



Leadership Information Literacy and Effective Administration of Public Senior Secondary Schools

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Abstract

Information literacy forms the basis for life-long learning. It is common to all disciplines, to all learning environments and to all levels of education. It enables learners to master content and extend their investigations, become self-directed and assume greater control over their own learning. It is for this reason that this paper examined leadership information literacy and effective administration of public senior secondary schools. The paper examined the concept of leadership, information literacy, and leadership information. It also examined the types of information literacy, such as technology literacy, computer literacy, media literacy, digital literacy. Also examined include, concept of effectiveness, effective administration as well as information literacy and effective administration. The paper concluded that the ability to read and understand information acts as an impetus for effective information gathering and the provision of access to information that is appropriate, relevant, and timely for the purpose of national development. The paper suggested amongst others that governments should provide modern workable tools especially Information Communication Technology (ICT) devices for school managers to enhance school administration.

Keywords: Leadership, Information, Literacy, Information Literacy, Technology Literacy, Computer Literacy, Media Literacy, Digital Literacy.

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INTRODUCTION

Education has been recognized as a national consumption due to the fact that it controls the directions and positions of a country in terms of development and overall progress (Alam et al., 2009). The degree and scope of development in a country are both influenced and moderated by education, making it one of the most important factors in determining a country's overall level of development. In essence, the management of education in a nation directly affects the economic and developmental life of the country; hence, increasing attention is being given to the management of education in developed countries (Kaul, 2010). This is due to the fact that education management directly impacts the economic and developmental life of the country. Lange (1988) opined that educational management is concerned with both the practice and operation of educational organizations. Along these lines, the administration of education in a country plays a significant part in the general result as well as the progression of the nation's culture. In light of the information presented above, it is clear that the effective administration of the educational system is of the utmost importance and has a significant impact on the caliber of the country's labor force and personnel, as well as the long-term prospects for economic expansion (Cho & McLean, 2004; McLean, 2006).

Educational leadership can be defined as the process of enlisting, directing, and guiding the talents, skills, and energies of teachers, students, and parents for the purpose of realizing educational goals (Ololube, 2013). If leadership is defined as the process of directing and guiding a group of people or an individual to carry out instructions in an organization, then educational leadership is defined as the process of directing and guiding a group of people or an individual to carry out instructions in a school. Ololube went on to say that educational leadership may be required for the purpose of supporting students in actualizing triumphs in academics via enhanced administration of educational programs inside the school. This was his additional explanation. It implies that administrators, in their capacity as leaders, are responsible for ensuring that students are appropriately nurtured so that they may successfully meet the academic standards of the school.

Information literacy is the foundation for continuous education throughout one's life. It is something that is shared by all fields of study, all types of educational settings, and all degrees of education. Information literacy helps students to get a deeper understanding of the material, expand the scope of their research, become more self-directed, and exercise a higher degree of responsibility over their own education. Therefore, librarians in schools need to collaborate with teachers in order to include information literacy into the curriculum. This will serve as the foundation for continuous education throughout one's life. The instructors are responsible for establishing the context for learning via both the lessons they provide and the dialogues they facilitate. In addition to this, the instructors should encourage the students to go into the unknown, provide direction on how the students' information requirements may be met most effectively, and monitor the students' progression (Adekunle et al., 2019).

CONCEPTUALIZATION

Leadership

Both as a field of study and a set of skills that may be put into practice, leadership refers to the capacity of a person or organization to “lead” or direct the actions of other people, groups, or even whole organizations. The academic literature discusses a variety of perspectives, comparing

and contrasting Eastern and Western approaches to leadership, as well as (within the West), views from the United States and Europe. According to Ololube (2013), leadership is a process of social influence in which a person can enlist the aid and support of others in the accomplishment of common tasks. Research into leadership has resulted in the development of a number of different theories, some of which include characteristics, situational interaction, function, behavior, power, vision and value, charisma, and intellect.

Concept of Literacy

Because literacy is a problem on a worldwide scale and not just a regional or national one, it is essential to take into account the definitions of literacy put out by the United Nations and other international organizations. In addition, the individuals who belong to these organizations are the ones that advocate for the right of all people to be literate. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) have said that its mission is to end illiteracy and guarantee that all people are able to read and write. The establishment of the Experimental World Literacy Program in 1966 utilized what is known as a functional definition. According to UNESCO (2008), a person is considered to be functionally literate if they are able to participate in all of the activities for which literacy is required for the effective functioning of their group and community, as well as if they are able to continue to use reading, writing, and calculation for both their own personal development and the development of their community. This definition is intriguing and unique in comparison to the one that was given in 1957 because it makes it abundantly evident that literacy is located within the context of the individual's own community. The response that individuals provide to a question that asks them plainly if they are able to read and write is often used as the basis for global literacy statistics (UNESCO). This is due to the fact that many nations do not have the resources necessary to measure the literacy rates in their own nations.

Literacy, which is defined as the state of being literate, is appended as a phrase following various nouns and is used differently from the concept of functional literacy. The phrase "literacy" refers to the state of being literate. Literacy in computer technology, environmental literacy, economic literacy, graphic literacy, legal literacy, library literacy, financial literacy, political literacy, technology literacy, consumer literacy, media literacy, critical literacy, civic literacy, and web literacy are just a few of the examples that can be given on the subject. Other examples include literacy in graphic literacy, legal literacy, library literacy, financial literacy, political literacy, and financial literacy. Literacy, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), is the capability of recognising, comprehending, interpreting, compiling, communicating, and computing using a variety of written sources and records. This definition was developed by UNESCO.

Types of Literacy

Information Literacy

The capacity to recognize when information is required, to be able to identify, seek, and assess relevant information, and to utilize that knowledge in an efficient manner in order to address a specific issue or problem is what is meant by the term "information literacy." A person's ability to recognize the kind of information they need is a critical component of their information literacy. According to Oakleaf and Owen (2010), students who do not possess these abilities

endure delays and frustrations while trying to accomplish work connected to the course that involves research. According to Macgregor (2005), information as a problem of the 21st century is crucial and strategic in every age of the civilization. Because of this, having the capacity to access information is essential for doing great research. According to Okon et al. (2014), information literacy refers to an individual's capacity to recognize, find, and assess information critically for the purposes of problem solving, knowledge generation, and decision making.

Information literacy began as a users' education program or bibliographic teaching that emphasized the utilization of library tools; however, Ojedokun and Lumande (2005) stated that the scope of information literacy has significantly broadened since its antecedents. These antecedents include bibliographic instruction or users' education programs. However, it is important to keep in mind that information literacy is the cornerstone of continuous education throughout one's life. According to Majetic and Pellegrino (2018), information literacy comprises the capacity to locate information, comprehend how it is generated, appraised, and used in the process of developing new knowledge, and act ethically in the educational setting. According to Banik and Kumar (2019), if undergraduate students had appropriate information literacy abilities, their academic performance would greatly increase, and this improvement might contribute to the overall growth of the country.

Learners may expand their investigations, become more self-directed, and take more responsibility over their own learning when they have information literacy as a tool at their disposal, which helps them to understand the topic at hand and further their research. Today, information literacy is synonymous with information and communication technology (ICT) literacy, which is increasingly referred to as the fourth literacy, is required since the majority of material for research is accessed through information technology. This is essential because of the need of literacy.

Computer Literacy

Computer literacy can be seen as the skill of accomplishing real-world objectives via the use of a computer and the applications it. Furthermore, literacy in computing refers to both the knowledge and the capacity to make effective use of computers and other forms of technology (Ololube, 2015). According to Aitokhuehi et al. (2014), computer literacy may also be defined as the degree to which an individual is at ease while utilizing computer programs and other applications that are associated with computers. According to Hindi et al. (2002), the conceptual knowledge related to basic terminology (including social, ethical, legal, and global issues) and the skills necessary to perform tasks in word processing databases, spreadsheets, presentation, graphics, and basic operating system functions constitute the perspective of computer literacy. Tharanganie et al. (2011) asserted that a student is considered "computer literate" if he/ she possess all the following six skills:

- Skills in basic hardware and basic operating system functions-identifying computer parts, powering up and shutting down the computer, opening/saving files, and recognizing different file types.
- Skills in word processing-Create, save, print document, insert tables/charts/labels/symbols, format page layout (margins, page number, and page borders).
- Spreadsheet skills- create/save/print spreadsheets, insert tables/ charts, insert function and formula.

- Skills in presentation graphic create/save/print slide shows, insert new slide/layout/tables/charts and create animations.
- Skills in databases-Design basic databases with queries and reports/forms.
- Skills in internet and e-mail-surfing the Internet and sending email messages.

The phrase "computer literacy" has evolved into what is now more widely known as "information literacy" as a result of advances in technology. Information literacy is defined by Devi et al. (2018) as the capacity to determine when information is required in addition to having the skills necessary to successfully access, evaluate, and apply the information that is required. This involves having a strong command of a variety of information and communications technologies (ICTs) as well as online information retrieval tools. According to Devi et al. (2018), obtaining success in today's commercial climate and academic setting, in which knowledge has become one of the most important intangible assets, requires these qualities as a prerequisite. Understanding how to make effective use of computers to manage the education process has emerged as a basic skill for those working in higher institutions in light of the growing prevalence of computer use. According to Ololube (2015), the acquisition of computer literacy abilities should start within the foundational or preliminary phases of the beginning stages of the undergraduate educational modules. A research conducted in the Kingdom of Bahrain by Al-Ammary (2012) confirmed that the use of educational technology might serve as a factor that encourages students to continue their education and students' success is mostly determined by their knowledge of and ability to utilize information and communications technology (ICT), particularly software.

Digital Literacy

The technical ability to operate digital devices correctly is only one aspect of what is referred to as digital literacy. Digital literacy also includes a variety of cognitive skills that are utilized in the process of carrying out tasks in digital environments, such as navigating the Internet, understanding user interfaces, working with databases, and participating in online chat rooms. In an effort to accommodate the ever-changing requirements imposed by new technologies, Jewitt (2006) proposed that the idea of literacy has been subdivided into many distinct categories of literacy, including visual, emotional, intellectual, and digital literacy. In this sense, the idea of digital literacy has developed over the years and has been used to define a variety of features connected to technology abilities, such as internet, online, electronic, or computer skills. The notion of technical literacy is a mix of information skills and literacy, communication skills and literacy, and the abilities essential to thrive in an environment that is dominated by technology, as proposed by Fulton (1997).

On the other hand, Ololube et al. (2012) thought of digital skills not only as the capabilities of operating computers and network connections, but also as the capabilities of searching for, selecting, processing, and applying information from a variety of various sources. We get into skills that can be learned with a low level of digital literacy because they are based on variables such as computer anxiety, poor self-efficacy, computer training, age, or gender, as Bunz et al. (2007) come to the conclusion. We get into these skills because we get into skills that can be obtained with a low level of digital literacy. It is particularly proposed by Eshet-Alkalai (2004) that a conceptual framework of digital literacy be developed via the integration of five distinct forms of literacy. This may enable us to comprehend the many types of abilities that are included under the idea of "digital literacy" (Aviran et al., 2006). This author defined digital

literacy as an increasing diversity of technical, cognitive, and social abilities that are essential to execute activities and solve issues in digital contexts.

Technology Literacy

Literacy in technology refers to the capacity to utilize suitable technology in a responsible manner in order to communicate, solve issues, access, manage, integrate, evaluate, and generate information in order to enhance learning in all subject areas and to gain knowledge and skills that will last a lifetime in the 21st century. The encoding and decoding of phrases via the use of an alphabet is included in the conventional definition of literacy (Longman, 2003). This definition presents us with the most effective method of creating material, gaining it, and giving it to others, and it dates back to millennia before our current period. According to this, in order for a person to assert that they are historically literate, they need to be able to both code their statements via the use of an alphabet and derive meanings from the expressions that they have coded.

The societal transformation that we are experiencing, as well as the introduction of new technologies and applications, both alter the meaning of existing words and provide us with brand new terms on a daily basis. According to this point of view, the concept of "literacy" is likewise considered as being among these concepts that have been changed and varied the most. Because of this, it is now feasible to present tens of different kinds and definitions of literacy based on the most recent studies that have been published in the relevant body of research.

According to Volti (2006), technology is a system that uses knowledge and organization to produce objects and techniques for the attainment of specific roles. In other words, technology is the application of knowledge and organization to produce tangible results. For instance, Hansen (2003) described technology literacy as "an individual's abilities to adopt, adapt, invent, and evaluate technology to positively affect his or her life, community, and environment." In other words, technology literacy is the ability to use technology to improve one's life, community, and environment.

Media Literacy

The capacity to access, analyze, evaluate, and generate communication in a range of formats is what we mean when we talk about media literacy. A person who is media literate is one who is able to think critically about what they read, watch, or listen to in many forms of media, including but not limited to books, newspapers, magazines, television, radio, movies, music, advertisements, video games, the internet, and new forms of technology. The student standards document that the International Society for Technology Education (ISTE) (ISTE, 2019a) produced included a section that described the characteristics of students who are living in the 21st century. Under the headings of "competent learners," "information makers," and "digital citizenship," it was said in this paper that students should be people who have a high level of media literacy and the ability to seek for information effectively.

It was suggested that students should have the capacity to assess the dependability, accuracy, point of view, and significance of the information that they would get from the media, the data, or any other sources. In addition, both problem-solving and critical thinking abilities were addressed under the heading of teacher competences in the paper pertaining to teacher standards that was issued by ISTE (ISTE, 2019b). It is easy to see that the topics that were investigated in this research are among the 21st-century teaching skills when one takes into

consideration the subdimensions of problem-solving abilities and critical thinking skills that are associated with media literacy and OISS.

According to Thoman (2009), the capacity to construct a personal meaning from the audible and visual information that we get from sources such as television, radio, computers, newspapers, magazines, and commercials is an essential component of media literacy. Literacy in the form of the letter M is defined as the capacity to choose and differentiate, inquire and question, be aware of what is taking place, and avoid being passive and susceptible. According to Potter (2005), the competencies necessary for media literacy are as follows: analyzing, evaluating, grouping, inducing, deducing, and inferring from given information. The process of acquiring media literacy requires not only the ability to comprehend what one reads but also the ability to recreate what one has read.

Effective Administration

Administration includes activities such as planning, organizing, directing, coordinating, and managing performance in relation to the goals that have been set for the organization. While organizing is the act of developing ordered uses for all of an organization's resources, planning is the responsibility of formulating organizational objectives and selecting the best strategies to achieve them. The process of giving guidance and guiding the employees in an organization based on their skills is what is meant by the term "directing," while the act of coordinating is what is meant by the term "harmonizing all of the various activities and tasks in order to achieve organizational goals in an effective manner." According to Richard (2005), controlling and assessing performance requires keeping a close eye on all of the procedures and metrics in place to ensure that goals are completed in a timely and accurate manner. It is considered successful once these administrative responsibilities are completed in a way that is not only simple but also affordable and socially inclusive.

According to Lin et al. (2011), effective administration is the degree to which the objectives of an organization are accomplished to the fullest extent possible thanks to the leadership skills of the administrator. According to the research that was done, the working environment, the creation and maintenance of physical facilities (Kajo, 2011), the quality of employee output (An et al., 2011), and public responsibility (Giti & Suhaida, 2012) are all markers of administrative success. The provision of suitable infrastructure in an organizational climate of trust, mutual respect, teamwork, and positive community contact with the environment of the organization is thus necessary for efficient administration.

Influence of Information Literacy on Effective Administration

A revolution can be seen taking place in every area of knowledge as a direct result of the development of information and communication technology (ICT). This revolution in knowledge packaging and delivery is now so clear that it cannot be ignored. The 21st century is distinguished by the explosion of information, and as a direct consequence of this phenomenon, people are confronted with a wide variety of information options in their scholastic environments, places of employment, and personal life. Information stakeholders must the knowledge and abilities that will allow them to know how to identify, access, assess, and successfully utilize information for the purpose of effective administration as the amount of information that is accessible in a variety of formats increases. According to the opinion of Wilson (2001), the growing focus in recent years on the need to locate, access, and make

effective use of information is in part the result of information overload, particularly as it relates to the growth of digital information, which has even caused a new condition that has been dubbed "information fatigue syndrome." In other words, people are becoming overwhelmed with the amount of information available to them.

Knowledge of computers, media, digital devices, and other forms of technology are all components of information literacy. According to the findings of many studies, having an informed leadership team on the components that make up information literacy is essential to the efficient administration of public secondary schools. Use of information and communication technologies (ICT) refers to the implementation of ICT-based tools within certain spheres of activity. The incorporation of information and communication technologies into the classrooms of the 21st century is an essential component of the technological modernization of educational administration.

CONCLUSION

It is impossible to place enough emphasis on the need for significant advancements to be made in the educational system. The information literacy knowledge and skills as x-rayed in this study are centered on the awareness and abilities to recognize when and why information is needed, where to find it, how to evaluate, synthesize, use, and communicate it for the purpose of effective administration of public senior secondary schools.

The ability to read and understand information acts as an impetus for effective information gathering and the provision of access to information that is appropriate, relevant, and timely for the purpose of national development. Abilities in information literacy are essential for the growth and efficient management of any organization; these abilities must be learned by those in positions of academic leadership. In order to improve people's lives and the country as a whole, it is very necessary to have the capacity to determine what information is needed, where it can be accessed, what it can be explored, and how it can be used more effectively.

Suggestions

- Governments should provide modern workable tools especially ICT devices for school managers to enhance school administration.
- Secondary schools should be provided with all the necessary infrastructure and equipment to provide an enabling physical and psychological technology environment for effective school administration.
- In-service trainings to be organized regularly for school managers to update their skills and knowledge to achieve a higher level of effectiveness.

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