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Ethics And Values Of Educational Planning On ICT And Examination Administration On The Management Of Public Universities In North East, Nigeria

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ABSTRACT

This study examined the perceived influence of ethics and values of educational planning on ICT and examination administration in public universities in North East Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of the study comprised 13,755 staff from 12 public universities in North East Nigeria. A sample of 393 staff was used for the study; this sample size agrees with Taro Yamen's (1970) formula. The instrument was validated by four experts, two in Educational Management in the Department of Educational Foundations and two in Mathematics in the Department of Mathematics and Sciences Education Rev. Fr. Moses Orshio Adasu University, Makurdi, to make inputs on the instrument. The reliability of the instrument was ascertained through a trial test which yielded a reliability co-efficient of 0.93. Data obtained from the field study were analyzed using descriptive statistics of Mean and standard deviation to answer the research questions. Chi-square (χ^2) test of goodness of fit was used to test the null hypotheses at 0.05 level of significance. The findings indicated that ethics and values of educational planning has a significant positive influence on ICT and examination administration in public universities in North East Nigeria. It was concluded that ethics and values of educational planning has a significant positive influence on ICT and examination administration in public universities in North East Nigeria. It was recommended, among others, that National Universities Commission (NUC) should enforce policies that promote ICT integration in public universities, and Examination officers should adopt efficient examination administration strategies through proper planning and organization. This might go a long way in improving ICT efficiency and effective examination administration in public universities.

Keywords: Ethics, values, educational planning, ICT, examination administration.

INTRODUCTION

Ethics are standard norms that guide individual behaviors and activities in respect to relationship, issues of right and wrong, good and bad, and moral obligations, they guides individuals in making discussions that respect the right and dignity of others. The purpose and role of ethics has always been the safeguarding of the human being as a person, human dignity, and the conditions for leading a good life. Ethics protects and nurtures humanity of our existence, both in ourselves and in others, and practice of dialogue is essential. Hernando, et al (2018). States that we always live in relationship to others, namely in a relationship of mutual giving and receiving, therefore recognition of our dependence on others and caring for others is essential. Education is a process of inculcating ethics and values to equip the learner

with a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. In spite of the laudable objective of education, Nigeria is faced with pervasive anti-social pattern of behaviour such as dishonesty, corruption, laziness, quick-rich syndrome, disrespect, injustice, disloyalty, pride, indecent dressing and indiscipline that negate what the society approves. Based on this, the study examined strategies for ethics and value re-orientation education for a productive Nigerian society. Ihuoma, et al (2025), affirmed that Ethical values are foundational to educational planning, shaping the goals, processes, and outcomes of education to foster responsible and just societies. Key ethical values in educational planning include respect, equality, honesty, social responsibility, and critical thinking, all aimed at creating a positive learning environment and promoting student development. Ethical considerations also guide decision-making in areas like resource allocation, discipline, and equity, ensuring fairness and promoting a positive school culture. Hernando at el, (2018), contend that Society demands a university education grounded on ethical principles. Education in ethics values is the responsibility of universities but will not be viable unless adopted directly by responsible teachers who work with the students by prioritizing ethics in ICT and Examination administration, with these Universities can promote a culture of integrity, fairness and responsibility, ultimately enhancing the quality and credibility of education. ICT in schools is used in two main ways, vis-a-vis, general administration and pedagogical processes. However, there is a disappointingly slow evolution of ICT use, not only in the teaching and learning frameworks, but also in the assessment of students' performance in the Nigeria public Universities. Notably, the main roles of ICT in education are to provide the prospects and trends of integrating communication technology into the educational processes. One of the key areas in which ICT could be utilized effectively is in examinations administration. This key area constitutes an unavoidable fact in modern education, especially with security of examinations in mind that attract the law of conscience.

The tasks of meeting the needs of university students in developing countries, Nigeria inclusive, are very demanding. The government and the general public have expressed considerable concern about the need for the integration of ICT in the administration of the university system. This is because when ICT facilities are provided and utilized, it reduces occupational stress, which will result in greater administrative efficiency and academic productivity (Akpakwu, 2021). Sibanda & Maposa (2013), states that Information and Communication Technology (ICT) refers to technologies that provide access to information through telecommunications. This includes the Internet, wireless networks, cell phones, and other communication mediums. ICT encompasses different variety of technological tools and resources used to communicate, create, disseminate, store, and manage information. In the educational sector, ICT has become an integral part of the teaching and learning process, with its influence extending to various aspects of educational management (John, 2015).

The strategic planning and monitoring capabilities of public universities can be enhanced through ICT. According to Adejumo (2020), the integration of ICT measures such as Management Information Systems (MIS) allows university administrators to collect, store, and analyze data that informs policy decisions and strategic planning through ICT ethics. These systems provide real-time insights into the performance of various departments, enabling more effective allocation of resources and the identification of areas that require improvement (Nwachukwu, 2016). Furthermore, ICT facilitates the continuous professional development of university staff by providing access to ethical online training programmes and resources. This ensures that educators and administrators remain up-to-date with the latest technological advancements and educational methodologies, which is crucial for maintaining high examination administration standards (Adebayo, 2018).

Examination administration as a concept refer to the processes and procedures involve in planning, organizing, and conducting assessment in educational institutions. This can be achieved with a comprehensive set of resources, infrastructure, and tools designed to support the planning, organization, and execution of examinations administration. These facilities play a crucial role in ensuring that the entire examination process is conducted smoothly, efficiently, and with a high level of integrity. It encompasses both physical and digital resources that collectively contribute to the effective management of examinations, from the initial planning stages to the final reporting of results (Adewale, 2016).

Agboola and Salami (2019) affirm that examination halls should be well-ventilated, properly lit, and sufficiently spaced to ensure that each student has enough room to work without distraction or the temptation to engage in malpractice. In addition to the halls themselves, there are ancillary facilities such as restrooms, security checkpoints, and first aid stations, all of which contribute to a safe and comfortable examination environment as part of its ethics and values (Agboola & Salami, 2019) Examination administration is a critical process that involves maintaining assessment integrity, efficiency, and fairness. It involves creating a comprehensive examination schedule, coordinating with departments to avoid conflicts, preparing standardized examination materials, training and assigning invigilators, setting up adequately equipped examination venues, and implementing security measures (Oguejiofor, Obiekwe & Chibuko, 2023). In most cases, there appear to be inadequate ICT equipment and weak examination administration process in most public Universities in Nigeria. For this reason, our primary research objective was to conduct an in-depth analysis of how Ethical Values entrenched educational planning on ICT and Examination administration in public Universities in North East Nigeria.

Statement of the Problem

Ideally, the nation's development could be achieved when there is effective management of public universities. However, globally, universities seem to face management challenges, Nigeria and North East Nigeria in particular appear to be in great dilemma. weak ICT services to facilitate academic and administrative activities, and ineffective examination administration have raised a lot of concern among relevant stakeholders such as federal and state governments, university administrators, staff of the public universities, donor agencies, parents and the researcher all of which may be blamed on ethical and values of educational planning challenges.

The researcher and stakeholders express worry about the perceived shortage ICT facilities in many public universities in North East Nigeria. ICT and Examination administration facilities in many departments in public universities are overstretched, making it increasingly difficult for them to function effectively. The situation is so pervasive that one may wonder if ICT and Examination ethics are being followed.

Furthermore, many students complain that their e-libraries are uncomfortable, and Issues of ineffective examination administration where there is a shortage of examination materials and inadequate logistics like invigilator's reimbursement, availability of computer rooms, internet access etc. all of these seems to constitute planning challenges which appear to significantly impede the management of public universities in North East Nigeria. It is based on these concerns that the study seeks to investigate the perceived impact of ethical and values of educational planning on ICT and examination administration in public Universities in North East, Nigeria.

Purpose of the study

The purpose of the study is to investigate the perceived impact of ethical values of educational planning on ICT and Examination administration in public universities in North East Nigeria. Specifically, the study seeks to:

1. find out the perceived impact of ethical values of educational planning on ICT facilities in public universities in North East Nigeria
2. Examine the perceived impact of ethical and values of educational planning on examination administration in public universities in North East Nigeria.

Research Questions

The following research questions will guide the study; what is the perceived:

1. impact of ethics and values of educational planning on ICT facilities in public universities in North East Nigeria?
2. impact of ethics and values of educational planning on examination administration in public universities in North East Nigeria?

Hypotheses

The following hypotheses are formulated and will be tested at a 0.05 level of significance:

1. Ethics and values of educational planning has no significant perceived impact on ICT facilities in public universities in North East Nigeria.

2. Ethics and values of educational planning has no significant perceived impact on examination administration in public universities in North East Nigeria.

RESEARCH METHODS

Research Design

This study adopted a descriptive survey research design. Descriptive survey design is one in which a group of people or items are studied in their natural setting by collecting, analyzing and interpreting data from people considered to be a representative sample of the entire population (Emaikwu, 2021). This study gathers the opinions of staff on the perceived impact of educational planning on the management of public universities in North East Nigeria.

North-East Nigeria is one of the six geo-political Zones in Nigeria. Located in the North Eastern part of the country.

Method of Data collection and Analysis

The research questions were answered using descriptive statistics of Mean scores and Standard Deviation. Mean score and standard deviation were used for decision-making such that any item with a Mean score of 2.50 or greater than the cut-off point of 2.50 suggested respondents' agreement with the item. Chi-square was used to test the hypotheses at a 0.05 level of significance.

PRESENTATION OF RESULTS

Research Question 1: *What is the perceived impact of ethics and values of educational planning on ICT in public universities in North East Nigeria?*

Table 1: Mean scores and Standard Deviation of Perceived Impact of ethics and values of educational planning on ICT in public universities in North East Nigeria

I/NO	Items	SA	A	D	SD	$\overline{X}$	σ	Decision
1	Effective planning ensures the provision of reliable internet connectivity across the campus	150	162	67	03	3.20	0.74	Agree
2	Effective risk planning provides strategies for data security, and protecting sensitive information.	178	127	74	03	3.25	0.79	Agree
3	Effective needs assessment informs the need for the provision of computer labs to support the academic needs of students.	170	159	49	04	3.29	0.72	Agree
4	Effective financial planning ensures the effective allocation of funds for the procurement of printers in universities.	160	175	33	14	3.25	0.76	Agree
5	Effective cost planning prevents overspending on the maintenance of computers in universities.	146	162	63	11	3.15	0.79	Agree
	Cluster Mean and Standard Deviation					**3.22**	**0.76**	**Agree**

Source: Fieldwork 2026

Table 1 indicates that the mean ratings of respondents' responses for items 1 to 5 are 3.20, 3.25, 3.29, 3.25 and 3.15 with corresponding standard deviations of 0.74, 0.79, 0.72, 0.76 and 0.79 respectively. The result indicates that; the respondents acknowledged that effective planning ensures the provision of reliable internet connectivity across the campus. Effective risk planning provides strategies for data security, and protecting sensitive information. Effective needs assessment informs the need for the

provision of computer labs to support the academic needs of students. Effective financial planning ensures effective allocation of funds for procurement of printers in universities and effective cost planning prevents overspending on maintenance of computers in universities. Respondents rated all items above the 2.50 benchmark. The cluster mean of 3.22 was also above the benchmark of 2.50. This implies that effective planning, risk management, needs assessment, financial planning, and cost planning are essential for enhancing technological infrastructure in universities by ensuring reliable internet connectivity, data security, well-equipped computer labs, proper allocation of funds for printers, and cost-effective maintenance of computers, thereby supporting students' academic and administrative needs.

Research Question 2: *What is the perceived impact of ethics and values of educational planning on examination administration in public universities in North East Nigeria?*

Table 2: Mean scores and Standard Deviation of Perceived Impact of ethics and values of educational planning on examination administration in public universities in North East Nigeria

I/NO	Items	SA	A	D	SD	$\overline{X}$	σ	Decision
6	Inaccurate data on students' course registration leads to a shortage of answer booklets in the examination hall.	177	120	37	48	3.11	1.02	Agree
7	Effective timetabling reduces clashes in examination venues	169	161	43	09	3.28	0.75	Agree
8	Effective planning ensures the timely provision of score sheets to academic staff	154	168	53	07	3.22	0.75	Agree
9	Effective scheduling ensures there is an adequate number of invigilators in the examination hall, reducing cases of malpractice	212	103	59	08	3.35	0.81	Agree
10	Effective planning ensures the provision of adequate copies of question papers for students.	136	195	41	10	3.19	0.72	Agree
	Cluster Mean and Standard Deviation					**3.23**	**0.81**	**Agree**

Source: Fieldwork 2026

Table 5 indicates that the mean ratings of respondents' responses for items 6 to 10 are 3.11, 3.28, 3.22, 3.35 and 3.19 with corresponding standard deviations of 1.02, 0.75, 0.75, 0.81 and 0.72 respectively. The result indicates that the respondents acknowledged that inaccurate data on students' course registration led to a shortage of answer booklets in the examination hall. Effective timetabling reduces clashes in examination venues. Effective planning ensures the timely provision of score sheets to academic staff. Effective scheduling ensures there is an adequate number of invigilators in the examination hall, reducing cases of malpractice and effective planning ensures the provision of adequate copies of question papers for students. Respondents rated all items above the 2.50 benchmark. The cluster mean of 3.23 was also above the benchmark of 2.50. This implies that accurate data management, effective timetabling, strategic planning, and efficient scheduling are critical in ensuring smooth examination processes by preventing shortages of answer booklets, minimizing venue clashes, providing timely score sheets, ensuring adequate invigilators, and supplying sufficient question papers, thereby enhancing the integrity and efficiency of examinations in universities.

Hypothesis 1: Ethics and values of educational planning has no significant perceived impact on the provision of ICT in public universities in North East Nigeria.

Table 3: *Chi-square Test of Perceived impact of ethics and values of educational planning on the provision of ICT in public universities in North East Nigeria*

Response	Observed Frequency	Expected Frequency	df.	Level of sign.	x^2	P-value	Decision
			3	**0.05**	**628.199**	**.000**	**Sig.**
SA	161	95.5					
A	157	95.5					
D	57	95.5					
SD	07	95.5					
Total	382						

Table 3 reveals that x^2= 628.199[a], df =3 and p = 0.00. Since the p-value of 0.00 is less than the set alpha-value of 0.05 (p< 0.05) at 3 degrees of freedom, the null hypothesis which states that ethics and values of educational planning has no significant perceived impact on the provision of ICT facilities in public universities in North East Nigeria was, therefore, rejected. This implies that educational planning has a perceived significant positive impact on the provision of ICT facilities in public universities in North East Nigeria.

Hypothesis 2: Ethics and values of educational planning has no significant perceived impact on examination administration in public universities in North East Nigeria

Table 4: *Chi-square Test of Perceived Impact of Ethics and Values of Educational Planning on Examination Administration in Public Universities in North East Nigeria*

Response	Observed Frequency	Expected Frequency	df.	Level of sign.	x^2	P-value	Decision
			3	**0.05**	**766.424**	**.000**	**Sig.**
SA	170	95.5					
A	149	95.5					
D	47	95.5					
SD	16	95.5					
Total	382						

Table 4 reveals that x^2= 766.424[a], df =3 and p = 0.00. Since the p-value of 0.00 is less than the set alpha-value of 0.05 (p< 0.05) at 3 degrees of freedom, the null hypothesis which states that ethics and values of educational planning has no significant perceived impact on examination administration in public universities in North East Nigeria was, therefore, rejected. This implies that educational planning has a perceived significant positive impact on examination administration in public universities in North East Nigeria.

DISCUSSION OF FINDINGS

The first finding revealed that ethics and values of educational planning has a perceived significant positive impact on ICT and examination administration in public universities in North East Nigeria.

The first finding revealed that ethics and values of educational planning has a perceived significant positive impact on ICT in public universities in North East Nigeria. The findings highlight that ineffective planning results in over-admission beyond universities' carrying capacity, while effective planning plays a crucial role in ensuring proper allocation of matriculation numbers, timely communication of admission requirements, adequate examination halls for Post-UTME, and efficient screening of new students, thereby promoting a well-organized and sustainable admission process in universities. The finding agrees with that of Adu and Emeka (2019), who reported that effective communication is vital in the management of educational institutions. ICT has provided platforms that facilitate seamless

communication between different stakeholders, including teachers, students, parents, and administrative staff. Email, messaging apps, and virtual meeting platforms like Zoom and Microsoft Teams have made it easier to share information and collaborate, regardless of geographical barriers. The finding is also supported by the view of Okoro (2021), who states that an effective educational plan takes into account the specific technological needs of the institution, including infrastructure requirements, staff training, and the allocation of financial resources for the procurement and maintenance of ICT facilities, thereby, creating a solid foundation for the deployment of technology that supports both academic and administrative functions.

The second finding revealed that ethics and values of educational planning has a perceived significant positive impact on examination administration in public universities in North East Nigeria. The findings suggest that accurate data management, effective timetabling, strategic planning, and efficient scheduling are critical in ensuring smooth examination processes by preventing shortages of answer booklets, minimizing venue clashes, providing timely score sheets, ensuring adequate invigilators, and supplying sufficient question papers, thereby enhancing the integrity and efficiency of examinations in universities. The finding agrees with that of Adewale (2016), who reported that facilities play a crucial role in ensuring that the entire examination process is conducted smoothly, efficiently, and with a high level of integrity. The finding is also supported by the view of Agboola and Salami (2019) who affirmed that examination halls should be well-ventilated, properly lit, and sufficiently spaced to ensure that each student has enough room to work without distraction or the temptation to engage in malpractice.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it was established that staff recruitment, and school enrollment had a significant perceived positive impact on the management of public universities in North East Nigeria. Based on the findings of the study, the following recommendation were made:

1. The National Universities Commission (NUC) should enforce policies that promote ICT integration in public universities. Universities should be encouraged to invest in internet connectivity, digital learning platforms, computer laboratories, and data security measures. The commission should also monitor compliance with ICT infrastructure standards to enhance digital learning and administrative efficiency in universities.
2. Examination officers should adopt efficient examination administration strategies through proper planning and organization. They should ensure accurate student data management to prevent issues such as shortages of answer booklets and overcrowding in examination halls. Effective scheduling of examinations and invigilators should also be prioritized to uphold academic integrity and minimize malpractice.

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