

**PRINCIPALS' INFORMATION AND COMMUNICATION TECHNOLOGY
INTEGRATION, EFFECTIVE COMMUNICATION AND TEAM WORK AS
COLLERATES OF ADMINISTRATIVE EFFECTIVENESS IN SECONDARY
SCHOOLS IN ANAMBRA STATE**

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Abstract

This study investigated principals' information and communication technology integration, effective communication, team work and their administrative effectiveness in secondary schools in Anambra state. Three specific purposes and three research questions guided the study. Three null hypotheses were tested at 0.05 level of significance. A correlational survey research design was adopted for the study. The population of the study comprised all 267 principals of public secondary schools in Anambra State. Four instruments developed by the researchers were used for

data collection namely: Principals' ICT Questionnaire (PICTQ), Effective Communication Questionnaire (ECQ), Principals' Teamwork Questionnaire (PTWQ) and Administrative Effectiveness Questionnaire (AEQ). The instruments were validated by three experts. Internal consistencies coefficient of 0.88, 0.79, 0.77 and .81 were obtained for PICTQ, ECQ, AEQ and PTWQ using Cronbach's Alpha statistical method. Data were analyzed using regression analysis. The findings of the study revealed that a strong, positive, and statistically significant relationship existed between integration of technology, effective communication, teamwork and administrative effectiveness in public secondary schools in Anambra State. Based on the findings, the study recommended among others that Anambra State Ministry of Education should provide adequate ICT facilities and regular training for principals and teachers to enhance their use of technology in school administration. This will improve record-keeping, communication, decision-making, and overall administrative effectiveness.

Keywords: information and communication technology integration, effective communication, team work, administrative effectiveness.

Introduction

Education stands as the cornerstone of national development and a strategic driver of economic transformation in Nigeria. It serves not only as an avenue for individual empowerment but also as a powerful instrument for cultivating a self-reliant, enlightened, and productive citizenry. The national education policy encapsulates this vision by asserting that education is essential for achieving national integration, unity, and sustainable development (Federal Republic of Nigeria [FRN], 2013). Thus, education in Nigeria is not merely a social service but a fundamental right and a national imperative, designed to be qualitative, inclusive, functional, and responsive to the dynamic needs of society. This philosophy, articulated in the National Policy on Education, has spurred a continuous expansion of the basic and secondary education sub-sectors. However, the actualization of these lofty ideals remains questionable, especially in the face of administrative inefficiencies that undermine the quality and relevance of public education.

The education system in Nigeria is stratified into pre-primary, primary, secondary, and tertiary levels, secondary education occupies a unique position as both a preparatory stage for higher learning and a platform for nurturing sub-professional skills necessary for national development. Secondary education is the education received after nine years of basic education and before

tertiary training. It is intended to prepare individuals for useful living within the society and for further academic pursuits. Given its dual purpose as a bridge between basic education and higher learning, as well as a platform for skill acquisition, its success depends heavily on sound management and leadership. Yet, the realization of these goals hinges significantly on how effectively the system is managed especially at the secondary school level where policy meets practice. The principal, as the chief administrator of the secondary school, is central to this process.

The principal, as the chief executive and administrative head of the secondary school, plays a pivotal role in ensuring the attainment of educational goals. As the leader of the school, the principal is responsible for providing direction, coordinating activities, and supervising both human and material resources in line with established educational policies (Obiekwe & Ezeugbor, 2019). The principal's leadership functions are critical to improving educational performance and maintaining quality standards within the school system. Consequently, the effectiveness with which a principal performs these administrative roles significantly influences his overall administrative effectiveness.

Administrative effectiveness in secondary schools is widely acknowledged as a determinant of educational quality and students' outcome. Momoh and Obiweluzor (2015) conceptualize administrative effectiveness as principal's ability to manage school resources, personnel, and communication channels in ways that support the achievement of school goals. Uzoigwe (2013) further identifies measurable indicators of administrative effectiveness, including high student academic performance, discipline among staff and students, low levels of absenteeism, sound record-keeping, and a safe and conducive learning environment. When such indicators are consistently absent, it raises legitimate concerns about the capacity of school leadership to deliver on the mandate of secondary education. In Anambra State, reports from stakeholders, including supervisors, teachers, and parents, suggest that a number of public secondary schools suffer from administrative lapses. There are recurrent cases of teacher indiscipline, lack of accountability, and poor coordination of school activities. In some instances, teachers have been observed using classrooms and staff rooms as commercial outlets an alarming indicator of weak institutional control. These patterns point to a systemic leadership failure that calls for urgent academic scrutiny. Mohammad and Hiam (2017) argue that such leadership failure often stems from the inability of school principals to adopt and apply context-sensitive, innovative managerial strategies. To confront these challenges, scholars such as Joseph (2022) have increasingly called for the integration of effective managerial strategies such as the use of information and

communication technology (ICT), effective communication, and teamwork. Each of these has been shown to play a transformative role in enhancing school administration.

Information and Communication Technology (ICT) is modern gadgets that could be applied in collecting, processing, keeping, retrieving and dissemination of information. Osuji and Anele (2021) described that information and communication technology as electronic facilities, tools or resources that could be used to process, store, preserve, access, retrieve and disseminate information with ease. ICT is digital devices that support gathering, processing, storing, retrieval and presenting of information. Manafa, Ohamobi and Osegbue (2022) defined ICT as variety of modern technologies used for extracting, sharing, editing, collecting, communicating, retrieving and sending information in different ways. ICT facilities include laptops and desktops, internet, mouse, scanner, printers, phone, photocopying machines and projectors among others. ICT encompasses the computer system, the internet, telephone system including the G.S.M Technology, software and hard ware applications system, multimedia system, Database technology, smart board video cameras among others. These ICT facilities could be integrated in management of school records and student personnel Despite its proven benefits, ICT adoption in many public secondary schools in Anambra State remains superficial or nonexistent, resulting in administrative bottlenecks and poor decision-making processes.

Similarly, the communication system of a school is the engine that drives the school to its destination. Abiodun-Oyabanji (2019) defined communication as a process that connects the individual, group, and environment. Effective communication involves the successful transmission of ideas, thoughts, or information in a way that is easily understood by the recipient. According to Anya and Arthur (2019), effective communication is concerned with the transmission and receipt of information, which is important in all facets of organizational life, whether by organizing, managing, problem-solving, decision-making, encouraging, interviewing, and other management practices. Effective communication is indispensable to functional school administration. It connects the principal with teachers, students, non-teaching staff, and external stakeholders. When communication is clear, purposeful, and multidirectional, it fosters trust, clarifies roles, and enhances performance. Principals could achieve school goals through effective communication as it allows them to state clearly the task and the resources needed to carry out assignments, the roles, duties and expected results are made known to the subordinates for better performance, effectiveness and greater productivity (Akinnubi et al., 2012). Ineffective communication in secondary schools could contribute to a negative school culture, reduced teachers' morale and job satisfaction, and a weakened sense of community within the institution. Communication

breakdown appear common in many secondary schools in Anambra State, leading to organizational dysfunction and conflicts. One of the ways to encourage effective communication is through teamwork.

Teamwork is another critical strategy for effective leadership. It emphasizes on collaboration, solidarity and interdependence. Victor and Peter (2014) stated that team work is a process where work is performed by a team to achieve a common goal. Teamwork according to Mangi, Bundi and Mohammed (2015), refers to a group of human beings that have high performance with its members along with the spirit that enables them to achieve the group's goals in the workplace with confidence and co-operation and reduces the workload for everyone, which enables them to exchange ideas. Teamwork encompasses both professional and social/emotional interaction in the workplace. For teamwork to thrive, the school environment and instructional climate must be conducive for teachers to express a shared vision that will enable students to succeed. Teachers will not be afraid to bring up their personal problems because they know that others are on their side. Teachers feel free to learn from others who are better in what they do. Teaching is a team sport and team play ought to be displayed. For schools to be successful, everyone must have clear shared goals, a sense of commitment, the ability to work together and other elements of teamwork. Teachers can work as a team to evaluate and modify the curriculum, improvise for instructional materials, handle students' discipline without the school administration feeling threatened.

However, field observations by the researchers reveal worrying trends. Some principals of secondary schools in Anambra State rarely involve teachers in decision making or assign them important responsibilities. Most principals want to be in total control thereby making it impossible for teachers contribute their expertise in school administration. They appear to isolate teachers from important administrative functions thereby asking them to wait for their own turn. In some schools in the state which the researchers had visited, some principals admit students by themselves without recourse or inputs by the vice principals, guidance counselor and heads of departments.

Furthermore, it appears that some principals in Anambra State lack essential communication skills necessary for fostering effective interactions and achieving institutional goals. Ineffective communication within academic settings often leads to misunderstandings, exclusion from decision-making processes, unclear role expectations, and strained relationship between staff and management. These communication gaps can foster a toxic work environment that further diminishes job satisfaction and overall leadership effectiveness. The researchers therefore sought

to determine the correlation between principals' information and communication technology integration, effective communication, team work and their administrative effectiveness in secondary schools in Anambra state.

Statement of the Problem

Despite the growing emphasis on improving the quality of secondary education in Nigeria, concerns persist regarding the administrative effectiveness of principals in secondary schools in Anambra State. Ideally, principals are expected to coordinate school activities efficiently, foster collaboration among staff, and ensure smooth communication channels that enhance teaching and learning outcomes. However, observations and reports from stakeholders suggest that many school administrators still experience challenges in achieving optimal administrative effectiveness.

One major concern is the inadequate integration of Information and Communication Technology (ICT) into school administration. In an era where digital tools are expected to enhance planning, record-keeping, communication, and decision-making, many principals appear to lack the necessary competencies or opportunities to effectively utilize ICT in managing school operations. This limitation may hinder timely information dissemination, efficient data management, and overall administrative performance. In addition, effective communication within schools remains a challenge. In secondary schools in Anambra State, breakdowns in communication between principals, teachers, students, and other stakeholders often lead to misunderstandings, delays in implementing decisions, and reduced staff morale. Where communication is unclear, inconsistent, or hierarchical, it may negatively affect the coordination of school activities and the achievement of educational objectives.

Furthermore, teamwork among school personnel appears to be insufficiently promoted in some secondary schools in Anambra State. Principals are expected to build collaborative environments that encourage shared responsibility and collective problem-solving. However, the persistence of individualistic work patterns, lack of trust, and weak collaboration may limit the effectiveness of teamwork, thereby affecting overall school administration. Although ICT integration, effective communication, and teamwork are widely recognized as essential components of modern school leadership, it remains unclear the extent to which these factors are related to the administrative effectiveness of principals in secondary schools in Anambra State. Therefore, this study examined the relationship between principals' ICT integration, effective communication, and teamwork and administrative effectiveness in secondary schools in Anambra State.

Purpose of the Study

The study ascertained the relationship between principals' ICT integration, effective communication and team work and administrative effectiveness in public secondary schools in Anambra State. Specifically, the study determined the relationship between principals:

1. integration of Information and Communication technology and administrative effectiveness of public secondary schools in Anambra State.
2. effective communication and their administrative effectiveness of public secondary schools in Anambra State.
3. team work practices and administrative effectiveness of public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. what is the relationship between principals' integration of Information and Communication technology and administrative effectiveness of public secondary schools in Anambra State?
2. what is the relationship between principals' effective communication and administrative effectiveness of public secondary schools in Anambra State?
3. what is the relationship between team work practices and administrative effectiveness of public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. there is no significant relationship between principals' integration of technology and their administrative effectiveness of public secondary schools in Anambra State.
2. there is no significant relationship between principals' effective communication and their administrative effectiveness of public secondary schools in Anambra State.

3. there is no significant relationship between principals' team work and their administrative effectiveness of public secondary schools in Anambra State.

Method

The study adopted correlational research design. The study was conducted in secondary schools in Anambra State. The entire population of 267 principals of public secondary schools in Anambra State were used for the study. Three instruments developed by the researchers were used for data collection namely: Principals' ICT Questionnaire (PICTQ), Effective Communication Questionnaire (ECQ) and Administrative Effectiveness Questionnaire (AEQ). The instruments were validated by three lecturers; two in Department of Educational Management and one in Department of Educational Foundations (Measurement and Evaluation Unit), all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Internal consistency coefficient of 0.88, 0.79 and 0.77 were obtained for PICTQ, ECQ and AEQ using Cronbach's Alpha statistical method. On the spot delivery method was used by the researchers and five research assistants to administer copies of the instrument to principals in their respective schools. At the end of the exercise, 262 out of the 267 copies administered were properly completed, retrieved and thus were used for data analysis. The return rate was approximately 95% which the researchers considered satisfactory for the study. The data were analyzed using Pearson's correlation analysis. the coefficient r and the size of the relationship was interpreted using the correlation coefficient recommended by Alsagr (2021), as follows: .00- .19= Weak Relationship; .20- .39= Fair Relationship; .40- .69= Moderate Relationship; .70- .89=Strong Relationship; .90-.99= Very Strong Relationship; 1= Perfect. For the null hypotheses, p -value was used to determine the significance of the correlation. Where the calculated p -value is less than the stipulated level of significance 0.05, the null hypothesis was rejected. Whereas the null hypothesis was not rejected where the calculated p -value is greater than the stipulated level of significance 0.05.

Results

Table 1: The correlation between integration of ICT and administrative effectiveness of public secondary schools in Anambra State

Variables	N	Integration technology	of Administrative effectiveness	Remarks
Integration of ICT	258	1.00	.862**	Strong positive correlation
Administrative effectiveness	258	.862**	1.00	

Results in Table 1 show the correlation between integration of ICT and administrative effectiveness of public secondary schools in Anambra State. The results indicate that there is a strong positive correlation between integration of ICT and administrative effectiveness of public secondary schools in Anambra State. This is evident by the size of Pearson's Correlation Coefficient r , which is 0.862.

Table 2: The correlation between effective communication and administrative effectiveness of public secondary schools in Anambra State?

Variables	N	Effective communication	Administrative effectiveness	Remarks
Effective communication	258	1.00	.824**	Strong positive correlation
Administrative effectiveness	258	.824**	1.00	

Results in Table 2 show the correlation between effective communication and administrative effectiveness of public secondary schools in Anambra State. The results indicate that there is a strong positive correlation between effective communication and administrative effectiveness of public secondary schools in Anambra State. This is evident by the size of Pearson's Correlation Coefficient r , which is 0.824.

Table 3: The correlation between team work and administrative and administrative effectiveness of public secondary schools in Anambra State

Variables	N	Team work	Administrative effectiveness	Remarks
Team work	258	1.00	.831**	Strong positive correlation
Administrative effectiveness	258	.831**	1.00	

Results in Table 3 show the correlation between team work and administrative effectiveness of public secondary schools in Anambra State. The results indicate that correlation between team work and administrative effectiveness of public secondary schools in Anambra State is strong. This is evident by the size of Pearson's Correlation Coefficient r , which is 0.831.

Hypothesis Testing

Table 4: Regression summary analysis of integration of technology and administrative effectiveness of public secondary schools in Anambra State

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	α	Remarks
Integration of technology in school	0.862 ^a	.743	.742	5.934	735.696	.001 ^b	.05	significant

The results in the test of hypothesis three show that the p-value (0.001) is less than .05 level of significance. Thus, the null hypothesis was not upheld indicating that there is a significant correlation between integration of technology and administrative effectiveness of public secondary school principals in Anambra State.

Table 5: Regression summary analysis of effective communication and administrative effectiveness of public secondary schools in Anambra State

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	α	Remarks
Principals' effective communication strategies	.824 ^a	.754	.754	4.468	1491.496	.001 ^b	.05	Significant

The results in the test of hypothesis four show that the p-value (0.001) is less than .05 level of significance. Thus, the null hypothesis was not upheld. This signifies that there is significant correlation between effective communication and administrative effectiveness of public secondary school principals in Anambra State.

Table 6: Regression summary analysis of teamwork and administrative effectiveness of public secondary schools in Anambra State

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	α	Remarks
Principals' teamwork strategies	.831 ^a	.690	.689	6.525	564.644	.001 ^b	.05	Significant

The results in the above table shows that the p-value (0.001) is less than .05 level of significance. Thus, the null hypothesis was not upheld. This signifies that there is significant correlation between team work and administrative effectiveness of public secondary school principals in Anambra State.

Discussion of Results

The finding of this study reveals a strong, positive, and statistically significant relationship between the integration of ICT and administrative effectiveness. This implies that as schools adopt and deepen the use of technological tools in administration, their overall effectiveness improves. The significance of the relationship indicates that this connection is not attributable to chance but reflects a consistent pattern in practice. This finding aligns with Okon et al. (2015), who established that the application of ICT enhances principals' administrative effectiveness. Similarly, Ayoade (2015) demonstrated a significant association between ICT usage and administrative effectiveness underscoring the relevance of technology in promoting efficiency and accountability in tertiary education management. More recently, Ayoade (2022) reaffirmed this relationship, showing that the integration of technology consistently predicts improved administrative performance. These results provide cumulative evidence that technology integration serves as a catalyst for administrative effectiveness across different in secondary schools.

This finding indicates a strong positive and statistically significant relationship between effective communication and administrative effectiveness. This suggests that when communication is clear, timely, and properly channeled, it enhances the capacity of administrators to effectively coordinate school activities, motivate staff, and achieve organizational goals. This result corroborates the report of Manafa (2020), who found that communication significantly influences principals' administrative effectiveness. Similarly, Anya and Arthur (2019) emphasized that a free flow of information enhances effective management, noting that communication plays a pivotal role in the administration of secondary education. They argued that the use of appropriate communication channels not only sets school activities in motion but also promotes active participation of both teachers and principals in school management. The finding of this study also aligns with those of Manafa (2020) and Anya and Arthur (2019) who provided a strong empirical support for the argument that communication is an indispensable tool for achieving administrative effectiveness in secondary schools.

Another finding of this study indicates a strong, positive, and statistically significant relationship between teamwork and administrative effectiveness in public secondary schools in Anambra State. This indicates that when principals and teachers engage collaboratively, administrative tasks are executed more efficiently, staff are more motivated, and the overall quality of school management improves. This result is consistent with the report of Makewa et al. (2016), who found a strong positive relationship between teamwork, work morale, and leadership, emphasizing that teamwork

enhances collective responsibility and organizational cohesion. Similarly, Amadi (2019) in his study found that teamwork improves the quality of teaching and learning, strengthens the leadership capacity of school principals, and consequently enhances student performance. Amadi further noted that a harmonious work environment fosters motivation among teachers and staff, creating a culture where individuals are willing to contribute maximally to organizational goals.

In the same vein, Avanzi et al. (2017) highlighted teamwork as an effective strategy for managing job overload, noting that supportive mentors, coworkers, and team members share positive experiences and work collaboratively to complete tasks, thereby reducing stress and enhancing productivity. These findings indicate that teamwork is not only a mechanism for reducing workload and fostering collegiality but also a catalyst for strengthening administrative effectiveness in schools.

Conclusion

The study established that integration of technology, effective communication, and teamwork each have strong, positive, and statistically significant relationships with administrative effectiveness in public secondary schools in Anambra State. This implies that administrative performance improves strongly when principals effectively integrate technological tools, foster open and efficient channels of communication, and promote teamwork among staff.

Recommendations

Based on the findings of this study, the researchers proffer the following recommendations:

1. Anambra State Ministry of Education and school authorities should provide adequate ICT facilities and regular training for principals and teachers to enhance the use of technology in school administration. This will improve record-keeping, communication, decision-making, and overall administrative effectiveness.
2. Principals of secondary schools in Anambra State should establish open, transparent, and multi-channel communication systems both formal and informal that facilitate free flow of information among staff. This will foster mutual understanding, reduce conflict, and promote effective participation in school management.
3. School administrators in the state should adopt participatory leadership styles that promote teamwork among teachers and staff. Platforms for collaboration, such as committees, joint

decision-making forums, and peer-support structures, should be institutionalized to boost motivation, reduce workload stress, and enhance administrative efficiency.

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