and fostering a collaborative culture that values data-driven decision-making. These officers play a strategic role in integrating ICT objectives into the school's core strategic plan, creating a comprehensive framework that encompasses digital governance protocols and incentive structures, such as recognition and rewards, to motivate effective digital adoption. The importance of such decisive leadership and pedagogical support in guiding technological change is well-documented, as its absence can leave implementing teachers feeling overwhelmed and unsupported (Ebuk, 2019). Therefore, meticulous monitoring and evaluation of these integrated systems are crucial for leaders to make informed adjustments and ensure excellence in e-governance implementation.

Finally, sustaining e-governance is heavily dependent on a conducive policy environment. Leaders must actively navigate and apply existing national and state ICT education policies, ensuring they are effectively translated into actionable plans at the school level. This includes strict adherence to data privacy and protection laws to safeguard sensitive student and staff information. Securing and managing funding through targeted policies is critical for ensuring sustained investment in ICT infrastructure and its

maintenance. Leaders should also advocate for and utilize policies that set standards for interoperability and the integration of Education Management Information Systems (EMIS) across schools to enable seamless data exchange. Moreover, regulatory frameworks that promote accountability in e-procurement, budgeting, and reporting, as well as policies that encourage public-private partnerships, are vital. Collaborating with the technology industry can provide schools with necessary expertise, resources, and innovation, creating a sustainable ecosystem for e-governance that keeps pace with technological advancements (Zaifada & Ebuk, 2020). Ultimately, the synergy between strong leadership, robust organizational structures, and supportive policies creates the conditions necessary for e-governance to become a enduring and transformative force in school administration.

Statement of the Problem

The rapid integration of digital technologies into school administration has repositioned e-governance as a central tool for improving efficiency, transparency, and responsiveness in institutional administration. In the educational system, school administrators may increasingly rely on electronic platforms for admissions, records management, finance, communication, and performance monitoring. However, despite significant investment in ICT infrastructure and Education Management Information Systems (EMIS), many schools particularly in developing contexts continue to face challenges in realizing the full benefits of e-governance. Problems such as: poor digital infrastructure, lack of interoperability among systems, limited staff competence, weak management, and inadequate policy frameworks often lead to underutilization or ineffective application of e-governance tools n schools. The leadership dimension may also remain underexplored: while digital systems are available. Effective use of e-governance tools in school administration depends largely on the capacity of educational leaders to provide vision, build competence, and govern data ethically. Without strong leadership mediation, technology adoption will result to risk, reinforcing existing inefficiencies instead of transforming school administration. The absence of well-defined structural, institutional policy conditions for sustainable e-governance also threatens long-term scalability and inclusiveness.

Therefore, there is a pressing need to investigate on how e-governance practices can be effectively practiced in school administration, how leadership capabilities will mediate educational leaders outcomes to secure and ensure that they are well lettered in the use of e-governance in a digital era. With this concern the researchers were motivated to conduct a study to examine e-governance in school administration and the future of educational leadership.

Research Purpose

The paper focused on e-governance and school administration: the future of educational leadership. Specifically, the researchers want to:

1. Examine how principals use e-governance practices to improve school administration in public secondary schools in Uyo senatorial district Akwa Ibom State.
2. Investigate whether principals have ensured their future leadership expertise by relating e-governance with implementation and educational administrative outcomes in public secondary schools in Uyo senatorial district, Akwa Ibom State.

Research Questions

1. How do principals use e-governance practices to improve school administration in public secondary schools in Uyo senatorial district, Akwa Ibom State.
2. Have do principals ensured their future leadership expertise by relating e-governance implementation and educational administrative outcomes in public secondary schools in Uyo senatorial district, Akwa Ibom State.

Methodology

The researchers applied survey research design for the study. The design enabled them to sample representatives from the population for the study. The population of the study was 3,378 teachers in public secondary schools in Akwa Ibom State. The sample was 800 teachers (who assessed 86 principals from 86 secondary schools in Uyo Senatorial District). The sampled teachers were got through random sampling technique. Questionnaire on "E-governance and School Administration: Future of Educational Leadership (ESAFEL)" was used to collect data for study analysis. The instrument was validated by experts in the Department of Educational Foundations and Guidance and Counselling, University of Uyo, Akwa Ibom State, Nigeria. The reliability of the instrument was carried out by conducting a pilot study, ten teachers (who were not part of those sampled for the study responded to the questionnaire). The researchers applied split-half method to collate data from the responded copies of the questionnaire for analysis. Pearson Product Moment and Spearman RHO Rank Order Correlation coefficient statistics were used to analyse the data. The reliability coefficient index score of 0.76 was achieved proving that the instrument was reliable for the study as ascertained by Hussey, Alsalti, Osas, Elson, and Arslam (2025) that 0.70 or above is typically considered acceptable values for reliability coefficient value. Mean statistics was used to analyse the research questions. Mean scores of 2.50 and above were adjudged as agreed whereas the mean scores of 2.49 and below were adjudged as disagreed. Sectional mean scores of 2.50 and above were adjudged as accepted whereas sectional mean scores of 2.49 and below were determined not accepted.

Research Question One: How do principals use e-governance practice to improve school administration in public secondary schools in Uyo Senatorial District Akwa Ibom State:

Table 1: Principals use of e-governance practices for Improvement of School Administration

				N=800			
S/N	Items	SA	A	D	SD	$\bar{x}$	Decision
	Principals, to improve school administration have used: For Job Efficiency:						
1.	Digital record keeping and automation for attendance, staff deployment time tabling and for examination records preparation to reduce paper work and errors.	100	167	302	231	2.17	Disagreed
2.	Online communication platforms, (internal portals, emails, whatsApp slack-style apps) to foster communication.	136	105	308	251	2.16	Disagreed
3.	Cloud-based file to secure and fasten access to policies, circulars and for retrieving	129	143	237	291	2.14	Disagreed

instructional materials.

For transparency

S/N	Items	SA	A	D	SD	$\bar{x}$	Decision
4.	Open digital reporting dashboard for real time publications of school performance and, to publish budget enrolment figures.	118	164	255	263	2.17	Disagreed
5.	E-audit trails- financial tracking system to ensure that expenditures are traceable, reducing leakages.	176	53	189	382	2.03	Disagreed
6.	Online teachers and student information system to enable parents and school to monitor records.	129	154	301	216	2.25	Disagreed
	For Responsiveness						
7.	E-survey tools to get feedback from teachers, students, communities for decision making.	169	109	301	216	2.18	Disagreed
8.	Help desk/chatbot systems to provide support for inquiries for parents and students'.	128	113	281	278	2.11	Disagreed
9.	Social media engagement to help principals to respond promptly to concerns and public opinion.	109	109	285	209	2.06	Disagreed
10.	Interactive websites and portals to enable stakeholders access, transcripts, admissions and results.	119	132	224	324	2.06	Disagreed
	Sectional mean					2.13	Rejected

The table above proved that the respondents with the mean scores of 2.17, 2.16, 2.14, 2.17, 2.03, 2.25, 2.18, 2.11, 2.06 and 2.06. disagreed that the principals utilized any e-governance practices items in table 1 to improve administration in public secondary schools in Uyo Senatorial District Akwa Ibom State. All the respondents with the sectional mean score of 2.13 rejected that principals used e-governance practices to improve school administration. In conclusion, the study finding proved that principals did not use e-governance practices to improve school administration because they did not use: digital record keeping an automation for attendance; time development, time tabling, examination records to reduce paper work and errors; on line communication platform, (internal portals, emails, whatsApp, slack-style apps) for faster communication; open digital reporting dashboard for real time publications of school performance and budget enrolment figure, nor did they use interactive websites and portals to enable stakeholders to access transcripts, admission and results etcetera in public secondary schools in Uyo Senatorial District, Akwa Ibom State.

Research Question two: Have principals ensured the future leadership expertise by relating e-governance with implementation and administrative outcomes in secondary schools in Uyo Senatorial District Akwa Ibom State.

Table 2: Principals Ensuring Future Leadership Expertise by Relating E-governance with Implementation and Educational Administrative Outcomes.

N=800

S/N	Items	SA	A	D	SD	$\bar{x}$	Decision
	Principals have ensured future leadership expertise by:						
1.	aligning e-governance practices with school goals.	109	167	302	213	2.17	Disagreed
2.	Using their digital competence to ensure proper use of EMIS systems to improve record efficiency and accuracy.	136	105	308	251	2.16	Disagreed
3.	Checking whether e-governance leads staff to advancement or frustration.	129	143	237	291	2.14	Disagreed
4.	Ensuring that a change in leadership fosters staff responsiveness and service delivery.	118	164	255	263	2.17	Disagreed
5.	Ensuring that e-governance translates into transparency and not digitalized corruption.	176	53	189	382	2.03	Disagreed
6.	Communicating effectively with the stake holders to strengthen responsiveness.	129	154	301	216	2.25	Disagreed
7.	Using strong communication skills and digital platforms to avert staff underutilization.	169	109	215	307	2.18	Disagreed
8.	Applying analytical skills and digital reporting systems to allocate resources	128	113	281	278	2.11	Disagreed

	fairly and to monitor performance.					
9.	Using e-governance systems to build trust and collaboration for transparency and responsiveness.	109	116	285	290	2.06	Disagreed
10.	Utilizing e-governance to digitalize records to transform administrative performance.	119	133	224	324	2.06	Disagreed
	Sectional mean					2.13	Rejected

The table above revealed that the respondents with the mean scores of 2.17, 2.16, 2.14, 2.17, 2.03, 2.25, 2.18, 2.11, 2.06 and 2.06 disagreed with the principals ensuring future leadership by utilizing any of the items in table 2. All the respondents with the sectional mean score of 2.13 rejected that principals have ensured their future leadership expertise by relating e-governance implementation and educational administrative outcomes. In conclusion the study finding revealed that principals have not ensured their future leadership expertise by relating e-governance implementation and educational administrative outcomes in secondary schools in Uyo Senatorial District, Akwa Ibom State.

Discussion of Findings

The findings of this study indicate that principals in public secondary schools in Uyo Senatorial District, Akwa Ibom State, do not utilize e-governance practices to improve school administration. This result aligns with the research of Berkovich (2025) and Wu, Yu, and Hu (2019), who contend that e-governance is instrumental in promoting transparency, accountability, and collaboration. These researchers maintain that by facilitating communication with stakeholders, e-governance practices enhance decision-making and overall productivity. Consequently, the adoption of e-governance is not merely beneficial but essential for principals seeking meaningful improvements in school administration.

A second key finding revealed that principals failed to cultivate future leadership expertise by linking e-governance implementation to educational outcomes. Specifically, principals did not align e-governance practices with the school goals or the educational outcomes, leverage their digital competence to effectively use Education Management Information Systems (EMIS) for efficient and accurate record-keeping, or evaluate whether e-governance tools empowered or frustrated staff. This finding is consistent with the work of Cozoglu and Aslanargun (2024), who emphasize that for school leaders to successfully achieve educational objectives, they must develop necessary competencies in e-governance and digital technologies. This is critical and will foster a culture of innovation and enabling continuous development within the educational system.

Recommendations

Based on the findings of the study the researchers recommended that:

1. The principals should avail themselves with training in e-governance to learn to practice using digital record keeping and automation for attendance, staff development, time tabling and examination record preparation to reduce paperwork and errors etcetera.
2. The state government should hire computer experts to train the principals on how so that they will be competent to relate e-governance implementation with educational administrative outcomes for future leadership expertise in public secondary schools in Uyo Senatorial District in Akwa Ibom State, Nigeria.

Conclusion

The study concluded based on the findings that principals did not utilize e-governance practices in school administration nor ensured future leadership expertise by relating the implementation of e-governance and the administrative educational outcomes in public secondary schools in Uyo Senatorial District in Akwa Ibom State.

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