Journal of Contemporary Research in Educational Administration & Management

Volume 3, Issue 4, 2026, 13-28

ISSN: 0795-951

www.edufdns.ng/jcream/index

Research Article

TECHNOLOGY INTEGRATION AS CORRELATE OF SECONDARY SCHOOLS MANAGEMENT IN AFIKPO EDUCATION ZONE, EBONYI STATE

[1]Grace Ogri Idam [2]Patrick N. Nwajioha (Ph.D) [3]Ndubuisi Ogbonnia Oko (Ph.D)

Email: [1]egwugrace45@gmail.com [2]patrick.nwajioha@ebsu.edu.ng, nwajiohapatrick@yahoo.com

[3]oko.ndubuisi@funai.edu.ng

[1&2] Department of Educational Foundations, Faculty of Education, Ebonyi State University, Abakaliki

[3]Department Of Educational Management and Foundational Studies, Faculty Of Education, Alex Ekwueme Federal University Ndufu-Alike Ikwo

Abstract

This study focused on Technology Integration as Correlate of Secondary Schools Management in Afikpo Education Zone of Ebonyi State. Two purposes, two research questions and two null hypotheses were formulated for the study. Correlational survey research design was adopted for the study. The population for this study consists of all the 817 principals and teachers in all the eighty (80) secondary schools in Afikpo Education Zone of Ebonyi State. The sample for the study consists of 579 teachers and principals from public secondary schools in Afikpo Education Zone. The breakdown has 499 teachers and 80 principals in the zone. Pearson Product Moment Correlation was used as a statistical tool to answer the research questions, while Linear Regression was used to test the hypotheses. The study revealed that there is a positive relationship between technology integration and management of school records in public secondary schools in Afikpo Education Zone of Ebonyi State and that there is a high positive relationship between technology integration and management of finance in public secondary schools in Afikpo Education Zone of Ebonyi State. Based on the findings the researchers recommended among others that principals should intensify the use of technology in school records management and that School principals and bursars should adopt computerized financial-management systems for budgeting, recording income and expenditure, preparing financial statements, monitoring transactions and maintaining financial documents.

Keywords: Technology, Integration, Finance, Staff Personnel, Management, Secondary School.

Introduction

School as a social institution is an organization founded by the society to meet the educational needs of the people in this everchanging world. This informs the increasing interest in the introduction of technological innovations into the management of schools at all levels, including the establishment of Nigerian Education and Research Development Council (NERDC) to diversify present day school curriculum. Technology permeates every aspect of human life, shaping how people work, communicate, produce goods, and organize social systems. Technology remains complex and debated across disciplines ranging from dictionaries and encyclopedias to philosophy of technology and contemporary research. Understanding its meaning is therefore foundational not only to the study of technology itself but also to how societies adopt, regulate, and interpret technological changes.

Technology refers to the application of knowledge for practical purposes (Umeh (2024). Technology is the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to change and manipulate the human environment, encompassing tools, systems, and processes that enable humans to solve problems and meet needs. Technology as the application of scientific knowledge for practical purposes, especially in industry. According to Charles (2023) technology is the application of scientific knowledge to the practical aims of human life. Technology is the totality of methods, systems, and devices that result from man's interaction with his environment. To Lewis (2024) technology encompasses not just tools and machines, but also techniques, skills, and systems used to shape and control the environment. Most of these technologies include Gamification, virtual classroom, Three-Dimensional Printing (3D printing) and thumb Printing (biometric Authentication).

Gamification in schools uses game design elements to boost student engagement and motivation. It makes learning fun, interactive, and competitive, improving participation and retention. Examples include point systems, badges, and leaderboards. Virtual classrooms on the other hand enable remote learning, allowing students to attend classes and interact with teachers globally. There offer flexibility, accessibility, and personalized learning experiences. Tools like video conferencing and virtual whiteboards facilitate real-time collaboration in learning process. 3D printing in schools enhances Science, Technology, Engineering, and Mathematics STEM education by bringing designs to life (Fari,2020).

Students can create prototypes, models, and projects, fostering creativity, problem-solving, and hands-on learning. Closed Circuit Television (CCTV) cameras in schools improve security by monitoring premises, preventing incidents, and ensuring student safety. They also help track attendance and monitor classroom activities. Thumb printing or fingerprint authentication in schools streamlines attendance tracking, ensuring accuracy and preventing truancy. It also enhances security for transactions like library books or meal payments.

In education, this technology covers the use of computers, radio, satellites, online self-learning packages, telepresence system interactive compact disc, video, internet optical fiber technologies and all types of Information Technology (IT) like hardware and software. To lloanusi and Osuagwu (2019), the technology applied to education enhances the delivery and access to knowledge, and improves the curriculum. It produces richer learning outcomes compared to education without Information and Communication Technology (ICT). It encourages critical thinking and offers unlimited means of achieving educational goals.

Furthermore, the world of today is characterized by revolutionary advances powered by Technology. The world is being reduced to a global village through the use of Information and Communication Technology. Thus, technology promotes national development and better relationship with other nations. Adeshina (2015) refers to technology as the electronic and communication devices associated with human interactive materials that enable users to employ them for a whole range of teaching and learning process. Technologies are indispensable and have been accepted as part of the Contemporary World, especially in the Industrialized societies to the extent of giving a new phase to the education system in terms of pedagogical approach (Ololube, 2020). According to Fari (2020), technology facilities are described as all the facilities available for the identification, generation, processing, storage, packaging, preservation, conservation and transfer of Information, regardless of time and distance constraints. In other words, technologies are information handling tools used for producing, storing, processing, distributing and exchanging of information. Today, it is an increasingly powerful tool for participating in global markets, promoting political accountability, improving the delivery of basic services and enhancing local development opportunities (Attansey, 2016). Technology facilities influence and affect peoples' private and corporate work life in one way or the other. These technology facilities are all encompassing in areas like Technology, Socialization, Politics,

Economics and Education, for global transformation. Therefore, it becomes pertinent for teachers and school administrators who serve as key implementers of the Nation's Educational policy, to be well-informed and adequately equipped with technology facilities in order to function productively in this age of Information explosion and Technological advancement. The Federal Ministry of Education (2014), identifies the role of ICT policy on education amongst others as to indicate that:

> The implementation of technology therefore, should lead to a speedy transformation of the teaching, learning and administration of education. This in turn will foster the production of graduates in the education system that can survive in the contemporary society, sustain national development and compete globally, (p:19).

The realization of this Policy Statement lies basically on the capability of the key implementers of the nation's educational policy that is, teachers and school administrators, to integrate technology-Driven Instructional Aids effectively through Computer Assisted mode of Instruction (CAI) in their day to day classroom activities for effective pedagogy. It is clear that technology is a world of its own, it has various diversified aspects.Technology is a network which offers a steadily expanding range of new services that have major economic consequences for the standardization of information in secondary schools (Nwafor, 2022). Technology incorporates computer-based tools used by organizational personnel in processing their information and communication needs.

The importance of secondary education to the nation can be seen in the broad goal of secondary education articulated by the FRN (2014: 18) as "preparing the individual for useful living within the society and higher education". According to Nkwoh (2011) secondary education occupied a strategic position in the national education system and it bridged the gap between the primary and tertiary levels of education in Nigeria. The author further stated that it absorbs the primary level and prepares them for the tertiary which is the manpower base of the nation. From the above view, the secondary school is an agent of socialization, an institution or a human industry established for refining human beings in terms of skills, behavior and all-round excellence. To achieve the objective of secondary schools, an efficient and effective administrator must head

such an institution. In the context of the study technology integration in the management of school records remained the application of technologies in management records in the school system.

Nweke (2024) defines school records as official documents containing information about a school's activities, students, and staff, maintained for administrative and academic purposes. Specifically, school records can be grouped to include administrative records (like admission and financial registers), student records (such as academic transcripts, attendance, and cumulative files), and teacher records (including lesson plans and attendance). To Nnenna, Sarah, Oko and Ogbu (2023) asserted that school record implies keeping a regular account of the progress of various aspects in the school such as teachers, students, non- teaching staff, admission, examination, library, academic and co-curricular activities.These records are vital for planning, tracking progress, and are often required for official purposes like college admissions. School records are documented information that schools keep to track the academic, administrative, and personal details of students, staff, and the institution's operations. Types of School Records are: Student Records such as admission forms, attendance, grades, health info, disciplinary actions; Staff Records like employment history, salary, leave, performance appraisals; Administrative Records such as Finance, inventory, timetables, meeting minutes and governance records like school policies, inspection reports, PTA minutes.

Records management provides teachers and information users with good access to information for decision making. Efficient information system creates and makes critical information available for organizational performance. Organizations focus on keeping and maintaining right-size information through retaining the right information and disposing the right documents. Record means "something that represents proof of existence and that can be used to recreate or prove state of existence, regardless of medium or characteristics (Nnenna, Sarah, Oko and Ogbu, 2023). A record may be created or received in the process of organizational day-to-day transactions, or to satisfy legal requirements. For instance, in educational institutions such as secondary schools, students' records refer to information or data relating to students. So, the integrating technology into school records may likely boosts efficiency, accuracy and accessibility, leading to better management of learning activities, materials and human resources (Nweke, 2024). The integration of technology may also promote student personnel management.

Financial resource management is one of the task areas of educational management. Secondary schools need adequate funds for the execution of their activities or programmes. Financial management, therefore, is the planning, procurement, and utilization of funds needed for the conduct of private and public organizations (Oko, Oswald and Ifeoma,2023). In addition, Pandey (2021) opined that financial management is concerned with the planning and controlling of an organization's financial resources. Moreover, Obinna (2023) saw financial management as the administration of funds under the guidance of a body in a disciplined way. School principals' utilization of information and communication technology transact school financial resources. The impact of technology has become pervasive and it has become both a subject and an object of study and of all aspects of life.

In Nigeria, the issue of integration of technology has remained a great problem in the management of secondary schools especially in Ebonyi State. It is observed by Usman, (2019) that most of the school principals seem not to adopt technology in their day to day running of school activities; they also seem not to be abreast with the management of school resources such as school records, financial management through Technology. The integration of technology in the management of secondary schools are too crucial but aspect of competencies and availability of the devices remains a great issue that affect the usage. Some principals in Ebonyi State appear to have no technological competencies in the administration of schools which effects development and administrative process in secondary schools. Udoka (2023) maintained that there is positive relationship in the integration of technology in management of secondary schools. He further asserted that, technology integration has helped in the fast running of administrative activities, thereby making things very simple for people. Effective leadership, supported by technology, creates a culture of continuous improvement, efficiency and collaboration. Integration of technology in the management of secondary schools faced a lot barriers ranges from incompetencies and unavailability of technological devices(Oko, Oswald and Ifeoma,2023). This underscores effective secondary schools management in the Afikpo Education zone, leading to ineffectiveness of the teachers which might result to poor academic performance. It is against this backdrop that the researcher examined the relationship between technology integration and secondary management in Afikpo Education Zone, Ebonyi State.

Statement of the Problem

School administrators, particularly principals, are increasingly expected to transition from manual analogue administrative systems to digital driven administrative tasks in record keeping, financial management, decision making and communication. Despite the widely acknowledged benefits of ICT in school Management, observation of the researcher showed that secondary schools in Afikpo Education Zone still remain largely bogged down by inefficient traditional systems, while administrators frequently battled with cases of missing files, non-transparent budgeting, inaccurate reporting and fragmented communication loops. These persistent administrative deficits have contributed to declining academic standards and poor overall school productivity. The core of the problem therefore lies in the disconnect between the theoretical expectations of digital transformation and the structural realities and infrastructural deficits, including erratic electricity supply, lack of internet connectivity and chronic shortage of ICT hardware in the study area, contributing to the administrative bottlenecks that negate modern educational standard. The situation is disturbing and therefore called for a thorough investigation; hence, the need to determine the relationship between technology integration and secondary management in Afikpo Education Zone, Ebonyi State.

Purpose of the Study

The main purpose of the study is to findoutthe relationship between technology integration and secondary schools' management in Afikpo Education Zone. Specifically, the study sought to**:**

1. ascertain the relationship between technology integration and management of school records in public secondary schools in Afikpo Education Zone of Ebonyi State
2. identify the relationship between technology integration and management of finance in public secondary schools in Afikpo Education Zone of Ebonyi State

Research Questions

The following four research questions guided the study

1. What is the relationship between technology integration and management of school records in public secondary schools in Afikpo Education, Ebonyi State?
2. What is the relationship between technology integration and management of finance in public secondary schools in Afikpo Education, Ebonyi State?

Research Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance.

1: There is no significant relationship between technology integration and management of school records in public secondary schools in Afikpo Education, Ebonyi State

2: There is no significant relationship between technology integration and Management of finance in public secondary schools in Afikpo Education, Ebonyi State

Methodology

This study adopted a correlational survey research design. The design entailed using two set of questionnaires to gather information from respondents by conducting a field investigation and draw inferences in order to determine the relationship between technology integration as correlate of secondary management in Afikpo Education Zone, Ebonyi State. The study area is AfikpoEducation Zone of Ebonyi State, consisting of five (5) Local Government Area (LGA). The education zone is made up of both rural and urban dwellers with many schools; nursery, primary, secondary and higher institutions. The population for this study consists of all the 817 principals and teachers in all the eighty (80) secondary schools in Afikpo Education Zone of Ebonyi State. (Sources: Secondary Education Board Ebonyi State (SEB), 2026). The sample for the study consists of 579 teachers and principals from public schools in Afikpo Education Zone. The breakdown has 499 teachers and 80 principals in the zone. The sampling technique adopted for the study was proportionate stratified random sampling. Proportionate random sampling is a type of probability sampling technique which ensures greater representation of the sample size relative to the population, and the associated sampling error is correspondingly educed (Nworgu, 2019).

Two sets of questionnaires which were developed by the researcher used for data collection from the respondents. Both questionnaires designed for teachers and principals as the respondents, was constructed in line with the purpose of the study and research questions. Section A: personal variable. Section B: Assessment Scale on Technology Integration (ASTI)" containing 24 items. Section C: Assessment Scale on Secondary Schools Management Questionnaire (ASSM). The response items in the two questionnaires was organized on a 4 point scale with response options and numerical values assign. To them as follows: (a) Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point, for answering research questions 1 to 4. of the two research instruments.The instrument was summitted for validation to three xperts, one from Measurement and Evaluation option in Science Department and two from

Educational Administration and Planning option in Educational Foundations all in Ebonyi State University, Abakaliki. The experts were requested to examined the content of the two instruments in line with the purpose of the study, in terms of their content relevance, items clarity, design, as well as ascertain if the items were related to the purpose of the study, research questions and hypotheses.

Reliability of the two research instruments were determined through a trial-test based on single administration of the instrument on 30 respondents in Onueke Education Zone of Ebonyi State. This method involved administering the test once on a sample of 30 teachers from public secondary schools in Onueke Education Zone Ebonyi State. This area was not part of the study area but Onueke Education shares common boundary with Ebonyi State and its features in terms of the public secondary schools' structure are alike. The data collected with these two questionnaires were collated and analyzed using the Cronbach Alpha statistical method in order to determine the two instruments coefficient of internal consistency.

The first instrument which was on ASTI with only 24 items on technology integration, has an internal consistency and reliability coefficient 'r' value of 0.772. while section B: with four clusters in the ASSM instrument, internal consistency and reliability coefficient 'r' value of 0.963 for management of school records, 0.982 for management of finance. This gave an overall internal consistency and reliability coefficient 'r' value of 0.993 for the ASSMQ. The results indicated the internal consistency of the two instruments, which is considered satisfactory for the study. The printed copies of the questionnaires were administered to the respondents through a personal, direct hand-delivery process and on a face- to-face contact with the researcher and research assistants. The research questions were answered using Pearson Products Moment Correlation Statistics. The null hypotheses were tested at 0.05 alpha levels using Linear Regression tool. This was used to determine the degree of relationship between the variables under study.

Results

Research Question 1

What is the relationship between technology integration and management of school records in public secondary schools in Afikpo Education, Ebonyi State?

Table 1: Relationship between technology integration and management of school records in public secondary schools

Variable	Technology Integration	Management of School Records
Technology Integration	1.0000	.723
	(79)	(79)
Management of School Records	.723	1.0000
	(79)	(352)
Source: Field Work, 2026	**r=0.723**	**r^2=0.522**

The results in Table 1 show a correlation coefficient(r) of 0.723 which indicates a positive relationship. This signifies that there is a positive relationship between technology integration and management of school records in public secondary schools in Afikpo Education, Ebonyi State. However, the coefficient of percentage of 52% in the management of school records is attributed to technology integration in public secondary schools.

Research Question 2

What is the relationship between technology integration and management of finance in public secondary schools in Afikpo Education, Ebonyi State?

Table 2: Relationship between technology integration and management of finance in public secondary schools

Variable	Technology Integration	Management of Finance
Technology Integration	1.0000	.908
	(79)	(79)
Management of Finance	.908	1.0000
	(79)	(352)
Source: Field Work, 2026	**r=0.908**	**r^2=0.824**

The results in Table 2 showed correlation coefficient of 0.908. This signifies that there is a high positive relationship between technology integration and management of finance in public secondary schools in Afikpo Education, Ebonyi State. However, the coefficient of determination (r^2) is 0.82, which explains that 82% of principals aspect of financial management is attributed to technology integration in the administration of secondary schools.

Test of Hypotheses

HO_1: 1: There is no significant relationship between technology integration and management of school records in public secondary schools in Afikpo Education, Ebonyi State

Table 3: Significant Relationship between technology integration and management of school records in public secondary schools

Computed r (r)	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	P-Value	Dec.
.723	.522	.516	3.4550	.723	6.519	.000	Sig.

Source: Field Work, 2026

From Table 3, presents the coefficient of correlation which established relationship between technology integration and management of school records in public secondary schools. From Table 3, the calculated 't' value is 6.519 while the p-value is 0.000. The P-Value (0.000) is less than the level of significance (0.05), this indicates a significant result. Therefore, the hypothesis that, there is no significant relationship between technology integration and management of school records in public secondary schools in Afikpo Education, Ebonyi State was rejected.

HO_2:2: There is no significant relationship between technology integration and Management of finance in public secondary schools in Afikpo Education, Ebonyi State

Table 4: Significant Relationship between technology integration and Management of finance in public secondary schools

Computed r (r)	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	P-Value	Dec.
.908	.824	.822	2.56917	.908	3.343	.001	Sig.

Source: Field Work, 2026

From Table 4, r represents the coefficient of correlation which is established on relationship between the two variables. From Table 4, the calculated 't' value is 3.343 while the p-value is 0.001. The P-Value (0.021) is less than the level of significance (0.05), this indicates a significant result. Therefore, the hypothesis that there is no significant relationship between technology integration and Management of finance in public secondary schools in Afikpo Education, Ebonyi State was rejected.

Discussion

The first finding of the study revealed that there is a positive relationship between technology integration and the management of school records in public secondary schools in Afikpo Education Zone, Ebonyi State. This finding implies that as the level of technology integration increases, the effectiveness of school records management also tends to improve. The result suggests that the use of computers, electronic databases, spreadsheets, school management information systems, internet facilities and other digital tools can enhance the creation, storage, retrieval, updating, preservation and dissemination of school records.School records constitute an important component of educational administration because they provide information required for planning, decision-making, monitoring, reporting and accountability. In a traditional manual system, school records may be stored in files, cabinets, registers and other paper-based formats. Such methods can make the retrieval and updating of information slow and may expose records to loss, damage, duplication and unauthorized access. Technology integration provides opportunities for school administrators to overcome some of these limitations through electronic storage and rapid retrieval of information, while result of the hypothesis revealed that there is significant relationship between technology integration and management of school records in public secondary schools in Afikpo Education, Ebonyi State.

This finding agrees with Nakpodia (2009), who emphasized that records are indispensable to the effective administration of Nigerian secondary schools. According to Nakpodia, the continuity of a school organization depends considerably on the availability of useful records because administrators cannot rely on memory to manage the large volume of information generated by schools. Accurate and properly documented records facilitate decision-making and educational planning. The finding is also consistent with Oladokun, Seidu, Ogunbiyi, Aboyade, Yemi-Peters and Elai (2022), who examined ICT application in managing students' academic records in Nigerian schools. Their work emphasizes the role of ICT in improving the creation, maintenance, use, sharing and disposal of educational records. Their study recognizes that ICT can address problems associated with slow information processing, poor communication, time wastage and difficulties in retrieving educational information.

The second finding revealed that there is a high positive relationship between technology integration and financial management in public secondary schools in Afikpo Education Zone,

Ebonyi State. This finding indicates that technology integration is particularly important in the management of school finances. Compared with some other administrative functions, financial management appears to benefit substantially from the use of digital technologies.While result of the hypothesis revealed that there is significant relationship between technology integration and Management of finance in public secondary schools in Afikpo Education, Ebonyi State.

Financial management in schools involves activities such as budgeting, recording income and expenditure, monitoring financial transactions, preparing financial statements, keeping receipts and payment records, tracking purchases and ensuring accountability. These activities require accuracy, timeliness and transparency. The use of spreadsheets, accounting software, electronic payment systems and computerized databases can therefore improve the quality of financial administration.

This finding is strongly supported by Akpan, Dung and Ibegbulam (2020). Their study of ICT and school administration in Federal Government secondary schools in Nigeria found a significant positive impact of ICT on school financial management. The result also agrees with Eze and Agada (2023/2024), who examined emerging technologies in the management of secondary education in Enugu State. Their respondents strongly agreed that emerging technologies could be leveraged particularly in areas such as record keeping, communication and financial management. This can reduce some forms of error associated with manual calculations and poorly organized financial records.Nevertheless, technology does not eliminate the possibility of financial mismanagement. The effectiveness of computerized financial management depends on proper authorization, internal control, staff competence, reliable electricity, appropriate software and regular auditing. Thus, the high positive relationship found in the study should be understood as evidence that technology integration provides particularly strong support for financial management when the necessary organizational and infrastructural conditions exist

Conclusion

Based on the findings of the study, it is concluded that technology integration has a relationship with the management of public secondary schools in Afikpo Education Zone, Ebonyi State, but the strength of the relationship varies across the different areas of school administration.

The positive relationship between technology integration and school records management indicates that technology is already contributing to the effective handling of school information.

Similarly, the high positive relationship between technology integration and financial management demonstrates that technology has considerable relevance to the administration of school finances. These findings suggest that technology is particularly useful for administrative functions that involve the systematic collection, processing, storage, retrieval and reporting of information.

Recommendations

From the findings of the study, the following recommendations were made:

1. As regards the positive relationship between technology integration and management of school records in public secondary schools in Afikpo Education Zone, it is recommended that principals should intensify the use of technology in school records management.
2. School principals and bursars should adopt computerized financial-management systems for budgeting, recording income and expenditure, preparing financial statements, monitoring transactions and maintaining financial documents.

REFERENCES

Adeshina, S. D. (2015). Improving *educational management in Nigeria schools' system*. Enugu: Fourth Dimension.

Akinwumi, F. S., Faremi, S. J., & Olatunbosun, Y. O. (2020). Information and communication technology (ICT) in the service of administration and supervision in Nigeria public schools. *Nigerian Journal of Social Work Education, 19*, 31–45.

Akpan, I. U., Dung, E. B., &Ibegbulam, C. A. (2020). Impact of information and communications technology on school administration in Nigeria secondary education. *International Research Journal of Applied Sciences, Engineering and Technology, 6*(11), 28–34.

Attansey, E. (2016). Impact of ICT in record keeping practices of secondary school principals in public secondary school in Cross River State. *International of Social Sciences 3(4), 21-39*

Charles, A. (Ed.). (2022). *Research Into Design for a Connected World: Proceedings of ICoRD 2019* (Vol. 2). Springer.

Egwu, H. (2019). *Information and communication technology and school management.* Enugu: City Publishers.

Eze, T. A., & Agada, C. F. (2024). Leveraging on emerging technologies in the management of secondary education in Enugu State, Nigeria. *ESUT Journal of Education, 6*(2).

Fari, I. (2020). Usage whatsapp application for e-learning and its impact on academic performance in Irbid National University. *International Journal of Applied Engineering Research, 10*(19), 39875-39879.

Federal Republic of Nigeria FRN, (2014). *National policy on education (6th edition),* Abuja: National Educational Research Council Press.

Lloanusi, O. & Osuagwu. L. (2019). Human resources management practices. Influence on faculty commitment in higher educational institutions. *Journal of Management Research*, 2(2), 12-38

Nakpodia, E. D. (2009). *Record management in Nigerian secondary school administration.*Kaduna: Usman Publisher

Ndubuisi O. Oko, Oswald O. A., Ifeoma, O. A. (2023) Financial resources management skills required by secondary school principals in Ebonyi State. *Int'l Journal of Education Research and Scientific Development* 1 (2), 15-15

Nnenna, U. A., Sarah, O. E, Oko, N. O. and Ogbu J.I.(2023). Extent of maintenance and utilization of records in the administration of public secondary schools in Ebonyi State.

African Journal of Educational Management, Teaching and Entrepreneurship Studies .8 (1),72-97

Nkwoh, E. (2011). *Techniques for effective management of secondary schools.* Enugu: Udoka

Nwafor,H. (2022).In-service professional training needs of teachers for effective implementation of Junior Secondary Social Studies curriculum in Nsukka Educational Zone, Enugu State Nigeria. *European Journal of Social Science 53 (2)* 152-165

Nweke, J. (2024). Utilization of Social Networking Sites for Improving the management of Secondary Schools in Ebonyi State. *Unpublished Thesis* Ebonyi State University, Abakaliki

Obinna, U. (2023). *Issues in educational administration*. Enugu: Jamoe.

Ololube,I. (2020). Human resources development and goal achievement in education for all (EFA). *Journal of Educational Administration and Planning 9(3)92-114*

Omotayo, F. O., &Chigbundu, M. C. (2017). Use of information and communication technologies for administration and management of schools in Nigeria. *Journal of Systems and Information Technology, 19*(3/4), 183–201.

Pandey, P. (2021). *Organizations: Rational, nature and open systems (4th ed.)* New Jersy: Prentice Hall Inc.

Udoka, O. (2023). Empowerment: Issues and debates QWL News and abstracts, ACAS, *Educational Administration Quarterly, 34(4), 462-483.*

Ukor, D. O., &Mezicobi, K. C. (2023). Information and communication technologies (ICTs) and school plant management practices of secondary schools' principals and teachers in Ika North-East LGA, Delta State, Nigeria. *AE-FUNAI Journal of Education, 5*(3).

Umeh, Y. (2024) Principals' Instructional Supervision Practices and Teachers' Job Performance in Secondary Schools in Anambra State. *Journal Methods and Social Science 4(2),23-33*

Usman, O. (2019) *Effective strategies for administering of discipline in secondary schools*. Kano: Usman Publishers