

Managing Schools in the Digital Age: The Power of ICT in Education

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Running a school today goes far beyond just ringing bells and checking attendance. With responsibilities ranging from managing staff to ensuring student welfare, school administrators are often stretched thin. This is where Information and Communication Technology (ICT) becomes a trusted partner. Tools such as electronic records, scheduling apps, and online HR systems (like the eHRMIS used at BIPSU) help ease the administrative burden. According to Al-Harthi and Al-Mahdi (2017), these tools not only save time—they also allow school heads to focus more on instructional leadership and teacher support, which are central to delivering quality education.

But ICT's power isn't just about speed—it's about connection. In schools that embrace technology, communication among teachers, parents, and students becomes faster and more meaningful. For example, a public school in Eastern Visayas began using group chats and SMS alerts to update parents. The result? Improved attendance and stronger parent-school relationships. As Dexter (2011) notes, digital leadership isn't about mastering every tool; it's about fostering a culture of collaboration and trust.

Still, not all schools enjoy equal access to these tools. Some face challenges such as outdated equipment or unstable internet connectivity. But as UNESCO (2019) reminds us, even small steps—like learning to use Google Workspace or managing classes via Facebook Messenger—can significantly strengthen school-community connections.

Of course, technology alone isn't the solution. It must be used wisely and ethically. With so much information available online, both teachers and students must learn to become responsible digital citizens. Beyond being tech-savvy, school leaders need to understand how to leverage data, protect privacy, and promote equity. Anderson and Dexter (2005) emphasize that ICT should be integrated into school planning—not treated as a luxury. And as Trucano (2016) points out, the goal isn't to

replace teachers with machines, but to empower them. Ultimately, technology in schools should feel like a helping hand: lightening the load, fostering connection, and making room for real learning to thrive.

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ARTICLE DETAILS

EIR-0000029; Received: July 16, 2025; Accepted: July 21, 2025; Published: July 27, 2025

CITATION:

Lanie P. (2025). *Managing Schools in the Digital Age: The Power of ICT in Education*. *Education and Industry Review: Essays and Critiques*. DOI: 10.62596/eir.zyn6k604

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