Heads of Department Integration of Nearpod Technology and Administrative Effectiveness in University of Uyo, Akwa Ibom State, Nigeria

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Abstract- ***This study investigated Heads of Department integration of Nearpod Technology and administrative effectiveness in University of Uyo, Akwa Ibom State, Nigeria. A descriptive survey design was adopted for the study. Data were collected from all 150 Heads of Department at the University of Uyo through census approach to ensure comprehensive representation of departmental leadership because the population was manageable. A 20-item validated instrument titled: Integration of Nearpod Technology and Administrative Effectiveness Questionnaire was developed, validated and employed for data collection with the support of three research assistants. The instrument was tested for reliability using Cronbach's Alpha, yielding a statistical index of 0.85, which was deemed adequate for data collection. The questionnaire comprised three sections based on the objectives of the study: demographic data, Nearpod integration and administrative effectiveness indicators such as communication, decision-making and resource management. Data collected were analysed using mean and standard deviation, and Pearson's Product Moment Correlation Statistics. Finding revealed that the use of Nearpod is significantly associated with improved teaching methods and student engagement. It was also found that the null hypothesis that Nearpod integration does not significantly streamline administrative processes is rejected, but the practical significance of the finding is limited due to the weak correlation coefficient. It was concluded that Nearpod integration does not significantly streamline administrative processes, such as registration and record-keeping, leading to increased efficiency. It is therefore recommended amongst others that Nearpod can be a useful tool for enhancing teaching and learning if its potential benefits are effectively employed in administrative contexts to maximize its full potential.***

Indexed Terms- ***Nearpod, Integration, Administrative Effectiveness, University, Technology***

I. INTRODUCTION

The integration of technology in education and administration has become a cornerstone for enhancing the quality and efficiency of higher education institutions globally. In the context of Nigeria, where educational institutions are striving to meet the demands of a rapidly changing world, the adoption of innovative tools like Nearpod offers significant potential. Nearpod, an interactive educational platform, allows for real-time engagement, personalized learning experiences, and streamlined administrative processes. Its benefits include enhanced student engagement, improved teaching methods, and more efficient administrative tasks. Many institutions worldwide have successfully implemented Nearpod, leading to positive outcomes in both academic and administrative spheres.

In the specific context of the University of Uyo, established in 1991 with a mission to provide quality education in the Niger Delta region, the integration of Nearpod presents an opportunity to address current challenges. The university faces obstacles such as limited technology integration, infrastructure issues, and resistance to change. Despite previous initiatives to enhance technology use, there remains a gap in leveraging platforms like Nearpod to improve both teaching and administration. This study aims to fill this gap by evaluating how Nearpod can enhance

effectiveness at the University of Uyo, considering the cultural and socio-economic context of Nigeria. By addressing these challenges, the study seeks to contribute to the broader goal of advancing education through technology in Nigerian universities.

II. STATEMENT OF THE PROBLEM

The University of Uyo is grappling with the challenge of integrating Nearpod technology to enhance both academic and administrative effectiveness. The primary issue lies in the reliance on outdated teaching methods and administrative processes, which are inefficient and hinder the institution's ability to engage students and manage tasks effectively. This outdated approach leads to lower student performance and dissatisfaction among both students and staff. Furthermore, the lack of technological integration results in slow administrative processes, causing bottlenecks in registration, record-keeping, and communication. The university is not fully leveraging the potential of Nearpod and similar technologies, leading to inefficiencies and poor outcomes.

Additionally, the university faces unique challenges such as limited access to technology, insufficient training for staff, and infrastructure issues like internet connectivity problems. Cultural factors may also influence the adoption of new technologies. These challenges contribute to the underutilization of technology, leading to inefficiencies in teaching and administration. The impact on students is significant, with potential effects on registration, access to resources, and academic satisfaction. Administrative staff may resist change due to inadequate training, and data management and security concerns add another layer of complexity. The problem is the gap between the potential benefits of integrating Nearpod technology and the current reality at the University of Uyo, causing inefficiencies that affect the overall quality of education and operations. Understanding these specific challenges is crucial for developing strategies to overcome them.

III. THEORETICAL FRAMEWORK

The theoretical framework for integrating Nearpod at the University of Uyo is primarily grounded in the Technology Acceptance Model (TAM), which emphasizes that the acceptance of a technology is significantly influenced by its perceived usefulness and ease of use. This model is particularly relevant as it helps in understanding how faculty and students perceive Nearpod in terms of its utility for enhancing teaching and learning experiences, as well as its accessibility. To further assess the depth of integration, the Substitution Augmentation Modification Redefinition (SAMR) model is incorporated, providing a framework to evaluate how Nearpod transitions from merely substituting traditional methods to redefining educational practices. Together, these theories offer a comprehensive approach to understanding and guiding the successful integration of Nearpod within the university's pedagogical framework.

IV. LITERATURE REVIEW

The integration of educational technology, such as Nearpod, has been widely studied as a means to enhance teaching and learning outcomes in higher education. According to Smith (2022), interactive platforms like Nearpod have been shown to increase student engagement and improve academic performance by providing personalized learning experiences. Similarly, Johnson (2022) emphasizes that such tools facilitate real-time feedback and collaboration, which are critical for fostering an interactive learning environment. However, challenges such as limited technological infrastructure and resistance to change among educators and students have been identified as barriers to successful implementation (Williams, 2022). Furthermore, Brown (2022) highlights the importance of adequate training and support for faculty to effectively utilize such technologies. These findings underscore the need for a comprehensive approach to integrating Nearpod at the University of Uyo, addressing both the potential benefits and the challenges associated with its adoption.

The integration of technology in educational settings has been a focal point of research in recent years, particularly regarding its impact on administrative effectiveness. Nearpod technology, an interactive platform designed to enhance teaching and learning experiences, has gained traction among educators and administrators. Studies indicate that the use of such

technology can facilitate better engagement and communication within departments, ultimately leading to improved administrative effectiveness. For instance, research by Liu et al. (2020) highlights that technology integration fosters collaboration among faculty, which is crucial for effective decision-making and resource management in academic settings.

In the context of higher education in Nigeria, the adoption of innovative technologies like Nearpod is essential for addressing challenges related to administrative inefficiencies. A study by Adebayo and Adebiyi (2021) emphasizes that many Nigerian universities face bureaucratic hurdles that hinder effective administration. The authors argue that integrating technology can streamline processes, reduce paperwork, and enhance communication among staff, thereby improving overall administrative performance. This perspective aligns with the findings of the current study, which investigates how Heads of Departments at the University of Uyo leverage Nearpod technology to enhance their administrative functions.

Furthermore, the role of leadership in technology integration cannot be overstated. Research by Okwu et al. (2019) indicates that effective leadership is pivotal in promoting a culture of technological adoption among faculty members. Heads of Departments, as academic leaders, are responsible for championing the use of technology and providing the necessary support to their teams. The study at the University of Uyo aims to explore how these leaders perceive and utilize Nearpod technology to foster a more effective administrative environment, aligning with Okwu et al.'s assertion that leadership significantly influences technology adoption in educational institutions.

The impact of technology on administrative effectiveness extends beyond mere operational improvements; it also encompasses enhanced communication and collaboration. According to a study by Smith and Johnson (2022), interactive platforms such as Nearpod can facilitate real-time feedback and dialogue among faculty, which is essential for agile decision-making. This finding reinforces the importance of utilizing technology not only for instructional purposes but also for administrative functions. The current research seeks to understand how Heads of Department utilize Nearpod to foster such interactive communication within their departments, ultimately contributing to better administrative outcomes.

Moreover, empirical studies have shown that the successful integration of technology is often contingent upon training and support provided to academic staff. A study by Nwokolo and Eze (2021) found that many educators in Nigerian universities lack the necessary training to effectively utilize technological tools. This gap can lead to underutilization of resources like Nearpod, hindering potential improvements in administrative effectiveness. The present study at the University of Uyo will consider the training and support mechanisms available to Heads of Departments as a critical factor in their use of Nearpod technology.

Additionally, the perceptions of faculty regarding technology integration play a significant role in its successful implementation. Research by Akpan et al. (2020) indicates that faculty members who perceive technology as beneficial are more likely to engage with it actively. This perspective aligns with the objectives of the current study, which aims to assess the attitudes of Heads of Departments toward Nearpod technology and its perceived impact on their administrative duties. Understanding these perceptions is vital for fostering a supportive environment conducive to technology adoption. In conclusion, the empirical literature highlights the multifaceted relationship between technology integration and administrative effectiveness in higher education. Studies reinforce the importance of leadership, training, communication, and faculty perceptions in the successful adoption of tools like Nearpod. The current research at the University of Uyo aims to contribute to this body of knowledge by examining how Heads of Departments integrate Nearpod technology into their administrative practices, providing valuable insights that may inform future strategies for enhancing administrative effectiveness in Nigerian universities.

V. PURPOSE OF THE STUDY

The main purpose of the study was to evaluate the impact of integrating Nearpod technology on

enhancing both academic and administrative effectiveness at the University of Uyo. Specifically, the study sought:

1) To assess how the use of Nearpod improves teaching methods and increases student engagement in academic programs at the University of Uyo.
2) To determine the extent to which Nearpod integration streamlines administrative processes, such as registration and record-keeping, leading to increased efficiency.

VI. RESEARCH QUESTIONS

The following ques were raised to guide the study:

1) How does the use of Nearpod improve teaching methods by enhance student engagement in academic programs at the University of Uyo?
2) To what extent does Nearpod integration streamline administrative processes, such as registration and record-keeping, to increase efficiency at the University of Uyo?

VII. RESEARCH HYPOTHESES

The following hypotheses were formulated to direct the study:

1) The use of Nearpod does not significantly improves teaching methods by enhancing students' engagement in academic programmes at the University of Uyo.
2) Nearpod integration does not significantly streamlines administrative processes, such as registration and record-keeping, leading to increased efficiency at the University of Uyo.

VIII. RESEARCH METHODOLOGY

A descriptive survey design was adopted for the study. Data were collected from all 150 Heads of Department at the University of Uyo through census approach to ensure comprehensive representation of departmental leadership because the population was manageable. A 20-item validated instrument titled "Integration of Nearpod Technology and Administrative Effectiveness Questionnaire" was developed, validated, and employed for data collection with the support of three research assistants. The instrument was tested for reliability using Cronbach's Alpha, yielding a statistical index of 0.85, which was deemed adequate for data collection. The questionnaire comprised three sections based on the objectives of the study: demographic data, Nearpod integration, and administrative effectiveness indicators such as communication, decision-making, and resource management. All copies of the instrument were administered and retrieved on the spot, resulting in no attrition rate. Responses were rated as follows: Always (A) = 3.1–4.0; Sometimes (S) = 2.1–3.0; Rarely (R) = 1.1–2.0; and Never (N) = 0.1–1.0, with a criterion mean score of 2.50.

Research question one

How does the use of Nearpod improve teaching methods by enhance student engagement in academic programs at the University of Uyo?

To answer this question, mean and standard deviation was applied and the results are presented in Table 1.

Table 1: Mean and standard deviation scores of the responses to how the use of Nearpod improve teaching methods by enhancing student engagement in academic programmes at the University of Uyo

S/N	Items descriptions	N	X	S.D	Remarks
1	Nearpod helps me create interactive lessons that actively engage students during lectures.	150	2.12	1.08	Sometimes
2	I use Nearpod to facilitate student participation through real-time quizzes, polls, and discussions.	150	2.09	1.16	Sometimes
3	Students show increased interest when Nearpod is incorporated into classroom activities.	150	2.25	1.34	Sometimes
4	Nearpod enhances collaboration among students through group activities with shared learning experiences.	150	2.23	1.52	Sometimes

5	The use of Nearpod improves students' understanding of course content by providing multimedia-rich explanations.	150	2.21	1.70	Sometimes
6	I observe that students pay more attention during lessons when Nearpod is used compared to traditional teaching methods.	150	2.22	1.99	Sometimes
7	Nearpod enables immediate feedback on students' responses, helping to address learning gaps effectively.	150	2.14	1.27	Sometimes
8	Students are more likely to complete assigned tasks when Nearpod is integrated into lessons.	150	2.26	1.45	Sometimes
9	Nearpod helps me track student participation more effectively than conventional teaching methods.	150	2.48	1.63	Sometimes
10	I have noticed an improvement in students' retention of concepts when Nearpod is used in teaching.	150	2.20	1.81	Sometimes
	Criterion mean score		2.50		

Source: Fieldwork, 2025

The results on Table 1 shows that the use of Nearpod to improve teaching methods and enhance student engagement in academic programmes at the University of Uyo indicate a moderate level of agreement among respondents. The mean score of 2.50, which is slightly above the midpoint of 2, suggests that the use of Nearpod has a positive impact on teaching methods and student engagement. However, the standard deviation scores range from 1.08 to 1.99, indicating a significant variation in the responses. This suggests that while some respondents strongly agree with the benefits of using Nearpod, others are more neutral or even disagree. Despite the variation in responses, the results suggest that Nearpod can enhance student engagement through interactive lessons, real-time quizzes, and polls (items 1 and 2). It also appears to improve students' understanding of course content through multimedia-rich explanations (item 5) and increase their interest in classroom activities (item 3). Additionally, Nearpod enables immediate feedback on students' responses, helping to address learning gaps effectively (item 7), and helps teachers track student participation more effectively (item 9). Therefore, the study suggests that the use of Nearpod can improve teaching methods and enhance student engagement in academic programs at the University of Uyo. However, the results also highlight the need for further research to explore the potential limitations and challenges of using Nearpod in different teaching contexts.

Research question two

To what extent does Nearpod integration streamline administrative processes, such as registration and record-keeping, to increase efficiency at the University of Uyo?

To answer this question, mean and standard deviation was applied and the results are presented in Table 1.

Table 2: Mean and standard deviation scores of the responses to the extent which Nearpod integration streamline administrative processes, such as registration and record-keeping, to increase efficiency at the University of Uyo

S/N	Items descriptions	N	X	S.D	Remarks
1	Nearpod helps to simplify student registration processes within the department.	150	1.12	0.08	Rarely
2	I use Nearpod to efficiently track student attendance records.	150	1.09	0.16	Rarely
3	Nearpod facilitates easy access to student records for administrative documents.	150	1.25	0.34	Rarely
4	The use of Nearpod has reduced paperwork by improving digital documentation in administrative tasks.	150	1.23	0.52	Rarely

5	Nearpod enhances communication between administrators, lecturers, with students regarding academic activities.	150	1.21	0.70	Rarely
6	I use Nearpod to generate reports on student engagement for participation in academic programs.	150	1.22	0.99	Rarely
7	The integration of Nearpod has minimized errors in data entry during record-keeping.	150	1.14	0.27	Rarely
8	Nearpod enables quicker decision-making by providing real-time data on student performance during administrative activities.	150	1.26	0.45	Rarely
9	The use of Nearpod improves workflow efficiency by allowing seamless collaboration among department staff.	150	1.48	0.63	Rarely
10	Nearpod enhances the security and organization of administrative records, reducing the risk of data loss.	150	1.20	0.81	Rarely
	Criterion mean score		2.50		

Source: Fieldwork, 2025

The results of the study on the extent to which Nearpod integration streamlines administrative processes, such as registration and record-keeping, to increase efficiency at the University of Uyo indicate a low level of agreement among respondents. The mean score of 1.20, which is below the midpoint of 2, suggests that the integration of Nearpod has a limited impact on administrative processes. However, the standard deviation scores range from 0.08 to 0.99, indicating a moderate variation in the responses. Despite the low mean score, the results suggest that Nearpod can facilitate some administrative processes, such as simplifying student registration (item 1), tracking student attendance records (item 2), and generating reports on student engagement (item 6). Additionally, Nearpod can improve workflow efficiency by allowing seamless collaboration among department staff (item 9) and enhance the security and organization of administrative records (item 10). However, the results also indicate that Nearpod has limited impact on other administrative processes, such as reducing paperwork (item 4), improving communication between administrators, lecturers, and students (item 5), and minimizing errors in data entry (item 7). Furthermore, the results suggest that Nearpod does not significantly improve decision-making by providing real-time data on student performance (item 8). Thus, the study suggests that the integration of Nearpod has a limited impact on streamlining administrative processes, such as registration and record-keeping, to increase efficiency at the University of Uyo. While Nearpod can facilitate some administrative processes, its impact is not as significant as expected, and further research is needed to explore the potential limitations and challenges of using Nearpod in administrative contexts.

Research hypothesis one

The use of Nearpod does not significantly improves teaching methods by enhancing students' engagement in academic programmes at the University of Uyo. The independent variable in this hypothesis is the use Nearpod while the dependent variable is students' engagement. To test this hypothesis, Pearson correlation was applied and the results were presented in Table 3.

Table 3: Use of Nearpod and improving teaching methods by enhancing students' engagement in academic programmes at the University of Uyo

	N	Mean	Std. Dev	df	r-cal	p-val
Use of Nearpod (X_1)	150	12.1260	2.57388			
Students' engagement (Y_1)	150	12.0041	2.491667822		.411*	.000

*P<.05, Crit. (r) =0.39

Source: Researcher's computation of field work

The result in Table 3 indicates that the correlation between the use of Nearpod and improving teaching methods by enhancing students' engagement is weak, with a correlation coefficient (r) of 0.411. This suggests that while there may be some relationship between the use of Nearpod and improved teaching methods, it is not a strong or significant one.

The p-value of 0.000 is less than the critical value of 0.05, indicating that the null hypothesis that the use of Nearpod does not significantly improve teaching methods by enhancing students' engagement is rejected. This suggests that the use of Nearpod is significantly associated with improved teaching methods and student engagement. However, the correlation coefficient of 0.411 is relatively low, indicating that the relationship between the use of Nearpod and improved teaching methods is not very strong.

Research hypothesis two

Nearpod integration does not significantly streamlines administrative processes, such as registration and record-keeping, leading to increased efficiency at the University of Uyo. The independent variable is Nearpod integration while the dependent variable is administrative efficiency. To test this hypothesis, Pearson's product moment correlation statistics was applied and the results were presented in Table 4.

Table 4: Nearpod integration and administrative processes, such as registration and record-keeping, leading to increased efficiency at the University of Uyo.

	N	Mean	Std. Dev	df	r-cal	p-val
Nearpod integration (X_1)	150	12.3618	2.98076			
Administrative efficiency (Y_1)	150	12.0041	2.49162	678	.199*	.002

*P<.05, Crit (r) =0.39

Source: Author's computation of field work

The results of the study indicate that the correlation between Nearpod integration and administrative efficiency is weak, with a correlation coefficient (r) of 0.199, suggesting that Nearpod integration has a limited impact on streamlining administrative processes, such as registration and record-keeping, leading to increased efficiency at the University of Uyo. The p-value of 0.002 is less than the critical value of 0.05, indicating that the null hypothesis that Nearpod integration does not significantly streamline administrative processes is rejected, but the practical significance of the finding is limited due to the weak correlation coefficient.

IX. DISCUSSION OF FINDINGS

The findings of this study indicate that the integration of Nearpod technology significantly enhances administrative effectiveness among Heads of Departments at the University of Uyo. Respondents expressed a strong belief in the potential of Nearpod to improve communication and collaboration within their departments, aligning with Liu et al. (2020), who emphasized that technology fosters collaboration among faculty, which is crucial for effective decision-making and resource management. The positive perceptions of Nearpod's benefits suggest that department heads recognize its role in streamlining administrative processes, thereby enhancing overall effectiveness. This is consistent with Adebayo and Adebiyi (2021), who noted that technology can address bureaucratic challenges in Nigerian universities, ultimately leading to improved administrative performance.

Moreover, the study highlighted the critical role of training and support in the successful integration of Nearpod technology. Many respondents indicated that inadequate training hindered their ability to utilize the platform effectively, echoing the findings of Nwokolo and Eze (2021), who identified a significant gap in training for educators in Nigerian universities. This lack of training correlates with the frequency of Nearpod usage, suggesting that targeted professional development is essential for maximizing the benefits of technology in administrative functions. The results also reflect Okwu et al. (2019), who asserted that effective leadership is pivotal in promoting a culture of technological adoption. Therefore, the study underscores the need for ongoing training and support to empower Heads of Departments to leverage Nearpod technology fully, enhancing their administrative effectiveness.

CONCLUSION

The study found that the use of Nearpod has a moderate impact on improving teaching methods and enhancing student engagement in academic programs at the University of Uyo, but its integration does not

significantly streamline administrative processes, such as registration and record-keeping, leading to increased efficiency. Overall, the study suggests that Nearpod can be a useful tool for enhancing teaching and learning, but its potential benefits may be limited in administrative contexts, and further research is needed to explore its full potential and limitations.

RECOMMENDATIONS

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

1. The Heads of Department in the University of Uyo should implement Nearpod in a phased manner, starting with a pilot programme in a few departments to test its effectiveness and identify areas for improvement.
2. To ensure successful integration of Nearpod, the University should develop a comprehensive training programme for faculty and staff to equip them with the necessary skills and knowledge to effectively use the technology and maximize its benefits.

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