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Doctoral Research Unit for Sciences of
Educational Ingeniering

**SCHOOL PLANNING AND EFFECTIVE EDUCATIONAL
ACHIEVEMENT IN SOME SECONDARY SCHOOLS IN YAOUNDE V1
MUNICIPALITY.**

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Award of a
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Academic Year 2022/2023

DEDICATION

To my husband Mr Nchinda Sergius Mekane.

CERTIFICATION

WE Hereby certify that GALABE LOBTE JACINTA NKEINEN in the Faculty of Education (educational management), university of Yaounde I, has been corrected in accordance with the comments of the jury, to our satisfaction. We therefore recommend that the dissertation be bound and copies be deposited in the department.

SIGNATATURE

Presient of the jury

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Date _____ 2022

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LIST OF ABBREVIATIONS

PTA:	Parents Teachers Association
NCFTE:	National Curriculum Framework for Teacher Education
NA:	Needs Analyses
MA:	Master of Arts
EEA:	Effective Educational Achievement
NAS:	Need Analysis of the School
IS:	Involvement of Stakeholders
GBHS:	Government Bilingual High School
GBTC:	Government Bilingual Technical College
PHCHS:	Peace Home Comprehensive High School
Ho:	Null Hypothesis
Ha:	Alternative Hypothesis
DV:	Dependent Variable
IV:	Independent Variable
TRQ:	Teachers Respondent Questionnaire
IGA:	Interview Guide for Administrators
ANOVA:	Analysis of Variance
SPSS:	Statistical Package for Social Science
CV:	Calculated Value

ABSTRACT

School planning is very important and affects individual's achievement and output of the school. Ineffectiveness has become a norm nowadays as there is a low rate of stakeholder involvement in planning school activities. Therefore this research investigated the extent to which school planning can bring about effective educational achievement in secondary education in Yaounde VI municipality. And creating a good atmosphere within the school answers the question "to what extent does school planning influence effective educational achievement?" This work is based on the hypothetical premise that school planning has a significant influence on the effective educational achievement of the secondary schools in the Yaounde' VI municipality. And to understand the subject matter of this work, a review of literature was done. The theories that were used for this work were the stakeholder theory by Edward Freeman, the participative leadership theory by Rencis Likert and the functional management theory by Henry Fayol. It adopted a mixed research design where both the qualitative and quantitative data were collected, processed and analysed. The sample size from accessible population was made up of teachers and administrators of the four selected schools in Yaounde' VI with two hundred and forty six (246) participants. The data was collected using two instruments which were the Teachers Questionnaire and Interview Guide for Administrators. The statistical package for social sciences (SPSS) was also used to analyse the quantitative data. Meanwhile the qualitative data was been interpreted for better understanding. In the first hypothesis, the results present the calculated p-value of 0.0005. Based on this, we then reject the null hypothesis and retain the alternative hypothesis which holds that involvement of stakeholder has a significant influence on the effective educational achievement of the secondary schools in Yaounde' VI. For the second hypothesis, we also have a calculated p-value 0.0005. This rejects the null hypothesis and retain the alternative hypothesis which holds that need analysis has a significant influence on the effective educational achievement of secondary schools in Yaounde' VI. This equally means that need analysis should always be carried out during the school planning process as an indicator for effective educational achievement. In the third hypothesis, the results presents a calculated p-value of 0.0005 which confirms that administrative supervision has a significant influence on the effective educational achievement in the selected secondary schools in Yaounde' VI and rejects the null hypothesis. Finally, the acceptance of all these hypothesis permits the retention of the main hypothesis which holds that school planning has a significant influence on the effective educational achievement of the selected secondary schools in Yaounde' VI. Based on this findings, recommendations have been made to the stakeholders concerned.

Key words: school planning, effective, educational achievement

RÉSUMÉ

La planification scolaire est très importante et affecte les résultats individuels et les résultats de l'école. L'inefficacité est devenue une norme de nos jours car le taux d'implication des parties prenantes dans la planification des activités scolaires est faible. C'est pourquoi cette étude a cherché à déterminer dans quelle mesure la planification scolaire peut permettre d'obtenir des résultats scolaires efficaces dans l'enseignement secondaire de la municipalité de Yaoundé VI. La création d'une bonne atmosphère au sein de l'école répond à la question "dans quelle mesure la planification scolaire influence-t-elle les résultats scolaires effectifs". Ce travail est basé sur l'hypothèse que la planification scolaire a une influence significative sur les résultats scolaires effectifs des écoles secondaires dans la municipalité de Yaoundé VI. Pour comprendre le sujet de ce travail, une revue de la littérature a été effectuée. Les théories utilisées pour ce travail sont la théorie des parties prenantes d'Edward Freeman, la théorie du leadership participatif de Rencis Likert et la théorie de la gestion fonctionnelle d'Henry Fayol. L'étude a adopté un modèle de recherche mixte dans lequel des données qualitatives et quantitatives ont été collectées, traitées et analysées. L'échantillon de la population accessible était composé d'enseignants et d'administrateurs des quatre écoles sélectionnées à Yaoundé VI, soit deux cent quarante-six (246) participants. Les données ont été collectées à l'aide de deux instruments : le questionnaire pour les enseignants et le guide d'entretien pour les administrateurs. Le progiciel de statistiques pour les sciences sociales (SPSS) a également été utilisé pour analyser les données quantitatives. Parallèlement, les données qualitatives ont été interprétées pour une meilleure compréhension. Pour la première hypothèse, les résultats présentent une valeur p calculée de 0,0005. Sur cette base, nous rejetons l'hypothèse nulle et retenons l'hypothèse alternative selon laquelle l'implication des parties prenantes a une influence significative sur les résultats scolaires effectifs des écoles secondaires de Yaoundé VI. Pour la deuxième hypothèse, nous avons également une valeur p calculée de 0,0005. Ceci rejette l'hypothèse nulle et retient l'hypothèse alternative selon laquelle l'analyse des besoins a une influence significative sur la réussite scolaire des écoles secondaires de Yaoundé VI. Cela signifie également que l'analyse des besoins devrait toujours être effectuée au cours du processus de planification de l'école en tant qu'indicateur de l'efficacité de l'enseignement. Dans la troisième hypothèse, les résultats présentent une valeur p calculée de 0,0005 qui confirme que la supervision administrative a une influence significative sur la réussite scolaire dans les écoles secondaires sélectionnées à Yaoundé VI et rejette l'hypothèse nulle. Enfin, l'acceptation de toutes ces hypothèses permet de retenir l'hypothèse principale selon laquelle la planification scolaire a une influence significative sur les résultats scolaires effectifs des écoles secondaires sélectionnées à Yaoundé VI. Sur la base de ces résultats, des recommandations ont été formulées à l'intention des acteurs concernés.

Mots clés : planification scolaire, efficacité, réussite scolaire

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CHAPTER ONE: INTRODUCTION

Background to the study.

The history of educational planning is not new, in fact, the Spartans planned their education more than 2,500 years ago to match their clearly defined military, social, and economic aims (Coombs, 1970). The former Soviet Union did not establish a five-year education plan until 1923, or roughly 87 years ago, with the goal of eliminating the illiterate population during the plan period. The educational programs, however, were non-integrative throughout those times, meaning that educational activities were organised independently and there were little or no connections between education and other industries. Since then, integrative educational strategies have been established and designed in many different countries. An exemplary illustration of the integrated plan that France created in 1946 is the comprehensive investment planning for education that included national capital planning for education. Yet, it was not until the 1960s that educational planning gained widespread acceptance, particularly in developing countries (UNESCO, 2003). These beliefs support the idea that educational planning has been considered as an additional step in eliminating various sorts of shortcomings of our society, regardless of rich or poor, democratic or socialist. This means that an effective planning of the secondary school will equally improve the output of the school thus leading to an effective educational achievement.

Contextual Background

The main content of this work is centered on the school and in particular, the secondary school. The contextual knowledge of this work will guide us on the area of planning and management. This background enables the researcher to bring out the research map according to her research work, and also enable the researcher to identify the knowledge gap by highlighting the variance between what is ideal and what is real on the ground while highlighting the elements responsible for the gap Nkata as cited in Amin (2005). A school is an institution designed for attitude modification and teaching of students under the direction of teachers. It is a formal organization which is well planned, organized with defined roles and regulations. To Tanyi (2009), one of the ways at which a child can developed good qualities, skills and abilities that can enable him fit in his environment is through school. Nearly all countries have systems of formal education, which is universally compulsory. A school system is an establishment including the plant and equipment for providing education from kindergarten through high school (Noun, 2008). The primary goal of any school system is to

provide the society with the requisite manpower for development and to enhance quality of the living conditions of their products. Schools help learners to acquire skills in socialization, communication, and in the development of their academic abilities. Schools are equally venues that give the opportunity for parents, teachers and other stakeholders to get involved in the planning process of the school coupled with the teaching and learning process.

Furthermore, a school has well defined norms characterised by teaching staff and management body. In Cameroon, we have the primary and secondary schools and for the purpose of this work, we shall center on the secondary school. A secondary school is an institution in which students enroll for education after having completed or graduated from the primary school. Secondary school in Cameroon covers a period of 7years. It comprises two cycles that is, the first which covers a period of 5years for the English section and 4years for the French section. And the second cycle which has two years for the English section and 3years for the French section. Secondary school is made up of grammar or general education, technical and vocational secondary schools. It could mean any form of education that is between the primary and university or higher education Fonkeng (2010). Secondary school in Cameroon is mostly state run. Nearly all divisional headquarters in Cameroon have a government secondary grammar school headed by a principal who plans and manage the school activities within the school. The educational strategy of Cameroon has been inconsistent irrespective of the type of education. Due to the fact that it is formal inclined, it has a strong policy as compared to the informal which is still limited especially in rural areas (UNESCO,2007).

Theoretical Background to the Study

Planning is a very complex term that a set of principles and theories been put forward by some school of thoughts to assist organisations, planners and managers to achieve their stated objectives. This piece of work is centered on the following theories; the stakeholder theory by Eduard Freeman, the participative leadership theory by Lensis likert and the functional management theory by Henri Fayol which help in the understanding of this work. Fonkeng (2005) defines a theory as a statement based on observed facts. It sees and analyse relationships between “cause and effects”. Stakeholder Theory (1984) by Edward Freeman is a view of capitalism that stresses the interconnected relationships between a business and its customers, suppliers, employees, investors, communities and others who have a stake in the organisation. This theory argues that a firm should create value for all stakeholders, not just shareholders (Freeman, 1993). It addresses morals and values in managing an organisation. His

award-winning book *Strategic Management: A Stakeholder Approach* identifies and models the groups which are stakeholders of a corporation, and both describes and recommends methods by which management can give due regard to the interests of those groups. The theory has become a key consideration in the study of business ethics and has served as a platform for further study and development in research. Since the 1980s, there has been a rise in the theory's prominence, where scholars around the world continue to question the sustainability of focusing on shareholders' wealth as the most fundamental objective of business.

Business according to Freeman is about how customers, suppliers, employees, financiers (stockholders, bondholders, etc.), communities, the media, and managers interact and create value to the organization. He outline ten concrete principles and seven practical techniques for managing stakeholder relationships in order to ensure a firm's survival, reputation, and success. *Managing for Stakeholders*, however, helps leaders develop a mindset that instead asks the Value Creation Question: How can we create as much value as possible for all of our stakeholders? And how they recognise and evaluate business opportunities that would otherwise be invisible. His approach here contributes to asking firms to balance their stakeholders' interests with their business objectives. So, bringing his idea into education, we will see that it encourages teamwork in the educational system with the involvement of all the stakeholders in to the planning of the school such that there can be a better performance of the school. Also, there is interrelationship between stakeholders within the school that is, principal and teachers ,teachers and teachers, the administration and parents and the administration and students which entirely will lead to a better performance of teachers, students and the administration as a whole thus enhancing an effective educational achievement of the school.

The participative leadership theory was developed by Rensis Likert in the 1960s. He outlined four systems of management to describe the relationship, involvement, and roles of managers and subordinates in industrial settings. He based these systems on studies of highly productive supervisors and their team members of an American Insurance Company. Likert later revised these systems to apply to educational settings. Who initially intended to spell out the roles of principals, students, and teachers; eventually others such as superintendents, administrators, and parents were included. Participative leadership is one of the management systems established by Likert which promotes genuine participation in decision-making and goal setting in order to promote a workplace where all members equally share information

Likert (1960), argues that the participative system is the most effective form of management within the systems. Because its lateral interaction between employees and

managers which then help managers to recognize problems that occur between members of an organization. So the free-flowing of communication and the use of creativity and skills will equally allow workers to become more involved within the organization. In this work, this theory makes us to understand that for us to attain an effective educational achievement in our secondary school today there is supposed to be an analysis of needs. And for this to take place, teamwork have to be encouraged by the school leader in order to be informed of the available gaps within the school such that a perfect performance improvement solution can be arrived at in order to better the performance of teachers and the students as well as that of the school which equally leads to an effective educational achievement. And through communication, it is easier to identify the available gaps within the school so that together, better decisions can be arrived at with the aim of closing up the available gaps.

Henri Fayol's Functional Management Theory (1841–1925): Henri fayol is known as the father of modern Management. He was a popular industrialist and victorious manager. Fayol considered that good management practice falls into certain patterns that can be recognized and analysed. From this basic perspective, he devised a blueprint for a consistent policy of managers one that retains much of its force to this day. Fayol provided a broad analytical framework of the process of management. He used the word Administration for Management. Foyal categorized activities of business enterprise into six groups such as Technical, Financial, Accounting, Security, and Administrative or Managerial. He stressed constantly that these managerial functions are the same at every level of an organization and is common to all firms. He wrote General and Industrial Management. His five function of managers were plan, organize, control, co-ordinate, and direct or command. Principal of administrative management: 1.Division of labour, 2.Authority & responsibility, 3.Discipline, 4.Unity of command, 5.Unity of direction, 6.Subordination of individual interests to general interest, 7.Remuneration of personnel, 8.Centralization, 9.Scalar chain, 10.Order, 11.Equity, 12.Stability of tenure, 13.Initiative and 14 .Esprit de corps (union of strength). These 14 principles of management serve as general guidelines to the management process and management practice. So, in the educational system, decisions taken are for future action in the educational domain in order to render it more efficient and effective.

Conceptual Background of the study.

School planning

Planning is the first management skill for achieving the goals and objectives demanded of schooling. The school plan, which serves as a policy statement is equally necessary and aids in the creation of policies (Karnataka, 2012). And that is why all levels of management are engage in planning which is a process that decides the future course of action. Planning here is a continuous process and includes the perception, analysis, and conceptual problem-solving process. According Fayol, planning is one of the basic functions in management. From his model, planning has generally been recognized by administrative theorists as one of the major functions expected of administrators with school administrators inclusive. Without a doubt, planning is a crucial management task in every school, regardless of its location or the grade levels it serves. Despite the fact that teachers may not be formally trained in planning models and procedures (Beach & Lindahl, 2004).

Furthermore, the lack of emphasis placed on planning as a management function in principal preparation programs (Beach & Lindahl, 2004) may be linked to past planning failures as well as the displeasure caused by the time and money expended on those failures. Planning is a systematic attempt to influence the future of an institution or determining today what the business will be tomorrow by defining the objective, appraising those factors within and outside the environment that affect the achievements of the objectives and establishing comprehensive and flexible action plans to ensure that the set objectives are attained (Akanji & Doguwa, 1992). Given the emphasis on resources use, which is viewed as having economic overtones in all the categories in the institution, it is clear that planning is thought to have economic undertones. Additionally, one will learn that reaching the specified goals is a target that should always be in sight for everybody engaged in any activity. The orientation toward the future is another factor. As a result, planners assume that you will still be living to see a lot of events in the future. Planning, then, is concerned with more than just the here and now; it also has faith in the future that has yet to be seen. Planning is a continuous process since the activity of planning is performed continuously.

To summarize, planning entails deciding what to do. What justifies doing it? Who shall execute it? Where do I do that? When is it done? In essence, planning permits other management functions such as organizing, directing, coordinating, managing, budgeting, and assessing. From study and all theoretical viewpoints, we've learnt that the actors in the planning

process, politicians, bureaucrats, and planners, are all part of the system they're trying to improve. The functionalists can explain why, despite the fact that the planning programs appear to be highly radical, these people largely operate to maintain the status quo. The Marxists can explain in whose interests planning decisions are made, whereas the interactionists can explain at the micro level how and why the actors in the planning process come to define planning objectives in certain ways, and how conflicting viewpoints affect planning decisions. School planning will help them to equally answer the questions “what will we focus on now?” and “what will leave until later?”. This however encourages the staff and the parents to be able to monitor student achievement levels in order to know how well the students are performing so as to respond to the needs of the students, teachers and the parents.

Saha (2001), says educational planning generally is understood to be the identification, development, and implementation of strategies designed to attain efficiently and effectively the educational needs and goals of the students and society. Planning in education that is best applied in the world of education is short-term planning because short-term planning is specific and relatively exact. This planning is called an annual planning which is a process of planning the sources of funds to achieve certain goals and objectives that will be implemented in the next year. The achievement of quality in education can be realized effectively if educational planning can be planned, realized, and evaluated effectively and efficiently. Planning is key to the school's success in the implementation of educational programs. This explains why there is a need for harmony between school planning and related structures, such as the education department and the ministry of education.

Also, many schools are extremely effective at using their resources well and student outcomes have benefited as a result. To Fonkeng and Tamajong (2009), School administration, implies professional leadership and guidance of the school. 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 the administration. 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 (Mbua, 2003). 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. Tambo (2012), thinks that the category of teachers that should be involved in the school planning process are the natural teachers or teachers of circumstance who are carefree about the happenings in the

institution (Tambo, 2012). However, the entire school community should be actively involved in all the stages of the planning process of the school. Also, Fonkeng and Tamajong (2009), opines 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

Moreover, every school begins with a school plan and Cameroon secondary education is not an exception to it. School planning plays a vital role in the development of the school curriculum and if the curriculum is not well planned, it can lead to an unexpected outcome. Educational planning here is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and society” (Coombs, 1970). In addition, educational planning is concerned with the problem of allocating the limited resources devoted to the educational sector among different levels and types of education (Longe, 1987). According to her, educational planning forms an integral part of development planning involved in an attempt to solve the problem of scarce resources relative to the growing needs of the national environment. However, according to this study, school planning is the identification, development and implementation of strategies designed to attain the future needs and goals of the students and the society with the available resources thus making education more effective and efficient.

The preparation of a school plan here involves teachers, school committees, and administrative staff. Planning equally helps the school's vision and mission so that it can be achieved properly especially, budget planning in the school planning .Here, the schools use a priority scale in order to be successful with the plan. Schools receive funding from the Government in the form of School Operational Assistance. From the source of these funds, it is used as a benchmark in the preparation of the school budget plan as stipulated in the school planning. In certain circumstances, schools can make revisions to the school planning that has been prepared, due to program changes that must be implemented, even though these activities are not included in the budget plan. On this basis, the school made a revision and made an official report on the changes to the school planning. Implementation of School planning is a basic guideline for direction for schools in carrying out their duties, improving the quality of education in our schools to be better with less risk and to reduce future uncertainty. By adhering to the maximum implementation of the school planning, schools can realize the vision and mission they have set.

Implementing school planning in Cameroon especially at the level of the secondary education is in accordance with what has been scheduled, including involving the school committee in every activity. Schools always provide opportunities for committees to provide consideration or evaluation of the implementation of school activities. This needs to be done so that the activities carried out are as planned. Although, sometimes there are activities that were not initially planned, in the middle of the trip they have to be carried out so that it needs to be revised in the planning of the school. In implementing the school planning, the principal acts as a manager who functions as an authorizer and coordinator so that the management of school resources can be carried out efficiently and effectively. If the activities carried out can help the attainment of school goals, resource management is said to be effective. In the meantime, the efficient measure is linked to the quantity of an activity's output. The principal is a government person who has the authority to make decisions that affect budget revenue and expenditure. The Ordinator, on the other hand, is the person who has the authority to conduct tests and to command payment for all activities taken based on the stipulated authorization.

Also, educational planning is also considered as the process of taking decisions for the future (Longe, 2003). Here, one will learn from the definitions that the following ideas are implied and crucial to educational planning: a) Educational planning is a continual process. b) Educational planning entails making choices regarding the wise use of limited educational resources; c) It is future-oriented; d) It also aims at achieving a set of determining objectives and goals for the education sector; and e) It places a strong emphasis on the cost effectiveness of the educational projects and programs actions with the view of achieving pre-determined objectives with the use of scarce resources. However, following a huge confidence crisis that educational planning has undergone, it has experienced significant changes, becoming more participative, flexible, less technocratic, and diversified. It has shifted its focus from what it had been for a long time – infrastructure planning, increased access, and increased efficiency to becoming more strategic and addressing a variety of key issues in the educational system, such as quality, inequality, and factors influencing demand for schooling. So an effective school plan offers practical solutions to the defined problems in the school. However, this can only fail if there are no well-designed strategies to monitor the plan implementation. Also, the educational administration is the process of developing and implementing goals, policies, strategies, and processes essential to achieve the educational goal (Udoh et al, 1990). With the help of the school administrators, these goals can easily be achieved.

However, school administrators should pay attention not just to the task aspects of administration but also to the human factor (Ndongko, 1985). As a result, job satisfaction, high morale, and attending to individual and group needs and concerns are just a few of the delicate issues that must be addressed if an administrator is to succeed in his job. The principal is the supervisor of a secondary school in Cameroon. The principal is regarded as the institution's head or leader (Mbua, 2003). One of the principal's tasks is to empower teachers (Okorie, 1998). If schools are to improve, teachers must be given more power. Principals are being urged to work hand in hand with teachers in the planning process in order to achieve effective and efficient school administration in Cameroon in particular and the world at large. This work focuses on school planning and effective educational achievement, in order for this to take place, stakeholders must be involved in the planning process of the school. Also, needs analysis of the school have to be taken into consideration as well administrative supervision of school activities in relation to effective educational achievement. This means that, the principal must work hand in hand with the school staff, school council, parents and other community members on the school priorities.

Involvement of Stakeholders

Stakeholders' engagement is increasingly being recognized as more than just a defensive response to criticism or imminent conflicts. It has evolved into an integral aspect of systematic risk management in several institutions (Patridge et al, 2005). Furthermore, effective stakeholder involvement is increasingly contributing to organisational flexibility, as well as learning and innovation, the discovery of new opportunities, and, ultimately, the enhancement of long-term performance. However, good involvement has the ability to inform the adequate integration of social, environmental, and economic issues into core policies and institutional models, in addition to contributing to the organisation's performance. Stakeholders here are any group or individual who has the ability to influence or be influenced by a corporation or its actions. They can also be considered as groups or individuals that define the company's value proposition and who, as a result, must be addressed as part of a sound commercial approach to generating customer, employee, and investor loyalty. There are two types of stakeholders. Primary stakeholders are those who have a direct voice in the organization's success, and secondary stakeholders, are those who may be highly important, especially in matters of reputation, but whose stake is more representational than direct. Secondary stakeholders can act as surrogates for interests that are unable to speak for themselves, such as the natural environment or future generations (Partridge et al, 2005).

In education, when we talk about stakeholders we are referring to administrators, teachers, students, parents and so forth. And for a school to build support for the organization of the school curriculum, they need to involve both the external and internal stakeholders because they are the ones who better understand the mission and vision of the school and because they have a personal stake in the performance of the school and its students. This gives the external stakeholders the opportunity to help the school staff in achieving the school outcome and also to sustain them (Sustainability Series, 2009). So, this can only happen when they are being informed of the planning sessions of the school, participate fully when it comes to decision making and equally make sure that their ideas are being taken into consideration.

Besides, the National Curriculum Framework for Teacher Education insists on participatory curriculum which involves stakeholders in the organization of the school curriculum. Here, planning brings practice into play and equally requires a participatory learning experience, activity based, dialogue, observation and learning. The National Curriculum Framework for Teacher Education also insists on quality management in education which gives a clear vision, mission and goals so that a proper school plan can be prepared and executed (NCFTE, 2009). However, with this in the secondary education, success can only take place if stakeholders are fully engaged in the planning sessions of the school which means that stakeholder involvement sets a framework for the development of the school. So, this brings us to asking the questions; who are the stakeholders? Why involve stakeholders? And what does it take to involve stakeholders?

Needs analysis

The phrase "analysis of needs" or "needs analysis" (also known as "needs assessment") first appeared in India in the 1920s (White, 1988; West, 1994), and until the 1970s, little study had been conducted in this field (Cowling, 2007). For needs analysis researchers, English for Specific Purposes or English Academic Purposes first predominated, but it has since lost ground in general English classrooms (Hutchinson & Waters, 1987).

Despite the fact that performance improvement practitioners generally accept needs assessment and analysis as important first steps in solving performance problems (Rossett, 1997). Needs assessments are not always conducted prior to implementing performance improvement solutions. Organizational demands or constraints may preclude the implementation of a needs assessment or influence the type of assessment performed in particular circumstance. In general, the practitioner picks his or her preferred technique of

doing a needs assessment to match all situations; nevertheless, for practitioners new to needs assessment, examining and applying more than one method may be perplexing (Cline & Seibert, 1993). Need analysis, according to Kaufman (1994), is the process of determining the cause of performance needs in order to select a performance enhancement solution. The solution may or may not entail training or instruction once the root cause of a performance gap has been identified. If training is the solution, the instructional goals are determined by the assessment's organizational, operational, and/or individual needs (Rothwell, 1984). Watkins and Kaufman (1996) argue that if the remedy is training, no assessment or analysis is required. Need analysis in secondary education is intended to assist educators in recognizing, and prioritizing the needs that the school must address in order to boost performance.

Administrative Supervision

Contemporary writers have slightly different concepts about what supervision means. Most of them however, seem to agree that supervision is an organized, democratic process involving the supervisor and the persons or groups of persons to be supervised, for the achievement of desired objectives. Educational supervision is a process of stimulating growth and a means of helping teachers to help themselves (Nwaogu, 1980). Ojelabi described supervision as a constant and continuous process of personal guidance based on frequent visits to a school to give concrete and constructive advice and encouragement to teachers, so as to improve the learning and teaching situation in schools (Ojelabi, 1981). Hence, supervision is a modern idea that should assist teachers in improving instruction in the classroom. Supervision is a term that covers a wide range of teacher education processes and activities. It includes aspects of advising, guiding, counseling, coaching, evaluating and assessing. It is a form of systematic, purposeful behavior having clear aims and activities. So, the purpose here is to point out the areas of deficiency in the teaching and learning process with a view of initiating an effective teaching method so as to fill in any professional lapse. However, for our secondary schools to attain a certain level of effectiveness today, there is need for serious supervision to take place within the school. And with this, the concerned will give in their best for the success of the school.

Effective educational achievement

To provide for an effective educational achievement, effective planning of human pedagogy, financial and material resources are necessary. "Any organization that does not plan for its resources for example, the human resources will often find it difficult to meet personal

requirements not it's overall goods effectively (Sowell,2000,p.20). One of the major functions of educational system is to supply the manpower needs of the society. The effectiveness of education lies in the hands of the stakeholders as they work together with the administrators to see the progress of the young learners. The function of manpower emerged and became more apparent in 1960 with the French Cameroon and that of British Cameroon in 1961 where there was need for the educated manpower to replace the colonialists in the public service. Cameroon's vision for the next 12yrs says "Cameroon an emerging, democratic and united country in diversity". Here, Education is one of the major tools to attain this democratic, divergent and united emergency. So, for us to attain our vision of 2035, we need to reinforce our efforts to make sure this dreams of ours can be realized. And this takes only effectiveness at the level of secondary education.

However, the overall responsibility for efficiency of the stakeholders is to maintain and raise the educational effectiveness in the secondary school and is associated with the commitment and the standard of education (Moe, 2010). Also, "the product of the school is judged by the way its past students perform in the society" (Edem, 1998). This is because good performance is necessary for education to be effective.

Justification

Regardless of the realism and intelligence of any school planning carried out by the administrator and his team, the general goal or objective is usually the mental, physical, emotional, and social wellbeing of the student as a person. A school plan may appeal to a group of people now, but it will have little or no attraction to the following generation. This suggests that educational plans are being adjusted to fit a certain group of students at a specific time; nonetheless, complete innovation will be required at some point. In all of these, the principal's role, in addition to coordinating with other sectors and levels of the school, is in high demand; the engagement or participation of every staff member or stakeholder is required if such a plan is to be feasible and effective in secondary schools in Cameroon (Fonkeng & Tamajong, 2009). When the principal and staff are confronted with a slew of problems in both teaching and administrative duties, failure to plan might interfere with the school's ability to achieve its goals.

Consequently, a coordinated effort by administrators and teachers based on the planning system is required for quality and efficient school management. Principals, according to Agharuwhe (2014), are the most important actors in the 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, when principals do planning, it is important for teachers to be effective and efficient throughout the school year. Principals equally occupy a very significant position in the school system. And for him to be effective, he needs among others: drive, energy, vision, personal and management skills in order to bring about effective educational achievement. This means that such a person has to create an environment in which teachers can cooperate with each other (Agharuwhe, 2014). It has been noticed that teachers are key in school management, and their involvement in school administrative processes such as planning is such a sensitive topic in schools that neglecting it by principals might produce a lot of rift, conflict, misgiving, and obstruction to the achievement of the school's goals and objectives. Any school plan's success or failure is primarily determined by the groups that make it up, and good use of these groups' intellectual abilities or human resources helps in the development of such an organization or school (Olorunsola, 2011).

Statement of the problem

Effective educational achievement in any school or institution is seen in the way it is been planned. Planning is very important in the day to day running of the school. This is because, if school activities are not well planned, there may likely be a fall in the academic performance of the students. After doing a literature review, I discovered that only few works within the context of our work has addressed the issue of school planning and effective educational achievement. So, I find this as a problem and I want to use the stakeholder approach in explaining educational achievement in some secondary schools in Yaounde VI municipality. However, from observation, it is clear that there is partial involvement of stakeholders such as teachers, parents, students and others in the planning process of the secondary schools in Yaounde VI municipality which results to ineffective educational achievement. In this situation, if the planning is faulty with ambiguous goals and objectives, implementation will be difficult to effectively execute the plan especially in a situation where the implementers did not participate in the planning process. School planning here is being operationalized in to involvement of stakeholders, need analyses, and administrative supervision. 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's action, objectives and policies (Mutwiri, 2015). The school here is like a huge industry that is actively or highly involved in the production process and the end product of every enterprise is being determined by the effectiveness of its goals. And for a school to achieve its effectiveness, the needs of the school are supposed to be well analysed. And for analyses to take place, stakeholders especially teachers need to fully participate in the

planning process of the school as well as there must be administrative supervision of school activities. This is because teachers are the fundamental elements which educational quality is achieved and maintained in order to achieve educational effectiveness. So, when the teachers are not part of the planning process of the school, the implementation process becomes difficult because they are the ones to implement the school curriculum. That is why in a situation where the teachers are unable to carry out effective program coverage, we will realize that there will be a poor academic performance of the students especially in the national exams. As a result, students' results will be affected thus ineffectiveness in the educational achievement of the school. This goes the same with other institutions where serious supervision and monitoring are not carried out by the administration, this will equally prove that the school administration had lapses in the planning process which makes it difficult for them to attain their goals. Hence, there will be ineffectiveness in the educational achievement of the school because everyone will not be fully committed to attaining institutional objectives.

This supports the findings of Nji who found out that the secondary school principals are primarily in charge of ensuring the effectiveness of the school (Nji, 2018). Also, they are the ones in charge of ensuring a strong nature of collaboration in the school community making sure that the creative methods of solving problems are used, motivating teachers especially when they are shifting away from the school objectives and equally makes sure that the teachers are involved in the decision making processes of the school. When instruction is of poor quality, students are likely to learn the skills they need in order to advance in their education. This could result in failure, and even dropout. Teachers at times deliver poor instruction and are compensated for the work they do ineffectively, which may have an impact on demand for education since certain stakeholders might not be happy with the results. Therefore, it has been observed that in the secondary school ineffective educational achievement is not just because of insufficient funds and poor facilities but as a result of the inability of the staff to properly plan the day to day activities of the school. This is because of low rate of teacher involvement in the planning process of the school. Thus, it is due to the above shortcomings that this research is being carried out.

In Cameroon, the educational system especially that of the secondary education is faced with the managerial problems because planners seem not to take their job serious the way it is supposed to be. This is evident as not all the stakeholders do take part in the planning process of the school meanwhile they all have to participate in implementing the decisions taken, lack of proper communication between the principal and the stakeholders especially on matters that

concerns the smooth running of the school which at times made them to be surprised about certain administrative decisions which can only help reduce their level of performance as well as that of the school. Summarily, due to the lack of communication that exists between the stakeholders, it makes it difficult for them to jointly identify and analyse the school needs which therefore hinder the smooth functioning of the school. This study through a qualitative and quantitative analysis of data collected from the various secondary schools leads us to understand how an effective school planning will influence an effective educational achievement.

Research Questions

This research will be articulated around the following research questions.

General Research Question

To what extent does school planning influence effective educational achievement in the selected secondary schools in Yaounde V1

Specific Research Questions

1. To what extent does stakeholder's involvement influence secondary school effectiveness in selected schools in Yaounde V1.
2. To what extent does need analysis affect effective educational achievement in selected secondary schools in Yaounde V1.
3. How does administrative supervision influence effective educational achievement in the secondary education in Yaounde V1.

Hypothesis

The following tentative responses will be put forward in this study.

General Hypothesis

Alternative Hypothesis (Ha)

School planning has a significant influence on the effective educational achievement in the selected secondary schools in Yaounde V1.

Null Hypothesis (Ho)

School planning has no significant influence on the effective educational achievement in the selected secondary schools in Yaounde VI.

Specific Hypothesis

Specific Hypothesis 1

Involvement of stakeholders has a significant influence on the effective educational achievement in selected secondary schools in Yaounde V1.

Null Hypothesis 1

Involvement of stakeholders has no significant influence on the effective educational achievement in selected secondary schools in Yaounde V1.

Specific Hypothesis 2

Needs analysis has a significant influence on the effective educational achievement in selected secondary schools in Yaounde V1.

Null Hypothesis 2

Need analysis has no significant influence on the effective educational achievement in selected secondary schools in Yaounde V1.

Specific Hypothesis 3

Administrative supervision has a significant influence on the effective educational achievement in selected secondary schools in Yaounde V1.

Null Hypothesis 3

Administrative supervision has no significant influence on the effective educational achievement in selected secondary schools in Yaounde V1.

Objectives

General Objective

The principal objective of this study is to find out the extent to which school planning can bring about effective educational achievement in the secondary education in Yaounde V1.

Specific Objectives

1. To investigate the extent to which the stakeholder's involvement can bring about effective educational achievement in the selected secondary schools in Yaounde V1.
2. To verify the extent to which need analysis can improve effectiveness in selected secondary schools in Yaounde V1.

3. To determine the extent to which administrative supervision can bring about effective educational achievement in selected secondary schools in Yaounde V1.

Scope of the study

This research work examines school planning and effective educational achievement in selected secondary schools in the Yaounde 6. The research is confined to the section under study. That is, it is being carried out using teachers and principals of the selected secondary schools in Yaounde V1 in the Mfoundi division in the center region of Cameroon. In this light, four secondary schools have been selected as follows;

- Government bilingual high school etoug-ebe,
- Government bilingual high school mendong,
- Government bilingual technical college mewoulou, and
- Peace home comprehensive high school.

Significance of the study

The findings of this study will equip our general knowledge on school planning and effective educational achievement in secondary education in the Yaounde V1 municipality. The findings will contribute to information that can be used in organizing seminars and workshop for the improvement of the quality of school facilities and how best they will aid the attainment of student's optimum performance which will help in the long run, to make the school system effective.

Also, the findings may be of help to the Cameroon Educational sector as it will help them to know the appropriate decision to take as far as planning in education is concerned. The government should be able to work hand in hand with the school administrators and the school administrators should intent cooperate with their teachers, parents ,and students union leaders to make sure secondary schools in Cameroon experiences effectiveness. This study may also help us understand relevant issues in planning and effective educational achievement of secondary schools in the Yaounde V1 municipality. This finding may be of importance to other researchers who may want to carry out further research on planning and school effectiveness in higher institutions. It also acts as a frame work for planning reorganizations in schools.

Furthermore, the study will be used by the Ministry of Secondary Education and other policy making organs of government especially in the measures they adopt in resolving the identified factors militating against school planning in the secondary education in order to

attain the stated secondary education goals and objectives in Cameroon. The findings of this study will reveal the best ways or measures to be taken in order to improve the quality of education in Cameroon which helps to promote students' productivity and effective school system as a whole.

This study will equally enable the Cameroon government to know the state of school planning in most secondary schools, providing an insight through which the problems could be resolved. It will also help the society to appreciate an effective school planning as an agent of political, social and religious development of a community which can compel them into passing the right judgment and taking the right decision that affect their lives and existence.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

This chapter presents the theoretical knowledge of the phenomenon school planning and effective educational achievement. It is divided into three sections. The first section presents to us the conceptual frame work; the second is on the theoretical frame work while the third concerntrates on the literature reviewed that is related to school planning and effective educational achievement. This literature will enable the researcher to have an in depth analysis of what has been written on the subject matter of school planning and effective educational achievement of the students by previous scholars. This is in order to avoid repetition and also to contribute our own ideas in the scientific research. A review of related literature should provide evidence of critical and analytical appraisal (Amin, 2005).

The Concept of School Planning and Effective Educational Achievement.

According to different writers, the concepts and definitions of school planning and effective educational achievement are viewed in the context of their perspective and philosophy. However, in this chapter, the researcher reviews the related literature on school planning and effective educational achievement of the secondary school.

Education is regarded all over the world as the key to the development of any nation. It plays a key role in the Country's economic, social and technological development (Bansal, 2020). Also, it involves the process of teaching and learning and the learning here is taught in order to understand the deeper things in life and the need for a good human relation .And for these to be advance, what is to be done, when to do it, where to do it, how to do it and who to do it in order to achieve the determined goals and objectives is needed. Educational planning on its part is a systematic and scientific set of decisions for future action with the aim of achieving the set goals and objectives with the use of scarce resources. This implies that it controls and coordinates the educational components in order to achieve the set objectives. This type of education policy in a country is being adopted by the government. So, the government identifies the overall goal of education and give directives of the plan. The government legislature decides on the time frame as well as the final decision on the form of plan. It may adopt a short term, long term or strategic educational planning. These definitions demonstrate that education encompasses both formal and informal education in addition to adult education. Education here is an enlightening experience that illuminates the intellect, empowers the person to make wise judgments about themselves and to positively impact the

advancement of society. As a result, it is the process of educating a person to develop his or her intellectual and mental potentials in order for that person to be able to make mature and effective decisions (Froebel, 2016). This suggests that education is a process through which a person is taught to maximize his or her intrinsic values. This means that it develop innate powers.

Education is an indicator of development and growth knowing the important position school management holds in the secondary education that is, planning, organizing, directing, controlling and coordinating all the activities of the school (UNESCO, 2001). Law n 98/004 of 14th April 1998 of Cameroon also portrays the vital role of education. The purpose of education here is to train students for intellectual, physical and moral development (Fonkeng, 2010). This objective can only be attained by the school principal who manages the school and is the main actor and leader of the school, fully committed to his duties. So, the school principal together with the stakeholders participating fully will greatly lead to an increase in the output performance of the students. For there is a saying that goes the power of a leader can be reflected or seen from the output of it workers in a school setting. This therefore means that the results of our student will go to determine the powers of the school principal thus school performance rate. The competency of the school leader will lead an increase in the academic performance of the students and on the other hand, if the principal is incompetent, students' academic performance rate will be poor. That is why in Cameroon today, the community judged some schools to have high achievement level of education as compared to others.

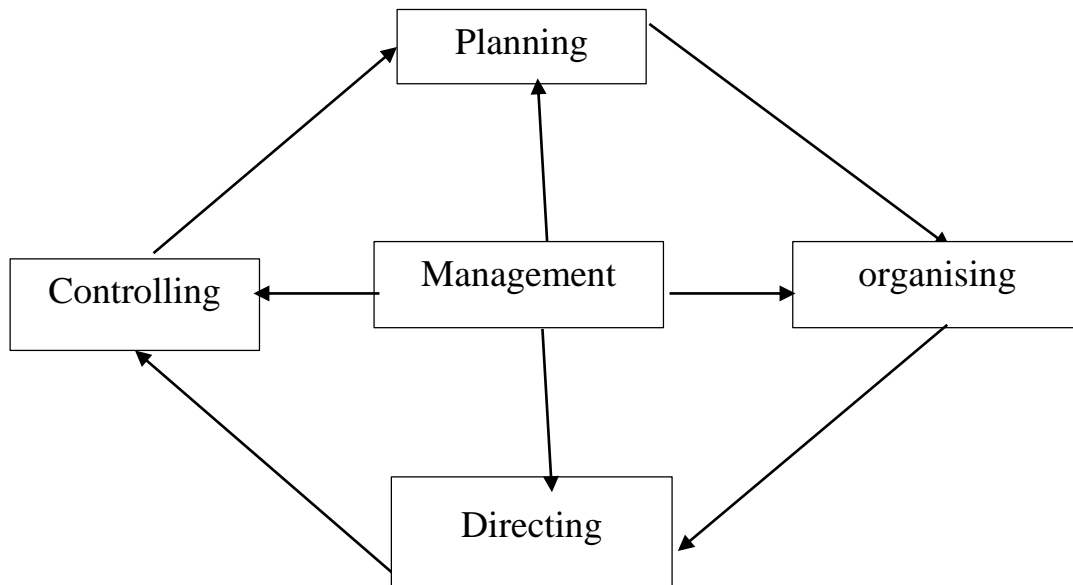
School Planning

Planning is one of the primary functions in the management process. It has to do with what will be done, how it will be done, when it will be done, and who will do it. To get from "where we are" to "where we want to be," planning is necessary. The process of planning requires a lot of thought. It necessitates deliberate course selection and the foundation of judgments on information, purpose, and carefully weighed estimates. It equally involves making decisions about how to proceed in order to attain the stated goals and objectives. Choosing the optimal course of action requires anticipating how events will unfold in the future. As a result, it involves reasoning before acting. Musingafi (2014) defines planning as the selection and relating of facts, formulating and employing assumptions about the future, and formalization of proposed activities thought to be necessary to achieve desired objectives. Planning is a concept of executive actions that includes setting the organization's goals and formulating the activities and resources necessary to attain them (Zamir, 2015). Planning can

also be referred to as a methodological effort to choose a certain future course of action. It results in the identification of the activity's goals and the steps required to attain them.

Furthermore, planning is deciding in advance what to do, how to do it, where to do it and who is to do it. Planning bridges the gap from where we want to go. It makes possible for things to occur while would not otherwise happen.” (Koontz & O’ Donnell, 1976). “Planning is a process whereby managers select goals choose actions to attain those goals, allocate responsibility for implementing actions to specific individuals or units, measure the success of actions by comparing actual results against the goals, and revised plans accordingly.” “Planning is usually interpreted as a process to develop a strategy to achieve desired objectives to solve problems, and to facilitate action” (Mitchell, 2002). Since the first task in management is planning, it equally involves making decisions and coming up with solutions to problems. To put it another way, planning entails choosing organizational goals and the future course of action for accomplishing them (Agarwal, 2020). Therefore, planning has to do with the process of deciding the objectives, identifying potential courses of action, and selecting effective strategies to achieve these objectives. Planning here provides a systematic approach to managerial tasks. It improves the consistency, effectiveness, and stability of managerial decisions and activities. Also, planning is the formalization of what is intended to happen at some time in future, it concerns action that takes place prior to an event formulating the goals and objectives and arranging resources to be provided (Code & Kelly, 2011). In every educational system it is the act of taking decisions for future action in the domain of education in order to render it more efficient and effective. From the above definitions, it therefore shows that planning is a continuous process and equally, it is a never ending activity where most managers do reexamined plans regularly with the aim of determining objectives, modifying and adjusting them in the light of the new conditions or situations with the aim of achieving them efficiently and effectively. So, in educational planning, all countries are bound to identify needs, set their objectives together and organize the necessary human and material resources with great supervision in order to achieve these needs (Fonkeng, 2010).

Managerial Functions



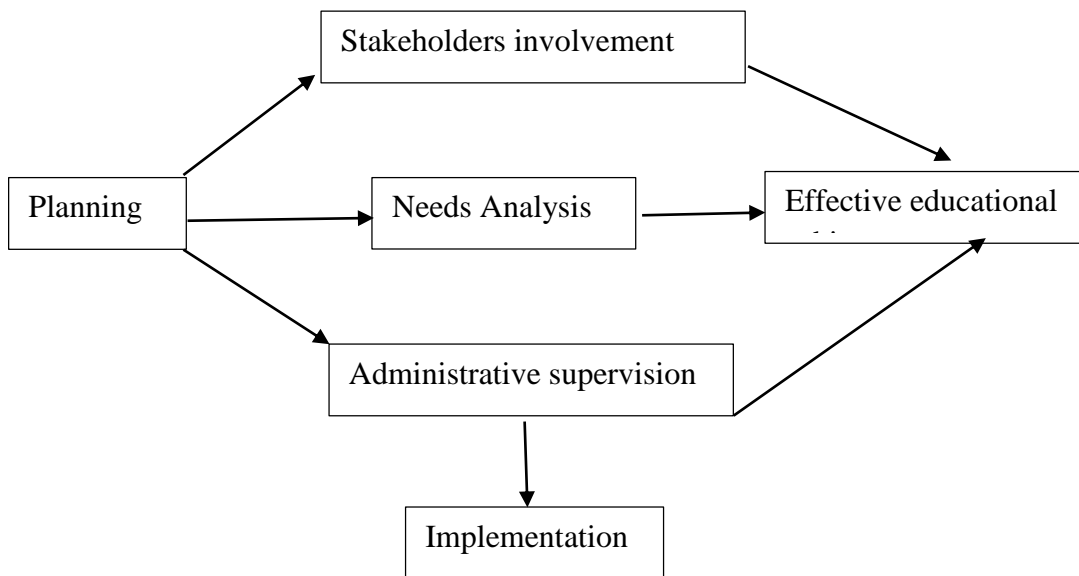
Source: Research Student 2023

The above diagram presents management functions coined by Henry Fayol. From this diagram, he begins with planning and to him, “to manage is to forecast and plan” (Fayol, 1949). So, he presents planning as the first management function. And for us to attain a certain level of effectiveness in our secondary school today, effective planning of school activities needs to take place accompanied by the other managerial functions. However, school planning is a collaborative process that helps in identifying our school's assets and potential development areas for both our kids and ourselves. Combs on his part described educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society (Akpan, 2000). This indicates that educational planning should consider the demands of the children or students in terms of learning facilities and equipment, textbooks, classroom spaces, and skilled educational workers. Planning for education should consider the nation's (society's) demands for personnel, as well as its cultural, social, and communication needs, in addition to the economy (Akpan, 2000). Therefore, educational planning is a road map that specifies the measures to be taken in order to achieve specific goals and objectives and provides guidance on how a country's educational system will develop in the future. Planning for school entails reorganizing the current educational system, predicting future possibilities, establishing attainable goals and objectives, and creating action plans for their realization.

From this notion, educational planning has made the educational sector to grow and function in an efficient and effective manner. It might imply a well-organized field with distinct goals, mutual exclusive choices, undeniable causal links, predictable rationalities, and rational decision-makers. And contrary to this, educational planning is actually a sequence of messy, overlapping events in which a variety of people, groups, and viewpoints are actively involved on both a technical and political level. Also, educational planning is the activity that allows the public authorities to orient educational development and identify priority interventions (Françoise, 2015). After going through the major crisis, educational planning has undergone major transformation. Educational planning is now more strategic and addressing a range of important issues of the educational system, such as quality, inequality, and the factors that influence demand for school.

The main function of educational planning is planning infrastructure, expanding access and improving efficiency and effectiveness in the educational system. And Saha in his definition says educational planning generally is understood to be the identification, development and implementation of strategies designed to attain effectively and efficiently the educational needs and goals of the students and the society (Saha, 2001). This idea of educational planning is not new; some writers claim that it dates back to Plato's writings with that of Renaissance thinkers, and more recently, post-World War II professionals. Planners have a tendency to build their planning models on nonsociological assumptions, which distinguishes current activities. Demographic projections, workforce models, rate-of-return strategies, and school mapping all take a social constructivist stance in their approaches to educational planning. Each of these approaches is predicated on the idea that society demands can be precisely identified and assessed economically and that individual social behavior in response to these demands is unproblematic. And because of this, academics contend that sociological theories of society that take into account both macro- and micro dimensions, as well as structure and process. Furthermore, the UNESCO International Institute for Educational Planning, created in 1963, was established to assist nations in developing their educational plans mainly by training central planners. And in the 1960s to 1970s, emerging nations made remarkable efforts and advancements in education as a result a strong government commitment coupled with the social demand for education. However, A good plan must include the following: its purpose, its objectives, the stakeholders' coordination in carrying it out, the analysis of needs, and the supervision of the school activities.

Aspects of a good school plan



Source: Research student 2023

For school planning to be effective, all the stakeholders need to be involved in the planning process of the school so as to ease the implementation process. As well as analysis of needs is supposed to take place such that existing gaps can be identified and lapses taken care off. Equally, administrative supervision will go a long way to help guarantee educational competence and professionalism within the school. The effectiveness of all these will contribute to the effective educational achievement of the school.

Every organization needs to have a distinct or clear vision, mission, and goals in order to address their shortcomings. Plans ought to be adaptable and flexible enough to adjust as needed in light of execution-related learning. The teachers should receive appropriate instruction and training in managing physical, human, and financial resources. The effectiveness of the plans should be evaluated using a tool that is impartial. Planning works together with the following concepts in educational planning such as school administration, organizing principles for curricula, leadership for classroom management and related skills, planning for instruction, teaching, and evaluation, information and communication technology in education, and similar topics are among them. Planning contain the following basic elements ; it is goal oriented, It involves an intellectual act of planning which is decision making and choice making, Planning is future oriented and lastly, It is action oriented.

Setting goals and figuring out how to achieve them are both aspects of planning in the context of education. It comprises planning out what will be taught, how it will be taught, when it will be taught, who will have taught it, and how the recipient will be evaluated. Planning here is one of the main managerial responsibilities. It correlates with discovery and creativity because before acting, the manager must come up with ideas and be certain on how he is going to work in order to achieve these ideas which equally start with the setting of goals. This means that managers at all levels of activities do engage themselves in planning which is considered as one of the crucial stage. With planning, you hold on to decisions which have been selected from several alternatives. Planning is essential because it tells us where to go, gives us direction, and lowers risk by providing predictions. The following are some importance of planning;

1. Planning provides directions

Through planning, the efforts of diverse people and departments are adequately coordinated in order to eliminate wasteful operations or activities. Planning outlines what employees must do, they must do it and so on. It equally provides direction for action because it outlines how the tasks must be completed in advance. Also planning directs employees how to work ahead of time. Here, without planning people maybe bound to work in different direction thus making it difficult or preventing the organization or institution from realizing it ultimate goal. That is the reason why our secondary schools here in the Yaounde' VI differ at the level of qualification and goal attainment because proper directives are not given to the stakeholders involved. And as a result, it is difficult for the institution to realize it goal or get its task completed. Also, it guarantees that decisions and actions are made with clarity, allowing for efficient work without confusion or misunderstanding. Beside, wasteful and pointless activities are minimized or eliminated. And it is simpler to recognize inefficiencies and implement corrective action to cope with them.

2. Planning reduces the chances of risk.

Planning is done for the future, because there are many unknowns in the future. A management can look ahead and respond appropriately to upcoming uncertainties and changes with the help of planning. It equally accidents and unforeseen incidents cannot be totally avoided, but their impact on the organization can be reduced if we have a plan for dealing with them. For instance, an institution can ensure its inventory and along the way, an accident occurs and damages some of its assets. Here, it shows that the future is uncertain and this gives the reason why proper planning needs to take place before implementation.

3. Planning reduces inefficient actions.

Efforts from different people and departments are appropriately coordinated through planning to get rid of wasteful and inefficient operations. Here, when developing the plan each departments needs are always considered which equally needs to be coordinated. In addition, it guarantees that thoughts and actions are clear and that work is completed without delay or misunderstanding. This is because there will be integration in the activities which makes actions clear for work to be completed easily and quickly. Also, activities that are unproductive are minimized or removed. However, with planning, it is simpler to spot inefficiencies and deal with them by implementing corrective actions.

4. Planning foster creative thinking.

Planning is the act of deciding in advance what to do and how to do it. So, in order for us come up with a good and effective school plan, the planners need to be creative. Beside, they need to think innovatively so as to come up with practical strategies that are beneficial to the institution. In addition, the strategies for the growth and expansion of the institution must be modified through innovation. For instance, an institution with greater creativity and quality performance will go a long way to maintain the competitive nature of the institution in the business market thanks to proper planning. This is because during the planning process, managers are forced to think creatively and equally make assumptions about the future and as a result, encouraging them to be innovative and to think creatively. So, the innovative and creative knowledge of the principal will equally help the school in succeeding.

5. Decision-making is aided by planning.

Decision making here help managers compare various alternatives, along with their advantages and disadvantages, through planning of the school. Planning here helps in logical decision-making by assisting in the selection of the most advantageous alternative that may result in fewer costs and is flexible to the organization or institution. For instance, in a school the administrators come up with different alternatives, evaluate the alternatives and select the best from it alongside with the best strategies. So, planning necessitates deciding because it involves choosing one course of action over another. And this gives the reason why it requires all the stakeholders involved to be involved in the planning process.

6. Planning set standard for controlling.

Planning entails goal-setting, and the accomplishment of these specified goals requires the use of managerial tasks including organizing, staffing, directing, and managing. Also,

planning offers benchmarks by which to compare real performance. Without standards, it is impossible to measure how well each employee or team is actually performing. Moreover, standards help identify performance variances, and these deviations serve as the foundation for effective planning for the future. Planning also lays the groundwork for bringing the desired output under control, while the output of regulating function yields recommendations for efficient planning.

However, three key components are being determined in order to inform and direct the school planning process through our stakeholder working group: 1) Values and Vision; 2) Engagement and Learning; and 3) Collaboration, Communication, and Community. These strands define the desired results and give planning and growth for schools a clear point of focus in order to assist the school Vision to Action Process. The school community's priorities for improving student learning are expressed in the School Plan which is a live document of the school. Planning for the school is an ongoing activity that helps to create vibrant learning environments for the community, staff, and students. It consists of the following; 1. A collaborative method that engages educational partners in honest and respectful discourse. 2. It ponders linkages to the school, community, family of Schools, and district professional learning opportunities. 3. It controls, direct and monitors progress, objectives and goals. 4. It also enables the publication of a multi-year school plan as a live document that is updated and reported on to the community of the school each year. 5. Contains the school Vision and Principles. 6. Begins with a grasp of the school's and the classroom's advantages. 7. Builds on and reflects the districts, the schools, and the community's shared values. 8. Encourages the school to place a strong emphasis on diversity, student engagement, and learning. 9. Emphasizes and encourages present behavior while pointing out areas that need specific improvement. 10. Reflects the dedication of the entire institution to lifelong learning and improvement. In addition, the school's instructional philosophy, goals, and strategies for achieving them are all stated in the school plan. It deals with the organization of the school's resources, including people, time, space, buildings, equipment, and finances, as well as the overall curriculum. It contains the school's policies on important subjects like student assessment, special needs, record-keeping, staff development, teacher preparation, homework, the code of conduct, home-school connections, equal opportunities in the curriculum for girls and boys, intercultural education, health and safety standards, and staff development.

Development of the school plan

The School Plan focuses on setting attainable goals that, if attained over time will increase the quality of the education provided to students. And as a result will lead to an effective educational achievement. A unified long-term vision for the school is presented in the school plan. It provides a way to assess progress and establishes priorities for actions. The school can professionally manage the direction and pace of its own development thanks to the school plan.

School Planning Process

The planning process begins with knowing where the funding sources are obtained so that they can play expenses for teaching and learning activities, and maintenance of facilities and infrastructure, development of learning resources and learning tools as well as expenses and welfare. School planning is a reference in implementing school activities or programs in one year. For this reason, budgeting must be oriented towards specific and general program plans and objectives. In essence, school planning is a process in which policies and plans are developed in response to the constantly evolving and expanding demands of the school community. The joint effort and cooperation between the principal, the instructors, the board of administration, and the parents of the students enrolled in the school is a crucial component of this planning process. Each partner is able to make a unique contribution to this collaborative exercise thanks to the participation of all the partners, which is then complimented by the contributions of the other partners. For everyone involved in the exercise at all phases of the plan's preparation, the process of school planning is of utmost importance. Planning for schools effectively requires ongoing assessment of needs, involvement of stakeholders, constant supervision and evaluation.

Implementation

School planning is a fundamental framework that gives schools the direction in carrying out their responsibilities, enhancing the quality of education in our schools to be better with less risk, and lowering future uncertainty (Haddad, 1995). Schools can accomplish their vision and mission by following the planning to the fullest extent possible. However, the principal executes the school planning in the capacity of a manager who also serves as an authorizer and coordinator as well as a leader to ensure effective and efficient resource management. If the actions taken can help attain school objectives, resource management is said to be effective. And the number of results from an activity is related to the efficient measure. The authority to

make decisions that affect budget revenue and expenditures belongs to the principal. The report uses learning outcomes, rewarding learning achievement, and strengthening accountability at the school level which if our secondary school may desire to adopt, it's going to create an effective educational system. Planning is the first step in the teaching and learning process. Before a teacher delivers a lesson to a class, he or she plans it, while educational administrators create policies and develop curriculum that will be used in the school.

For instance, the teaching-learning experience is made valuable and fruitful by lesson planning. On the other hand, failing to plan results in a wasted and ineffective instruction. The movement permeates all levels and disciplines of education (Egbe, 2008). There seems to be broad consensus regarding the importance of planning as well as the shape and content of plans. The goals, experiences, and how they were organized and evaluated are all included in the plan that won everyone's support.

If a lesson is to be effective, the teacher needs to make decision in these areas before the lesson. He needs to identify the objectives he intends to develop, the knowledge or subject-matter, objectives as well as the process and effective objectives. He needs to select and organize students learning experience that will develop the objective. He needs to make decision about activities to be used, materials to be gathered, amount of time to be spent, and other matters. Finally, he needs to decide what method or instrument to use to determine whether the teaching accomplished the objective of the lesson. The idea that effective planning will drive instruction and produce valuable, efficient learning has a strong logical foundation. It would seem that thoughtful, thorough planning regarding objectives, learning opportunities, and evaluation would lead to teachers acting in a useful and suitable manner in the classroom. But how true is this?

However, the process of strategic planning gives educational institutions the chance to decide how they would allocate resources over the long term to support the fulfillment of the school's objective (Judah & Paul, 2014). They expanded on this fundamental finding by proposing that the enhancement of learner outcomes and enrichment of the learner experience should be the primary goals of educational planning at the institutional level. Judah and Paul proposed that the institutional strategic planning process could be viewed more broadly as a change process that aims to reshape the organization and create a vision and this must involve all the stakeholders (Judah & Paul, 2014).

Involvement of stakeholders

The stakeholder theory posits that an organization is a social construction made of interaction of various stakeholders. A network of stakeholders, as well as a sophisticated system of transferring services, information, influence, and other resources, are thought to revolve around an organization (Mersland & Strom, 2009). Therefore, a company creates value when it attends to the interests of all of its stakeholders, not just its shareholders, and does so in a way that benefits both parties (Harrison, Bosse et al. (2007). Stakeholders, according to Freeman (1999), are any group or person that has the potential to influence or be affected by the accomplishment of the organization's goals. In other words, it is a person or an organization that can have an impact on the actions of an organization, either positively or badly, or that can create such an impact (Freeman, 1999). Stakeholders can be individuals working on a project, groups of people or organisations, or even segments of a population. A stakeholder may be actively involved in a project's work, affected by the project's outcome, or in a position to affect the project's success.

Similarly, stakeholders are those individuals who have a stake in the school. These are the individuals who you want support from to provide a positive school experience for your students. As such, most people have a stake in schools and are thus stakeholders but have a different role to play in schools. For example, you have staffs that have a direct responsibility in creating the conditions necessary for students to learn and thrive, and you have business leaders who have a stake in the development of a well-prepared workforce. Stakeholders can be an internal part of a project's organization, or external, such as customers, creditors, unions, or members of a Community. Stakeholders can be directly involved in the activity (for example, teachers, officials, students) or can simply be affected by it (for example, parents and employees). Also, it is an individual or group with an interest in the success of an organization and can be a positive force for helping the school staff in order to achieve the school goal and sustain them over time (Sustainability series, 2009). These stakeholders can be separated based on where they are located and how soon they have an impact. Primary and secondary stakeholders fall into two categories in terms of effects. The main stakeholders are those who directly benefit or lose from an organization's decisions. They are those organizations that depend on certain groups' continued engagement to thrive. Shareholders, investors, employees, customers, and suppliers are listed as the major stakeholders (Jawahar & MCLAughlin , 2001).

And on the other hand, secondary stakeholders are those people, organizations, or groups that the organization's actions may indirectly effects. Various academics have put out a

number of hypotheses regarding the relationship between stakeholders and organizations. Stakeholder management is a concept created to help businesses identify, evaluate, and look at the traits of people or groups influencing or being influenced by organizational behavior (Scott & Lane, 2000). The ministry of education however, signaled its authority to ensure that parent voices are heard especially on matters related to their children's education (Education Improvement Commission, 2000). As a result, management functions in dealing with stakeholders are carried out on three levels: identifying stakeholders, developing processes for identifying and interpreting their needs and interests, and building relationships while basing the entire process on the objectives of each organization (Baldwin, 2002). As opposed to this, stakeholders set their expectations, interact with the organization's impacts, assess the outcomes, and take action based on these assessments to either build or weaken their relationships with the business (Neville et al., 2005). However, stakeholder is the team that is most directly involved in the planning process of the school and it possesses the authority to make the necessary decisions as far as the school is concern.

In addition, school stakeholders are usually comprised of the school principal and other key individuals such as the vice principal, representatives from the instructional personnel, support personnel, teacher assistant and parents (Kang, 2015). But when you take a look here you can see that the team is not balance because in the secondary education, we cannot talk of stakeholders without taking in to consideration the student whose performance is the target in the planning process of the school. Children typically perform better in school, remain in school longer, and like school more when schools, families, and community organizations collaborate to encourage learning. So, regardless of family income or background, students with involved parents are more likely to achieve higher grades and test scores, be promoted, pass their class exams, earn credits, attend school regularly, have better social skills, display improved behavior, adjust well to school and graduate to higher education (Dietel,2004). Parental participation is essential for excellent student academic accomplishment, according to studies time and time again. This gives the reason why most of our secondary schools today do have the PTA(Parents Teachers Association)whose main aim is to see that the goals and objectives of the school is being achieved . And in order to have quality education, the school must work hand in hand with the people who complement and supplement each other in achieving the desired goals and objectives of the school by being attentive to the learners welfare and students performance for the development of the school.

Another distinction of stakeholders is in terms of their location which includes internal and external stakeholders. The internal stakeholders are those groups which belong inside the organization or institution such as managers and employees. For instance, in a school stakeholders are those who work within the school on daily basis and control mostly what takes place there. For example, we have school staff, and the school board. While on other hand, external stakeholders are groups which are outside the organization and have an effect for the organization success. That is the difference is that the external stakeholders do not take part in the day to day functioning of the school. However, they have a very strong influence in the school outcome or achievement but cannot determine what it takes to achieve this (Sustainability Series, 2009). The following are the stakeholders involved in the school process.

Table:1 Key: Involvement of stakeholders in Secondary School Management

Category	Stakeholders	Area of involvement
Internal	Head Teachers	manages, implement policy and influence teaching and learning process.
	Teachers	Responsible for delivery service and implementation
	Parents	Consumers of the teaching and learning process.
	Learners	
External	PTA	Regulate the policy

Source: Developed by the researcher 2023

All these stakeholder groups are involved in the planning sessions of the school. And their involvement will go a long way to improve on the effective educational achievement of the school. More to this, an active PTA can enhance classroom conditions, which may encourage increased learning. When parents or guardians are being involved in their children's education, students perform better (Anake & Anake,2018). The physical structures around the school become more secure and organized due to the presence of parents and guardians. Volunteers can help teachers in classrooms who are overworked by taking up some of their workload, allowing them to concentrate more intently on their primary task of instructing students. PTA members can share their experiences with the students, setting an excellent and positive example for them. Additionally, parents and guardians who are aware of what is happening in the school, what is being taught, and what is expected of them will attend a school

that has a working PTA. This is a great boost to the school environment since guardians or parents and teachers become part of the same group, and that solidarity improves learning (Anake & Anake, 2018). So, the PTA is to make the school a better place for learners to learn (Mutinda, 2013).

Stakeholders should be involved in the creation, execution, and monitoring of the School. This is because they are a vital component of the solution when it comes to solving issues. Wedem, Quansah, & Akobour (2015), claim that there are various ways in which stakeholders can contribute to the creation of educational planning. The major goal of the school is to encourage stakeholders to participate in the planning of the educational activities, regardless of the format. So, the lack of knowledge of the school's mission on the part of the stakeholders is what prevents them from supporting the plan's implementation. This happened as a result of the stakeholders' initial lack of involvement (Wedam et al., 2015). Also, the second requirement is that the stakeholders need to support the school planning through the supervision of implementation. As a result of supervision, students' academic performance will turn to improve, the teaching and learning process will be of higher caliber, and instructional supervisors will be able to keep an eye on teachers' instructional work (Wanzare, 2012). Teachers must take part at every stage of improvement planning because they are the actual implementers of the planned activities.

However, stakeholders' involvement in the planning process of the school holds school managers who are accountable to those stakeholder groups. The stakeholders can participate in the school activities in three different levels, according to Phillips (2016): information exchange, consultations, and active participation. For schools to employ resources effectively and efficiently so as to raise student achievement, planning is essential. And in order to have efficient and effective distribution of limited resources, the school management identifies and develops goals through active participation from all stakeholders, consultation with them, and creation of procedures, policies, and standards. It also supports decision-makers at all levels in making better and well-informed decisions (Butt & Rehman, 2016). Here, the principle of communication and team work influence the success of the institution thus influencing the effective educational achievement of the school. This therefore means that it is the responsibility of both educational leaders and stakeholders to plan for educational services (Aref, 2010). Beside, including stakeholders and gathering information increases the likelihood that the plan will be supported by everyone (Judah & Paul, 2014).

Hannover's study on school improvement planning highlights the value of involving a wide range of stakeholders in the planning process. Extensive involvement of stakeholder into the planning session of the school is the first requirement for effective school planning, and a school can only engage in responsive and context-sensitive need prioritizing through a complete involvement of stakeholder (Hanover, 2014). The second tenet of successful school planning is the prioritization of needs in a responsive and context-sensitive manner. So, the staff must take the initiative in providing all the stakeholders with the statistics and other information that they require in order to be effective partners in promoting student accomplishment. The objectives for student achievement must be directly reflected in partnership activities. As a result, cooperative and sincere efforts are required. Each party has important roles to play, and these must be stated in clear terms. Transparency in information exchange is required. Achievement data must be precise, useful, and easy to understand. All stakeholders involved must have the same moral principles and educational goals. And all their endeavors must be data-driven and mission-oriented.

Participation

This is the act sharing in the activities of a group or institution. Involving stakeholders into the planning process is essential to a logical decision-making process. At various stages, their participation might take the form of information exchange, consultation, dialogue, or decision-making; nonetheless, it should always be viewed as a significant component in creating and carrying out sound policy (Lapenu & Pierret, 2005). The various societal partners who are affected by the challenges may be considered as a part of an ongoing relationship that includes specific involvement initiatives. Techniques for involving stakeholders shouldn't be seen as quick fixes for image-building, "public relations," or gaining support for a choice that was made behind closed doors. Also, involving relevant stakeholders throughout the strategic planning process is very important to broaden the support for policy and activities, to avoid conflicts and to generate as much support as possible for the implementation of the plan over time. Engaging actively with Stakeholders in the planning session of the school project is essential for achieving the aims and objectives of the school project. By engaging with Stakeholders more broadly, rather than just engaging with few other organizations or institutions on the same field, enables the Project Partners to consider the range of individuals, groups and organizations that might benefit from the project.

In addition, there is an equally powerful argument that working with Stakeholders, particularly with those who can make decisions regarding the development of policy or the

distribution of resources concerning the school can enable the Project Partners to do more relevant work that is more likely to yield beneficial impacts. This is because Stakeholders are more likely to feel ownership over the project if they are embedded in it and are therefore more likely to assist the Project Partners and help to implement project recommendations. The importance of participatory processes is generally well understood, but traditional administrative processes are reluctant to open up policy development and decision-making to a wider, but more unfamiliar (and perhaps less manageable) public. The levels of public involvement include information gathering that encompasses a systematic analysis of existing social, cultural and economic conditions about directly affected groups of stakeholders and also Information dissemination that include referring to the provision of information about a project to all interested parties (stakeholders).

In Jaasoo's methodology, he made Project Partners to better understand what is a Stakeholder, why Stakeholder engagement is necessary, what would the Project Partners gain from Stakeholders while pursuing the objectives of the project and finally, how to engage or interact with the Stakeholders. To him, involvement of stakeholder is a process where Stakeholders (e.g. individuals, groups and organizations) choose to take an active role in making decisions about things that affect them (Jaasoo, 2019). While stakeholder Engagement is everything that can be done with stakeholders within the project, i.e. consult, listen, understand, communicate, influence, negotiate, etc., with the broader objectives of satisfying the needs of the project through gaining the approval and support of the Stakeholders, or at least minimizing their opposition or obstruction.

Moreover, the improvement drive will not be accomplished until the planning framework of a school encompasses the three phases of planning, implementation etc (Beach & Lindahl, 2004). They argued that there is always change in any given school, be it a new teacher, a new student, or new curriculum, and that it is important to discern between change and improvement. However, for development to be encouraged, leadership must be methodological, planned, and purposeful. This careful and deliberative approach starts with the engagement of all stakeholders (Judah, Paul et al. 2014). As a result, the question is not whether school principals have the necessary abilities and patience to participate in the planning process, but rather, whether there is stakeholders support at all levels to make the planning process effective. So, the lack of faith that some stakeholders do have in the planning process is mostly attributed to plans not being carried out well, which results in the lack of any actual progress as a result of the planning process (Beach & Lindahl, 2004). Thompson (2017) made a similar

claim based on his research, which revealed that the amount of progress stakeholders observed from the previous cycles of planning exercise was correlated with how much they valued the strategic planning process.

Many scholars including Litman (2013), who outlined seven principles of effective planning and highlighted inclusivity, and (Judah & Paul,2014), who argued that the breadth of stakeholder involvement in the information gathering increased the probability of overall plan adoption, both support the overwhelming importance of involvement as a key component of school planning. Beach & Lindahl (2004) argued that school administrators do not naturally possess the art of inclusive planning, and they lament on the fact that principal preparation programs do not place enough emphasis on planning training. However, stakeholders can't fully participate in the planning process if they are not fully informed of the project objectives. Beside, decision makers should listen to the views of other stakeholders in order to improve project design prior to implementation, or to make necessary changes during implementation. Indeed any strategy implementation should by extension involve the participation where directly affected groups become joint partners in the design and implementation of projects. Successful stakeholder involvement fosters strategic development of partnerships, results in collaborative problem solving (sharing of power) and ultimately results in broader support for decisions. Emphasis is on internal and external stakeholders and their involvement in the institution helps make sure that everyone is on the same page. Also, the involvement of stakeholders is helpful in resolving difficult problems. And as such, the success of this depends on a coordinated effort, and incorporate stakeholder involvement and risk communication protocols into technical planning and resource allocation (Lapenu and Pierret 2005). So all the parties involved in the process must comprehend their part in it and how it fits in to the general picture of the plan. The UNESCO report (2018), emphasised the significance of accountability, stating that it impacts school improvement efforts around the world, especially concerning academic achievement. Stakeholders' are repeatedly urged to not only support their various schools but also get involved in the planning and maintenance of schools hence be able to hold one another accountable.

Strategic Implementation

One of the crucial steps in the strategic planning process is strategy implementation. Strategy is the identification of an organisation's fundamental long-term goals and objectives, as well as the adoption of actions and the distribution of resources required to achieve these goals. This means that handling new opportunities is what strategy is all about (Chandler, 1962).

The chosen strategy should maximise the use of the available resources in order to accomplish the aims and objectives of the company. The process of putting strategies and plans into action to achieve goals is referred to as strategy implementation (Pride & Ferrell 2003). It discusses who, where, when, and how to properly carry out the strategic implementation process. They go on to describe the process of putting strategies into action as "the process of implementing strategies." Also, the choice to adopt should involve both managers and employees, and effective communication between all stakeholders is crucial for implementation's success (David, 2003). Annual objectives, policies, resource allocation, conflict management, organisational structure, handling change resistance, and organisational culture are among the factors that must be taken into account during the implementation process. So, for effective planning to take place in our secondary school, all the stakeholders need to be involved and they equally need to fully participate in the planning sessions as well as in the implementation of the school objectives.

Healey (1997) argued that for planning to be effective, planners need to take a step back from the things that were clear and were taken for granted, using Berger and Luckman's (1967) framework of reference, which holds that reality is socially created. They must identify the powerful and covert factors that can affect the course of events. This calls for various participants and multiple viewpoints. Among the seven criteria of good planning outlined by Litman (2013) are inclusivity and transparency, which encourage a process that is thorough and takes into account a wide range of pertinent data. This means that school planning must be set up in a way that takes full advantage of all available resources for information and assistance while including everyone's involvement into decision-making for the future of the school.

Involvement of stakeholder means working with people and using the resources as they are and helping them to work together to realize agreed ends and goal. One cannot overlook the significance of stakeholders. They unquestionably have a big impact on many aspects of learners, especially in terms of increasing their academic achievement. Schools still recognise their crucial role in helping students develop completely in terms of their personalities and careers. Stakeholders, in particular, have a significant impact on the learning and development of students. In order for the learners' potential and self-confidence to grow well, the school and the stakeholders have a substantial duty for guiding and assisting them as well as for establishing a pleasant environment. In this way, the school, in collaboration with the necessary parties, has the duty of fostering the development of the students into global citizens.

Need Analysis

The initial phase in the instructional design process is need analysis, which is an important activity for performance improvement practitioners especially for those who provide training (Rossett, 1987). Need analysis is not just for training; performance improvement practitioners use it to detect and prioritise many types of performance gaps (Kaufman, 1994; Rothwell & Kazanas, 2004). This leads to a requirements analysis to discover the reason of the performance problem and the appropriate remedy to bridge the performance gap, whether training is the solution (Kaufman, 2000). Due to the importance of needs analysis (NA), the Council of Europe Modern Language Projects in the field of ESP (English for Specific Purposes) during the 1970s formally used NA to analyze the grammatical complexity of sentence structures to design materials. However, this received criticism because it failed to take the needs of the learners into account (Fatihi, 2003). Teachers who look into the demands of their pupils during their learning are related to the existence of many approaches and their replacement with new approaches (Songhori, 2008). For example, needs analysis was introduced by Munby's Communicative Syllabus Design (1978) and focus on identifying the learners' needs. Later this term has been redefined by Task-based Needs Analysis (Long, 2005).

Table 1. Definition of needs analysis

Needs Analysis	Name of linguist	Definition
	Brown (2009)	“The systematic collection and analysis of all information necessary for defining a defensible curriculum” (p.269).
	Fatihi, A. R. (2003)	“A device to know the learner’s necessities needs and lacks” (p.39).
	Iwai et Al.(1999)	Gathering information basis for developing a curriculum that will meet the learning needs .
	Marie Slater (2018)	Systematic examination of the gab that exist between the current state and the desired state of an organization and the factors that can be attributed to this gab.

More specifically, needs analysis is referred to as the activities included in gathering data that will serve as the basis for creating a curriculum that addresses a specific group of learners' learning needs (Iwai et al. 1999). However, school administrators or management can use need analysis to ascertain resource allocation and sustainable institutional management.

When you look at these definitions, one can say that needs analyses is mainly focused on curriculum development and it is equally an important first step that is taken in order to improve the effectiveness of the educational investments which equally lead better outcomes of the students' performance. A successful needs analysis entails asking the proper questions and obtaining information in the most efficient manner (Nation & Macalister, 2010). So, the goal of any needs analysis is to give the customer a chance to assist in bridging the gap and achieving the goal. As a result, the needs analysis may provide a large amount of data that must be archived and used in some capacity within the curriculum. Using this knowledge to create program goals and objectives is one approach to put what you learn about needs analysis to use (McDonough & Shaw, 2012). Therefore, needs analysis is mainly direct to the goals and contents of a course. This analysis investigates the present level of the school so as to identify what needs to be done in order to ameliorate the situation. Finding the answer related to learners' needs or the needs of the school could provide a useful facility for course designers to develop significant materials. In another way, finding the problem and identify the solution could be the goal of needs analysis. And that is why educational planning relies or need systematic need analysis.

Although, the terms "needs analysis" and "needs assessment" are frequently used interchangeably, some academics have given them alternative definitions. For instance, needs analysis is being described as the act of giving value to the data obtained during needs assessment (Graves, 2000). Similar to this, Stefaniak (2020) observes that need analysis refers to determining the performance gap and need assessment refers to gathering sufficient information from their client to grasp or understand the problem. A needs assessment can mean anything from asking individuals connected with education what they need to close the gap between current status and some desired state, such as staff with school wide programs must conduct annual comprehensive needs assessments that include analyses of student achievement data relative to proficiency expectations and involve parents and community members, teachers, principals, administrators. The overall purpose of the comprehensive needs assessment is to "identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas". This means that for a need analyses to take place in an institution, the involvement of both the internal and external stakeholders is necessary so with diverse ideas, they will be able to come up with a solution or plan for the betterment of the school.

The need assessment process is the initial step in instructional design, and as such, it is crucial for practitioners of performance improvement, particularly for those for whom training is a responsibility (Rossett,1987). Need assessments are not only used for training; instead, performance improvement practitioners use them to detect and prioritise all kinds of performance gaps (Rothwell & Kazanas, 2004). This prompts a requirements analysis to identify the underlying reason of the performance issue and the best way to close the performance gap, regardless of whether the remedy involves training (Kaufman, 1994). Although needs analysis and needs assessment are generally acknowledged as crucial first steps to solving performance issues (Rossett,1997), they don't usually perform needs analysis before putting performance enhancement strategies into practice. Sometimes, organisational requirements or limitations forbid the implementation of a needs assessment or specify the assessment technique to be applied in each circumstance. In most cases, the practitioner selects his or her preferred technique of doing needs assessment to match all circumstances; nevertheless, practitioners who are new to needs assessment may find it complicated to examine and use multiple methods (Cline & Seibert, 1993). Need analysis is the procedure for determining the cause of performance demands in order to choose a performance enhancement solution (Kaufman, 1994). The solution may or may not involve training or instruction once the underlying reason of a performance gap has been identified. If training is the recommended course of action, the learning objectives are based on the organisational, operational, and/or individual needs determined by the assessment (Rothwell, 1984).

The phrase "training needs" is occasionally referred to as "needs assessment,"but according to Watkins and Kaufman, if the solution is training, there is need to do an assessment or analysis (Watkins & Kaufman (1996). Moreover, in an institution the administration needs to conduct needs assessments in order to determine the knowledge and skills needed by teachers and the instructional leadership skills required of principals to ensure that students meet standards. Teachers must be involved in the needs analysis process. While no specific types of data are required, the needs assessment here include: Student achievement data, information on national and state initiatives, anticipated professional development needs of core subject area teachers, anticipated teacher supply and demand, student enrollment data, results of program evaluations, and input from community . However, funds are to be used to target these activities with the aim of improving effective educational achievement.

Also, needs analysis should involve the planning team which is critical in assessing needs. And assessing needs should include stakeholders that represent all parts of the system

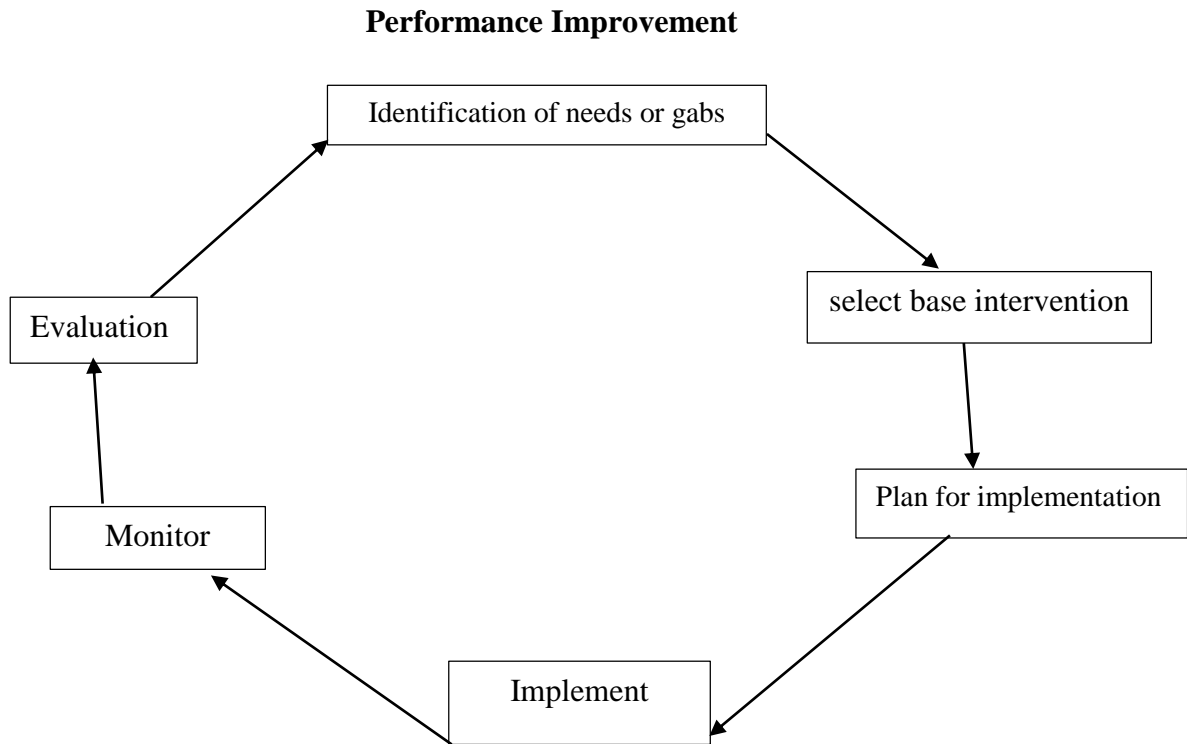
(Wahlstrom & Anderson, 2010). For example superintendents, central office staff, principals, teachers, school office staff, parents/guardians, community members, and students do have important information to offer. That is, both the internal and external stakeholders should take part in the process. This is because at times, these stakeholder groups must have conducted a needs assessment of their own, and the data can be extremely helpful to the institution in analysing the school needs. Moreover, including them in the needs assessment process contributes to stakeholder engagement in the process which will equally lead to the effective educational achievement of the school. Long after the needs assessment is finished, the advantages of working with collaboratively engaged stakeholders are evident. Participating stakeholders are more likely to be invested in the results and actively involved in the selection, development, and execution of improvement plans and strategies that bring about long-lasting change if they gain confidence in and through the process. Active engagement also improves the group's overall ability to maintain implementation and improvement activities. Relational trust is a key component of effective stakeholder engagement and the implementation of long-lasting reforms in educational settings. Before we get into analysing needs, we first of all assessed detailed needs from different sources.

Table 2: Typical Data Sources for a Needs Assessment

Source	Comments
Surveys	Surveys are effective; simple to perform, and give data that is readily For example, teacher survey is the most common way to perceive these needs.
Interviews	Interview is a good approach to investigate issues that are unclear or to learn more. It give chance for follow-up by asking questions or give interviewees the chance to elaborate on topics crucial to the school.
Focus group discussion	Is a useful tool for group concept testing and for stimulating original thought and issues with remedies? When participants converse with each other, fresh concepts or Solutions frequently arise.

Observation	Observation of classes, staff meetings and other school programs provide excellent information concerning the students' education and the functioning of the school.
Suggestion box	This gives both the internal and external stakeholders the opportunity to suggest.
Research report	Research reports produced about the school is an excellent source of information. Many research reports review current literature that pertain to studies conducted locally and can serve as a source of scientifically based research .
Strategic planning documents	Schools that have engaged themselves in strategic planning process often have valuable documentation to share. They usually look at internal capacity in order to identify the gaps available.
Budget	Budgetary document is an excellent source of information about what the school thinks is important. For example, the percentage of funding in the school is a good indicator of the school priorities.

A needs assessment is intended to assist educators in recognizing, comprehending, and prioritizing the needs that districts and schools must address in order to boost performance. Prioritizing needs is the first in a series of interconnected steps that also include comprehending the underlying factors that influence the needy areas, choosing evidence-based strategies to address those areas, preparing for and putting those strategies into practice, and assessing whether the strategies are meeting improvement needs and producing the desired results. Every iteration of a cycle of performance improvement starts with a needs assessment.



Source: Developed by the researcher 2023

So, the above diagram presents a cycle of continuous improvement which begins with the identification of needs and moving orderly in a circle is to encourage improvement within the institution. That is why for any gap to be closed, it must be identified.

The Role of the teacher.

Education in the Cameroon society and the world at large lies in the hands of the teachers. So, the curriculum aims to develop a lifelong learner who is self-assured, independent, responsible, literate, numerate, multi-skilled, compassionate, and has respect for the environment (Department of Basic Education, 2002). They should also be able to contribute to society as critical and active citizens. To ensure efficient performance of their tasks, all teachers must possess all the abilities and knowledge necessary for their positions. The Department of Education (2001) lists seven responsibilities for teachers in the classroom, including; Learning mediator, Interpreter and designer of learning programs and material, Leader, administrator and manager, Scholar, researcher and lifelong learner, Community, citizenship and pastoral role, and Assessor. And teachers are required to complete these various tasks as part of their job descriptions and assigned roles in order to develop responsible, well-rounded citizens with socially acceptable behaviors and values. Despite these admirable goals, the question is whether teachers possess all the above roles and have the required competences in or to produce

outstanding performance as required by the curriculum. Without conducting needs assessment, it may not be easy to conclude whether a teacher is able to perform the roles efficiently or not.

Identification of Needs

The main goal of needs analysis is to identify performance gaps in each employee so that support can be given. To provide top-notch instruction, teachers must have a highly developed professional background. This is possible provided that their professional development needs are properly identified and met. Each teacher has specific professional development needs, which may vary from those of their coworkers in a given school. Every effective professional development program starts with a needs analysis of the individual. In order to establish any performance gaps that a teacher may have and whether professional development is the best course of action, professional development needs analysis is the process of identifying problems or other concerns at the school (Hasan, 2007). Without first completing a needs analysis, planning professional development for an individual could be a waste of time or demotivating because talented teachers might receive training in a subject they do not require. There are many different ways to conduct individual needs analysis. Teachers may be observed as they work in a team, interact with coworkers, parents, and students, or they may be interviewed about how they teach (Erasmus, Loedolff, Mda & Nel, 2009).

Other elements that can help in determining a person's performance gaps include complaints, output, accidents, absenteeism, late, customer complaints, and product quality (Miller & Osinski, 2002 as cited in Cekada, 2010). These elements are essential for determining the areas in which a teacher is under qualified. Individual needs analysis assists in determining the needs of each employee so that appropriate professional development can be offered. A company conducts a professional development needs assessment to seek information about: optimal performance or knowledge; actual or current performance or knowledge; feelings of trainees and other significant people; causes of performance problem and solutions to the problems (Rossett, 1987).

However, the above views prompted Rossett to summarize the benefits that accrue to the school for undertaking a professional development needs analysis as follows ;Strategic plan: consistent progression against a big picture plan, Process improvements: reduced duplication of effort; online (faster) access to information; a proactive rather than reactive approach (a planned approach) ,Cost savings: development which is planned, avoids repetition and/or duplication of effort (more efficient), Performance improvement: in quality, quantity

and speed of delivery, Behavioral improvements: in attitude, motivation, leadership, communication, Relationship building and improvement: a standard process for developing professional development and educational initiatives allows openness, transparency and trust to flourish and Good governance: a standard process provides a platform for good governance and efficient operational management.

How to Determine Needs

The performance assessment or progress interview and noting gaps in the employee's range of competencies during everyday interactions with that employee are the two processes that are most frequently utilised to identify and analyse staff professional development needs (Lawes, 1993). In a school, daily activities such as informal class visits, problem-solving with students, decision-making, speaking with students, parents, and colleagues, being a team member, and formal evaluations can all be used to observe and identify professional development needs. Rothwell (2000), as cited in (Rothwell, Hohne & King 2007) developed a Human Performance Improvement (HPI) process model with six steps, which includes;

- (1) Identifying and describing performance gaps;
- (2) Cause analysis, which involves determining the root cause or the causes of the gaps;
- (3) Intervention, which involves considering possible ways to close performance gaps;
- (4) Implementation, which involves preparing to install an intervention;
- (5) Change management, which involves monitoring the implementation; and
- (6) Evaluation which involves making sense the results achieved by the interventions.

In this model, he provides guidelines to follow when intending to do needs analysis and conduct professional development. In the same light, it aims to outline the procedures that every instructor should follow while addressing the issue of skill development. Each phase is crucial because without first looking at what caused a performance decline, it is impossible to identify the needs and then conduct professional development. As a result, the six steps work best together and cannot be separated. This methodical approach seems straightforward and simple to carry out. The shortcomings in teachers' performance can be found and corrected in a timely manner if all the steps of this model are followed exactly as they are for each and every instructor. It determined whether formal professional development should be used to address needs after professional development and development needs have been identified.

Specifically, Need analysis has to do with performance improvement where the administrators identify and prioritise the performance gaps by assessing the needs. 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). So in Educational planning, needs assessment should be taken into consideration because it is an important step in solving performance problem. However, the functional management theory by Fayol (1916 and 1951); lays emphasis on the fact that the principal must see to it that the plan task is achieved and the institution is well managed regardless of its size and nature. Teachers should be placed at the center of the administration, team spirit encouraged by the school principal in order to bring about effective educational achievement.

Administrative Supervision

Any developing country in the world is built on a foundation of education. Without competent and educated leaders, a nation will undoubtedly experience a wide range of issues that could seriously harm the citizens' social, political, and economic well-being. The caliber of the inspectors and supervisors who oversee and supervise the nation's schools also defines the level of the supervisory position. This is why developed nations like Italy, Japan, the United States, Germany, and Russia, to name a few, have prioritised monitoring and supervising schools to ensure maximum and high-quality output which can support the national educational progress. The process of supervision involves making sure that the curriculum is being implemented effectively and helping those who are doing so. It is an investigative and controlling action designed to meet corporate objectives. The inspection component deals with gathering information, and the assistance component is concerned with creating a good relationship between a superior and a subordinate, with a focus on specialisation aimed at making the best use of the materials and human resources on hand to further the institutional objectives. The objective of supervising schools is to preserve and enhance the caliber of student learning as well as all other elements that influence teaching and learning in our educational system. To be able to effectively provide a good and quality education, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision. (Peretomode, 2004).

Supervision can be divided into two categories which are instructional and personnel supervision. Instructional supervision is defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. Personnel supervision on the other hand deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and

objectives of the educational system (Peretomode, 2004). Also, instructional supervision is a collaborative effort involving a set of activities designed to improve the teaching and learning process. The purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher (Agabi, 2008). Beside, supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal.

Moreover, administrative supervision is an aspect of checking quality output in secondary school hence it is designed to evaluate educational inputs and outputs. In the secondary education today, the act of teaching and learning is being supervised to see if it is achieving the desired objectives of the school. During this supervision, a subject is examined in relation to teaching methods applied, instructional materials available for use and the teacher himself in terms of qualification and training. According to Ebele's (2005) opinion, supervision combines or integrates a number of processes, procedures, and circumstances that are purposefully created with the sole purpose of enhancing the job effectiveness of teachers and other staff involved in the schooling process. In order for the supervision to be successful in their duty of supervision, it is believed that supervision should act as a means of counseling, advising, reviving, encouraging, promoting improvement, and overseeing certain groups (Ogunsanya, 1985). While trying to emphasize the value of excellent human interactions in an organization, other schools of thought view supervision as a means of getting people to stop using improper methods when performing certain tasks on the job in an organization.

Beside, techniques of Instructional Supervision according to Peretomode (2004) outlined the activities that the skillful instructional supervisor can use to bring about desirable effect in teacher behavior for achieving teaching effectiveness. These include:

1. Classroom observation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness;
2. Demonstration: It involves the presentation of a prearranged series of events to a group for their view. This stimulates teachers' growth and group discussion;

3. **Teacher visitation:** This activity is also called “intervisiting” or “reciprocal visitations” involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter-school visitation). This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action;
4. **Workshop:** This activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution(s) to a specific problem in a face-to-face situation;
5. **Micro-teaching:** It is a teaching situation which is scaled down in terms of time; class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually it involves a small group of 5-10 pupils where the teacher employs a particular skill within say ten minutes involving content and skill. Emphasis is on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher re-teaches the lesson to the same group or a different group for improvement;
6. **Listening to tape, radio or recordings:** This involves using sound recordings to present ideas to one or more listeners in such way as to help develop understanding or skills. Also, the uses of visual presentations through the media film, television, or video tape are increasingly important in the supervisory process;
7. **Guided Practice:** This supervision technique involves individualized or small group manipulative activities. It is an approach in which doing is emphasized rather than talking with practice activities arranged out of context; and
8. **Research:** Research is the systematic and objective collection and analysis of data in order to find solutions to identified problems. Here the supervisor work with teachers and through teachers he will be able to find out solutions to problems of teaching and learning that confronts them instead of dictating solutions to or autocratically setting educational problems relating to teaching and teachers.

Administrative Issues

Concerns regarding administration in teaching and learning include (a) facilities, infrastructure, student characteristics, school characteristics, and partnership issues; (b) teachers' preparation, professionalism, conditions for science, development, and training, and teacher motivation; (c) the supervision role of school administration in regards to the execution and implementation of curricula as well as curricular materials; and (d) administration of infrastructure and facilities. Each is crucial to getting good results. The presence of high-quality infrastructure in education has a significant impact on teaching and learning process of the student according to studies. Also, students who attend schools with good infrastructure report being more satisfied than those who attend schools with a poor infrastructural development (Cuyvers et al, 2011). The calm classroom setting, ICT-integrated building, availability of research sources, laboratories, libraries, and halls all contribute to the wellbeing of the students. In a similar note, Asiabaka (2008) claimed that the standard of the school's facilities determines whether or not the goals of the school are met.

However, Cohen and Bhatt (2012) noted that the presence of infrastructure alone does not guarantee excellence until it is subjected to improved organisational management. So, effective design, planning, mobilisation, and deployment result in effective infrastructure for effective teaching and learning (Obanya, 2004). Thus effective educational achievement of the school. So, lack of conducive school environments, inadequate number of schools and classrooms; and the lack of value for education by some communities. Are some of the major administrative issues affecting access to education for all and especially equity for female children in our country today? Consequently, it is therefore pertinent to acknowledge the importance of the preliminary issues of administration as fundamental during the planning sessions of the school in order to create a good atmosphere against the teaching and learning process in the future.

Supervisory Issues

In order to help the school and teachers improve on instruction delivery, classroom practices, and the professional competence of teachers to successfully direct the learning process, school boards and school heads both use supervision as an administrative method. Administration's effect on supervision is to guarantee competence and professionalism in the profession's in-class and out-of-classroom activities. Improvements in teaching and learning in the classroom are the main goal of supervision (Dodge et al., 2002; Olawole, 2009; Ololube,

2009; Veloo, Komuji, & Kalid, 2013). In schools, supervision is intended to support instruction and learning. Lack of supervision may lead to teachers not preparing enough for the students, students not being satisfied, unhappy students, and a hostile learning environment. These are widespread issues that have an impact on student engagement in class, teacher effectiveness, and school discipline (Oghuvbu, 1999). These typical school disciplinary issues are the result of insufficient oversight due to a lack of resources and trained staff in the inspectorate division of the Ministry of Education. Teachers' lack of cooperation and their poor working conditions has become a problem. So, supervision promote principals and teachers effectiveness in administrative and instructional performance. Effective supervision in schools is evidenced by good administrative procedure characterized by disciplined behavior by teachers and students demonstrated through positive implementation of school rules and regulations directed towards the achievement of the aims and objectives of the school in particular and education in general.

Equally, a quality educational system must, at its core, be successful in achieving the objectives and results intended by each school, be pertinent to the requirements of students, communities, and society, and support students' capacity to learn and develop the necessary 21st-century skills (Stone, Bruce & Hursh, 2007). Students leave schools for a variety of reasons, including poor quality and ineffective instruction. When this occurs, a number of things may be considered to be the cause, including poor teaching-learning experiences provided by teachers, having incompetent faculty on the rosters of teachers, improper management of the educational system by school heads, poor leadership potential, and misguided governance on the part of the school administrator (Grauwe, 2004). In school administration, the role of supervision by the administrators is formally carried out for the purpose of evaluating of the performance of the school with the aim of changing all factors or issues affecting the behavior of the teacher and also to reinforce the teaching and learning activities. And for these administrators to succeed, they need to have a good and solid foundation which begins with the plan of action.

Purpose of supervision of school

Getting government approval is the primary goal of school supervision. To determine whether schools are ready for accreditation, they are examined. As a result, schools are required to meet requirements for instructor qualifications and student enrollment. The building's preparation for educational purposes in terms of tools, programs, academic and nonacademic employees, etc. Government approval is given to the schools that adhere to the requirements;

on the other hand, the government orders the closure of the schools that did not and does not approve them.

The goal of supervision of operational improvement is to identify weak points in the teaching-learning process and start using effective teaching strategies. In this instance, supervisors do pay visits to the class in order to assess the effectiveness of the various aspects of the teaching and learning process so as to correct any professional lapses. The staff, student population and composition, school finances, academic programs that include the schedule of work, student progress reports, and co-curricular activities, as well as the school's physical and mental conditions, are all noted and evaluated.

Monitoring

Bartle (2011) defines monitoring as the process of regular observation and recording of activities taking place in a project. This is to check how the activities are progressing. It is like watching where you are going while riding a bicycle; you can adjust as you go along and ensure that you are on the right track. Monitoring in school is usually done for the purpose of evaluating the performance of the school. It is usually done by the external agent from the inspection department as well as the school principal. The aim here is to reinforced the teaching and learning activities.

Monitoring Roles of Supervisors Includes:

1. Deciding the nature and content of the curriculum;
2. Selecting the school organisational patterns and materials that will enhance educational growth;
3. Improvement of teacher's effectiveness;
4. Ensuring that teachers are performing their duties as scheduled;
5. Improvement of the incompetent teachers.

As a matter of fact, in secondary schools, the principal is the supervisor within the school and the head of the instructional team of the school. There are many supervisory roles expected of the principal that is geared towards promoting the quality of teaching and learning in the schools: rather they see themselves as school administrators, managers of personnel, finances, counselors and school disciplinarian for students. They also collaborate with parents and school boards, ministries of education and supervisors of academic areas of the institutions. Therefore, in carrying out the roles of the supervisor in the school, the principals should have effective control of all the activities in the school and not sitting in his office all day long in the

school based supervision. However, the principal should:(1) Visit teachers in their classes regularly and discuss his observation with them;(2) Help the new and inexperienced teachers in planning their scheme of work and lesson, as well as counsel them regularly;(3) Collect teachers lesson plan regularly and comment on them;(4) Check their instructional and teaching aids regularly; and (5) Be accessible to teachers and students and listen to their concerns and interact informally with them.

Instructional supervision in education is a type of school-based supervision carried-out by administrative staff aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching learning process (Beach & Reinhartz, 2000; Tyagi, 2010). Also, Administrative supervision is crucial for teachers' growth and often leads to the improvement of student learning. What matters is how the supervision is being conceived, designed and executed. The success of any academic supervision, therefore, depends largely on its perception by administration and teachers. So, if well conducted, it will boost teachers to improve on academic standards and learning. In its absence, teacher morale is at its lowest and academic standards are equally low.

Effective educational achievement

This represents the performance outcomes of the school that indicates the extent to which they have attained their goals and objectives. School effectiveness can be measured by the high attainments of the school goals. Effective Schools (ES) here can be indicated by: strong leadership characteristics, high expectations, friendly atmosphere and caring attitude towards peer (Brophy, 2004). Numerous studies carried out in a variety of national and international contexts reported the need for collaboration and involvement of the greatest number of stakeholders (students, teachers, parents, community members, educationists, researchers) in decision-making, which together with the analysis of school needs and effective administrative supervision will greatly increase the effectiveness of the school program. Students learn more and develop their confidence as a result (Christenson & Anderson 2002). A successful educational setting (ES) is one that encourages students to advance in a wide range of intellectual, social, and emotional outcomes while taking into account their socioeconomic situation, family history, and prior knowledge (Finn, 2006). To increase the effective educational achievement of the secondary school, it may be possible to ensure the cooperation and participation of the greatest number of stakeholders, including parents, the community, educational professionals, and even other organizations. The effectiveness of peer relationships is also found to improve on the academic performance of the students. Their participation in

decision making pertaining to matters at school might be of great importance to the school. In order for the children to enjoy spending their time at school, their ideas may be acknowledged and considered while making decisions. Also, they may get the chance to collaborate with other students and take part in collaborative learning activities at school.

Effectiveness has to do with a school being required to retain certain characteristics in order to perform well along with also possessing the capability of producing desired results (Behlol et al, 2019). The term 'effectiveness' may also be defined in the terms including academic achievement, classroom behavior, classroom participation, the attitudes towards learning and the presence of well-rounded personal development (Barton, 2005; Behlol, 2019). Arguably, not all examples of secondary education may be viewed as 'effective'.

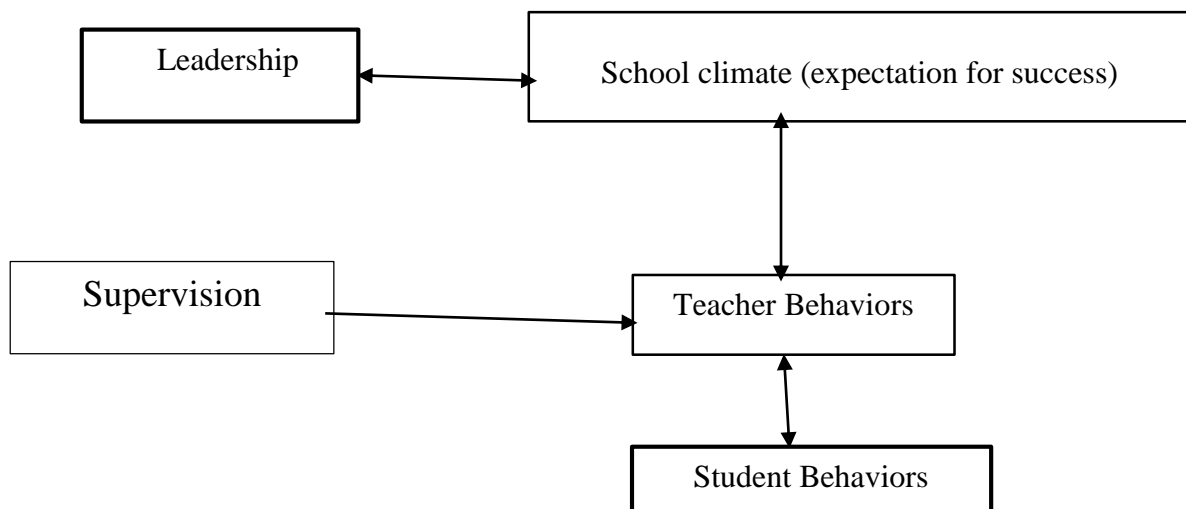
Furthermore, Brophy (2004) argues that school effectiveness may be measured, this may be through high attainment of school goals for example. Other equal indicators of an effective school also relate to having strong leadership characteristics, having high expectations within the school environment for both staff and students, creating a friendly atmosphere and promoting caring attitudes towards peers. Based on my research and observations of great schools, I believe that a school's future success is dependent on the following factors: agreement on a vision for the school; a school work culture production model that incorporates all aspects of planning, development, and assessment; the principal's collaborative team support from the entire school community; and the use of data to support a culture of continuous improvement. There are a variety of approaches to continuous school improvement, but the core strategy is the same as the thoroughly documented school work culture model: analyse, plan, implement, and evaluate.

Based on my research and experience of excellent schools, I believe that a school's future success is predicated on agreement on a vision for the school; a school work culture that produces results. The output of the school, which is measured in terms of the average achievement of the students at the end of a period of formal schooling, can be used to describe the performance of the school. Given that different schools perform differently; the issue of school effectiveness is fascinating. The next question is how much they differ, or more specifically, how much schools differ when students' intrinsic abilities and socioeconomic backgrounds are about equal across all schools. Great principals are far more inclined to take chances themselves and allow their teachers to do so. When data (from staff, students, and the community) is clearly shared and genuine changes are implemented in response, the most improvement occurs in the school. Principals are addressing the efficacy of the school and

using evaluation results in their feed-forward planning loop for the next year's work culture cycle. Unfortunately, many districts are squandering the ability to operate effectively and make timely corrections by not utilising their data to its full potential. Beside a general lack of experience in using data to influence strategy appears to exist (Johnson, 2012). Here, the outstanding principal has a high probability of succeeding. And with this, there is great hope, that through all the school's collaborative efforts, schools can create school cultures in which all students have an opportunity to learn and succeed.

Also, there are thousands of dedicated teachers and administrators who love students and teaching and believe it is their responsibility to be successful in leading their students to learn, to be better people, and to pursue challenging futures. From the school leadership and management literature, there is probably no one best way to lead and manage all organizations. However, my experience in public schools has demonstrated that a care for others (relationships) and a focus on student success is the ideal style for administrators and teachers in most schools. Following that, this talk will focus on student achievement strategies (Johnson & Johnson, 1999b, 2010, 2012b). After all, a poorly managed school could be one of the main reasons for a school's poor rating.

Improving educational achievement



Source: Researcher 2023

The above table presents to us how improvement is being brought at the level of the classroom and the school leading to the effective educational achievement of the school. So, supervisors here interact directly with the teachers and the students with the aim of improving student's performance hence effective educational achievement of the school. However, this

idea of school effectiveness should be viewed as a formal one since goal achievement is the literary definition of effectiveness. It is implicitly assumed that the performance evaluation criteria take significant educational goals into account. It seems to reason that different people may have different ideas about what these standards should be, and as a result, criticising studies on school effectiveness for not addressing crucial educational goals is a simple and effective tactic.

So, effective educational achievement can therefore be described as the extent to which the desired level of output is being achieved. But in the same light, effectiveness can also be seen as a problem for individual schools (school management). That is why in an institution, there is the bottom-up leadership that promotes collaborative decision making and is motivated by a vision of success which will take the place of top-down bureaucratic administration. All institutional personnel will be included in the principal's and the administrative team's involvement in instructional leadership. Every teacher will develop into an instructional leader. Curriculum specialists may also be employed at the institution to help teachers in various departmental duties. Instead of only a set of abilities and behaviors, the principal's instructional leadership role will be distinguished by a variety of attitudes and beliefs. Also, in order to enhance school progress, there's supposed to be frequent monitoring of students 'progress which is being associated with students' performance. The idea of planning basically points to the role of gathering information for key aspects of organizational functioning and the use of this information for evaluation, feedback (both in the cognitive sense to stimulate learning and in the motivational sense by providing incentives) and corrective action.

The policymakers also make efforts to encourage those working at the school level to make sure that they use available resources effectively by enforcing attendance on the side of the students, make sure that there is quality delivery by the staff and equally ensure effective achievement in all schools . With all these, it seems like the government usually ignore offering of performance-related rewards and enforcement of accountability from teachers, professional supervisory staff and school inspectors who agree on contractual base to serve the students and enhance their attainment and achievement. In fact, it appears that those in authority have rarely provided performance-based rewards, regular information for schooling decisions and public-domain monitoring mechanisms which could have made frontline workers in education to do the best they can to efficiently apply the available resources on essential educational functions that will enhance learning as well as application of learning for the development of the society. Beside, according to (Babalola, 2008), if Cameroon could focused on priority factors in order

to improve the effectiveness in her schools , it will advocate categorizing elements that affect schools' overall performance which is group into four categories, including:

1) Clear objectives and policies, planning and organization of instruction, emphasis on curricular objectives, setting high but reasonable expectations, efficient assessment, and policy monitoring; 2) organizational factors, such as; a. maximizing learning time; b. maximizing accommodations; c. favorable working conditions; d. a variety of teaching strategies and techniques; and e. a good disciplinary structure based on praise and rewards. 3) The Principal's leadership, good staff management and development, effective communication, staff stability, and student participation in responsibility make up the third set of leadership factors. 4) Effective pastoral care, liaison between educational sectors, connections with parents, consideration of the opinions of everyone with an interest in education, a culture of mutual trust and cooperation, and active support from the education authority are relationship- or partnership-building factors.

Studying school effectiveness here will help in identifying effective and ineffective schools. The effectiveness of schools will determine how far the Ministry of Education has achieved its goal or vision. This will also help the students in identifying areas where schools will need to focus on so as to improve on students' achievement and the attainment of the school goals. In studying school effectiveness, it will equally help in identifying the effective and ineffective schools. The "performance of the organisational unit named school" is the definition of "school effectiveness"(Scheerens,2000). To him, school effectiveness is the extent to which schools succeed in comparison to other schools that have been "equalised" in terms of student intake by manipulating specific factors within the school or the local school surroundings. This concept argues that a school is only effective when it is compared to other schools serving similar children. This is true with our secondary schools today where effective educational achievement is being measured by comparing their level of achievement with other schools.

Equity and equality

These are other two aspects which draws our attention for school planning and effective educational achievement. Equity here refers to the concept of social justice where everyone, regardless of caste, religion, participate in the educational system with an equal footing. Equality of education means giving students the best simple opportunity so as to improve their skills to the point where they can develop their abilities to the extent to which they can bear in

mind the individual differences. There is no question that everyone is represented in the school, but it needs to take into account or pay attention to the requirements of the students. Only careful planning and effective resource management can make this to be possible. Equality is a sign that one should receive what is due to them. This is a difficult task and that is why careful planning is necessary. For quality in education to be attained, serious planning need to take place and the school principal needs to take upon himself the charge as a manager to make sure that the teachers who are their main guarantors of quality education in the school are being considered. This however will make the teachers to be satisfied thus making them to be more productive. Since they are the major resource in the transmission of knowledge to the students. And as a result, there will be an increase in the effective educational achievement of the school as well as the educational system at a whole.

Theoretical literature review

A theory is a “set of interrelated concepts, assumptions and generalization that systematically describe and explain the regularities and behavior in educational organizations” (Mbua, 2003). Also, Sarantakos (1997) defines a theory as, “a set of systematically tested and logically interpreted propositions that have been developed through research and explains social phenomena”. However, theories are helpful in the interpretation of facts and they equally guide research and therefore help the researcher to enable or predict the outcome of situations in studies and in life in as a whole. And this study, made use of the following theories: the stakeholder theory by Eduard Freeman, the participative leadership theory of Lensis Likert and the functional management theory of Henri Fayol.

The stakeholder theory by Edward Freeman (1984).

The stakeholder theory is an idea about how the business works. To it, for any business to be successful, it has to create value for it stakeholders first whether there are suppliers, employees, customers, shareholders etc. In 1984, R. Edward Freeman originally explained the Stakeholder Theory and recommends methods by which management can give due regard to the interests of the stakeholder groups. His description of this theory, recommends methods by which management can give due regard to the interests of the stakeholder groups. The Stakeholder theory assumes that value creation is part of doing business. The definition of value varies depending on how the purpose of the firm is defined and how the responsibilities towards their stakeholders are articulated. This will go a long way to define the nature of a firm’s relationship to its ecosystem and result in different views of stakeholder theory.

The literature on stakeholder theory has evolved from Friedman's classic economic model to an approach asking firms to balance their stakeholders' interests with their business objectives. Freeman's view has informed a broader perspective as it establishes profit maximization as a firm's sole objective and the shareholder as the only stakeholder to which it is socially responsible.

Friedman equally carried out studies to make us understand that a firm is to maximise its profits. His model redefines firms as social institutions whose responsibilities go beyond their simple fiduciary responsibility to their shareholders and asks them to account for the interests of the stakeholders that they affect. The theory was proposed in the context of an extensive academic debate on whether the firm should separate its profit objectives from business ethics. Freeman's view establishes a bridge reconciling the two objectives by creating consensus among competing concerns. However, bringing in the importance of involving all the stakeholders in to the institution which at the end leads to a better performance of the school.

Some academics have criticized Freeman's proposal for adding complexity to management of firms by making them responsible to a larger group of stakeholders. Its opponents Sundaram and Inkpen argue that including stakeholders to a firm's value creation process can be compromising because negotiation here will likely deal with conflicting interests. Also, Freeman's proposal is seen as a precept undermining the principles on which a market economy is based. Thus, it is being understood as a threat to political and economic freedom. In fact, his model asks firms to articulate a shared sense of value distribution instead of entitling a single stakeholder group (shareholders) to all of it. Thus, the question is to clarify the notion of fair value distribution.

This theory ties up with this research topic because it encourages teamwork in the educational institution with the involvement of all the stakeholders in to the planning sessions of the school such that there can be a better analysis of needs which will equally leads to a better performance of workers. In the secondary school, there is interrelationship between stakeholders that is, principal and teachers, teachers and teachers, the administration and parents and the administration and students which entirely will lead to a better performance of teachers, students and the administration as a whole hence an effective educational achievement of the school. And for this to be realised, there is supposed to be a consultative decision making with the use of an effective communication techniques.

So in our secondary schools in Yaounde' VI for example, stakeholders are expected to fully participate in the school activities, work together as a team so as to share the sense of value distribution within the institution. However, when you take a good look at the schools with whose level of achievement is still low, you can understand that stake holders do not fully participate in their decision making process. And again, some schools do not have the PTA which means that parents do not fully participate in their affairs. And as result, Freeman's contribution is that educational institutions should not only listen to their stakeholders but should get them involved so that an effective educational achievement can be realised.

The participative leadership theory by Rensis Likert (1967).

Participative leadership is a management system developed by Rensis Likert in 1967. His main aim here is to describe the relationship, involvement, and roles of managers as well as the stakeholders in industrial settings. But later on, he then revised this system to apply to the educational setting with the intension of spelling out the roles of principals, students, teachers, and others such as administrators, and parents'. This theory promotes participation when it comes to decision making especially when information is well shared. Also, it equally encourages teamwork as well as the stakeholder theory of Freeman meanwhile the ultimate decision is made by the leader. Participative managers here are supposed to be very involved with their employees and should always make sure that they are thoroughly informed about any given situation within the organisation.

This theory suggest principles such as motivation, commitment, and productivity among employees by giving them a voice in the decision-making process which makes them feel valued and are more likely to work hard towards making those decisions successful. Here, there is an emphasis on teamwork, group decision-making, and supportive relationships. Managers willingly consult with their subordinates and incorporate their suggestions and ideas when setting goals and making decisions. In addition to motivating employees through the use of rewards, managers also endeavor to enhance workers' sense of belongingness within the organisation. A friendly, trusting relationship exists between managers and subordinates. Likert found that this management system engenders greater loyalty and cooperation among workers and results in higher levels of productivity than other systems.

In this work, this theory makes us to understand that for us to attain an effective educational achievement in our secondary school today there is supposed to be an analysis of needs within the school. And for this to take place, teamwork needs to be encouraged by the

school leader so that they can be able to get information about the available gaps within the school, inform the stakeholders which will then help them come to a perfect decision making process so as to come up with a perfect performance improvement solution in order to better the performance of teachers and the students as well as that of the school which equally leads to an effective educational achievement. So, for our principals to succeed in their secondary school leadership today, they need to be knowledgeable enough in order to make sure that needs analysis do take place in their schools in order to determine the cause of performance problem and the appropriate solution that will help to close this gap. However, with the involvement of different stakeholders with diverse views and methodology, this may make the methods confusing especially to practitioners new in the field.

Although Likert, (1967), presents this theory as the ideal management style, there are several drawbacks and criticisms associated with it as well. In the first place, allowing employees to participate in the decision-making process actually slows down the process as it is time-consuming to discuss multiple perspectives. In a situation where a decision needs to be made urgently, this style of leadership could actually be counterproductive. Poor or mediocre decisions may also be made when less experienced workers are allowed to have a major input in the decision-making process.

Also, another limitation of participative management is that it can generate conflict between employees. For example, some workers may take offense if they think that their ideas are being disregarded. Instead of building good and productive relationships, constant use of participative management may therefore create conflicts between employees.

The Functional Management theory by Henri Fayol, (1841–1925).

The Functional Management theory evolved from the classical theories with "scientific" and "bureaucratic" management that used measurement, procedures and routines as the basis for operation. To the classical theories, for school managers to succeed with their objectives, they must follow the five organizational principles of planning, organizing, controlling, coordinating and directing or commanding. In Fayol's managerial activities, he specifies five primary functions (or elements) as follows: a) Planning; b) Organizing; c) Controlling; 4) Coordinating; and 5) Directing or commanding.

Planning: Fayol says that planning, also labeled as a "plan of action," "is one of the most difficult and...important matters of every business and brings into play all departments and all functions, especially [management]." This gives the reason why every activity within

our secondary school today must start with a plan of action. He equally states that planning is comprised of four components: the desired result (i.e. goal), the action, the stages and the methods. And in order to create a plan, a manager must consider the firm's tangible and intangible resources, work already in progress, trends, and future events. Features of a good plan are said to include: unity, continuity, flexibility, and specificity. So, for our secondary schools to attain their objective of achievement standards, the school managers must have good planning skills on deciding on what needs to be done, when and how it needs to be done and who needs to do it (Nunwi,2008). Planning is very important because for a school manager to succeed, he needs to set his objectives before time and execute it for the benefit of all, thus making it a good indicator of effective educational achievement.

Organising

Organising means determining activities and allocating responsibilities for the execution of plans, coordinating activities and responsibilities into an appropriate structure (Cole & Kelly, 2011). Organization here is to divide the work into task, appoint employees or subordinates for each type of work and also make sure that they have the necessary skills and resources that they need (Kaplan, 2008). Organising here is a strong indicator of school management because it helps in the division of work amongst the staff with different skills and specialisation.

Controlling

Controlling here means ensuring that plans are properly executed, ensuring everything to function as planned (Cole & Kelly, 2011). School management needs knowledge of control so as to follow school actions and also to make sure that the school objectives are being realised.

Coordinating

Coordinating means making sure that all the staff works towards a common goals (Kaplan, 2008). Coordination here helps to make sure that all the groups involved in the working process of the school are doing their jobs efficiently towards a common objective. When leadership is good, it shows that coordination is going on smoothly in the organisation or institution (Nunwi, 2008). The school management here equally needs coordination to ensure that all the departments in the school should work in collaboration for the achievement of quality education.

Directing or Commanding

Directing or commanding according to Kaplan (2008), is the act of giving instructions to subordinates to carry out their task, and give them authority so that they may be able to direct and command others. For a school to function well, the managers must have the skills of directing his subordinates for the better functioning of the school. It should however be noted that this theory lays emphasis on the accountability of the organization to its governing body. This gives the reason why most secondary schools in Cameroon give accountability to its governing body which is the government.

However, Henri Fayol believed that “the soundness and good working order of the body corporate depend on a certain number of conditions termed...principles. His principles require “intelligence, experience, decision, and proportion.” Given that “without principles one is in darkness and chaos, Fayol hoped that these principles could be relied upon or it can be used for future study. He states that “there is no limit to the number of principles of management” and “every rule or managerial procedure which strengthens the body facilitates its functioning has a place among the principles.” These principles are 1.Division of labour, 2.Authority & responsibility, 3.Discipline, 4.Unity of command, 5.Unity of direction, 6.Subordination of individual interests to general interest, 7.Remuneration of personnel, 8.Centralisation, 9.Scalar chain, 10.Order, 11.Equity, 12.Stability of tenure, 13.Initiative and 14 .Esprit de corps (union of strength) and they all serve as a guide line for managerial activities.

However, this theory is relevant in that it can still be used as it was originally written. That being said, the theory is descriptive, not prescriptive; it serves more as a process, or a reminder of duties rather than any sort of technique. That is the reason why his theory still applies as-it was and equally serves as a reminder of the duties that come with the Management function. If you haven't read about them before, it might help to go through them again and consider things from your current position. In this way, one will get a better understanding of management as a function and the leader's role within it.

Beside, this theory ties with the research topic in that the main concern here is planning and planning is the formalisation of what is to happen in the future(Cole & Kelly,2011). for Decisions here are taken future action in educational domain in order to render it more efficient and effective. And in the planning of a school, all countries or educational institution identify needs, set objectives and organise the necessary human and material resources to achieve these needs. So for the principal to succeed in his managerial functions, he needs to be

knowledgeable and sensible enough, to monitor teachers and help them perform better such that an effective educational achievement can be attained.

Empirical literature review

An examination of literature points to the numerous cases of school planning which will continue to have a tremendous impact on the effective educational achievement of the secondary education.

Dorothy (2021) analyse the extent to which stakeholders' participation in school management enhanced the effective educational achievement of learners in the selected secondary schools in Kampala district. This study was guided by the four objectives; to examine the extent of stakeholders' participation in school improvement planning; to evaluate the extent of stakeholders' participation in the budgeting process, to analyse the extent of the relationship between stakeholders' participation and coordination of the academic activities and to explore the perceptions about their extent of participation in school management to enhance the learners' academic activities in the selected government-aided secondary schools in Kampala district. The Stakeholder Theory by Freeman (1984) in conjunction with the School Based Management Model informed the study. The researcher adopted a mixed-methods design and used a convergent approach. The researcher used an accessible population of three Ministry of Education and Sports officials, five Chairpersons of School Board of Governors, and Parents/ Teachers Association members, who were purposively selected. Four Head teachers from the four stratified randomly sampled government-aided secondary schools were included in the study, while simple random sampling was employed to select 217 teachers. Data was collected using a questionnaire and semi-structured in-depth interviews. Quantitative data were analysed while qualitative data was analysed using thematic analysis based on Braun and Clarke's (2006) approach.

Furthermore, the data collected by the questionnaire revealed that there was a relationship between stakeholders' participation and the enhancement of learners' academic achievement. Participation in school improvement planning ($F(1,188) = 11.750, p < 0.05$); participation in the budgeting process ($F(1,188) = 30.013, p < 0.05$) apart from one variable which had no relationship, coordination of the academic activities ($F(1,188) = p > 0.05$). Analysis of data collected by interviews revealed stakeholders' participation in school improvement planning was critical in enhancing the learners' academic achievement; the budgeting process was a collective responsibility for all key stakeholders.

Mohiemang (2008) identifies schools that promote learners' achievement when the students' initial intakes were considered. The study was guided by five research questions. The study adopted an ex post facto design and a quantitative value added methodology to answer the research questions. Simple random sampling was used to select a sample of 5662 from the population of 58 032 students who wrote the BGCSE examinations for 2005, 2006 and 2007. Two sets of data: prior and later achievements at individual student level were collected from BEC and Secondary Education. The statistical software, 2.10 beta 4, which is based on hierarchical linear modelling or multilevel modelling, was used to analyse the data for the value added by schools. The findings indicated that schools differ in their level of effectiveness. Some schools are more effective than others; b) Ten characteristics of effective schools were identified from the literature review c) schools differed in their consistency across the three core curriculum areas of Setswana, English and Mathematics; d) schools differed in their stability from year to year. The study confirmed that the use of a single statistic measure even in value added analysis could be misleading because of the internal variations between departments in schools. Furthermore, the uses of raw results for measuring school effectiveness were misleading. Some schools which were at the top in raw results were not doing so well in terms of value added and vice versa.

Beach et Lindahl (2015) presents the importance of planning by making us to understand his ideas provide a foundation for best practices in educational planning today. That is why Henri Fayol is generally regarded as a foundational author on classical management theory. He equally enumerated five basic functions of management: planning, organizing, commanding, coordinating, and controlling. Consistent with Fayol's model, over the past half-century, planning has generally been recognized by administrative theorists as one of the major functions expected of administrators, including school administrators. This article examines various approaches to educational planning, including the rational, incremental, mixed-scanning, and developmental models, and discusses how they can be used to guide large-scale school improvement processes.

Thompson (2018) explores the attitudes and perspectives of school administrators and other stakeholders on the school improvement planning process. A convenience sampling technique was employed with a sample of 15 schools and 91 respondents. The findings of the study indicated four principal factors, involvement, accountability, plan implementation and efficacy, defined the perspectives of the respondents. These factors were also responsible for 68.83% of the variation in the data. The factor 'involvement' accounted for 47.82% of the

variation and suggests that the most critical issue affecting how the school improvement planning process is seen is the degree of stakeholder involvement.

Archibong (2012) addresses Instructional supervision in the administration of secondary education as a panacea for quality assurance highlighting the concepts of instructional supervision, differences between supervision and inspection, quality assurance/total quality management as well as quality in teaching and learning. Also instructional supervision as a viable tool for quality output in secondary education and the techniques of instructional supervision were treated like classroom observation, teacher visitation, demonstration, workshop, microteaching, listening to recordings, guided practice and research. Since an unsupervised instruction may march the standard of education, it is therefore suggested that principals as catalysts should facilitate the implementation of the various sets of instructional activities that will improve the teaching-learning situation in the input-process-output framework. This is geared towards an effective, viable, vibrant and qualitative educational system.

Fonkeng and tamanjong(2009) sought answers to questions such as; what influence does policy-making have on teachers' professional growth?; is there any relationship between decision-making and teachers' professional development?; how does checking/control affect teachers' professional growth?; and what impact does supervision have on teachers' professional development?. In a descriptive survey research design, a self-constructed questionnaire was used as the main instrument for data collection, but was backed up with an interview guide. The simple random sampling (to select schools) and accidental sampling (to select teachers) techniques were used to obtain a sample of 95 teachers of the secondary schools in the Upper-Nkam Division of the Western Region of Cameroon. The data was analysed using descriptive statistics and results presented in the form frequency and percentages with the help of SPSS. The Chi-Square test of independence was used to verify the hypotheses. It was found that at a 0.05 level of significance, there is statistically significant relationship between policy-making and teachers' professional growth; decision making has a statistically significant effect on teachers' professional growth; statistically checking/control significantly affect teachers' professional growth; supervision significantly has an effect teachers' professional growth. Based on the findings, the researchers recommended amongst others that school principals should involve teachers in the policy and decision-making processes.

Mbua (2003) assess principals' leadership needs for the effective management of secondary schools in Meme and Fako Divisions in Cameroon by ex-amining their professional,

instructional, and communication skills. The study population consisted of 175 teachers, 31 department heads, 26 unit heads, and 16 principals from 12 schools. The findings revealed that continuous professional training and retraining, instructional supervision, effective communication, and creating a conducive environment for teaching and learning were vital to principals' effective management of schools. Based on these findings, provisions should be made for the continuous professional training and retraining of principals; principals should frequently carry out instructional supervision and also make use of vertical and horizontal communication to clearly communicate school goals.

Gab in literature reviewed

Sharing information, making efficient and effective use of resources, and comprehending school mission were the main focus of school planning. These had the goal of improving on how involvement of stakeholders governed the delivery of services, including education. So, it was not mentioned how much engagement or involvement they were in creating the goals and performance metrics. Furthermore, the allocation of funds, the encouragement of human resources, and the upkeep of the school are all examples of participation in the budgeting process (Gichohi, 2015). Here, funding distribution, accountability, and transparency frameworks were not covered by this study. However, the assessment of needs greatly depends on effective participation of stakeholders in the management of the school.

There is a dearth of understanding regarding the level of stakeholder involvement in school administration as well as how the various forms of involvement may differ in terms of efficacy, sustainability, and the type of influence they have on the students. Moreover, the extent to which stakeholders perform their tasks in the areas of planning and coordinating academic activities in schools has not received much attention from studies. By examining the level of school planning in improving the involvement of stakeholders, analysis of needs and supervision of school activities so as to raise students' academic achievement in secondary schools, this study aimed to close this research gap.

Also, the stakeholder theory is a descriptive tool with a weak explanatory power. It is also less useful in predicting student outcomes and offering instructions on how stakeholders' involvement in school management can be successfully established to improve on effective educational achievement. Its components are based on stakeholders who have an interest in their applicability to being present in any organization. The management functions for the organization, such as planning, budgeting, and coordinating, are not covered by this approach.

Though, this does not imply that the theory cannot be used in this investigation. However, in most cases academic activities are coordinated mainly by the internal stakeholders.

Conclusion

This chapter examines the works of other authors and theories that are connected to the variables of the study. Through the review of related literature, the concept of school planning, involvement of stakeholder, need analysis, administrative supervision and effective educational achievement are defined. This was done with the view of answering the first research question. This literature is instructive and can help in guiding school practices.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with the procedures and methods used in carrying out the study. Also, it explains the techniques used for presentation and data analysis. It discusses the following research design, area of study, population of study, sample and Sampling techniques, instruments for Data collection, validity of instrument, data collection plan, data analysis and presentation of variables.

Research Approach

A mixed method approach is being used in this study. This is because the researcher wanted to get a wider spectrum of the problem and one tool do complements the other. It also enables the researcher to understand the problem of the study from various points of views. According to Cawey (2005) "The mixed method approach is a research approach with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing and mixing both quantitative and qualitative data in a single study. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of the research problem than either approach alone."

Also, he notes that given the strengths and weaknesses of the qualitative and quantitative approaches, it will be advantageous and very important to have a truly integrative methodology for the use of both methods in a manner that offers the descriptive richness of texts narratives and the precisions in measurement and hypothesis testing afforded by the quantitative approaches.

Research Design

Amin (2005), defines a research design as "an outline of what the researcher will do from writing or formulating the hypothesis to the final analysis of data". He goes further to state the importance of a research design in every research by saying that, it facilitates the smooth running of research operations there by making research efficient. As long as we need

a plan to construct a house, we equally need a plan or design of data collection or analysis of our work in terms of manpower and resources.

The design for this study is the survey research design. This design is chosen because surveys are the best research designs used to gather data from the sample of population at a particular time (Amin, 2005).

Area of Study.

This research is being carried out in the Yaounde V1 Municipality in the center region of Cameroon. The center is considered the most intellectual capital of Cameroon because of the presence of numerous learning institutions ranging from pre-nursery to the tertiary level of education. It is practically a French speaking zone and has both English and French secondary and high schools and equally bilingual schools but this research will focus mainly on the English Section of the schools. This region is made up of 10 divisions and this research is carried out in Yaounde V1 which is one of the sub-divisions that made up the Mfoundi division. The schools involved here are Government Bilingual High School Mendong (GBHS Medong), Government Bilingual High School Etoug-ebe (GBHS Etoug-ebe), Government Bilingual Technical College (GBTC Mewoulou) and Peace Home Comprehensive High School (PHCHS Etoug-ebe). So, when you look you can see that the research involve both public and private institutions which equally give room for comparison. However, the researcher chose this area for this research because it is one of the sub-division of the region that has secondary schools where school activities are being planned and managed by the principal.

Population of the Study.

The population of the study refers to the complete collection of all the elements that are of interest to a particular study to (Amin, 2005). Also, Luma (2000) reminds us that, the main purpose of research is to learn something about the group of people, by collecting information from every member of the group..."It is rare for a researcher to have access to the entire universe ". So the sample population will include three government schools; Lycee Bilinque de Mendong. Lycee Bilinque d'Etoug-ebe and Government Bilingual Technical College Mewoulou and one private schools; Peace Home Comprehensive High School. The accessible population here is the number of secondary school teachers and principals of the selected secondary schools in Yaounde V1 subdivision. The population consists of individuals of different age groups, working experience and qualifications.

The sample size is drawn from the accessible population. A sample size is that portion of the population that is actually studied and the results obtained are generated to the whole population (Mba & Nworgu,1991). It is from this accessible population that the researcher gets the sample size of the study. The population characteristics here include male and females.

Table 3. Distribution of Target Population from Which the Sample is Drawn.

School	Total teachers population	Principals	Total number of teachers who responded to the questionnaire	Total number of principals	Percentage of teachers who responded to the questionnaire	Percentage of principals
GBHS Etoug-ebe	300	1	117	1	47.6	25
GBHS Mendong	300	1	57	1	23.2	25
GBTC Mewoulou	135	1	32	1	13.0	25
Peace Home	50	1	40	1	16.3	25
Total	785	4	246	4	100	100

Source: School secretariats of the respective schools.

The above table, make us understand the difference between the total number of teachers in each school and those who participated in this research to show the level at which effective educational achievements can be attained.

Sample and Sampling Techniques

Sample

A sample is defined as "... that portion of the population that is selected and studied to represent the rest of the population in a scientific research" (Comier,1996). In this study, the sample include; principals and teachers from the selected schools. Also, it is defined as" the process of selecting elements from a population in a way that the sample elements selected will represent the population" (Amin, 2005). The sample size was drawn from the accessible population. Beside, a sample size is that portion of the population that is actually studied and the results obtained are being generated to the whole population. So, a sample of two hundred and forty six (246) teachers was used.

Sampling Techniques

Sampling has two approaches; the probability and non-probability sampling techniques. And in this study, the probability sampling is been use where the elements of a population have the chance of being selected to be used. Equally, the simple random sampling is being used because it gives samples of the same size and equal chances of being selected. With a list of eight secondary schools, the names of the schools were written on small pieces of paper, folded and drop in a box and shuffled. After each shuffled, a piece of paper is picked and the process continuous on till the required number is reach. This is done in order to avoid bias and to ensure that each school has equal chances of being selected. Also, the stratified Sampling was used to select Principals and teachers from different secondary schools.

Also, due to school program, the researcher was unable to get to teachers of all the schools but was able to meet with some of the teachers of the schools during the forums in preparing teachers for the invigilation of the General Certificate of Education exams and collected the data. This is the best sampling technique because it avoids bias as well as gives every member of the population the opportunity to be selected.

Table.4: Distribution of samples used in this study by gender.

Schools	Principals		Teachers	
	Male	Female	Male	Female
GBHS Etoug-ebe		1	45	43
GBHS Medong		1	39	38
GBTC Mewoulou		1	18	16
PHCHS Etoug-ebe	1		23	24
Total	1	3	125	121

Source: From the data collected from the various schools.

This table shows the distribution of principals and teachers in the sample schools respectively. Here, we can see that the female principals outnumbered the male Principals while the male teachers on their side also outnumbered the female teachers. So, their diverse perspectives involved during decision making will equally lead to an effective educational achievement in the secondary education in the Yaounde' V1 municipality.

Instruments of Data Collection

Questionnaire.

A questionnaire is defined as a written or printed list of questions to be answered by a number of people especially as part of survey (Oxford Advance Learners Dictionary, 2010).

This technique involves written questions in which the respondents will be required to answer individually with no researcher's help. The questionnaire is the open-ended questionnaire that requires the respondents to answer the way he wishes. The questions are centered on the research problem under investigation and are being prepared by the researcher under the supervision of the supervisor. This questionnaire is divided into three main parts which include;

Part one: Background information

Part two: The independent variables and

Part three: The dependent variable

The first part is concerned with the background information, the second concerns questions constructed from the three indicators that made up the Independent Variables and the third part of the questionnaire is concerned with questions formed from the indicators that made up the Dependent Variable. Each variable has at least five items that is weighted using the likert scale in which respondents will be required to tick any of the following: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Besides, the reason questionnaire is chosen here is to facilitate the data collection process for the researcher. With questionnaire, it is easier for the researcher to be able to collect the required data within a short time and equally have enough time to analyse the data.

Table.5: Presentation of Variables and their Corresponding Items on the Questionnaire.

Variables	Items
Stakeholders Involvement	1,2,3,4,5
Needs Analysis	6,7,8,9,10
Administrative Supervision	11,12,13,14,15
Effective Educational Achievement	16,17,18,19,20

Interview

An interview is a conversation with a purpose. It is a process of exchanging information and gathering data and perhaps, the oldest and one of the most acknowledged research tools. The purpose of interviewing is not to influence other people's minds but rather to open access to other people's perspectives that is meaningful, cognizable and explicit. The main task in interview is to understand the meaning of what has been asked to the interviewees (Cawey,

2005). Also, an interview is the social encounter where speakers collaborate in producing retrospective and prospective accounts or version of feelings and thoughts (Seale, 2004). Here, unstructured form of interview was used due to the flexibility to questioning. This is because it gives a chance for both the researcher and respondent to discuss and equally saves time.

The interviewer prepares the list of questions in advance based on the relevant context and conducts the interview with the same questions to each respondent. The interviewer records the interview using a sound recorder. This is because the sound recorder produces a better recording. The researcher prepares an interview guide in order to make sure that the same information is being collected from the different respondents. In this work, the interview guide was used for the school administrators. It started with an introductory statement from the researcher, which highlights the level and the school where she is coming from, the topic of the research, its purpose, the duration and the means the interview will be done. It is made up of sixteen questions which are divided into four sections according to the hypothesis. Section A contains four questions on the needs analysis of the school, section B has five questions on stakeholder's participation, while section C has two questions on administrative supervision and lastly section D has five questions on effective educational achievement of the school. Other questions also came along in the course of the discussion depending on the response given by the interviewee.

However, I preferred to use questionnaire and interview guide within the context of the study because with interview guide, information can only be obtained through the means of spoken words and this allows more clarification. Also, I prefer questionnaire because a greater number of respondents can easily be contacted within a limited time frame.

Validity of the Research Instrument

This refers to the appropriateness of the instrument to serve the purpose of data collection. The instrument in this study contains face and content validity.

Face Validity

In order to ensure face validity, the researcher here constructs the questionnaire, give it to some classmates and teachers to read and identify errors at the same time give suggestions. So, some questions were being adjusted and maintained while others were being disqualified. After this, the researcher then hand it to the supervisor for further corrections to be made before taking it to the field.

Content Validity

Content validity shows the extent to which the research questions are related to the variables under study. The researcher here equally check the importance of each of the items in the questionnaire to the variables under study and to the objectives of the study.

Reliability of the Instrument

According to Amin (2005), reliability is the dependability of a measuring instrument. Therefore, the reliability of an instrument refers to the degree to which the instrument is dependable in measuring. To endure the reliability of the instrument, the Alpha Cronbach reliability test was carried out on a set of instrument that was trial tested. By doing this, the researcher administered the questionnaire to the master's students of FALSH and the Cronbach Alpha test was runned, which gave an acceptable alpha indicating that the instrument is very reliable.

Table 6: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.852	0.854	20

The reliability analysis was carried out comprising of 20 items. Cronbach alpha showed that the items reached an acceptable reliability of 0.852 which is more than 0.7. This signifies that the instrument is very reliable.

Conducting the Interview

For the interview method, face to face interview was used. The interview was done to one respondent at a time using a tape recorder. The interview was conducted with four principals. The interviewer was facing the interviewee and in a sitting position. Furthermore, the interview was more of a discussion with a calm and friendly atmosphere. The interviewer presented the questions one after the other while the interviewee was answering one after the other.

Data Collection Plan

The researcher first of all move along with a research authorization, presents to the school principal to obtain permission to carry out research. After which another authorization

is being signed by the principal giving the researcher permission to carry out research in the institution. This gives room for the researcher to be able to administer the questionnaire to the principal and to the teachers concerned for data collection. However, in my case, since I could not complete the data collection process due to reasons which I already mentioned above, I then asked permission from the chief of center coordinating the exams to collect data from the concerned teachers present.

Data Analysis

This refers to the qualitative and quantitative methods used to analyse the data that is the process of examining data which has been collected from the field. In this study, both the qualitative and quantitative data is being collected from the field through the use of Statistical Package for Social Science (SPSS). Qualitative data describe school planning and effective educational achievements. And by quantitative, the researcher here examines the data which is numerical in manner and include the number and percentage of the respondents. The data was presented using tables and descriptive statistics like the percentages, frequencies and means.

The data analysis model for quantitative data is simple linear regression where

$$SP = (IS) = EEA$$

$$SP = (NA) = EEA$$

$$SP = (AS) = EEA$$

And qualitative data uses the interpretative approach.

Presentation of Variables

A variable is defined as an attribute of an individual that can be measured or observed by the researcher and that Varies amongst individuals or organizations (Cromwell, 2015). This study is made up of two main variables; that is the independent and the dependent variable. In this study, the independent variable is school planning which is the presumed cause and is operationalized with the following indicators below. The dependent variable is effective educational achievement and it is the presumed effect. The following are the indicators of the above variables.

Indicators of variables

Hypothesis 1: Stakeholders participation has a significant influence on the effective educational achievement of the secondary school education in Cameroon.

Indicators

- Proviton of information
- participation
- collaboration
- engagement

The interest here is to know whether stakeholders are being informed or provided with information concerning the school planning project and if they do, do those concerned consult them with their ideas or collaborate with them during review meetings to get their own views before decisions are being taken.

Hypothesis 2: Needs analysis has a significant influence on the effective educational achievement of the secondary education.

Indicators

- identification of need
- awareness of available gaps
- performance improvement

Does identification of need really take place, for data collection and analysis, and does measurements really takes place to ensure a clear picture of the situation so as to let the gab known, and is priority given to the performance gab by the administration.

Hypothesis 3: Administrative Supervision to an extent brings about effective educational achievement in secondary education.

Indicators

- monitoring school activities
- supervision

Finally, supervision monitors to make sure that the plan objectives are being implemented and also make sure that pedagogic inspection pay more attention to teachers teaching task and equally evaluate to make sure that plan objectives or institutional goals have been achieved.

Table 7: Operationalisation of Variables

Hypothesis	IV	Indicators	DV	Modalities
H1 - Need analysis has a significant influence on the effective educational achievement of the secondary education.	- Need analysis (Identification of needs and gaps)	- identification of need	Effective	Always
		- awareness of available gaps	Educational Achievement	Sometimes
		- performance improvement		Never
				No
H2 - Stakeholders involvement has a significant influence on the effective educational achievement of the secondary education in Cameroon	- Stakeholders participation (Policy makers, Administrators, Teachers, PTA, etc)	- provision of information	Effective	Very high
		- participation	Educational Achievement	High
		- collaboration		Low
		-engagement		Very low
H3- Administrative supervision to an extent bring about effective educational achievement in secondary education.	Administrative supervision	-monitoring school activities	Effective	Always
		-supervision	Educational Achievement	Sometimes
				Never
				Yes

Conclusion

This chapter looked at the method used in collecting and analyzing data for this research. It also looked at the research design, the sampling techniques, the targets and sample populations, the instruments for data collection as well as their validity and reliability. It equally ends with the presentation of data collection plan and the techniques of data analysis.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

Introduction

This chapter presents the results of field data that was collected through a questionnaire and an interview guide which was developed for this study. The close ended questionnaire was constructed based on the selected variables. The data was collected from some secondary schools in Yaounde VI; Government Bilingual High School Etoug-Ebe (GBHSE), Government Bilingual High School Mendong (GBSHM), Peace Home academy, and GTHS with the sample of 246 respondents. The technique used in presenting the data is one in which data is organized, presented and analysis are made to show the impact on the whole study. It uses tables and charts to descriptive representation of results. Thus, the first part will present the demographic information, the second will present analyses of the questionnaire items and the third will verify the hypotheses that were stated in the beginning of the study

Descriptive Statistics

This section handles descriptive statistics on demographic information concerning the respondents and individual items on the selected variables of the study. This information involves, number schools, gender, subjects, marital status, age arrange of the respondents and years of experience. For the variables they are grouped in 5 items with Likert scale measuring the different items. These data allow us to have the statistical details of the various respondents and how the information contributes to the overall responses in the course of the data analysis.

Descriptive Statistics on Demographic Information

This statistical table presents the percentages and frequencies for school, discipline, year of experience, sex and age of the respondents. These frequencies and the percentages show the variations in the different demographic information for the better understands of the demographic structure of respondents and evolution of teacher population within public and private secondary school in Yaounde VI.

Table 8: Sample Distribution of the Number of School

		SCHOOL			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GBHS Mendong	57	23.2	23.2	23.2
	Peace home	40	16.3	16.3	39.4
	GTHS	32	13.0	13.0	52.4
	GBHS Etougo-Ebe	117	47.6	47.6	100.0
	Total	246	100.0	100.0	

(Source : field data)

This table represents the statistics sample distribution of the various schools selected for the study. The table equally show the percentages and frequencies of the school selected. GBHS Mendong 57 of the respondents with the percentage 13.0 %, Peace Home 40 with a percentage of 14.3%, GTHS 32 respondent gives percentage of 28.9%, and GBHS Etougo-ebe represent 117 of the respondents with the percentage 47.6%, from these statistical distribution GBHS Etougo-ebe is the most represented of the all the respondents. The second is GBHS Mendong 57, third GTHS, and fourth Peace Home.

Table 9: Sample Distribution According Sex

		SEX			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	125	50.8	50.8	50.8
	female	121	49.2	49.2	100.0
	Total	246	100.0	100.0	

(Sources : Field data)

This table presents statistical sample distribution according to gender. 125 of the respondents are males give a percentage of 50.8% of the respondents selected for the study and

121 of the respondents are females giving a percentage of 49.2 %. From the statistical sample distribution, male is the more representative of the sample population of the study .

Table 10: Sample Distribution According to Age

		AGE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	160	65.0	65.0	65.0
	31-40	44	17.9	17.9	82.9
	41-50	31	12.6	12.6	95.5
	51-60	11	4.5	4.5	100.0
	Total	246	100.0	100.0	

This table shows the statistical sample distribution of the respondents according to age. There 160 respondents within the range 20-30 year giving a percentage of 65.0%. 44 of the respondents are within the age range of 31-40 years with the percentage of 17.9%. 31 are within the range of 41-50years scoring a percentage of 12.6% and 11 of the respondent fall within the range of 51-60years scoring a percentage of 4.5 %. Of all the age ranges 30-30 years are the most represented of the respondents, closely followed by 31-40 years. This indicates that the teacher population in these schools is of the average age groups and they are very activities. This equally signifies that teachers are can be active in their professional activities. It is a good population of an education system which contributes to development of the school life.

Table 11: Sample Distribution According to Job Position

		POSITION			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teachers	192	78.0	78.0	78.0
	Head Of Département	2	.8	.8	78.9
	Dean Of Studies	10	4.1	4.1	82.9
	Administrator	42	17.1	17.1	100.0
	Total	246	100.0	100.0	

This table show statistical distribution of the respondents' job position 192 are teachers with percentage of 78.0%, 2 heads of department representing 0.8%, 10 deans of studies giving a percentage of 4.1 and 42 are administrators with the process of 17.1. The teachers are the most representative of the all the population. This followed by administrator. These representations are indicative of the fact that planning process takes a holistic approach.

Table 12: Sample Distribution According to Years of Experience

YEARS EXPERIENCE					
	Frequency	Percent	Valid Percent	Cumulative Percent	
	1-5 years	162	65.9	65.9	65.9
	6-10 years	24	9.8	9.8	75.6
	11-15 years	35	14.2	14.2	89.8
Valid	16-20 Years	13	5.3	5.3	95.1
	21 and above	12	4.9	4.9	100.0
	Total	246	100.0	100.0	

This table present the distributions of the respondent years of work experience according to duration, 160 of respondents have a work experience of 1-5 years with the percentage of 65.9%. 24 of the respondents has the work experience of 6-10 years scoring a percentage of 9.8%, 35 of the respondents have the work experience of 11- 15 with the percentage score of 14.2%, 13 of the respondents have a work experience of 16-20 a with the percentage of 4.9% and 21 and above with a percentage score of 4.0%. The respondents with most work experience range between 1-5 years with percentage 65.9%. With number of young teachers there can objective planning and pedagogic supervision from school administrators to give best management practice to the staff and effective competences transmission to learners.

Descriptive Statistic on the Main Variable of the Study. These variables include: involvement of stakeholders, needs analysis, administrative supervision and effective education achievement.

Table 13: Sample Distribution According Involvement of Stakeholders

item s	Statement		SD A	DA	A	SA	mean
1	they are provide with information and capacity to participate in the planning sessions of the school	<i>f</i>	6	23	146	71	3.14
		%	2.4	9.3	59.3	28.9	
2	other school governing bodies such as the PTA effectively contribute to the planning process	<i>f</i>	3	26	129	88	3.22
		%	1.2	10.6	52.4	35.8	
3	planners participate more effectively to make sure that the concert and interests of stakeholders are addressed or considered	<i>f</i>	2	36	183	25	2.93
		%	0.8	14.6	74.4	10.2	
4	feedback is usually given on how stakeholders' input influences the decisions	<i>f</i>	5	57	141	43	2.90
		%	2.0	23.2	57.3	17.5	
5	planners do engage stakeholders in the review process which will go a long to enhance transparency in management	<i>f</i>	5	44	160	37	2.93
		%	2.0	17.9	65.0	15.0	

(Source: Field data) strongly disagree=1, disagree=2, agree=3, strongly agree=4

This table presents statistical sample distributions of respondents' views on the various 5 items on involvement of stakeholders. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. On the first the item the respondents agreed(mean=3.14) on the statement that they are provide with information and capacity to participate in the planning sessions of the school on the second item the respondents agreed(mean=3.22) with the view that other school governing bodies such as the PTA effectively contribute to the planning process. on the third item the respondents disagreed (mean=2.93) on the statement that planners participate more effectively to make sure that the concert and interests of stakeholders are addressed or considered. This means that school administrators have to work to improve working relations with other stakeholders. For the item, the respondents disagreed (mean=2.90) on the view that feedback is usually given on how stakeholders' input influences the decisions. On the fifth item the respondents equally disagreed (mean= 2.93) on the statement that planners do engage stakeholders in the review process which will go a long to enhance transparency in management The different means

indicate the averages for each items in the Likert scale. Therefore, school administrators have to work and improve the involvement of stakeholders as a means of enhance effective education achievement in secondary schools in Yaounde 6. This will equally improve on quality knowledge and skills development in the teaching–learning processes. The involvement stakeholders in planning process and participative management for effective educational achievement.

Table 14: Sample Distribution According to Need Analysis

items	Statement		SDA	DA	A	SA	mean
1	the need analysis of the school is objective and meets stakeholders expectations	<i>f</i>	41	/	154	51	3.04
		%	16.7	/	62.6	20.7	
2	the identification of school majors is carried out with the available resources and priority is given to the most important need	<i>f</i>	3	32	134	77	3.15
		%	1.2	13.0	54.5	31.3	
3	school needs are identified and classified in order of importance in relation to schools objectives	<i>f</i>	/	24	124	98	3.30
		%	/	9.8	50.4	39.8	
4	it creates awareness of the available gaps which will enable the efficient use of resources	<i>f</i>	/	32	140	74	3.17
		%	/	13.0	46.9	30.1	
5	the need analysis help the institution to fill the gaps and improve on the growth of the students' performance	<i>f</i>	/	26	126	92	3.26
		%	/	10.6	52.0	37.4	

(Source: Field data) strongly disagree=1, disagree=2, agree=3, strongly agree=4

This table presents statistical sample distributions of respondents' views on the various 5 items on involvement of stakeholders. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. On the first the item the respondents agreed (mean=3.04) on the statement that the need analysis of the school is objective and meets stakeholders' expectations. On the second item the respondents agreed (mean=3.15) with the view that the identification of school majors is carried out with the available resources and priority is given to the most important need. on the third item the respondents agreed (mean=3.30) on the statement that school needs are identified and classified in order of importance in relation to schools' objectives. For the four item, the respondents agreed (mean=3.17) on the view that it creates awareness of the available

gaps which will enable the efficient use of resources. On the fifth item the respondents equally agreed (mean= 3.26) on the statement that the need analysis helps the institution to fill the gaps and improve on the growth of the students' performance. Therefore, school administrators have to work for sustainable need analysis as a means of enhance effective education achievement in secondary schools in Yaounde 6. This will go will long way to enhance quality teaching–learning processes. The need analysis in school is for effective educational achievement.

Table 15: Sample Distribution According Administrative Supervision

items	Statement	SD	DA	A	SA	mean
1	there is monitoring of school activities and teachers	<i>f</i> / %	6 2.4	89 36.2	151 61.4	3.57
2	the administration devotes more time to professional activities of the teachers and students rather than sitting in their offices issuing directives	<i>f</i> 3 % 1.2	29 11.8	154 62.8	40 24.4	3.10
3	they visit the classes regularly	<i>f</i> 17 % 6.9	49 19.9	99 40.2	81 32.9	2.99
4	they pay special attention to teachers teachers task	<i>f</i> / % /	27 11.0	126 51.2	93 37.8	3.26
5	supervisor assist and ensures that the school goals are achieved	<i>f</i> 2 % 0.8	25 10.2	128 52.0	91 37.0	3.25

(Source: Field data) strongly disagree=1, disagree=2, agree=3, strongly agree=4

This table presents statistical sample distributions of respondents' views on the various 5 items on involvement of stakeholders. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. On the first the item the respondents agreed (main=3.57) on the statement that there is monitoring of school activities and teachers. On the second item the respondents agreed (mean=3.10) with the view that the administration devotes more time to professional activities of the teachers and students rather than sitting in their offices issuing directives. on the third item the respondents disagreed (mean=2.99) on the statement that they visit the classes regularly. For four the item, the respondents agreed (mean=3.26) on the view that. On the fifth item the respondents equally agreed (mean= 3.25) on the statement that supervisor assist and ensures that the school goals are achieved. Based on the results the major of the respondents turn to agree that administrative supervision impact on effective educational achievement. This

light, improve on administrative supervision will have a corresponding influence on effective educational achievement.

Table 16: Sample Distribution According Effective Educational Achievement

items	Statement	SD	D	A	SA	mean	
1	the performance of students are good and meets stakeholders expectations	<i>f</i> / %	/	41 16.7	154 62.6	51 20.7	3.04
2	both the teachers and students are happy and teachers feel respected	<i>f</i> / %	9 3.7	44 17.9	128 52.4	64 26.0	3.00
3	students attain classes and effective teaching takes place	<i>f</i> / %	3 1.2	32 13.0	137 55.7	74 30.1	3.14
4	the teachers are willing to go an extra mile to innovate and take instructions beyond the classroom	<i>f</i> / %	5 2.0	33 13.4	122 48.6	86 35.0	3.17
5	the teaching and learning process is effective and teachers and students do meet their objectives	<i>f</i> / %	2 0.8	28 11.4	135 54.9	81 32.9	3.19

(Source: Field data) strongly disagree=1, disagree=2, agree=3, strongly agree=4

This table presents statistical sample distributions of respondents' views on the various 5 items on involvement of stakeholders. The statistics results the frequencies, percentages and the means. This is on the scale of strongly disagree, disagree, neutral agree and strongly agree. On the first the item the respondents agreed (mean=3.04) on the statement that the performance of students is good and meets stakeholders' expectations. on the second item the respondents agreed(mean=3.00) with the view that both the teachers and students are happy and teachers feel respected. On the third item the respondents agreed (mean=3.14) on the statement that students attain classes and effective teaching takes place. This means that school administrators have to work to improve working relations with other stakeholders. For the item, the respondents agreed (mean=3.17) on the view that the teachers are willing to go an extra mile to innovate and take instructions beyond the classroom. On the fifth item the respondents equally agreed (mean= 3.18) on the statement that the teaching and learning process is effective and teachers and students do meet their objectives. Strategic goal or educational planners is effective educational achievement.

Inferential Statistics

This section presents inferential statistics of the sample population of the study. This constitutes of a model summary, ANOVA table, coefficient table and scatter plot. All these tables present the predictability potential of each independent variable on the dependent variable in a simple linear regression

Hypothesis

H1a: involvement of stakeholders has a significant influence on educational achievement in selected schools in Yaounde 6.

H10: involvement of stakeholders has no significant influence on educational achievement in selected schools in Yaounde 6.

Table 17: model summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.396 ^a	.156	.153	2.10549	.156	45.261	1	244	.000

a. Predictors: (Constant), IS

This table presents the model summary of the simple linear regressions of the independent variable, involvement of stakeholders (IS) with the coefficient of the linear regression determination of R square change of 15.6% variation from the dependent variable-effective educational achievement (EEA) with STD Error of the estimate (2.10549) at significant F change of 0.000.

Table 18: ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	200.648	1	200.648	45.261	.000 ^b
1	Residual	1081.677	244	4.433		
	Total	1282.325	245			

a. Dependent Variable: EEA

b. Predictors: (Constant), IS

From the table overall model is significantly useful in explaining the influence of F (45.261) at degree of freedom (df) =1,244, $p < 0.005$ at the significant level of 0.000 f change

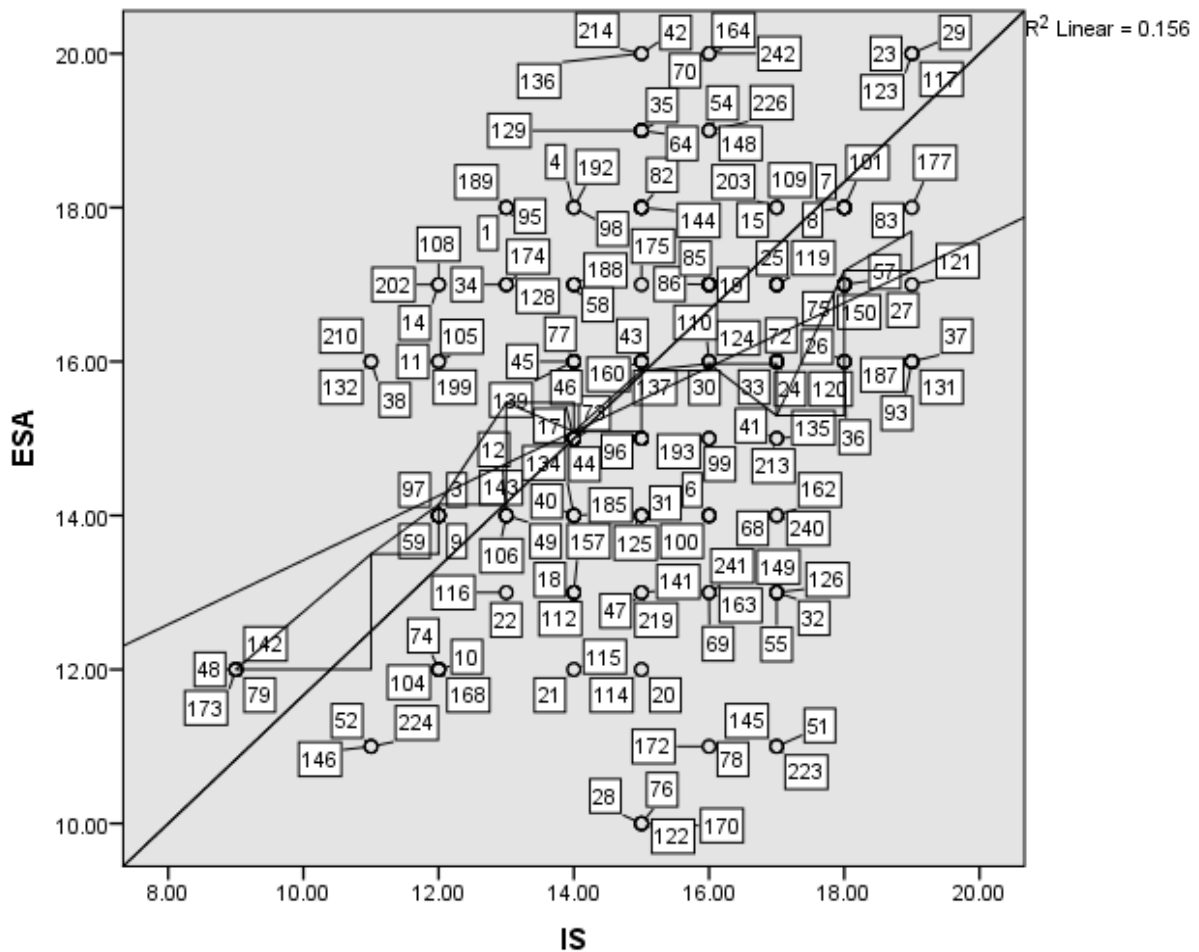
Table 18: Coefficients

Coefficients^a					
Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	9.244	.950	9.735	.000
	IS	.418	.062	.396	6.728

a. Dependent Variable : EEA

A standard simple linear regression was conduct to examine the influence of involvement stakeholders, the results help in the prediction and categorization of the variable. This this table presents the standardized and unstandardized coefficient which involves the STD error and the beta; it gives the significance level indicating the predictability of the variable. The calculated value (CV) = $0.000 < PV = 0.005$. This confirms the hypothesis that involvement of stakeholders has significant influence on educational achievement in selected school in Yaounde 6. Consequently, rejecting the null Hypothesis.

Figure



This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the Centre in the linear direction to the left of the table at 0.156. This confirms the hypothesis that involvement of stakeholders has significant influence on educational achievement in selected school in Yaounde 6. In this way involvement of f stakeholders has significant statistical contribution of the independent variable. Therefore, involvement of stakeholder should be an important school planning indicator in effective planning, professional development, and overall human resource management in the school environment for effective educational achievement

H1a: need analysis has significant influence on educational achievement in selected school in Yaounde 6.

H10: need analysis has no significant influence on educational achievement in selected school in Yaounde 6.

Table20: Model summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.289 ^a	.084	.080	2.19431	.084	22.319	1	244	.000

a. Predictors: (Constant), NAS

This table presents the model summary of the simple linear regressions of the independent variable, need analysis of school (NAS) with the coefficient of the linear regression determination of R square change of 15.6% variation from the dependent variable- effective educational achievement (EEA) with STD Error of the estimate (2.194231) at significant F change of 0.000.

Table21: ANOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	107.464	1	107.464	22.319	.000 ^b
	Residual	1174.861	244	4.815		
	Total	1282.325	245			

a. Dependent Variable: EEA

b. Predictors: (Constant), NAS

c.

From the table overall model is significantly useful in explaining the influence of F (22.319) at degree of freedom(df) =1,244, $p < 0.005$ at the significant level of 0.000 f change

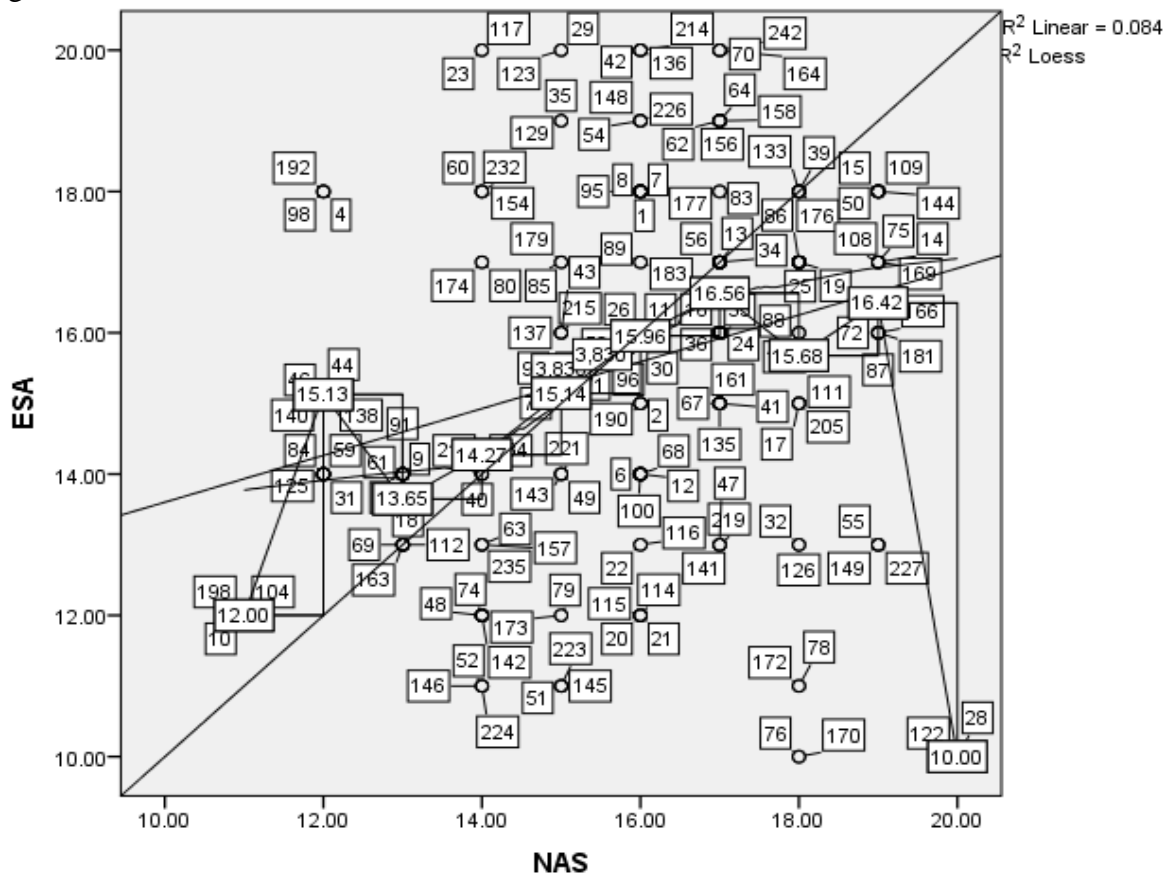
Table22: coefficient

		Coefficients ^a				
Model		Unstandardised Coefficients		Standardised	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	10.291	1.126		9.140	.000
	NAS	.331	.070	.289	4.724	.000

a. Dependent Variable : EEA

A standard simple linear regression was conducted to examine the influence of involvement stakeholders, the results help in the prediction and categorisation of the variable. This table presents the standardized and unstandardized coefficient which involves the STD error and the beta; it gives the significance level indicating the predictability of the variable. The calculated value (CV) = 0.000 < PV = 0.005. This rejects the null Hypothesis that need analysis has no significant influence on educational achievement in selected school in Yaounde 6 and the alternative retain. This signifies that need analysis of the school has statistical influence on educational achievement in Yaounde 6

Figure



This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the centre in the linear direction to the left of the table at 0.084. This confirm the hypothesis that need analysis has significant influence on educational achievement in selected school in Yaounde 6. This implies need analysis of the school has significant statistical contribution of the dependent variable. So need analysis should always be carried during school planning as an indicator for effective educational achievement.

H1a: administrative supervision has significant influence on educational achievement in selected schools in Yaounde 6.

H10: administrative supervision has no significant influence on educational achievement in selected schools in Yaounde 6.

Table23: model summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.510 ^a	.261	.258	1.97125	.261	86.000	1	244	.000

a. Predictors: (Constant), SSA

This table presents the model summary of the simple linear regressions of the independent variable, involvement of stakeholders (IS) with the coefficient of the linear regression determination of R square change of 15.6% variation from the dependent variable-effective educational achievement (EEA) with STD Error of the estimate (2.10549) at significant F change of 0.000.

Table24: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	334.181	1	334.181	86.000	.000 ^b
1	Residual	948.144	244	3.886		
	Total	1282.325	245			

a. Dependent Variable: EEA

b. Predictors: (Constant), SSA

From the table overall model is significantly useful in explaining the influence of F (86.000) at degree of freedom (df) =1,244, $p < 0.005$ at the significant level of 0.000 f change

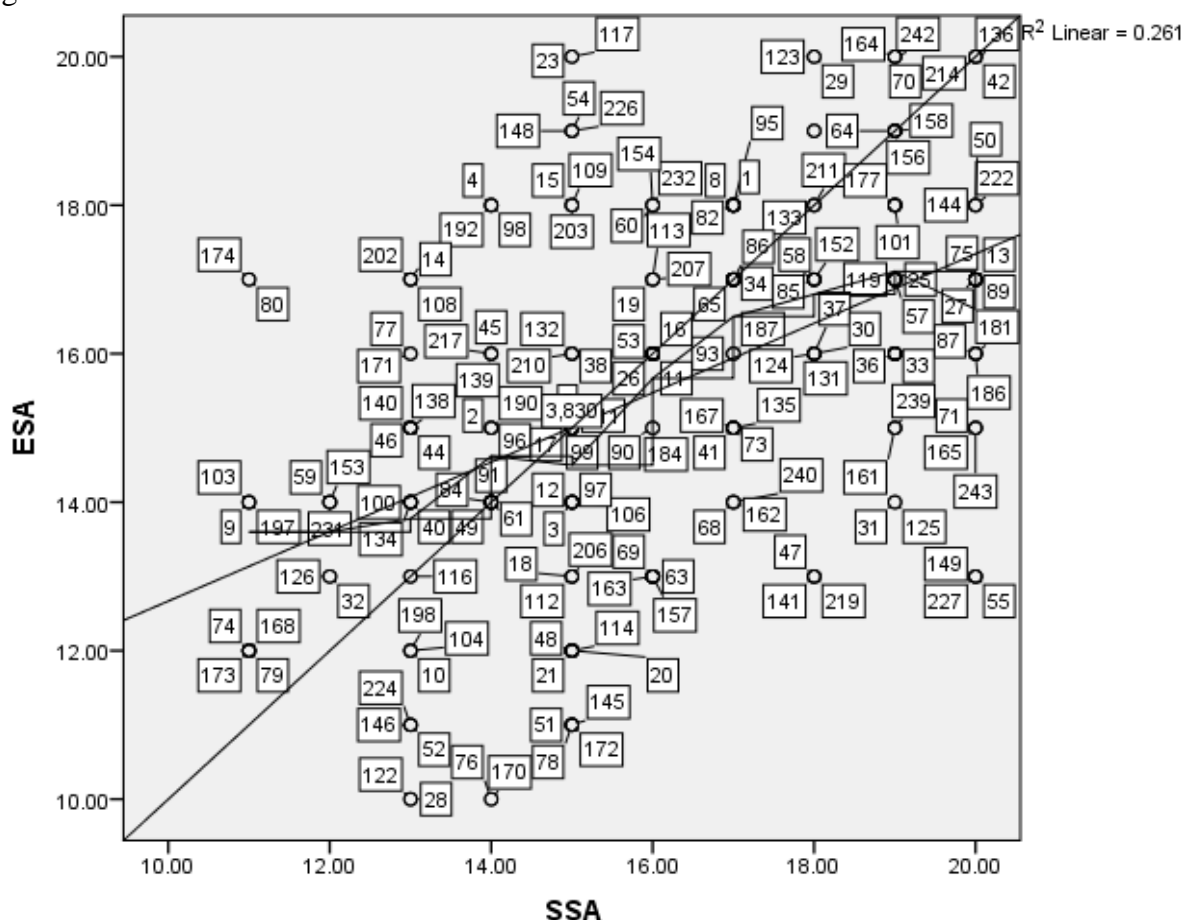
Table25: coefficient

Coefficients ^a						
Model		Unstandardised Coefficients		Standardised	t	Sig.
		B	Std. Error	Coefficients		
	(Constant)	7.991	.827		9.665	.000
1	SSA	.468	.050	.510	9.274	.000

a. Dependent Variable : EEA

A standard simple linear regression was conduct to examine the influence of involvement stakeholders, the results help in the prediction and categorisation of the variable. This this table presents the standardised and unstandardised coefficient which involves the STD error and the beta; it gives the significance level indicating the predictability of the variable. The calculated value (CV) = $0.000 < PV = 0.005$. This confirms the hypothesis that administrative supervision has significant influence on educational achievement in selected school in Yaounde 6 this rejects the null Hypothesis. School planning works in improve quality and efficiency of implementation of educational programs

figure



This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the Centre in the linear direction to the left of the table at 0.261. This confirms the hypothesis that administrative supervision has significant influence on educational achievement in selected school in Yaounde 6. Administrative supervision contributes significantly to effective educational achievement.

Qualitative data

Identification of Performance Gab

The vice principal is in charge of classes and are able to identify both the teachers and students need with the discipline masters and after this the results are being given to the principal for measures to be taken. On the other side, the school evaluates the content given out by the teachers to the students, they look at the students' performance per discipline and look at the interaction of students towards lessons. So, these interactions will tell if teachers are able to meet their objectives. There is also a committee set out to follow up lessons and

evaluate in order to know if students have been rightly taught. They equally look at students and teachers report so as to better understand the situation.

Administrative Reaction Towards Performance Gaps

The administration focused on the expectations of the students by providing enough teachers to the school. These teachers are asked to produce hard ware resources to the school and if they are still lapses, they will equally look for other means. However, the PTA fills up the gap because it is partner with the government. This means that the PTA sometimes takes care of the school needs before they channel it to the administration. And when the school resources are not enough to meet up with the expectations of the stakeholders, the school discussed with the teachers to understand with them especially when it comes to finance. In a situation of this kind, they do what is called “carry over” which means that teachers give a helping hand to the school to carry on with their salaries to be paid in the next academic year. Though at times it is tough because some teachers do accept but are not consistent that is why the school has permanent teachers who come in to support when the school is in crisis.

How Limited Resources of the School are Managed

The school has back up from the delegation. And in a situation where it is certain that the performance may not be optimal, for example some schools in some years, do lack what it takes to give other school departments such as the science department where students lack what they needed which as a result will turn to reduce students’ performance. In addition, the PTA at times fills the gap because it is in partnership with the government so they take care of their need before they even channel it to the administration. And in a situation where the school resources cannot meet up with the expectations of the stakeholders, the school equally discussed with the teachers to understand especially when it comes to finance where they do what is called carry over which means that teachers give a helping hand to the school to carry on with their salaries to be paid in the next academic year.

Stakeholders’ Participation

The PTA participate in the planning process of the school; they work hand in glove to make sure that the school project is being realized. The principal sometimes consults on any project of the school with the PTA president so that they can come to a better decision making for the growth of the school. Beside, teachers are the core example of stakeholders. They start from attending general assembly at the beginning of the school year to departmental meetings before moving to class to perfect the teaching. Parents do participate in the planning process

with teachers and students inclusive by sending their representatives. They present their diverse views which is selected before putting in to action. In some cases, teachers are being represented by the heads of departments in planning meeting who channel the ideas of their teachers from the department meetings to the HOD who then bring this to the administrative meetings for action to be taken. Though in some cases, not any teacher can participate in the planning process same with the PTA members. And their ideas are considered whenever their opinion counts. Consequently, their presence is very important and makes the planning process complete because planning cannot take place without them. But some school however do call parents only when they have a pressing issue like when the students are not performing well. These are example of school where the PTA does not exist.

Supervision of School Activities

Supervision and monitoring do takes place within our secondary schools in Yaounde V1. Supervision is done by the administration which is hierarchical that is, the disciplinary office monitors the day to day activities in the school. The deanery in charge of academics and the principal and vice are in charge of administrative decision and feedbacks from the different offices. Supervision here is done in different levels. That is, the HOD supervise the teachers and administration supervise HOD while teachers supervise the students. Administrators in some schools monitors the student right from the gate till they enter the classes. Disciplined masters and vice principals are involved and when classes begin the vice principal make regular rounds to make sure that effective teaching is going on. Moreover, the discipline masters are always on sides to check on the students. Also, supervision in some schools is being done by the discipline master and the principal at the end of the day checks the log book to make sure that what is in students' books have been taught.

The Teaching and Learning Process

The teaching and learning process in the school moves from one level of progress to another. There is discipline at the level of assiduity and punctuality which gives assurance to the school. The schools do have an interactive teaching and learning process which makes the process good and easier especially with the CBA approach. Students do perform well at the end and at times the results do meet the expectation of the stakeholders. The teaching and learning process is good though in some schools, teachers have a good relation with the students while in other schools, the student teacher relationship is not the best because children nowadays are very stubborn so they do not fully have respect to their teachers. Some schools

are able to produce students with a class and are able to write their exams anywhere thus bringing its quality as compared to other schools who fabricate results just to make a name. Thus secondary schools in the Yaounde V1 since its creation have evolved both academically and financially.

Students' Performance

Secondary schools in Yaounde V1 are growing and it is only when the students perform well that the teachers are happy. Students' performance at the end is satisfactory thus permitting the school do meet up with its objectives of building responsible youth and equally transform children's behavior to something better. With educational achievement, whenever the child moves from one level to another, they are very sure that the student have a very solid background which makes them competitive. So whenever the results are good, it shows that management system and strategies are equally effective and consequently, gives hope to the school.

Conclusion

On the whole, this chapter handled with descriptive statistics which frequencies and percentages were interpreted this involve demographic information on sex, age level of education and school, the items of each independent variable were also interpreted according to scales of strongly disagree, disagree, agree and strongly agree. This was immediately followed by the inferential statistics in where the model summary as presented, and ANOVA table, coefficient table and scatterplot. These tables were used to test the hypotheses in terms of their predictability (impacts on the dependent variable). From the coefficient table the variables were classified or categorized according to their degree of predictability. Therefore, it can be conclusion that school management is significant determinant of confliction resolution in secondary school in Yaounde VI municipality.

CHAPTER FIVE: DISCUSSIONS, LIMITATIONS AND CONCLUSION

Introduction

In this chapter, an overview of findings and conclusion are being discussed. In addition, there are recommendations for the enhancement of school planning and what research should be conducted in the future, and general conclusion including the limitations and suggestions for the study.

Discussions of Findings

Here, we are going to focused on the findings that were gotten after the analysis. In doing this, the findings of each hypothesis will be discussed separately.

Research hypothesis one: involvement of stakeholders have significant influence on educational achievement of selected schools in Yaounde' VI.

The results obtained from the field indicated that the involvement of stakeholders into the school planning process is an effective strategy in the achievement of educational sustainability of Cameroon school. Therefore, involvement of stakeholder should be an important school planning indicator in effective planning, professional development, and overall human resource management in the school environment for effective educational achievement. Also, in planning school activities, school heads use strategic planning. This kind of planning gives the interesting parties in the school the chance to share their own thoughts. Bringing in other stakeholders to participate in the planning process of the school is necessary because strategic or corporate planning is methodical, logical, and scientific in reaching established educational goals and objectives. They equally contribute to the formulation of goals and objectives as well as education policies that will reflect the needs of the society. Also, the findings in this study equally indicates that there is a positive relationship that exists between school planners and their stakeholders and their enhancement of effective educational achievement which implies that a good school plan could enhance an increase in the performance rate of the teachers as well as that of the school in general.

Besides, in supporting Fayol's view in his theory, involving stakeholders in to the planning sessions of the school equally promotes collaboration amongst other stakeholder groups and also, encouraged effective communication as well as promoting teamwork which will help them during the decision making process and also build their morale. Their collaboration makes them feel like they are part and parcel of the school and this will help to activate them to work harder for the betterment of the school. Mbua (2003) points out that the

opportunity to share in policies and decisions is an important factor in the morale of the stakeholders (teachers) which relates positively to their individual satisfaction because it is important for them to participate in taking certain decisions especially when it concerns them.

However, this finding also ties up with that of Kuloba (2010) who found out that the involvement of stakeholders in the decision making process of the school through the school committees and meetings enhances their job performances. This means that in a situation where their participation is limited, this will imply that the value of the stakeholder has not been acknowledged as a result, going against the view of Eduard Freeman. But, this also does not mean that because they have been neglected when it comes to decision making, they shouldn't put in their best because they are the first to ensure the students' success. Also, the school must raise awareness of the secondary schools' stakeholder engagement policy, including its goals, methods of execution, and key stakeholders' responsibilities. The school needs to make sure that it enlightens all the stakeholders about the education policies through media so that education matters reach every stakeholder in education. This will help them to appreciate the school matters as well as know-how to contribute towards the success.

Research hypothesis two: Needs analysis has a significant influence on educational achievement in selected schools in Yaounde' VI.

Need analysis is an indispensable process in school planning that influences sustainable educational achievement in Cameroon secondary schools. From the analysis of this study, need analysis should always be carried during school planning as an indicator for effective educational achievement. And for this to take place, the presence of the stakeholders (teachers) is always required in the planning sessions. This is because they are in the best position to identify the needs of the students or the performance gaps within the school. Their participation encourages socialization which is the base for motivation and reward as presented by Likert in the participative leadership theory. So, their active participation at the end of the day will equally go a long way to reduce the performance gaps of the school thus leading to an effective educational achievement of the school. Furthermore, teachers need to be highly developed professionally for them to deliver quality education. This is possible if their professional development needs are well analysed and addressed. All teachers have individual professional development needs which might be different from the rest of their colleagues in a particular school. Individual needs analysis is an initial step for any effective professional development program. Professional development needs analysis involves all the activities that are conducted to identify problems. Besides, the findings also show that the school needs are usually

identified, classified in order of importance in relation to the school objectives and equally taken into consideration. And with this, effectiveness can be realized within the school.

Research hypothesis three: administrative supervision has significant influence on effective educational achievement in selected schools in Yaounde' VI.

Effective administrative supervision is a strategic tool for sustainable educational achievement in Cameroon secondary school. From the findings of this study, the results from the field shows that administrative supervision has a significant influence on the effective educational achievement of selected schools in the Yaounde' VI. Administrative supervision contributes significantly to effective educational achievement. Fayol in his administrative theory seeks to guide managers on how to interact with employees. Also, in order to create long-lasting monitoring and evaluation (M&E) systems in the secondary schools, it is necessary to establish clear roles and responsibilities, increase the credibility of key stakeholders who are in charge of disseminating reliable information, and establish accountability for each activity being carried out within the school milieu. This ties with Fayol's presentation of the management functions which begins with planning and ends with controlling. However, School planning works to improve quality and efficiency of implementation of educational programs so as to improve the quality of productivity and also to decrease loss. Student intake equally provides information for supervisory procedure.

Recommendations

Recommendations to Improve School Planning.

The following significant recommendations are being made in order to guide the school policy and practice as well as PTA members, administrators, and founding members in light of the findings on the influence of school planning on effective educational achievement.

- It is good that school planners should increase their efforts in planning the school so as to close the gaps that exists at all levels of the school in the light of the limits of educational planning that have been discovered and explored. Planning for school should ensure that all interested persons have access to the available educational possibilities. This can only be accomplished by using precise statistical data rather than estimates, such as accurate population estimates and other demographic statistics. It should be connected to the job market, has the demand for education, and other educational possibilities. Furthermore, in order to succeed with the school plan, the school needs enough financial support from the state government such that the plan can

be put into action. And with this, there is guarantee for effective educational achievement of the school.

- Also, school planning should be concerned with people who have the skills and knowledge of planning. That is, those who can collect correct needed data analyze and interpret them successfully and use them appropriately for educational planning. And, workshops conferences and seminars should be organized for them to update their knowledge and technical know-how. And when these factors are taken into account, effective educational planning can be achieved.
- The government should equally make sure that plan implementation is effectively monitored, supervised, and evaluated. This will make it easier for them to assess the degree of plan implementation success or failure. The school planners can examine plans or take corrective action as needed with the help of supervision and evaluation reports. Here, efficient information system management is essential for success. Information between the plan's planners and implementers should be effectively shared.
- They need to improve school administration by creating a school conflict resolution platform such that if there are any disagreements between members, they should settle them through the school's conflict resolution procedures.
- Consequently, in order for the school to attain its level of effectiveness, parents need to come to a firm decision about their children's academic progress, they should stop being lax about their children's engagement in school activities and decision-making in school management.

Recommendations to Improve on Effective Educational Achievement

- There are interventions that could be put in place to raise the effectiveness of schools and those for the ineffective ones in particular. The measures that could be put in place include the reduction of class sizes so that teachers have few students to concentrate on. The other intervention would be to have assistant teachers or remedial teachers who could assist the academically challenged students.
- Furthermore, planners in the secondary education should study and improve their qualification in the field of educational planning and management since appropriate qualification is proved to have a positive effect on the effective educational achievement of the school.
- Implementers should all be involved in the planning process of the school.

- The data on students' entry level achievement should be used to contextualized the inspection process. Schools ought to be evaluated based on the advancements made by the various student groups during the inspection.

Equally, for Cameroon secondary educational system to work effectively, all the stakeholders need to be involved in the planning sessions and they all need to work in harmony, so as to achieve an optimum result. And in order for this to be achieved, the above recommendations need to be taken into considerations.

Limitations of the Study

It is worth nothing that most task in life encounter difficulties and this one is not an exception. The following difficulties were encountered.

The first difficulty the researcher faced was seeking permission from the required schools to carryout field work. As she had to visit some schools about three times before she got the principal on seat, because sometimes the principal is out of school or in a meeting. However, this turns to slow down the field study.

Also, there is the problem of time. Here, the schedule put in place to carry out the research, does not provide a specific period for students to carry out the research. That is why it had to be carried out a long side other school activities which equally consumed time as well.

Suggestions for Further Research

Since this study was confined to only four secondary schools in the Yaounde' VI, there is need to carry out research on a larger area in order to generalize the findings.

Also, because Cameroon is a bilingual country, researchers can do a comparative study of school planning in the English and the French sub-system of education.

General Conclusion

The purpose of this study was to find out the extent to which school planning influences the effective educational achievement of secondary schools in the Yaounde' VI municipality. We live in a global competitive world where effectiveness is necessary in order to attain a certain level of success. Effective school planning equally leads to the achievement of the school goals and objectives which then leads to the effective educational achievement of the secondary school. Thus, this work centers on the stakeholder's involvement, need analysis and administrative supervision. The literature reviews strongly supported the view that school planning plays a vital role in enhancing the effective educational achievement of the secondary

school. The participative leadership theory, the stakeholder theory and the functional management theory were used in this work. The sample population consisted of teachers and the principals of the four selected secondary schools in Yaounde' VI. The researcher gathered information concerning his study using questionnaires and interview. This information was presented and interpreted.

The result showed that stakeholder's participation and administrative supervision have a positive influence on the effective educational achievement of the secondary school. So we then conclude that there exists a significant relationship between school planning and effective educational achievement of in secondary school in yaounde VI. Therefore, interest should be laid on the need analysis in the secondary school in Yaounde' VI municipality in particular and also in the other schools so we may be able to attain quality education.

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