

School Planning Process as a Determinant of Efficiency in Cameroon Secondary Schools

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Abstract-The purpose of this research study is to investigate the extent to which the process of school planning influences secondary schools efficiency in Cameroon. The sample consists of 350 secondary school teachers in the Kumba municipality randomly selected from 20 schools that have been functioning for at least three years. The research instrument used was the questionnaire. The reliability index of the instrument was 0.8. The data collected was analysed using the spearman rank correlation and the and the p.value <0.05 for all the three specific hypotheses. Based on this we conclude that: There is a relationship between Stakeholder participation and Efficiency in the secondary school; There is a relationship between Need Analysis and secondary school Efficiency; and that Evaluation processes significantly influences secondary school Efficiency. Based on these findings, recommendations have been made to stakeholders concerned.

Index Terms- School planning process, Efficiency, Principals, Secondary School.

I. INTRODUCTION

According to Johnes (2017), efficiency occurs when outputs from education such as test results or value added are produced at the lowest level of use of resources be it financial or the innate ability of students. Efficiency in education is well- timed given that government around the world struggle with public finances in the provision of education in the wake of the limited global finances. Also, according to the Department of Education (2013), many schools are extremely effective at using their resources well and student outcomes have benefited as a result.

School administration according to Fonkeng and Tamajong (2009), implies professional leadership and guidance. It is the skill of getting things done thoroughly by means of tactful utilization of available educational human and material resources in the interest of the institution as a whole. This can easily be achieved depending on the effectiveness of administration. A successful administrator today needs more than inborn personality traits to manage modern complex organizations and educational institution inclusive (Nwankwo, 1982). Obviously, those who have inborn capacities for administration are considered blessed, but they, in addition need appropriate training and techniques to properly utilize these natural traits in the modern complex and dynamic organizations. According to Mbua (2003), the principal has a role in educational planning. The principal's roles should not only be limited to the national, regional, divisional or local educational processes but also concerned with developing day- to- day

and long range planning. This is usually possible with the involvement of teachers who are implementers and will facilitate the achievement of the fore seen objectives to be attained. The category of teachers that should be involved in the school planning process are the natural and effective teachers who have the growth of the institution at heart and not ineffective teachers or teachers of circumstances whose are carefree about the happening in the institution (Tambo, 2012). Also, Fonkeng and Tamajong (2009), opined that an effective school planning should make judgment on finance, teacher supply (and discipline) with various qualifications, curriculum planning, requirements, time table aids, school discipline, health and hygiene and so forth.

II. CONTEXT AND JUSTIFICATION

Nevertheless, whatever the realism and intelligence of any school planning carried out by the principal and his staff the general vision or focus is usually the welfare of the student as a person- mentally, physically, emotionally and socially. A school plan may suit a group of individuals today but will have very little or no appeal to the next. This indicates that there is process of adjustment in school plans to suit a particular set of individuals at a certain time meanwhile; there is at some point a need for complete innovation. In all these, the leadership role of the principal is much in demand in addition to coordinating with the various sectors and level of school; the participation of every staff member is necessary if such plan is to be realistic and effectively implemented in secondary schools in Cameroon (Fonkeng and Tamajong, 2009). When the principal and the staff are faced with myriads of challenges in both teaching and administrative activities, these can hampered the realization of the objectives of the school if planning is not considered. So, for quality and efficient school administration to take place, there is need for unified effort from the principals and teachers based on the planning system. According to Agharuwhe (2014), principals are the major actors in an administrative process in the school and they need to plan in order to provide the enabling environment, equipment and facilities for effective teaching and learning. More so, principals' use of planning is important for teachers to be effective and efficient. As principal occupies a very significant position in the school system, for him to be effective, he needs among others: drive, energy, vision, personal and management skills in order to bring about educational efficiency. This means that such a person has to create an environment in which teachers can cooperate with each other (Agharuwhe, 2014).

It has been observed that teachers are central in the management of schools and their involvement in school administrative processes such as planning process is such a sensitive issue in schools that neglect of it by the principals could cause a lot of rift, conflict, misgiving and hindrance to

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the realization of the objectives of the school goals. The success or failure of any school plan is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school (Olorunsola, 2011).

Research problem

Efficiency in any school is seen in the way the school is planned. Planning is so important in the day to day running of the school. If activities are not planned; it is likely that there should be falling standards in our society. In this paper, our research problem is the inefficient administration of secondary schools in Cameroon as a result of partial involvement of stakeholders such as teachers and students by the principal in the school planning process. School planning is operationalized into; stakeholders' participation, need analysis and evaluation.

Stakeholder's participation is the process by which a group engages people who may be affected by the choices and decisions it makes or can influence the execution of its decisions. A stakeholder is a person, group or organization that has interest or concern in any organization. They can affect or be affected by the organization actions, objectives and policies (Mutwiri, 2015). When teachers are not part and parcel of the planning process in school, the implementation process becomes so difficult as they are the sole implementers of the curriculum. This will eventually affect students' results leading to inefficiency in our secondary school. Also, in any institution that the pertinent needs are not identified or analyzed and proper evaluation carried out by joint effort of the teachers and the administrator, there would be inefficiency in such an institution in the sense that everyone would not be fully committed to attaining institutional objectives.

There exists educational inefficiency as a result of the inability of the principal to properly plan the day to day activities in his/ her institution and also low rate of teacher involvement. This is observed in the running of secondary schools. Other causes of inefficiency in education can be as a result of the number of hours spent officially in the classroom outdated syllabus, school textbooks not prepared at adequate levels.

Main objective

The principal objective of this paper is to find out the extent to school planning can bring about efficient administration of secondary schools in Cameroon.

Specific objectives

- To investigate the extent to which stakeholder participation can bring about efficiency in secondary school.
- To verify the extent to which need analysis can improve on school efficiency.
- To determine the extent to which evaluation can bring about school efficiency.

Main research question

How does school planning act as a determinant of efficiency in the administration of secondary schools in Cameroon?

Specific Research questions

- To what extent does stakeholder participation influences secondary school efficiency?
- To what extent does need analysis affects secondary school efficiency?

- To what extent does evaluation influences secondary school efficiency?

Main Research hypothesis

Ha: School planning has a significant influence on the efficient administration of secondary schools in Cameroon.

Ho: School planning has no significant influence on the efficient administration of secondary schools.

Specific Research hypotheses

- **Ha1:** Stakeholder participation has a significant influence on the efficient administration of secondary schools.
- **Ha2:** Need analysis has a significant influence on the efficient administration of secondary schools.
- **Ha3:** Evaluation has a significant influence on the efficient administration of secondary schools

Significance of the study

The findings may be of help to the Cameroon Education sector as it will help them to know the appropriate decision to take has far as planning in education is concern. The government should be able to work hand in hand with the school administrators and the school administrators should intent cooperate with their teachers and students union leaders to make sure secondary schools in Cameroon experiences efficiency.

This study may also help us understand relevant issues in planning and secondary school efficiency in the Kumba municipality. This finding may be of importance to other researchers who may want to carry out further research on planning and school efficiency in higher institutions. It also acts as a frame work for planning reorganizations in schools.

III. LITERATURE REVIEW

Efficiency

According to Unesco (2000), school efficiency is the desired level of output against the lowest possible cost and effectiveness is the extent to which the desired level of output is achieved or it refers to the performance of the organizational unit called the school. The performance of the school can be expressed as the output of the school which in turn is measured in terms of average achievement of the students at the end of a period of formal schoolings. In order words, efficiency is effectiveness with the additional requirement that this is achieved in the cheapest possible manner. Furthermore, according to the Department of Education (2013), there are both internal and external influences that can support schools to achieve greater efficiency. Some of the internal drivers are: linking effective spending with attainment, access to financial management skills, efficiency as norms, use of information and challenging inefficiency. The external drives includes: accountability and efficient school funding allocation.

Some of the barriers to efficiency are: lack of capacity and capability for small schools, geographical restrictions making collaboration more challenging, lack of expert knowledge in areas of ICT to take the best- informed decision, inefficient and inadequate premises (Department of Education, 2013).

Schools can achieve efficiencies through regular contacts and exchange visits with other schools, taking advantage of and in some cases establishing networking opportunities with other principals and business managers to share best

practice. Sharing bench marking data with neighbouring schools whether facilitated by local authority or the schools themselves, sharing teaching and other facilities with neighbouring schools, to broaden the range of opportunities available to students by achieving economies of scale, participating in collaborative buying consortia, to reduce the cost involved in the procurement process itself and negotiating better deals through exercising combined buying power and sharing business manager expertise with neighbouring schools that do not have the capacity (Department of Education, 2013).

Some of the characteristics of the most efficient schools are: effective deployment of workforce, with a focus of developing high quality. Make use of the evidence to determine the right mix of teaching and educational support staff. Employ or have access to a skilled school business manager who takes leadership role. Make good use of financial benchmarking information, to inform the school spending decision. Have in place a strong governing body and leadership team that challenges school spending. Manage down back office costs and running costs and so forth (Department of Education, 2013).

Planning

According to Haddah and Damsky (1995), the notion of educational planning makes the educational sector to grow and function inure effectively. It may suggest a well-structured field of unambiguous issues, clearly defined objectives, mutually exclusive choices, undisputed causal relationships, predictable rationalities, and rational decision-makers. In contrast to this simplistic vision, educational planning is actually a series of untidy and overlapping episodes in which a variety of people and organizations with diversified perspectives are actively involved - technically and politically. Educational planning is an aspect of educational administration.

Educational administration

To Udoh and others (1990), educational administration is a process that is concerned with using methods, principles and practices of administration to develop and execute goals, policies, plans and procedures necessary to achieve the objective of education. This objective can easily be acquired by the assistance of the school administrator. Ndongko (1985), cited by Mbua says school administrators should pay attention not only to the task aspects but also to the human element of administration. Therefore the aspect of Job satisfaction, promotion of high morale, attending to individuals and group needs and problems are among the array of sensitive issues that must be attended to if an administrator is to succeed in his task. The administrator of secondary school in Cameroon is called the principal.

The principal is viewed as the head or leader of the institution (Mbua. 2003). One of the roles of the principal according to Okorie (1998) is the empowerment of teachers. The empowerment of teachers is essential if the schools are to improve. The principals are called upon to collaborate hand in hand with the teachers in the process of planning in order to bring about the effective and efficient administration of schools in Cameroon in particular and the world at large.

Stakeholders' participation

According to Partridge et al (2005), stakeholders' engagement is increasingly being recognized as more than just a defensive response to criticism or imminent conflicts.

In some institution, it has transcended into an integrated part of systematic risk management. Furthermore, effective stakeholder engagement is increasingly contributing to organizational resilience and flexibility to learning and innovation, to the identification of new opportunities, and ultimately to the improvement of sustainable performance. Good engagement, however, can be more than a contribution to the organizations performance, but also has the potential to inform the adequate integration of social, environmental and economic issues into core strategies and institutional models.

Stakeholders can be thought of as any group or individual who can affect, or who can be affected by, a corporation or its activities. Also, they can be seen as groups or individuals who define value proposition for the company and who therefore must be attended to as part of a sound commercial approach to building loyalty with customers, employees and investors. Stakeholders are sometimes divided into primary stakeholders, or those who have a direct say in the organization and its success, and secondary stakeholders or those who may be very influential especially in questions of reputation, but whose stake is more representational than direct secondary stakeholders can also surrogated representatives for interests that cannot represent themselves that is the natural environment or future generations (Partridge et al, 2005). In education when we talk about stakeholders we are referring to administrators, teachers, students and so forth.

Need analysis

Need assessment is the first step in the instructional design process and as such is an important process for performance improvement practitioners (Rossett, 1987), especially for those for whom training is a function. Need assessment is not just for training, however, performance improvement practitioners identify and prioritize all types of performance gaps by conducting a need assessment (Kaufman, 1994; Rothwell & Kazanas, 2004). This leads to a needs analysis to determine the cause of the performance problem and the appropriate solution that will close the gap in performance, regardless of whether the solution is training (Kaufman, 1994).

Even though performance improvement practitioners generally accept needs assessment and analysis as important first steps to solving performance problems (Rossett, 1997; Fulop, Loop-Bartick, & Rossett, 1997), they do not always conduct needs assessments prior to implementing performance improvement solutions. Sometimes, organizational needs or constraints prevent the use of a needs assessment or dictate the assessment method used in each situation. Generally, the practitioner chooses his or her preferred method of conducting a needs assessment to fit all situations, examining and using more than one method for needs assessment may be confusing for practitioners new to needs assessment (Cline & Seibert, 1993). According to Kaufman (1994), need analysis is the process for identifying the cause (s) of performance needs in order to select performance improvement solution (s).

Once the root cause of a performance gap is determined, the solution may or may include training or instruction. If the solution is training, the instructional objectives derive from the organizational, operational and or individual needs identified in the assessment (Rothwell, 1984). At times, the term training needs is described as needs assessment, but

according to Watkins and Kaufman (1996), if the solution is training, there is need to do an assessment or analysis.

Evaluation

Simons (2013), talked about internal evaluation and that it is used to guide the review of a process of purposive evaluation of school practices which provides insights into the educational experiences of student, as more than those measured by test data. It has various terms: internal evaluation, (school) self- evaluation, self- review, data use, data- based decision making, inquiry, internal accountability. According to Nevo (2001), internal evaluation is carried out solely by staff internal to the school and these may be group of teachers and these may be groups of teachers and / or other members of staff, school leaders or designated projects staff.

‘Data coaches’ may work, as employees of the school, with teams to facilitate the interpretation of data and in using it to work as employees of the school, with teams to facilitate the interpretation of data and in using it to plan changes to teaching approaches. Schools may also work with external partners, such as a research partnership or a school district / local authority or employ a ‘critical friend’ or external data coach to give support in the design of internal evaluation, the interpretation of the evidence and to prompt reflection and planning for improvement. However, internal evaluation is distinguished from external types of evaluation in the fact that members of the school’s professional are in charge of the evaluation. External evaluations would, on the other hand, see an external authority (for instant inspectorate of Education) decides on evaluation criteria, collect data on school performance and report evaluation results (Nelson et al, 2015).

Theories

Two theories were used in this work. The first was the participative Leadership theory by Likert (1967), which stipulates that the joint participation of the principal, staffs and other school governing bodies such as the student union in the planning process will directly or indirectly be seen as a process of decision making and this will bring about school efficiency as the educational goal will easily be achieved. Also, when teachers are involved in school planning, this improves their understanding of the issues involved since they are those to implement the decisions, teachers’ become more committed to actions when they are involved in school processes such as the planning process. Moreover, when teachers jointly identify the pertinent needs

of the institution, they become more collaborative and less competitive thereby facilitating the implementation process on any decision taken and by so doing efficiency will be experienced in our secondary schools. The second theory was the functional management theory by Fayol (1916 and 1951); which lays emphasis on the fact that the principal most see to it that the plan task is achieve and the institution is well managed regardless of its size and nature. Teachers should be place at the center of the administration, team spirit encouraged by the school principal in order to bring about efficiency.

Research Methodology

The sample survey design was used. The target population was all the secondary school teachers in the Kumba municipality, and the accessible population was those who have taught for three years with a population of 525. A sample of 350 teachers was gotten from the 525 teachers who have taught for at least three years. The instrument used is the questionnaire because we are dealing with quantitative data and it is the only appropriate instrument used to collect large data. Both descriptive and inferential statistics were involved. The descriptive statistics was analyzed using frequency while the inferential statistics was analyzed using the spearman correlation

Statistical tool used

For the inferential statistics, the Spearman correlation index (r_s) was used. The Spearman correlation index between two variables denoted by P_i is used to measure the degree and direction between the two variables when both variables are measured at the ordinal level of measurement. The Spearman rank correlation can be obtained by using the formula below:

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Where:

D= the difference between the ranks of X and the corresponding ranks of Y.

n=number of paired ranks.

Presentation and analysis of Data

Table 1: Descriptive Statistics on Stakeholder participation

	N	Minimum	Maximum	Mean	Std. Deviation
The presence of teachers is always required in the planning sessions in school.	350	1.00	4.00	2.9829	1.02392
Teachers are obliged to give their contributions in the planning process.	350	1.00	4.00	2.8314	1.05583
Other school governing bodies such as the PTA effectively contribute to the school planning process.	350	1.00	4.00	2.4829	1.12969
The planning of activities corroborates with school objectives.	350	1.00	4.00	2.4457	1.16105
In your opinion the school planning process is very democratic and could enhance efficiency to a greater extent	350	1.00	4.00	2.9886	1.01275
Valid N (listwise)	350				

1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

From the table above, all the items in the questionnaire for stakeholder participation were agreed following their mean. The item with the highest respondents was the last having a mean of 2.9886 and the item statement is; in your opinion, the school planning process is very democratic and enhances efficiency to a greater extent followed by the first item which states that the presence of teachers is always required in the planning sessions in schools. This item had a mean value of 2.9829, indicating that teachers are in the best

position to easily identify the needs of the students in any institution of learning, so their presence is always required. The item with the least respondents (teachers) had a mean of 2.4457 representing the statement that the planning of activities corroborates with school objectives.

Table 2: Descriptive Statistics on need analysis

	N	Min.	Max.	Mean	Std. Deviation
The need analysis of the school is objective and meets stakeholder expectations.	350	1.00	4.00	2.4800	1.08567
The identification of school salient needs is carried out in line with available resources.	350	1.00	4.00	2.5971	1.16810
School needs are identified and classified in order of importance in relation to school objectives.	350	1.00	4.00	2.9257	1.06799
In the process of need analysis, the inclusive aspects of the school are always taken into consideration.	350	1.00	4.00	2.4629	1.08258
The school principal actively includes the student union in the process of need identification.	350	1.00	4.00	3.0200	1.13155
Valid N (listwise)	350				

1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

From table 2 above, out of the five items on the questionnaire given to the teachers to respondent, four out of the five items falls under agreed while the last item was disagreed. Respondents disagreed on the fact that school principals actively include the student union in the process of need identification with a mean of 3.0200. The item with

the highest mean (2.9257) as far as those respondents that agreed were concern is the item that states that school needs are identified and classified in order of importance in relation to school objectives, followed by the second (2.5971) , first (2.4800) and fourth item (2.4629)

Table 3: Descriptive Statistics on Evaluation

	N	Min.	Max.	Mean	Std. Deviation
The school governing committee sits to assess the extent to which resources have been employed to meet set objectives at the end of every year.	350	1.00	4.00	2.6800	1.05189
During evaluation sessions; the school principals are expected to present accountability on how resources were managed.	350	1.00	4.00	2.7286	1.13705
Teachers and student union leaders are allowed to attend and participate in evaluation sessions to render it democratic.	350	1.00	4.00	3.2400	.99834
Quality assurance/control is carried out to ensure that evaluation sessions and activities were properly carried out.	350	1.00	4.00	2.5800	1.06690
Valid N (listwise)	350				

1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

From table 3 above, some of the respondents disagreed with the fact that teachers and student union leaders are allowed to attend and participate in evaluation sessions to render it democratic. While majority of the respondents agreed with the facts that during evaluation sessions; the school principals are expected to present accountability on how resources were managed having a mean value of (2.7286),

the school government committee sits to assess the extent to which resources have been employed to meet set objectives at the end of the year with a mean of 2.6800. and lastly that quality assurance/control is carried out to ensure that evaluation sessions and activities were properly carried out with a mean of (2.5800).

Table 4: Descriptive Statistics on secondary school efficiency

	N	Min.	Max.	Mean	Std. Deviation
The performances of students are good and meets stakeholder expectations	350	1.00	4.00	2.5771	.98035
Available resources are meticulously employed to enhance students' performance	350	1.00	4.00	3.0571	1.12392
There are quality assurance and control missions to fight against resource wastage	350	1.00	4.00	2.5771	1.05088
The teaching learning process is effective and students and teachers both meet learning objectives	350	1.00	4.00	2.5343	1.03394
Valid N (listwise)	350				

1=Strongly Agree; 2=Agree; 3=Disagree; 4=Strongly Disagree

From the above table on secondary school efficiency, majority of the respondent agreed with the facts that students performance are good and meets stakeholder expectations, there are quality assurance and control missions to fight against resource wastage and that, the teaching learning process is effective and students and teachers both meet learning objectives. These items had a mean of (2.5711, 2.5711 and 2.5343) respectively. Fewer

respondents disagreed with the fact that available resources are meticulously employed to enhance students' performance.

Inferential statistics

Ha1: There is a relationship between Stakeholder participation and Efficiency in the secondary school

H01: There is no relationship between Stakeholder participation and Efficiency in the secondary school

Table 5. Correlations on Stakeholder participation and secondary school Efficiency

			Stakeholder participation	Efficiency
Stakeholder participation	Correlation Coefficient		1.000	.704**
	Sig. (2-tailed)		.	.000
	N		350	348
Efficiency	Correlation Coefficient		.704**	1.000
	Sig. (2-tailed)		.000	.
	N		350	350

** . Correlation is significant at the 0.01 level (2-tailed).

The table above is on correlations on Stakeholder participation and Efficiency. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Stakeholder participation has a significant influence with Identity development. The correlation coefficient is 0.704 indicating that Stakeholder participation as an independent variable influences Identity development by 70.4 percent. The correlation coefficient is positive, thus indicating that

the better Stakeholder participation is optimized, the more Efficiency is achieved.

Hypothesis two

Ha2: There is a relationship between Need Analysis and secondary school Efficiency.

H02: There is no relationship between Need Analysis and secondary school Efficiency.

Table 6. Correlations on Need Analysis and School Efficiency.

			Need Analysis	Efficiency
Need Analysis	Correlation Coefficient		1.000	.534**
	Sig. (2-tailed)		.	.000
	N		347	350
Efficiency	Correlation Coefficient		.534**	1.000
	Sig. (2-tailed)		.000	.
	N		350	350

** . Correlation is significant at the 0.01 level (2-tailed).

The table above is on correlations on Need Analysis and secondary school Efficiency. The p-value (0.00) less than

0.05 which is the alpha. Based on this, we deduce that Need Analysis has a significant influence on secondary school Efficiency. The correlation coefficient is 0.534 indicating that Need Analysis as an independent variable influences secondary school Efficiency by 53.4 percent. The correlation coefficient is positive, thus indicating that the

better Need Analysis is optimized, the more secondary school Efficiency is achieved.

Hypothesis three

Ha3: Evaluation processes significantly influences secondary school Efficiency

H03: Evaluation processes significantly have no influence on secondary school Efficiency

Table 7. Correlations on evaluation process and secondary school Efficiency

		Evaluation	Efficiency
Spearman Rho	Correlation Coefficient	1.000	.652**
	Evaluation Sig. (2-tailed)	.	.000
	N	350	350
	Correlation Coefficient	.652**	1.000
	Efficiency Sig. (2-tailed)	.000	.
	N	350	258

** . Correlation is significant at the 0.01 level (2-tailed).

The table above is on correlations on Evaluation and secondary school Efficiency. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Evaluation has a significant influence with secondary school Efficiency. The correlation coefficient is 0.652 indicating that Evaluation as an independent variable influences secondary school Efficiency by 65.2 percent. The correlation coefficient is positive, thus indicating that the better Evaluation is optimized, the more secondary school Efficiency is achieved.

IV. CONCLUSIONS

From the above table, it was revealed that all the null hypotheses were rejected while all the research hypotheses were accepted. This shows that there exists a link between planning and secondary school efficiency. The strength of the link, differs from variable to variable using the same alpha (0.05) and p-value (0.00 < 0.05). From the above table, looking at the position of the variables, the researcher discovered that the variable of stakeholder participation came first with correlation strength of 0.74 while the variable of evaluation process came the second with 0.652 and lastly, the variable of need analysis with a correlation value of 0.534. This implies that stakeholder participation and evaluation is considered more in school planning process by the principal than need analysis.

We can conclude that there exist a significant relationship between planning and secondary school efficiency. Moreover, emphasizes should be laid on need analysis in secondary schools in the Kumba municipality in particular and also in all the schools in the nation from primary up to tertiary education.

V. RECOMMENDATIONS

Stakeholders such as teachers and student union leaders should be part and parcel of secondary school administration especially in the planning process as this will enable them to always be available in school, have respect for hierarchy, they will carry out their duties without any time wastage,

constantly prepare their lessons and render accountability in the institution and by so doing, they will help the school administrator to make sure that the institution becomes efficient.

Also, teachers especially, should be involved in the process of need analysis which consists of identification of the pertinent needs. When teachers are aware of the aim of identifying the school needs and they are conscious of the strategies put in place to achieve the need and how it can be assess, they will put forth their best to see to it that their school grows.

Furthermore, as far as internal evaluation is concern in any school institution, school administrators should not exclude teachers for they are the once who have direct contact with the students and also, they are the sole implementers of the school curriculum. In this case, teachers will be in the better position to pin point the strength and weaknesses as far as implementing the curriculum is involved and they will give good suggestions on how to improve on standards and school performance.

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