Unizik Journal of Business Education and Entrepreneurship (UJBEE), Vol. 2 No. 1 Pg 111 - 120

GENDER DIFFERENCES IN THE UTILIZATION OF ICT AND CLASSROOM MANAGEMENT COMPETENCIES AMONG RETIRED VOCATIONAL EDUCATORS IN PRIVATE SECONDARY SCHOOL ADMINISTRATION IN ABIA STATE, NIGERIA

Maritha N. Ndom-Uchendu
maritha.ndom@abiastateuniversity.edu.ng
Department of Vocational Education
Faculty of Education, Abia State University
&
Chinyere Precious Nwokoro
nwaokorochinyere79@gmail.com
Department of Vocational Education
Faculty of Education, Abia State University

Abstract
This study examined gender differences in the utilization of ICT and classroom management competencies among retired vocational educators in private secondary school administration in Abia State. The study adopted a descriptive survey research design. Two research questions guided the study, and two null hypotheses were tested at the 0.05 level of significance. The population comprised 218 retired vocational educators in private secondary schools in Abia State. The purposive sampling technique was adopted because the population was manageable. Data was collected using a researcher-developed instrument. The instrument was duly validated by experts in the field, while a reliability coefficient of 0.93 was obtained using the Pearson Product-Moment Correlation Coefficient method. Mean and standard deviation were used to answer the research questions, while an independent samples t-test was used to test the hypotheses at a 0.05 level of significance. The findings revealed that ICT competencies are utilized to a great extent. Similarly, classroom management skills were found to be largely utilized. The hypotheses tested showed no significant difference between male and female retired vocational educators in their utilization of ICT and classroom management competencies in school administration. The study concluded that both ICT and classroom management competencies are essential and are effectively utilized by retired vocational educators in private secondary school administration, irrespective of gender. It was recommended that retired vocational educators be provided with opportunities for continuous ICT training to enhance their digital competencies, among others.

Keywords: ICT Competencies, Classroom Management, Utilization, Retired Vocational Educators, Gender Differences.

Introduction

Administration is a fundamental process in any organisation, involving a set of interconnected functions such as planning, organizing, leading, and controlling human and material resources to achieve predetermined objectives (Emeruwa & Ogbonna, 2025). In the context of private secondary schools, effective administration is critical for ensuring efficiency, sustainability, and quality service delivery. Central to this process is the possession and utilisation of relevant administrative competencies by those responsible for managing school operations. Administrative competencies refer to the knowledge, skills, attitudes, and behaviours that enable individuals to perform administrative roles effectively (Bacang, 2025). These competencies encompass the ability to coordinate resources, supervise activities, and implement strategies that enhance organizational performance (Amadi-Eric, 2021). In educational settings, such competencies are indispensable for achieving institutional goals and maintaining standards. Retired vocational educators, by virtue of their training and years of professional experience, are often endowed with these competencies and can contribute meaningfully to school administration, particularly in private secondary schools.

Competency, in general, is viewed as a combination of knowledge, skills, and attitudes required for effective task performance (Ndinechi & Ime, 2016). It represents an individual's capacity to function adequately in specific roles (Alawa, Abanyam, & Okewe, 2012). Within school administration, competencies extend to various domains including planning, organization, financial management, information and communication technology (ICT), and classroom management. However, for this study, emphasis is placed on ICT and classroom management competencies due to their critical role in modern educational administration. Information and communication technology competencies have become increasingly essential in contemporary education systems. ICT encompasses a wide range of technologies such as computers, communication devices, software applications, and internet-based tools that facilitate information processing and communication (Iwu, 2015). The integration of ICT in school administration enhances efficiency, supports decision-making, and improves instructional management. For retired vocational educators engaged in private school administration, the ability to utilize ICT tools is vital for effective service delivery and competitiveness in a technologically driven educational environment.

Similarly, classroom management competencies are crucial for maintaining an orderly and productive learning environment. Classroom management involves strategies and practices aimed at promoting positive student behaviour, enhancing engagement, and facilitating academic achievement (Chandra, 2015). Effective classroom management not only supports teaching and learning but also contributes to the overall reputation and success of private secondary schools, which often rely on quality service as a means of attracting and retaining students. Retirement marks a transition from active employment to a phase where individuals may still contribute meaningfully to society using their accumulated knowledge and skills (Ugocha, 2017). Retirees, particularly vocational educators, remain valuable human resources capable of engaging in less strenuous but productive ventures such as private school administration (Asogwa, Isigwa, & Obetta, 2013). Their continued participation in the workforce has been associated with improved well-being, financial stability, and societal development (Okafor, 2021; Olanrewaju et al., 2023).

Vocational educators are professionals trained to impart practical and technical skills necessary for specific occupations. Vocational education itself is designed to prepare individuals for gainful employment and self-reliance (FRN, 2013). Given their practical orientation and

experience, retired vocational educators possess competencies that can be effectively utilized in managing private secondary schools, which play a significant role in expanding access to education in Nigeria. Utilization, in this context, refers to the effective application of acquired competencies for practical purposes (Nwosu & Ekoh-Nweke, 2024). The extent to which retired vocational educators utilize their competencies in school administration may vary based on several factors, including gender. Gender, as a social construct, influences roles, opportunities, and access to resources in various professional contexts (Ndom-Uchendu & Ezeabii, 2023). Examining gender differences in competency utilization is therefore important for promoting equity and maximizing human resource potential in school administration.

Although previous studies have examined competencies among educators and their impact on job performance, e.g., Nwachukwu and Udeze (2021), who examined the influence of ICT literacy on school administration among private school owners in Enugu State. Their findings showed that administrators who possessed ICT skills experienced improved efficiency in record-keeping, communication, and financial management. Also, Adeyemi and Olatunji (2020), examined the classroom management competence of educators and found that retired educators managing private schools often rely on pedagogical and supervisory skills acquired during their active teaching careers. There is a paucity of empirical research focusing specifically on the utilization of ICT and classroom management competencies among retired vocational educators in private secondary school administration, particularly in Abia State. This gap underscores the need for the present study, which investigates competency utilization in school administration through a gender-based analysis of ICT and classroom management skills among retired vocational educators in Abia State, Nigeria.

Statement of the Problem

The increasing expansion of private secondary schools in Abia State has created a growing demand for effective and efficient school administration. These schools rely heavily on competent administrators to ensure proper coordination of resources, maintenance of discipline, and delivery of quality education. However, the challenge of securing experienced and skilled personnel for administrative roles remains a concern. In this regard, retired vocational educators, who possess valuable knowledge, practical skills, and years of professional experience, are increasingly seen as a viable human resource for sustaining private school administration. Despite their wealth of experience, it is unclear the extent to which these retirees effectively utilize their competencies in managing private secondary schools.

In contemporary educational practice, information and communication technology (ICT) and classroom management competencies have become critical for effective school administration. ICT competencies are essential for tasks such as record keeping, communication, supervision, and instructional support, while classroom management competencies are necessary for maintaining order, promoting positive student behaviour, and enhancing teaching and learning. However, observations suggest that retired vocational educators may face challenges in adapting to modern technological demands and evolving classroom dynamics, which may affect their level of competency utilization in school administration.

Furthermore, gender has been identified as a factor that may influence the acquisition and utilization of competencies in professional settings. While both male and female retired vocational educators possess relevant administrative skills, differences may exist in how these competencies, particularly ICT and classroom management skills, are applied in school administration. Such differences, if not properly understood, may limit the effective use of

available human resources and hinder the achievement of administrative efficiency in private secondary schools.

Although previous studies have examined teachers' competencies and ICT utilization in educational settings, little empirical attention has been paid to retired vocational educators and their roles in private secondary school administration. This lack of empirical evidence creates a gap in knowledge regarding how effectively these retirees contribute to school administration in Abia State. It is against this backdrop that this study seeks to examine the extent of competency utilization in school administration through a gender-based analysis of ICT and classroom management skills among retired vocational educators in private secondary schools in Abia State, Nigeria.

Research Questions

Two research questions guided the study

1. To what extent do male and female retired vocational educators utilize information and communication technology (ICT) competencies in the administration of private secondary schools in Abia State?
2. To what extent do male and female retired vocational educators utilize classroom management competencies in the administration of private secondary schools in Abia State?

Research Hypotheses

Two null hypotheses were formulated and tested at 0.05 significance level;

Ho1 There is no significant difference in the mean scores of male and female retired vocational educators on the extent ICT competencies are utilized in the administration of private secondary school in Abia State.

Ho2 There is no significant difference in the mean scores of male and female retired vocational educators on the extent classroom competencies are utilized in the administration of private secondary schools in Abia State.

Methods

The study adopted a descriptive survey research design. This design was considered appropriate because it enabled the researcher to collect data from a representative sample to describe the extent to which retired vocational educators utilize ICT and classroom management competencies in the administration of private secondary schools without manipulating any of the variables. The study was conducted in Abia State, one of the five states in the South-East geopolitical zone of Nigeria. The state comprises a mix of urban and rural communities with diverse socio-economic characteristics. The choice of Abia State was informed by the increasing involvement of retired vocational educators in private school administration and the need to examine how effectively they utilize their competencies, particularly in ICT and classroom management. The population of the study comprised 218 retired vocational educators actively engaged in educational services in private secondary schools in Abia State. This included 10 principals and 208 teachers who are retired vocational educators, as obtained from records of the Abia State Ministry of Education. Given the manageable size of the population, the entire population of 218 respondents was used as the sample for the study. Therefore, the purposive sampling techniques were adopted to include all retired vocational educators involved in the administration of private secondary schools in the study area. Data for the study were collected using a researcher-developed questionnaire titled *Retired Vocational Educators' Competency*

Utilisation Questionnaire (RVECUQ). The instrument was structured on a four-point scale with response options of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). The instrument was subjected to face and content validation by three experts, two from the Department of Vocational Education and one from the Department of Measurement and Evaluation, Faculty of Education, Abia State University, Uturu. To establish the reliability of the instrument, a trial test was conducted using 20 retired vocational educators who were not part of the study sample. The instrument was administered twice to the same group at an interval of two weeks. The data obtained were analyzed using the Pearson Product-Moment Correlation Coefficient, which yielded a reliability coefficient of 0.93. This value was considered high and suitable for studying. Data collected were analyzed using the mean and standard deviation to answer the research questions, while the independent-samples t-test was used to test the null hypotheses at the 0.05 level of significance.

Results

Research Question One: To what extent do male and female retired vocational educators utilize information and communication technology (ICT) competencies in the administration of private secondary schools in Abia State?

Table 1: Mean and Standard Deviation on the Extent Male and Female Retired Vocational Educators Utilize Information and Communication Technology (ICT) Competencies in the Administration of Private Secondary Schools

	Utilization of ICT competencies	**Male N=93**		**Female** N=125		**Overall N= 218**	
		$\bar{x}1$	**SD1**	**$\bar{x}2$**	**SD2**	**$\bar{x}0$**	**SD0**
1.	Use computers	2.47	1.038	2.50	1.112	**2.49**	1.079
2.	Use internet resources	2.67	.948	2.59	.925	**2.62**	.934
3.	Use educational software	2.48	1.069	2.47	1.067	**2.48**	1.066
4.	Use other digital tools	2.96	1.010	2.94	.931	**2.94**	.963
5.	Use mobile internet devices	2.85	.736	2.79	.864	**2.82**	.811
	Grand Mean					**2.67**	

Table 1 presents the mean and standard deviation scores on the extent to which male and female retired vocational educators utilize information and communication technology (ICT) competencies in the administration of private secondary schools in Abia State. Using the established decision rule, where mean scores between 2.50 and 3.49 indicate high extent and 1.50–2.49 indicate low extent, the results reveal that the utilization of ICT competencies varies across specific items but is generally at a high extent overall. The findings show that the use of computers recorded mean scores of 2.47 for male and 2.50 for female respondents, with an overall mean of 2.49. This indicates a low extent of utilization at the overall level, though female respondents marginally reported a high extent. Similarly, the use of educational software recorded mean scores of 2.48 for both male and female educators, with an overall mean of 2.48,

indicating low extent of utilization. In contrast, the use of internet resources recorded mean scores of 2.67 for male and 2.59 for female respondents, yielding an overall mean of 2.62, which falls within the high extent category. The results further show that the use of other digital tools is utilized to a high extent by both male ($\bar{x}$ = 2.96) and female ($\bar{x}$ = 2.94) retired vocational educators, with an overall mean of 2.94. Likewise, the use of mobile internet devices recorded mean scores of 2.85 for males and 2.79 for females, resulting in an overall mean of 2.82, which also indicates high extent of utilization. The grand mean of 2.67 falls within the high extent category, indicating that, overall, male and female retired vocational educators utilize ICT competencies to a high extent in the administration of private secondary schools in Abia State.

Research Question Two: To what extent do male and female retired vocational educators utilize classroom management competencies in the administration of private secondary schools in Abia State?

Table 2: Mean and Standard Deviation on the Extent Male and Female Retired Vocational Educators Utilize Classroom Management Competencies in the Administration of Private Secondary Schools

	Administration of classroom competencies	**Male N=93**		**Female** N=125		**Overall N= 218**	
		$\bar{x}$1	**SD1**	**$\bar{x}$2**	**SD2**	**$\bar{x}$0**	**SD0**
1.	Maintain discipline	2.48	.974	2.53	1.082	**2.51**	1.035
2.	Motivate students	2.68	.923	2.61	.860	**2.64**	.886
3.	Manage diverse learning needs	2.72	.901	2.66	.951	**2.68**	.929
4.	Create an orderly learning environment	2.86	1.028	2.88	1.005	**2.87**	1.012
5.	Maintain good sitting arrangement in the class	2.81	.798	2.75	.800	**2.78**	.797
	Grand Mean					**2.69**	

Table 4 presents the mean and standard deviation scores on the extent to which male and female retired vocational educators utilize classroom management competencies in the administration of private secondary schools in Abia State. Based on the adopted decision rule, where mean scores between 2.50 and 3.49 indicate high extent and 1.50–2.49 indicate low extent, the findings show that classroom management competencies are utilized to a high extent overall. The results indicate that maintaining discipline recorded mean scores of 2.48 for male and 2.53 for female respondents, with an overall mean of 2.51. This suggests a high extent of utilization overall, although male respondents reported a low extent while female respondents reported a high extent. The competency of motivating students recorded mean scores of 2.68 for males and 2.61 for females, yielding an overall mean of 2.64, which indicates a high extent of utilization. Similarly, the management of diverse learning needs recorded mean scores of 2.72 for male and 2.66 for female retired vocational educators, with an overall mean of 2.68, reflecting a high extent of utilization. The results further show that creating an orderly learning environment is

utilized to a high extent by both male ($\bar{x}$ = 2.86) and female ($\bar{x}$ = 2.88) respondents, with an overall mean of 2.87. Likewise, maintaining good sitting arrangements in the classroom recorded mean scores of 2.81 for males and 2.75 for females, resulting in an overall mean of 2.78, which also indicates high extent of utilization. The grand mean of 2.69 falls within the high extent category, indicating that male and female retired vocational educators utilize classroom management competencies to a high extent in the administration of private secondary schools in Abia State.

Ho1: There is no significant difference in the mean scores of male and female retired vocational educators on the extent ICT competencies are utilized in the administration of private secondary school in Abia State.

Table 3: t-test Analysis of Significant Difference in the Mean Scores of Male and Female Retired Vocational Educators on the Extent ICT Competencies are Utilized in the Administration of Private Secondary Schools

S/N	Gender	N	$\bar{x}$	σ	t-Cal.	Df	t-Crit	Sig- 2 tailed	Decision
1.	Male	93	2.68	.459	-.459	216	1.96	.647	No. Significant.
2.	Female	125	2.65	.447					

Table 3 presents the t-test analysis of the difference in the mean scores of male and female retired vocational educators on the extent to which ICT competencies are utilized in the administration of private secondary schools in Abia State. The results show that male retired vocational educators (N = 93) recorded a mean score of 2.68, while female retired vocational educators (N = 125) recorded a mean score of 2.65. The computed t-value (t-cal = –0.459) was tested at 216 degrees of freedom. At the 0.05 level of significance, the critical t-value is 1.96, and the Sig. (2-tailed) value is 0.647. Since the p-value (0.647) is greater than 0.05, the null hypothesis is not rejected. Therefore, the null hypothesis, which states that there is no significant difference in the mean scores of male and female retired vocational educators on the extent ICT competencies are utilized in the administration of private secondary schools in Abia State is accepted.

H02: There is no significant difference in the mean scores of male and female retired vocational educators on the extent classroom competencies are utilized in the administration of private secondary schools in Abia State.

Table 4: t-test Analysis of Significant Difference in the Mean Scores of Male and Female Retired Vocational Educators on the Extent Classroom Competencies are Utilized in the Administration of Private Secondary Schools

S/N	Gender	N	$\bar{x}$	σ	t-Cal.	Df	t-Crit	Sig- 2 tailed	Decision
1.	Male	93		.439	.414		1.96	.679	Not

			2.70		216	Significant
2.	Female	125	2.68	.437		

Table 4 presents the t-test analysis of the difference in the mean scores of male and female retired vocational educators on the extent to which classroom management competencies are utilised in the administration of private secondary schools in Abia State. The results indicate that male retired vocational educators (N = 93) recorded a mean score of 2.70, while female retired vocational educators (N = 125) recorded a closely related mean score of 2.68. The calculated t-value (t-cal = 0.414) was tested at 216 degrees of freedom. At the 0.05 level of significance, the critical t-value is 1.96, and the Sig. (2-tailed) value is 0.679. Since the p-value (0.679) is greater than 0.05, the null hypothesis is not rejected. This indicates that there is no significant difference in the mean scores of male and female retired vocational educators on the extent to which classroom competencies are utilised in the administration of private secondary schools in Abia State.

Discussion of Findings

Utilization of ICT Competencies in the Administration of Private Secondary Schools

The findings from the first research question, which investigated the extent to which ICT competencies are utilised by retired vocational educators, showed that ICT competencies are utilized largely in the administration of private secondary schools in Abia State. The hypothesis revealed that there is no significant difference in the mean scores of male and female retired vocational educators on the extent to which ICT competencies are utilised. This finding indicates that retired vocational educators make appreciable use of internet resources, digital tools, and mobile technologies for school administration, although the use of some ICT tools, such as computers and educational software, was relatively lower. Overall, the result suggests that ICT has become an essential administrative tool even for retired educators. This finding supports the study by Nwachukwu and Udeze (2021), who examined the influence of ICT literacy on school administration among private school owners in Enugu State. Their findings showed that administrators who possessed ICT skills experienced improved efficiency in record-keeping, communication, and financial management. The similarity in findings highlights ICT competency as a critical requirement for effective school administration in contemporary educational settings.

Utilization of Classroom Management Competencies in the Administration of Private Secondary Schools

The findings from the second research question, which examined the extent to which classroom management competencies are utilised by retired vocational educators, revealed that classroom management competencies are utilised to a high extent in the administration of private secondary schools in Abia State. The hypothesis tested showed that there is no significant difference between male and female retired vocational educators in the utilization of classroom management competencies. This result implies that retired vocational educators effectively maintain discipline, motivate students, manage diverse learning needs, and create orderly learning environments. The finding reflects the professional background of retired vocational educators, many of whom possess extensive classroom and supervisory experience. This finding aligns with the observations of Adeyemi and Olatunji (2020), who noted that retired educators managing private schools often rely on pedagogical and supervisory skills acquired during their

active teaching careers. The agreement between the studies suggests that classroom management competencies remain valuable administrative assets even after retirement.

Conclusions

Based on the findings, the following conclusions were drawn.

The study concludes that ICT competencies are utilized to a high extent, although variations exist across specific ICT tools. The findings also lead to the conclusion that classroom management competencies are utilised to a high extent by retired vocational educators. Gender does not significantly influence the utilization of all the variables measured.

Recommendations

Based on the findings of the study, the following recommendations are made.

1. Opportunities should be provided for retired vocational educators to update their digital skills through ICT-focused training. This will enhance the effective use of computers, educational software, and other digital tools in school administration.
2. Retired vocational educators should be supported to use their classroom experience in mentoring teachers, supervising instruction, and promoting positive student behaviour, thereby strengthening teaching quality and learning outcomes.

References

Adeyemi, T. O., & Olatunji, M. O. (2020). Entrepreneurial capabilities of retirees in Ogun State: A study of private educational ventures. Journal of Educational Research and Rural Community Development, 8(1), 112–125.

Alawa, I. Abanyam, V.A. & Okewe I. (2012) Competency improvement needs of teachers of agriculture in afforestation for effective teaching in secondary schools in Cross River State, *Nigeria National Vocational Association journal 15* (1) 335-340.

Amadi-Eric, C. (2018). Introduction to educational management, adult education and personal studies. Port Harcourt: Harey Publications.

Asogwa, O. Isiwu, T. & Obettah, C. (2013). Technical know-how needed by pensioners in kolanut nursery and marketing business for economic and emotional security in South-East, Nigeria. *Multidisciplinary research journal 2* (6): 113-121.

Bacang, F.B. (2025). Competency, performance and training needs of public-school administrators. IMJRISE, 2 (9), 61-75.

Chandra, R. (2015). *Classroom management for effective teaching*. Atlantic Publishers.

Emeruwa, H. I. & Ogbonna, R. N. O. (2023). School Principals' Finance Mobilisation Skills in a depressed Economy and Effective Secondary school Administration in Abia and Imo States, Nigeria. *ABSU Journal of Educational Studies*. Vol 10 (1) pp 140 – 153

Federal Republic of Nigeria (2013). *National policy on education*, Lagos: NERDC Press.

Iwu, C. G. (2015). Information and communication technology and educational development. *Journal of Education and Practice*, 6(15), 22–28.

Ndinechi, G.I. & Ume, J.I. (2016). Principal rating of Business Teachers' effectiveness in professional teaching competencies in Akwa Ibom State, *NAU Journal of Technology and Vocational Education 1* (1), 22-30.

Ndom-Uchendu, M.N. & Ezeabii, I.C. (2023). Evaluation of human Resources for quality assurance of business education programme of public tertiary institution in South-East, Nigeria. *Enugu State Journal of Business and Entrepreneurship 1* (1) 1-14.

Nwachukwu, C. C., & Udeze, S. E. (2021). Financial management practices and administrative effectiveness of secondary school principals in Enugu State, Nigeria. Nigerian Journal of Educational Management, 5(1), 72–85.

Nwosu, C.D. & Ekoh-Nweke, A.C. (2024) Utilization of information and communication technology facilities in teaching business education in Universities in Southeast, Nigeria. *Journal of Business Education II* (1) 254-263.

Okafor, C., & Nwachukwu, G. O. (2020). The administrator as a stressor: A study of the administrative/supervisory behaviour of college principals in Imo State, Nigeria. British Journal of Education, 8(5), 12–29.

Olanrewaju, A. T., Adeyemi, O. O., & Bello, M. A. (2023). Retirement preparedness and quality of life among retirees. *International Journal of Aging Studies*, 5(1), 34–47.

Ugocha I.C. (2017). Influence of salary differential on public and private business education teachers' attitude to work in secondary schools in Imo State. An unpublished masters project work. Dept. of technology and vocational education faculty of education ESUT.