

ADMINISTRATIVE STRATEGIES FOR DIGITAL RESOURCE ALLOCATION AND ICT INTEGRATION IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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Abstract

The study investigated administrative strategies for digital resource allocation and ICT integration in public secondary schools in Ebonyi State. Three research questions guided the study. The study adopted a descriptive survey design. The study was conducted in public secondary schools in Ebonyi State, with a population of 564 respondents. A census sampling technique was used, whereby the entire population was studied. Data were collected using a researcher-developed instrument titled: Administrative Strategies for Digital Resource Allocation and ICT Integration Questionnaire (ASDRIAIQ). The instrument was face validated by three experts in the Department of Educational Management and Foundational Studies, Faculty of Education, Alex Ekwueme Federal University Ndufu-Alike, Ebonyi State. The reliability of the instrument was established using the Cronbach Alpha method, which yielded an overall reliability coefficient of 0.87, indicating satisfactory internal consistency of the instrument. Data were collected through direct administration of the questionnaire with the assistance of three trained research assistants and were analyzed using mean and standard deviation. A mean score of 2.50 was used as the decision rule, with mean scores of 2.50 and above regarded as agreement and scores below 2.50 regarded as disagreement. The findings revealed that administrators employed various strategies for prioritizing digital resources and allocating available digital resources based on identified needs and instructional priorities. The findings also revealed that administrators integrated ICT into teaching, learning and administrative activities, although technical support and financial provision required further attention. Based on the findings, it was recommended that school administrators should strengthen continuous assessment of digital resource needs, equitable allocation and provision of technical support for effective ICT utilization. The study contributed to knowledge by providing empirical evidence on administrative approaches to digital resource prioritisation, allocation and ICT integration in public secondary schools in Ebonyi State.

Keywords: Administrative strategies, digital resource allocation, ICT integration, public secondary

Introduction

The increasing digitalization of education has made Information and Communication Technology (ICT) an important component of contemporary secondary school administration, teaching and learning. Digital technologies have expanded opportunities for accessing educational information, communicating across physical boundaries, managing school records, supporting instructional delivery, and developing learners' competencies for participation in a technology-driven society. The significance of technology in education, however, extends beyond the mere provision of computers, internet connectivity, projectors and other digital facilities. Its educational value depends considerably on the extent to which available resources are appropriately planned, prioritised, distributed, maintained and incorporated into school activities. The 2023 Global Education Monitoring Report emphasized that technology can function as an

educational input, a means of delivery, a skill, and a planning tool, but its benefits depend on appropriate infrastructure, governance, teacher preparation, equity and sustainability (UNESCO, 2023). Thus, the central concern in contemporary school technology management is increasingly shifting from whether schools possess digital resources to how available resources are strategically managed and integrated into educational practice.

Globally, the expansion of digital education has not produced uniform access or utilisation across schools and communities. Evidence indicates substantial disparities in internet connectivity, electricity, devices and teachers' preparedness to use digital technologies effectively. UNESCO (2023) reported that only about half of lower-secondary schools globally were connected to the internet for pedagogical purposes in 2022, while access was substantially more limited in many low-resource settings. The report further noted that technological adoption varies according to socioeconomic conditions, geographical location, teacher preparedness and national income levels. These disparities demonstrate that the availability of technology alone cannot guarantee meaningful integration. Instead, school systems require deliberate decisions concerning the acquisition, allocation, maintenance and pedagogical use of digital resources. Contemporary evidence consequently places school leadership, resource planning and institutional capacity at the centre of discussions about sustainable ICT integration.

Recent empirical scholarship also indicates that ICT integration in secondary education is multidimensional. Msafiri, Kangwa, and Cai (2023), in a systematic review of 51 studies on ICT integration in secondary education, identified improvements in curriculum coverage, access to shared learning resources and personalised learning among the potential benefits of appropriate ICT use. At the same time, their review demonstrates that successful integration is dependent on contextual conditions rather than technology provision alone. Similarly, Naidoo (2024), examining school leadership and 21st-century learning in South African secondary education, noted that rapid technological developments and the emergence of Fourth Industrial Revolution competencies are creating new demands on school leaders. School leadership is consequently becoming increasingly important in creating institutional conditions in which teachers can use technology meaningfully for teaching and learning. The African situation presents additional challenges because many schools operate within environments characterized by inadequate infrastructure, unequal access to electricity and internet connectivity, limited funding and shortages of technical support. The technological divide is particularly visible between urban and rural communities, thereby making administrative prioritization important for schools with limited resources.

Recent evidence from Kenya illustrates this connection between school leadership and resource mobilization. Kikuvi-Mbului, Kingi, and Kalai (2026) examined principals' financial resource mobilization and ICT integration in secondary schools in Nairobi City County and found that financial resource mobilization constituted an important dimension of principals' leadership in supporting ICT integration. Evidence from Kenya has also shown that school leadership support for infrastructure, staff skills development and ICT policy can contribute to the integration of ICT into teaching and learning. These findings suggest that ICT integration is not solely a technological undertaking; it is also an administrative process involving planning, decision-making, resource mobilisation, capacity development and institutional coordination.

The role of school administrators becomes even more significant when resources are inadequate. Principals and vice-principals are often required to make choices about competing institutional needs while ensuring that scarce resources contribute to the

educational goals of the school. Such decisions may include determining which digital facilities require priority attention, distributing available equipment among departments or teachers, supporting teachers' digital capacity development, ensuring the maintenance of existing facilities, and seeking additional support from government agencies, communities, parents, alumni and other stakeholders. Recent scholarship on school leadership in Nigeria similarly argues that ICT can support administrative effectiveness when school leaders incorporate technology into routine management, communication, planning and instructional support (Obiora & Uche, 2024). The implication is that administrative commitment and strategic decision-making can determine whether available digital resources remain underutilised or become functional components of school operations.

In Nigeria, the need for effective digital resource management is particularly important because the expansion of digital education has occurred alongside persistent infrastructural and financial constraints. The National Digital Learning Policy recognises infrastructure and access devices as critical conditions for digital learning and identifies the need for expanded connectivity, digital mapping of educational institutions, shared infrastructure and collaboration among relevant stakeholders (Federal Ministry of Education, 2023). The policy direction demonstrates that digital transformation requires coordinated planning and investment rather than isolated provision of equipment. It also underscores the importance of infrastructure, connectivity, access devices and stakeholder collaboration in creating sustainable digital learning environments.

Empirical studies conducted in different parts of Nigeria reinforce these concerns. Emovavwerhe and Peretomode (2024), in their study of technology integration in public secondary schools in Delta State, found that teachers and students generally demonstrated positive attitudes towards technology integration despite limited ICT facilities, inadequate internet infrastructure and insufficient development and training programmes. Their findings suggest that willingness to adopt technology may exist even where the material and institutional conditions necessary for effective integration remain inadequate. The study consequently called for increased provision of ICT facilities and training opportunities in secondary schools. Similarly, a recent study in Osun State found that ICT use among public secondary school administrators remained constrained by inadequate mobilisation of ICT resources, with essential facilities such as computers, internet services, scanners and photocopiers reportedly lacking in many schools. The study emphasised the need for greater administrative engagement with ICT resources.

Evidence from other Nigerian states further indicates that administrative practices are increasingly connected with ICT integration. In Anambra State, a recent study reported that principals adopted ICT integration as part of their innovative management practices and identified the provision of additional hardware, internet access and resources for teacher training as administrative measures supporting ICT use in public secondary schools (UNIZIK Journal of Educational Management and Policy, 2024). Another study in Awka South reported that ICT integration was being used in public secondary schools but identified the need for stronger administrative support, professional development and improved provision of digital tools (Obineme, Eziamaka, & Obodozie, 2024). More recently, research in Edo North found positive associations between the availability and utilisation of digital resources and teachers' instructional efficiency, highlighting the importance of not only providing digital resources but also ensuring their actual use within instructional processes.

Evidence specifically from Ebonyi State makes the issue particularly relevant to the present study. Recent research by Obineme, Eziamaka, and Nwobu (2025) examined principals' utilisation of ICT in the budgeting process in public secondary schools in Ebonyi State. The study involved 233 principals and reported a high positive relationship between principals' use of ICT in budgeting and effective school management. The study recommended increased ICT training for principals and improved provision of ICT infrastructure. Although this evidence establishes the relevance of ICT to administrative processes in Ebonyi State, it does not comprehensively address the broader strategies through which school administrators allocate digital resources and facilitate their integration into teaching, learning and other school activities. This distinction is important because ICT-enabled budgeting represents only one dimension of the broader administrative responsibilities associated with digital resource management.

The geographical and socioeconomic diversity of public secondary schools in Ebonyi State further strengthens the need for examining administrative strategies. Schools across the Abakaliki, Afikpo and Onueke education zones operate within varying institutional and community contexts, with differences in access to infrastructure, electricity, connectivity, financial resources, technical personnel and other forms of support. Such variations can create unequal opportunities for schools to acquire and utilise digital resources. In resource-constrained environments, administrators may therefore have to prioritise essential ICT needs, identify alternative sources of support, establish partnerships with stakeholders, coordinate available facilities and ensure that existing resources are maintained rather than simply seeking additional equipment. The challenge is consequently not only the availability of digital resources but also the capacity of school administrators to make strategic decisions concerning their allocation and utilisation.

The state of ICT integration research therefore points towards a shift from technology-centred approaches to more comprehensive institutional approaches. Earlier discussions of educational technology often concentrated heavily on the provision of hardware and connectivity, whereas contemporary scholarship increasingly recognises the interaction among technology, leadership, teacher capacity, financing, infrastructure, policy, maintenance and educational purpose. UNESCO (2023) similarly cautions that digital technology should not be evaluated simply on the basis of the quantity of devices provided but according to whether it is relevant, equitable, evidence-based and sustainable. Current evidence also indicates that resource mobilisation, leadership commitment, teacher development and institutional planning are central to the effective use of digital technologies.

Several issues nevertheless remain unresolved. The provision of ICT infrastructure without adequate maintenance may result in equipment becoming obsolete or unusable; internet connectivity without reliable electricity may provide limited practical value; and the acquisition of digital devices without adequate teacher preparation may result in underutilization. Similarly, allocating resources without considering differences in school needs may reinforce rather than reduce disparities between schools. These issues call for administrative strategies that are context-sensitive and directed towards sustainability. Such strategies may include needs-based prioritisation of digital resources, transparent allocation procedures, regular assessment of ICT needs, maintenance planning, teacher capacity development, stakeholder mobilisation, public–community partnerships, and the use of alternative energy and connectivity arrangements where conventional infrastructure is unreliable. The objective should be to ensure that limited resources generate continuing

educational value rather than merely increasing the number of digital facilities available in schools.

Notwithstanding the growing body of literature on ICT integration, important gaps remain in the Nigerian context. International and African studies have increasingly examined digital technology, school leadership, resource mobilisation and ICT integration, while Nigerian studies have addressed ICT availability, teachers' attitudes, principals' ICT use, digital resource utilisation and technology integration in selected states. However, relatively limited empirical attention has been given to the combined issue of administrative strategies for digital resource allocation and ICT integration in public secondary schools in Ebonyi State, particularly across the different education zones of the state. Existing Ebonyi-related evidence has also concentrated on ICT utilisation in specific administrative processes rather than examining the broader range of strategies used by principals and vice-principals to prioritise, distribute, mobilise, maintain and integrate digital resources. This creates a contextual and empirical gap that warrants systematic investigation.

Hence, addressing this gap is important because sustainable ICT integration requires more than technological acquisition. It requires school administrators who can make informed decisions about competing resource demands, mobilise complementary support, develop appropriate institutional arrangements, strengthen teachers' capacity, maintain existing facilities and promote equitable access to digital opportunities. Examining these strategies can provide evidence for improving school-level ICT planning and can also assist education authorities and other stakeholders in designing interventions that respond to the actual conditions of public secondary schools rather than relying solely on general technology-provision approaches. In Ebonyi State, such evidence is particularly relevant for understanding how administrators can navigate resource constraints and convert available digital resources into meaningful support for teaching, learning and school administration. Therefore, against this background, the present study focuses on administrative strategies for digital resource allocation and ICT integration in public secondary schools in Ebonyi State. By examining the administrative processes surrounding the prioritisation, allocation, mobilisation, utilisation and sustainability of digital resources, the study seeks to provide empirical evidence that can contribute to improved ICT management at the school level. The study is therefore positioned at the intersection of educational administration, resource management and digital transformation, with the broader goal of strengthening the capacity of public secondary schools to use available digital resources effectively, equitably and sustainably.

Statement of the Problem

The effective integration of digital resources into public secondary schools requires an administrative system in which available resources are adequately planned, prioritised, allocated, utilised, maintained and sustained to support teaching, learning and school administration. Ideally, public secondary schools should have sufficient and functional digital facilities, reliable electricity and internet connectivity, adequate technical support, appropriately trained personnel, and administrative mechanisms that ensure equitable distribution and effective utilisation of available resources. School administrators should also be able to identify areas of greatest digital need, allocate scarce resources according to school priorities, mobilise additional support where government provision is inadequate, and establish appropriate measures for the maintenance and sustainability of digital

facilities. Such arrangements would enable schools to derive meaningful educational value from ICT and reduce disparities in access to digital opportunities.

In reality, the conditions in many public secondary schools do not fully correspond with this ideal situation. Digital resources remain inadequate in some schools, while existing facilities may be unevenly distributed, poorly maintained or insufficiently utilised. Challenges associated with internet access, electricity supply, funding, technical support and personnel training continue to constrain the effective application of ICT in school administration and educational activities. Recent evidence from Ebonyi State indicates that ICT facilities in secondary schools were available only to a very low extent, while problems such as constant power outages, inadequate training, poor maintenance and insufficient funding constrained the application of ICT by school administrators. Evidence from public secondary schools in Ebonyi State has also shown deficiencies in the availability of ICT peripheral devices, with several essential devices reported as unavailable in public schools. The problem is further complicated by the responsibility placed on school administrators to manage competing institutional needs within limited financial and material resources. Where digital resources are scarce, administrators are expected to determine which resources should receive priority, how available facilities should be distributed, how existing resources can be maintained, and how supplementary assistance can be obtained from relevant stakeholders.

However, evidence that ICT facilities are inadequate and those administrators require further training suggests that the capacity to make strategic decisions about digital resources may not correspond with the demands of contemporary school administration. Although recent evidence from Ebonyi State indicates that ICT utilisation in administrative processes is associated with school management, this does not adequately explain the broader strategies used to allocate, mobilise, maintain and integrate digital resources across public secondary schools. Consequently, the problem of this study is that public secondary schools in Ebonyi State may not be adequately supported by coherent and sustainable administrative strategies for allocating scarce digital resources and integrating ICT into school activities, resulting in inadequacies in resource availability, distribution, maintenance, utilisation and institutional support for effective digital integration. The extent to which principals and vice-principals employ appropriate administrative strategies to address these challenges across public secondary schools in Ebonyi State therefore remains an empirical issue requiring investigation. Hence, this study consequently seeks to examine administrative strategies for digital resource allocation and ICT integration in public secondary schools in Ebonyi State, with particular attention to the strategies used to priorities, allocate, mobilize, utilize and sustain digital resources for effective school operations.

Purpose of the Study

The purpose of the study is to examine administrative strategies for digital resource allocation and ICT integration in public secondary schools in Ebonyi State. Specifically, the study seeks to:

1. examine the administrative strategies used for prioritising digital resources in public secondary schools in Ebonyi State.
2. examine the administrative strategies used for allocating digital resources in public secondary schools in Ebonyi State.
3. examine the administrative strategies used for integrating ICT into school activities in public secondary schools in Ebonyi State.

Research Questions

The following research questions guided the study:

1. What are the administrative strategies used for prioritising digital resources in public secondary schools in Ebonyi State?
2. What are the administrative strategies used for allocating digital resources in public secondary schools in Ebonyi State?
3. What are the administrative strategies used for integrating ICT into school activities in public secondary schools in Ebonyi State?

Methodology

The study adopted a descriptive survey research design. The design was considered appropriate because the study sought to obtain information from respondents on the administrative strategies used for prioritizing and allocating digital resources and integrating ICT into school activities without manipulating any variable. The study was conducted in public secondary schools in Ebonyi State, Nigeria. Ebonyi State is located in the South-East geopolitical zone of Nigeria and has a growing public secondary school system where digital technologies are increasingly relevant to teaching, learning and school administration. The population of the study comprised 564 respondents drawn from public secondary schools in Ebonyi State. Since the population was manageable, the entire population was used for the study. A census sampling technique was adopted; therefore, all the 564 members of the population were included in the study, and no sampling technique was employed to select a subset of the population.

Data were collected using a researcher-developed questionnaire titled: Administrative Strategies for Digital Resource Allocation and ICT Integration Questionnaire (ASDRIAIQ). The instrument was developed in line with the purpose of the study and the three research questions. It contained items that elicited information on administrative strategies for prioritising digital resources, allocating digital resources and integrating ICT into school activities. The items were structured on a four-point Likert-type scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated by three experts in the Department of Educational Management and Foundational Studies, Alex Ekwueme Federal University Ndufu-Alike, Ebonyi State. The experts examined the instrument in terms of clarity, relevance, adequacy and appropriateness of the items to the purpose and research questions of the study. Their observations and suggestions were used to improve the final version of the instrument.

The reliability of the instrument was established using the Cronbach Alpha method, which yielded an overall reliability coefficient of 0.87, indicating satisfactory internal consistency of the instrument. The questionnaires were administered directly to the respondents with the assistance of trained research assistants. The respondents were informed about the purpose of the study and were given adequate time to complete the instrument. The completed questionnaires were retrieved and checked for completeness before analysis. The data collected were analysed using mean and standard deviation in accordance with the research questions. The mean was used to determine the level of agreement with each item, while standard deviation was used to determine the extent of variation in the responses. The decision rule was based on the four-point rating scale, with Strongly Agree assigned 4 points, Agree 3 points, Disagree 2 points and Strongly Disagree 1 point. A criterion mean of 2.50 was established. Therefore, items with mean scores of 2.50 and above were interpreted as Agree (A), while items with mean scores below 2.50 were interpreted as Disagree (D).

Results

Research Question 1: What are the administrative strategies used for prioritising digital resources in public secondary schools in Ebonyi State?

Table 1: Mean and Standard Deviation of Responses on the administrative strategies used for prioritising digital resources in public secondary schools

S/N	Item Statement	Mean ($\bar{X}$)	Std. Dev.	Decision
1	Administrators conduct periodic assessments of the school's digital resource needs before setting priorities.	3.41	0.62	A
2	Administrators rank digital resource needs according to their urgency for teaching and learning.	3.38	0.65	A
3	Administrators prioritise the replacement of obsolete or non-functional digital equipment.	3.32	0.69	A
4	Administrators give priority to digital resources required by larger numbers of teachers and students.	3.35	0.67	A
5	Administrators use identified instructional needs as a basis for determining digital resource priorities.	3.43	0.59	A
6	Administrators consider the availability of existing facilities before establishing new ICT priorities.	3.29	0.72	A
7	Administrators periodically review digital resource priorities in response to emerging educational needs.	3.25	0.74	A
Aggregate Score		3.35	0.67	A

Data in Table 1 indicates that respondents agreed that the identified administrative strategies are used for prioritizing digital resources in public secondary schools in Ebonyi State, as shown by the aggregate mean of 3.35. The result suggests that digital resource prioritization is guided largely by identified instructional needs, urgency of ICT requirements, the condition of existing facilities and the number of potential users. The relatively high rating for using instructional needs as a basis for prioritization indicates that administrators tend to consider educational requirements when determining which digital resources should receive attention. However, the comparatively lower rating for periodically reviewing priorities suggests that continuous reassessment of digital needs may not be implemented to the same extent. The standard deviation of 0.67 indicates relatively low variation in the responses, suggesting reasonable consistency among respondents.

Research Question 2: What are the administrative strategies used for allocating digital resources in public secondary schools in Ebonyi State?

Table 1: Mean and Standard Deviation of Responses on the administrative strategies used for allocating digital resources in public secondary schools

S/N	Item Statement	Mean ($\bar{X}$)	Std. Dev.	Decision
1	Administrators allocate digital resources according to identified needs across departments and units.	3.34	0.66	A

2	Administrators allocate ICT facilities according to the number of potential users.	3.28	0.70	A
3	Administrators distribute available digital resources based on instructional priorities.	3.39	0.63	A
4	Administrators allocate funds for the procurement of essential digital resources identified by the school.	3.17	0.78	A
5	Administrators allocate digital resources to units with critical shortages.	3.26	0.73	A
6	Administrators ensure that allocated digital resources are accessible to the intended users.	3.31	0.68	A
7	Administrators maintain records of digital resources allocated to departments and units.	3.36	0.65	A
Aggregate Score		3.30	0.69	A

Data in Table 2 shows that respondents agreed that the identified administrative strategies are used for allocating digital resources, with an aggregate mean of 3.30. This indicates that allocation decisions are generally guided by school needs, instructional priorities, and number of potential users and areas of critical shortage. The relatively high rating for distributing available digital resources based on instructional priorities suggests that administrators consider educational relevance when distributing available facilities. However, the lower mean for allocating funds for the procurement of essential digital resources points to a possible limitation in financial provision for ICT resources. Scientifically, this suggests that although allocation procedures are evident, their implementation may be constrained where financial resources are insufficient to meet identified needs. The standard deviation of 0.69 also indicates relatively consistent responses among the respondents.

Research Question 3: What are the administrative strategies used for integrating ICT into school activities in public secondary schools in Ebonyi State?

Table 1: Mean and Standard Deviation of Responses on the administrative strategies used for integrating ICT into school activities in public secondary schools

S/N	Item Statement	Mean ($\bar{X}$)	Std. Dev.	Decision
1	Administrators incorporate ICT utilisation into teachers' instructional activities.	3.44	0.59	A
2	Administrators encourage teachers to use digital resources for lesson preparation and presentation.	3.40	0.62	A
3	Administrators provide opportunities for teachers to acquire or improve ICT competencies.	3.28	0.71	A
4	Administrators promote the use of ICT for school records and administrative documentation.	3.42	0.60	A
5	Administrators encourage the use of digital platforms for communication with teachers, students and parents.	3.35	0.66	A
6	Administrators provide technical assistance when teachers encounter difficulties using	3.21	0.75	A

ICT facilities.				
7	Administrators monitor the utilisation of ICT facilities in teaching, learning and administrative activities.	3.33	0.68	A
Aggregate Score		3.35	0.66	A

Data in Table 3 indicates that respondents agreed that the identified administrative strategies are used for integrating ICT into school activities, with an aggregate mean of 3.35. The result suggests that ICT integration is reflected in instructional activities, lesson preparation and presentation, school records, communication and other administrative processes. The relatively high rating for incorporating ICT into teachers' instructional activities indicates that administrators recognise the importance of technology in supporting teaching and learning. However, the comparatively lower rating for providing technical assistance to teachers suggests that support mechanisms for addressing practical difficulties in ICT utilisation may not be as strong as the encouragement to use technology. This indicates that effective ICT integration requires not only the provision and promotion of digital resources but also continuous technical support, professional development and monitoring. The standard deviation of 0.66 indicates relatively low dispersion in the responses and suggests a reasonable level of agreement among respondents.

Educational Implications of the Study

The findings imply that effective ICT integration in public secondary schools requires administrators to make informed decisions on prioritising, allocating and utilising digital resources. Schools should therefore strengthen needs assessment, equitable resource allocation, teacher ICT support and continuous monitoring to ensure that available digital resources are used effectively for teaching, learning and administration.

Contribution to Knowledge

The study contributes to knowledge by providing empirical evidence on administrative strategies for digital resource allocation and ICT integration in public secondary schools in Ebonyi State. It demonstrates that digital transformation in schools requires coordinated administrative attention to resource prioritisation, needs-based allocation and practical ICT integration. The study also provides evidence that, although administrators employ several strategies to support digitalisation, areas such as financial provision and technical assistance require further attention. The findings therefore provide a useful basis for educational administrators, policymakers and researchers seeking to strengthen sustainable ICT practices in public secondary education.

Conclusion

Based on the findings, the study concludes that administrators in public secondary schools in Ebonyi State employ various strategies for prioritising and allocating digital resources and integrating ICT into school activities. The findings showed agreement on the use of needs assessment, instructional priorities, resource accessibility and monitoring in managing digital resources. The findings also revealed that ICT is being incorporated into teaching, lesson preparation, school documentation and communication. However, comparatively lower ratings for periodic review of priorities, financial provision for essential digital resources and technical assistance indicate areas requiring greater administrative attention. Overall, effective digital integration in public secondary schools requires continuous administrative planning, appropriate resource allocation, adequate support and sustained monitoring.

Recommendations

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

1. School administrators should conduct regular assessments and reviews of digital resource need to ensure that resource priorities reflect current instructional and administrative requirements.
2. School administrators should strengthen needs-based and equitable allocation of digital resources and ensure adequate financial provision for essential ICT facilities, particularly in areas with critical shortages.
3. School administrators should provide continuous ICT training and accessible technical support for teachers to strengthen the effective integration and utilisation of digital resources in teaching, learning and school administration.

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