🔓 **Research Article**

PLANNING OF SCHOOL MEETINGS AS A CORRELATE TO PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN THE SOUTH WEST REGION OF CAMEROON

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ABSTRACT

This study was designed to examine planning of school meetings as a correlate to principals' administrative effectiveness in secondary schools in the South West Region of Cameroon. The study was guided by two objectives which examine the relationship between planning school g meeting goals and principals' administrative effectiveness and the benefits of planning school meetings on principals' administrative effectiveness. This is supported by the goal setting theory. The descriptive survey research design was used for the study which allowed the researcher to utilize both qualitative and quantitative data. The population of the study comprises Secondary Schools in the South West Region of Cameroon. The target population constituted 192 secondary Schools; that is public, confessional and lay private secondary schools in Fako, Manyu Meme and Ndian division in the South West Region of Cameroon. The sample population for the study was made up of 132 principals. Both the stratified and purposive sampling technique was used for the study. The instrument use for data collection was a questionnaire (closed and open ended questions). Data from the close ended questions were analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while open ended question were analysed thematically. The Spearman's rho was used to test the research hypotheses formulated in the study. Majority 76.0% of principals accepted to carry out adequate planning of school meeting goals and a majority 81.1% of principals accepted that planning school meetings goal is of benefit to the principal. The hypothesis statistics showed that there is a significant, positive and moderate relationship

between planning of school meetings by principals and administrative effectiveness (R-value=0.425**, p-value= 0.000< 0.05). The positive nature of correlation value implies that principals' administrative effectiveness is more likely to increase when they adequately plan for school meetings. In addition to existing training programs of school principals, more programs should be redesigned to meet the needs of principals and to also train them on how to effectively plan and manage school meetings to foster trust and confidence of the society as well as administrative effectiveness.

KEYWORDS

Planning, School, Meetings, Principals, Administrative Effectiveness and Secondary Schools.

INTRODUCTION

School meetings are an integral part of the administrative process in secondary schools. Principals rely on these meetings to communicate with staff, discuss school policies, and plan for future events. However, the effectiveness of these meetings depends largely on the planning that goes into them. Effective planning can lead to improved communication, increased participation, better decision-making, and stronger relationships with staff (Akinyemi & Ajayi, 2020). Therefore, it is essential for principals to invest time and effort in the planning process to ensure that their meetings are productive and beneficial for all stakeholders involved. This is critical for principals who are responsible for managing complex school systems. Planning school meetings involves setting clear objectives, determining the agenda, and identifying the necessary resources. When done effectively, this process can help principals to run efficient and productive meetings.

Planning school meetings can help principals to build trust and rapport with their staff. By involving teachers in the planning process, principals can create a sense of ownership and buy-in among their staff. This can lead to increased engagement and commitment to achieving the goals of the school. As noted by Hargreaves and Fink (2018), effective leadership involves building relationships and creating a shared

vision among stakeholders. Effective planning of school meetings can also lead to increased participation among staff. When teachers feel that their input is valued and that their ideas are being heard, they are more likely to participate in meetings and contribute to the overall success of the school (Richard, 2003). This can lead to a more collaborative and supportive school culture, which can benefit both staff and students.

The primary objective of a school is identified as teaching, while the secondary objective is administration, which supports the achievement of the primary objective (Fonkeng & Tamajong, 2003). The panning is one of the most important functions of a secondary school principal, requiring qualities such as intelligence, pedagogic competence, and team spirit (Mbua, 2003). The school administrator is responsible for coordinating the teaching team, solving practical and personnel problems, and ensuring the effective use of time resources. The school administrator's duties include convening staff meetings and school councils, conducting checks on teaching activities, visiting classrooms, and organizing the pedagogic structure of the school, including class schedules. Effective time management is emphasized as crucial for supporting the teaching and learning process and enhancing school productivity (Mbua, 2003). The

school administrator is responsible for planning, controlling, commanding, organizing, and coordinating all activities in the school (Edem, 1990).

In Cameroon, the educational system has made significant progress in providing educational opportunities, but there are still challenges in ensuring quality education (World Bank, 2011). The administrative effectiveness of principals is crucial for providing quality education, as they need to effectively supervise, monitor, coordinate, and plan their activities (World Bank, 2011). The objectives of education in Cameroon include intellectual, physical, civic, and moral development of children, promotion of science and culture, and the development of a democratic spirit (Republic of Cameroon, 2005). The administrative skills and processes of school administrators significantly influence administrative and school effectiveness (Muraina, 2006). Time management is highlighted as a crucial skill for school administrators to carry out their functions effectively (Muraina, 2006). Secondary school administrators in Cameroon face challenges due to the absence of formal training programs on school administration and management. Some principals lack a proper understanding of time management in relation to effective administration (Mbua, 2003). School administrators in Cameroon have the primary objective of teaching and the secondary objective of administration. They are responsible for coordinating the teaching team, ensuring effective time management, and organizing the pedagogic structure of the school. Their administrative effectiveness is crucial for providing quality education. However, there is a need for formal training programs on school administration and management, and a better understanding of time management among principals.

In essence, the planning of school meetings plays a crucial role in the administrative effectiveness of principals in secondary schools. However, there is a need to examine the specific effect of planning school meetings on principals' administrative effectiveness. While research has highlighted the importance of effective leadership and administrative skills for principals like the one carried out by (Camburn, Spillane and Sebastian 2010), there is a gap in the literature regarding the impact of planning school meetings on their overall effectiveness in secondary schools. Therefore, this study aims to investigate the relationship between planning school meetings and principals' administrative effectiveness in secondary schools. Research has shown that school meetings serve as a platform for communication, collaboration, and decision-making among school staff and administrators (Muraina, 2006). These meetings provide an opportunity for principals to convey important information, discuss teaching and administrative strategies, and evaluate the progress of the school. However, the extent to which the planning and organization of these meetings contribute to principals' administrative effectiveness remains unclear. Therefore, it is important to explore how the planning of school meetings influences principals' ability to effectively lead and manage their schools.

Furthermore, the success of school meetings depends on various factors such as the agenda setting, scheduling, and facilitation of the meetings. These aspects of planning can significantly impact the engagement and participation of staff members, as well as the effectiveness of decision-making processes. However, there is a lack of empirical research specifically examining the effect of planning school meetings on the administrative effectiveness of principals in secondary schools. Therefore, this study seeks to fill this research gap and provide insights into

the relationship between planning school meetings and principals' overall effectiveness in secondary school administration. The effect of planning school meetings on principals' administrative effectiveness in secondary schools is a significant area that requires further investigation. Understanding the impact of effective meeting planning on principals' leadership and management abilities can contribute to improving overall school effectiveness. By exploring the relationship between planning school meetings and administrative effectiveness, this study aims to provide valuable insights and recommendations for enhancing the effectiveness of principals in secondary schools.

Statement of the Problem

Ineffective meetings often result from a lack of strategic planning. Sometimes there is a total absence of planning. Someone decides it is a good idea to have a meeting, haphazardly invites the people he or she wants to attend, set the time based on his or her convenience, and makes room arrangement based only on proximity not capacity to hold the number of participants. In other meetings everything is prearranged given the semblance of planning but nothing is thought through, leading to an overly ambitious agenda, incomplete information for decision-making, participants who do not have the authority to make the desired decisions, poor attendance because of competing demands on participant time, and an inappropriate choice of presentation and or problem-solving tool. The result is a meeting with unrealistic expectations and unmet objectives. To plan an effective meeting, the principal needs to think strategically about: the purpose of the meeting, what the expectation is for the meeting, whether or not the meeting is the best method of accomplishing your objectives and expectation, and measuring the meeting's estimated cost versus the expected benefits. When this is done the last thing to do is to: change the meeting format from discussion to brainstorming, invite an outside guest, send the meeting's agenda ahead of time, and inform participants about the meeting time and venue.

This study has as major objective to evaluate the planning of school meetings as a correlate to principals' administrative effectiveness in secondary schools in the South West Region of Cameroon. Specifically, the study aimed:

i.   To examine the relationship between planning meeting goal and principals' administrative effectiveness.

ii.   To investigate the benefits of planning school meetings on principals' administrative effectiveness.

Based on the above objectives, one general hypothesis was derived:

There is no significant relationship between planning of school meetings by principals and administrative effectiveness in secondary schools in the South West Region of Cameroon.

2. Benefits of planning school meetings

According to Adeolu (2017) planning requires the ability of school manager/ administrator to look ahead and be able to formulate and select appropriate objectives and procedures to be followed within the school system for purpose of school improvement and for quality assurance. Planning is essential aspect of good management; hence if you fail to plan you have plan to fail. Blondin and Giot (2019) stated that principals should carry out planning strategies such as staff meeting presided by the principals, effective delegation of duties, good channel of communication, appointment of different committees in the school for

the purpose of school improvement and quality assurance. Karim (2007) defined meeting as any period during which formally members of the organization, in person, face to face meet in a designated place and time for a period which may extend from several minutes to several hours without dispersing or the meeting stops, except in short intervals. The members of the meeting deal with the issues presented to them by any form or by a systematic way, through which they accomplish a work or constitute a unified opinion.

The school meetings represent a model for group interaction in the light of a common goal; it is one of the best ways to involve the community in the course of events, to know the working conditions at the school and to contribute in solving the school problems. Whenever the number of the teaching staff increases and the number of students also increases, the tasks placed on the burden of the school swell up; and the relations between workers become more complex and the problems that arise from the possibility of the collapse of communication increases. Therefore, the need for a platform on which the educational and administrative committee of a school meets, becomes urgent to deliberate on matters of interest for the school; on the other hand, school meetings are a way to bring the views closer, and to bridge the gap between the director and his staff (Gibran and Atari, 2007).

School meetings are considered as important means to implement all aspects of the administrative process at the school, through which some of the goals of the educational process within the school could be achieved. Meetings between teachers in the field of education, is one of the most important tributaries of enriching their experiences, enhancing their abilities and developing their performance (Olawolu and Ahaiwe, 2011). Since the school is the focal axis in achieving the education goals, organizing meetings between the employees, requires special attention in their good preparation , in selecting of their subjects , in determining their goals and in adopting the way of rooting the educational concepts that the school aims to achieve, unifying the path towards achieving them, and developing the teamwork skill among those who are in charge of the school, in the highest degree of consistency and integration (Noordin, 2002).

The meetings in the educational field are also considered a milestone of any school. They, with other administrative methods, constitute the infrastructure through which the educational program penetrates. The meetings perform a significant role in the success of the educational process; it is a means of communication, through which a common understanding, joint methods and unified goals could be reached. On the other hand the meetings are considered a means of bringing the teachers views together, as the teachers and managers are not always in agreement on the best activities to improve education. This high lightens the need for meetings and discussions (Gibran & Atari, 2007).

A successful school principal is one who improves the planning of meetings and direct them to serve their purpose, and through which the school principal gives the teachers opportunity to participate in school events and activities, and get to know the objectives of the school so that their goals are determined and related to their functional roles or about the regulations and the laws governing their work (algebr, 2002). Sa'ad (2005) said that the school meetings have an important role in school management. They are of the necessary means of the administrative supervision that the principal can't do without them in his practices to discuss his/her duties towards such meetings and its effective impact if they are properly planned and

directed so that they lead to achievement of their goal and give the opportunity for collaborative constructive thinking, the sharing of ideas and opinions and the developing of plans and programs.

Productive, valuable, and engaging meetings require a clear goal, an open dialog, and a strong leader. Here is how to make meetings matter. Scheduling meetings for a main purpose includes one component of successful school meetings. Often called without an agenda, or an agenda that could have been addressed through emails or telephone, the school meeting is rapidly becoming the bane of teachers. In many cases school meetings serve as self-aggrandizement for administrators that use such meetings to reinforce control. School meetings should only be convened when real business needs are to be covered and administrators earnestly seek out collaborate counsel from professional colleagues (Streich, 2008). Teachers enjoy meetings centered on teaching versus minutia. Meetings should address the needs of teachers (Jones, 1995). Ineffective meetings take place when administrators call an unnecessary meeting. "A common culprit of ineffective meetings involves getting the staff together only to read a list of announcements" (Eller, 2006). The administrator can disseminate information, such as announcements, in a more efficient way versus reading to a group of individuals fully capable of doing such a task independently. The best way to determine whether a meeting should take place is to ask whether the transfer of information is one-way or whether feedback is required from all participants. If not, sending emails or status reports could be a better option.

In order to prevent staff members from getting overwhelmed, tired, or frustrated due to information overload, staff meetings should focus around a central theme. The theme may contain one to three subtopics. Sticking to the theme ensures the meeting's purpose will be maintained (Mehermann, 2006). Successful staff meetings are planned and controlled. Meetings are a venue for voicing opinions, discussing the latest organizational policies and procedures, increasing the effectiveness of decision-making, addressing employee problems and concerns, and setting goals. But, if staff meetings are not planned, and action plans and milestones are not decided upon, the staff meeting will not be meaningful, nor productive. School administrator should establish school performance goals and develop action plans for achieving those goals. Specific action plans should be outlined. Each staff member should contribute to the project

Good administrators do take successful school meetings seriously. Attendees will never take meetings seriously if the administrator or principal fails to. If administrators constantly postpone meetings, cancel meetings when other priorities surface, or schedule meetings at the last minute, employees are likely to view staff meetings as a low priority. Furthermore, lack of following-through with established meeting dates and times demonstrates a lack of respect for employees' schedules (Menon, 2005). School administrators or principals may need some assistance keeping meetings on track. Department heads or a chairman of the meeting can help keep the meeting on topic and on schedule. Individual department heads or chairman may serve as a guide, facilitator, motivator and coordinate of group efforts (Menon, 2005). Meetings are conducted more smoothly when the organizer who is the school administrator enlists others to help handle details such as timekeeper, minute taker, and displayer of brainstorm ideas. Assigning meeting tasks to coworkers provides a good way to engage staff.

Proper timing also determines the success rate of a meeting. The day of the week as well as the time of day can have a significant impact on meeting effectiveness. Typically, Mondays and Fridays are the best days for staff meetings. Monday morning meetings are good for setting an agenda for the week and ensuring staff is on the same page. Friday afternoon meetings are good for following up on the past week's goals and objectives. Meetings that occur in the middle of the week are often rushed and poorly executed since staff members are typically busy with other work demands. The time of day should also be a consideration when planning meetings. Energy levels typically dwindle by mid-afternoon, so morning meetings may be best for developing project plans and fostering creativity (Bailey, 2009).

Also, administrators and teachers must play an equal role in order to ensure effective outcomes of meetings. Employer and employee relationships, especially levels of communication and recognition, have a major impact on meeting outcomes. Administrators need to know the genuine challenges and accomplishments of their teachers; the individuals working in the trenches (Falcone, 2000). Pursuit of staff development should be a personal responsibility; however, in the absence of healthy relationships, motivation diminishes. Administrators must create environments in which subordinates recognize motivation as their personal responsibility. "Structured weekly staff meetings provide a good place to open the lines of communication while increasing the amount of recognition for a job well done" (Falcone, 2000). Jackie Bailey (2009), putting more M.E.A.T. (motivation, education, articulation, and triangulation) in your meetings will provide the nutrition needed in every organization and yield the sweet taste of success. In addition to the four key aspects of meeting success, another important component includes follow through and/or follow up. Credibility of meetings will not be possible without incorporating frequent checkpoints to make sure the agenda items are completed in a timely manner.

The Context of Administrative Effectiveness in Cameroon

The Education Forum of 1995 had long adopted policy orientations in the primary and secondary education sectors; which resulted in Law No 98/004 of 14th April, 1998 on the orientation of education in Cameroon. The major objective of education in Cameroon as stated in section 4 of the law is: "… to train children for their intellectual, physical, civic, and moral development and their smooth integration into society bearing in mind the prevailing economic, socio-cultural, political and moral factors". From the bases of the above objectives, education in the country is specifically aimed at; the promotion of science, culture and social progress; solidifying the sense of ethnic and national consciousness; promotion of democracy and the development of a democratic spirit; development of creativity, a sense of initiative and an enterprising spirit; promotion of bilingualism and the mastery of indigenous languages; physical, sporting, artistic and cultural training of the child and; the promotion of health education and hygiene, among others (Republic of Cameroon, 2005).

The achievement of the above education objectives in the country is dependent upon other factors such as the ability of administrators to rationally, constructively and effectively administer schools under their control. In other words, scholars have established elsewhere that, the administrative skills and processes of school administrators in the management of schools significantly determine administrative and school effectiveness. Time management is a very important

skill that every school administrator needs to be able to carry out their functions and roles.

The Goal Setting Theory Planning Meeting

From a theoretical point of view, the goal setting and task performance theory developed by Lockes and Lathams (1990) states that goals must be specific, measurable and timed. This means that when individuals are given the time necessary to achieve a goal, there have to be clear unambiguous measures for the goal and the opportunity to train or learn whatever is required to reach the goal. With these steps, there is overall improvement in institutional and individual performance Locke and Latham (1990). The theory is relevant to this study for reason that, the programmes and activities of every educational institution are time-regulated and rest in the hands of administrators (principals as in the case of our study) and academic staff (teachers) for the achievement of educational objectives. Given that multiple tasking is very common in secondary school system, activities and programmes must be followed and managed with time-tables since all tasks cannot happen at the same time. By so doing, this will direct the principal's attention and actions. It should be noted that the degree of success in goal attainment at educational institutions depends on how well the time resource which is very scarce is utilized or managed in the process of carrying out school activities. The central purpose of administration in general is the systematic coordination of human and material resources towards the attainment of predetermined objectives of the given institution with respect to time. Hence, having a specific and timed task in itself provides a major source of motivation to actually reach the goal.

3. Methodology

This study adopted the survey research design. Specifically, the correlational research design was employed in the study in order to ascertain the relationship between planning of school meetings and principals' administrative effectiveness in secondary schools. This research design gave the study an opportunity to correlate the independent variable time management practices and the dependent variable administrative effectiveness.

The population of the study comprise of Secondary Schools in the six divisions of the South West Region of Cameroon. The target population constituted 192 secondary Schools that is public, confessional and lay private secondary schools in Fako, Meme Manyu and Ndian division in the South West Region of Cameroon. The sample population for the study was made up of 132 principals: 64 public schools, 54 lay-private schools and 14 from confessional schools with 83 male principals and 49 female principals. Both the stratified and purposive sampling technique was used for the study. Among the 132 principals successfully sampled, 48.5% (64) are from Public schools, 40.9% (54) are from Private schools and 10.6% (14) are Confessionals. With reference to gender, 62.9% (83) of the principals are male and 37.1% (49) are female. Based on age range, 59.1% (78) of the principals fall within the age range of 45-55 years, 27.3% (36) fall within the age range of 35-44 years, 9.8% (13) are below 34 years and 3.8% (5) are above 55 years. Based on highest qualification, 35.6% (47) of them are Master's Degree holders, 26.5% (35) are holders of Bachelor's Degree, 22.0% (29) have DIPES I as their highest qualification while 12.1% (16) have DIPES II and 3.8% (5) have PhD. Finally, based on longevity in service, 43.9% (58) of the principals have been in service for above 20 years, 16.7% (22) have been in service for 16-20 years, 15.9% (21) each have in service for 6-10 years and 11-15 years and 7.6% (10) for 5 years and below.

The instrument used for data collection was a questionnaire (closed and open ended questions). The questionnaire was used because they are cost effective, ensure privacy, permit the use of standardized questions and have uniform procedures and allow respondents time to think about their response. The questionnaire consisted of four sections A, B, C, D, E, F and G. Section A collection of information on personal data of the respondents, section B contained items on planning school meetings and administrative effectiveness in secondary schools. Section C contained items on planning school timetable and administrative effectiveness. Section D contained items on assignment of responsibilities and administrative effectiveness in secondary schools. Section E contained items on managing interruption and administrative effectiveness in secondary schools. Section F contained items on pedagogic and administrative effectiveness in secondary schools. And section G contained items on administrative effectiveness in secondary schools.

Both content and face validity was adapted for the study. For the instrument to constantly measure what it intended to measure, a pilot group of secondary school principals, not selected for the study but representative of the sample group, was administered the survey instrument. Statistical reliability results showed that internal consistency of the participants was satisfactory for all the sub-variables with the coefficient values ranging from 0.803 being the lowest to 0.880 as the highest value. The overall coefficient value of the final questionnaire is 0.841 above the recommended threshold of 0.7 which implies good. Based on this, it was concluded that the respondents were consistent in their responses (Detail reliability statistics per item is presented on appendix including case summary statistics).

Data from the close ended questions were analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while open ended questions were analysed thematically. The hypothesis of the study was tested using a non-parametric test (Spearman's Rho test) presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error.

4. Findings and Discussion

The findings of the study will be presented and supported by literature and the works of other researchers. Quantitative data will be presented first followed by qualitative data.

4.1 Principals' Planning of School Meetings goals and administrative effectiveness

The table below depicts six structured close ended items used to measure principals' planning of school meetings goals.

Table 1: Principals' Planning of School Meetings goals

Statements	Stretched				Collapsed	
	SA	**A**	**D**	**SD**	**SA/A**	**D/SD**
I define in advance the time of the meeting	95 (72.0%)	26 (19.7%)	9 (6.8%)	2 (1.5%)	121 (91.7%)	11 (8.3%)
I clearly define the goals of the meeting	66 (50.0%)	47 (35.6%)	14 (10.6%)	5 (3.8%)	113 (85.6%)	19 (14.4%)
I clearly and accurately prepare the agenda of the meeting	51 (38.6%)	62 (47.0%)	14 (10.6%)	5 (3.8%)	113 (85.6%)	19 (14.4%)
I define and stick to the beginning and end of the meeting	36	50	36	10	86	46

	(27.3%)	(37.9%)	(27.3%)	(7.6%)	(65.2%)	(34.8%)
I send the agenda to the participant in sufficient time before convening the meeting	33 (25.0%)	34 (25.8%)	53 (40.2%)	12 (9.1%)	67 (50.8%)	65 (49.2%)
I select the appropriate place for convening the meeting	70 (53.0%)	52 (39.4%)	6 (4.5%)	4 (3.0%)	122 (92.4%)	10 (7.6%)
Multiple Responses Set (MRS)	**351 (44.3%)**	**271 (34.2%)**	**127 (16.0%)**	**43 (5.4%)**	**622 (78.5%)**	**170 (21.5%)**

N=132

In aggregate, 78.5% of principals accepted to adequately plan school meetings goals while 21.5% do not. Specifically, 91.7% (121) accepted to define in advance the time of the meeting while 8.3% (11) do not. The planning of school meetings time by principals can have a significant effect on their administrative effectiveness. Effective time management in planning school meetings allows principals to optimize the use of available time and ensure that meetings are productive and efficient. By allocating appropriate time for each agenda item, principals can ensure that important topics are adequately addressed and discussions are focused and meaningful (Muraina, 2006). This level of planning helps principals make the most of their limited time and contributes to their overall administrative effectiveness.

Similarly, 85.6% (113) of principals accepted to clearly and accurately prepare the agenda of the meeting while 14.4% (19) do not. Effective time management in planning school meetings enhances principals' ability to follow up on action items and monitor progress. When meetings are well-planned and time-bound, principals can allocate time for reviewing previous meeting outcomes, monitoring the implementation of decisions, and providing feedback to staff (Mbua, 2003). This level of follow-up ensures that the discussions and decisions made during meetings translate into concrete actions and outcomes. It enhances accountability and supports the effective implementation of administrative strategies, ultimately contributing to principals' overall administrative effectiveness.

Moreover, 50.8% (67) of principals accepted to send the agenda to participants before sufficient time of convening meeting while 49.2% (65) do not. Effective time management in planning school meetings allows principals to balance their responsibilities and commitments. Principals have numerous administrative tasks to handle, such as managing staff, overseeing curriculum implementation, and addressing discipline issues. By carefully considering the time required for planning and conducting meetings, principals can allocate sufficient time for these tasks while still ensuring that important discussions and decisions take place during the meetings (Fonkeng & Tamajong, 2003). Proper time management enables principals to fulfill their administrative duties effectively and maintain a well-functioning school environment.

Also 92.4% (122) of principals accepted to select the appropriate place for convening the meeting while 7.6% (10) do not. The planning of school meeting goals by principals can have a significant effect on their administrative effectiveness. When principals set clear and specific goals for school meetings, it provides a sense of direction and purpose for the discussions and decisions made during the meetings. Well-defined goals help principals focus the agenda and ensure that the meeting topics align with the school's strategic objectives (Jepsen, 2016). This level of planning

contributes to principals' overall administrative effectiveness by ensuring that the meetings are purposeful and contribute to the school's mission and vision.

Similarly, 85.6% (113) of principals accepted to clearly define the goals of the meeting while 14.4% (19) do not. The planning of school meeting goals allows principals to address specific challenges or areas of improvement within the school. By identifying key issues or concerns and setting goals related to them, principals can use the meetings as a platform for problem-solving and decision-making (Fonkeng & Tamajong, 2003). For example, if student performance in a particular subject is a concern, the principal can set a goal to discuss instructional strategies and interventions during the meeting. This targeted goal-setting approach helps principals address specific needs and challenges, leading to improved administrative effectiveness in addressing school-wide issues.

Finally, 65.2% (86) of respondents accepted to define and stick to the beginning and end of the meeting while 34.8% (46) do not. Effective planning of school meeting goals enables principals to monitor progress and evaluate the effectiveness of administrative strategies. By setting measurable goals and objectives, principals can track the outcomes and impact of decisions made during the meetings (Mbua, 2003).

Regular review and evaluation of progress toward meeting goals allow principals to make data-informed decisions and adjust strategies as needed. This reflective and evaluative approach enhances the effectiveness of principals' administrative practices and contributes to continuous improvement within the school.

The planning of school meeting goals by principals has a direct impact on their administrative effectiveness. Well-defined goals provide a sense of direction and purpose for meetings, ensuring that discussions align with the school's strategic objectives. Effective goal setting promotes communication and collaboration among staff members, leading to improved decision-making and problem-solving outcomes. Furthermore, targeted goal setting enables principals to address specific challenges and monitor progress toward desired outcomes, enhancing their overall administrative effectiveness. By recognizing the importance of planning school meeting goals, principals can contribute to the success and improvement of their schools.

4.2 The Benefits of Planning School Meetings on Principals' Administrative Effectiveness.

The table below depicts principals' justification on the benefits of planning school meetings on principals' administrative effectiveness

Table 2: Principals' Justification on the benefits of planning school meetings on principals' administrative effectiveness

Advisable for school principals to plan school meetings for effective administration	Justifications	
	Themes	**Quotations**
Yes	Attainment of goals and objectives	*"Time is the most durable resource in the school. When is properly managed, it enable the school to attain it goals and objectives".*

		"Planning of school meetings makes it easier for the attainment of the objectives and purpose of the administration". *"Planning of school meetings guide the school in the attainment of it planned goals and objectives".* *"Set goals for the school are attain with good results".* *"Time is a very durable resource in the school structure. If time is well managed, objectives of the school will be meet and people will be satisfied".* *"Planning school meetings for effective administration of the school is one of the function to influence the attainment of school goals".* *"To ensure time management and effective attaining of goals in a smart manner so as to ensure sustainability with participants in meeting and avoid stress of panic".*
	Guarantee success	*"Because to succeed in anything, planning and preparation must be taken into consideration".* *"Because to prepare for anything, proper preparation and plannification must be done".* *"To set goals, strategies and to ensure success".* *"To succeed in anything, proper preparation and planning is very important. This is because failure to plan is planning to fail".* *"Because it leads to success of the institution".* *"Efficient time planning of the school leads to excellent results".*
	Improve staff awareness of tasks	*"This will permit staff understand the task required to be accomplished for the smooth running of the year".* *"It helps the staff to be aware of the school activities beforehand".* *"It enables every staff in the school to know when beforehand they are to carry on with their duties".*
	Enhanced functioning	*"For effective school functioning".* *"Effective running of the school".* *"To ensure the smooth running of activity".* *"For effective school administration and functioning".* *"It facilitates the smooth functioning of the school".* *"For the proper functioning of the school".*
	Makes administration orderly	*"For proper harmonization".*
	Discussion of school problems and solutions	*"It is only during meetings that we can discuss problems and proposals for solutions and resolutions".*
	Enhance communication	*"It enhances information and communication among school members".*
	Enhanced follow up	*"For greater effective follow up".*

Among the majority of principals that accepted that is good to plan school meetings for effective administration, their frequently reasons are that when meetings are plan, it enables the school to attain it goals and objectives, and guarantee success of the school as some categorically stated that "Time is the most durable resource in the school. when is properly managed, it enables the school to attain it goals and objectives; planning of school meetings makes it easier for the attainment of the objectives and purpose of the administration; planning of school meetings guide the school in the attainment of it planned goals and

objectives; because to succeed in anything, planning and preparation must be taken into consideration and because to prepare for anything, proper preparation and plannification must be done". In line with the goal setting theory of Locke and Latham (1990), it indicated that specific and high (hard) goals lead to a higher level of task performance than do easy goals or vague, and abstract goals such as the exhortation to "do one's best". This is to say that planning of school meetings should be guided by specific goals and objectives of the school so that each school staff will be clearly aware of their tasks thus indirectly contributing in enhancing the administrative effectiveness of the principal.

According to this theory, human action whether aware or unaware is always driven by a purpose and one way to give purpose to others is by setting clear and challenging goals and adhering to the psychological axiom. This is so because research support predictions that the most effective performance seems to result when goals are specific and challenging. Therefore, it is imperative that in the planning of every school meeting, principals should ensure that goals of such meetings are clearly outlined.

Other reasons are that when school meetings are plan, it enable staff to be aware of their tasks beforehand, and enhanced the functioning of the school, "This will permit staff understand the task required to be accomplished for the smooth running of the year; It helps the staff to be aware of the school activities beforehand; It enables every staff in the school to know when beforehand they are to carry on with their duties; For effective school functioning and Effective running of the school". Adeolu (2017) reiterates that planning requires the ability of school manager/administrator to look ahead and be able to formulate and select appropriate objectives and procedures to be followed within the school system for purpose of

school improvement and for quality assurance. Thus as depicted in the findings of our study and supported literature review, planning is an essential aspect of good management for, it enhances the functioning of the school, makes administration easier and orderly, improve staff awareness of task, provide room for follow up of staff and discussion of school problems and solutions provided. Hence, principals who do not adequately plan for school meetings as depicted in the findings of our study are more likely to fail in their administration as a result of administrative ineffectiveness.

Also some said it makes administration and work easy, brings order in the administration, enable staff to discuss problems of the school and proposed resolutions, enhanced communication, and empower the principal to follow up the activities of the school indicating that it is "For proper harmonization, it is only during meetings that we can discuss problems and proposals for solutions and resolutions; it enhances information and communication among school members and for greater effective follow up". The value of timing lies in the fact that people have many tasks they need to do but not enough time for the things they want to do. Therefore, time planning helps identify needs and wants in terms of their importance and matches them with time and other resources (Ezine, 2008). From the opinion of Adeojo (2016), time planning brings orderliness while empowering one to be more productive and fulfilled. Analysing the views of the above scholars, it is evident that without time planning, the efficient and effective use of other relevant resources would be impossible or difficult to attain. Therefore, as reiterated by Ugwulashi (2011), time planning stands as an effective tool necessary for organisational effectiveness in the realisation of set objectives and goals. Principals in secondary schools have to adopt good meeting planning strategies to

effectively hold school meetings and other school activities.

Verification of Hypothesis: There is no significant relationship between the planning of school meetings by principals and administrative effectiveness.

Table 3: Relationship between Planning of School Meetings by Principals and Administrative Effectiveness

Test		Planning of school meetings	Administrative effectiveness
Spearman's rho test	R-value	1	.425**
	p-value		.000
	N	132	132

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

The hypothesis statistics showed that there is a significant, positive and moderate relationship between planning of school meetings by principals and administrative effectiveness (R-value=0.425**, p-value= 0.000< 0.05). The positive nature of correlation value implies that principals' administrative effectiveness is more likely to increase when they adequately plan for school meetings. In support of the hypothesis results, descriptively, as shown above, majorty of principals 96.7% (127) opined that is advisable for school principals to plan school meetings for effective administration of the school they are heading. Therefore, the hypothesis that states there is a significant relationship between the planning of school meetings by principals and administrative effectiveness was accepted. The finding of some principal not adequately planning for school meetings to some extent, tie with that of Hamida (2004) who conducted a study on educational quality and its impact on meetings and decision-making in the management of public education secondary schools; Dakahlia Governorate in Egypt and finding revealed that principal rarely uses adequate method to evaluate the meetings or develop practical plan to follow up the implementation of the decisions concluded by the conferees. This clearly shows that such principals do not adequately plan for the school meeting.

CONCLUSION AND RECOMMENDATIONS

Based on the findings, in conclusion, the planning of school meetings by principals has a profound impact on their administrative effectiveness. Effective planning ensures that meetings have clear goals and objectives, providing a sense of purpose and direction for discussions and decisions. This level of planning aligns meeting agendas with the school's strategic objectives, contributing to principals' overall administrative effectiveness in driving the school towards its mission and vision (Jepsen, 2016). By setting specific goals, principals can focus the discussions, optimize the use of meeting time, and ensure that important topics are adequately addressed. The planning of school meetings fosters communication and collaboration among staff members. Principals who engage in thoughtful planning and goal setting create an environment where staff members feel valued and encouraged to actively participate in meetings. Effective planning promotes open dialogue, idea sharing, and problem-solving, leading to improved decision-making outcomes and a shared sense of ownership and commitment among staff. In all, the planning of school meetings by principals is a crucial aspect of their administrative role and has a direct impact on their

effectiveness. Effective planning ensures that meetings have clear goals, promote communication and collaboration, address specific challenges, and facilitate progress monitoring. By recognizing the importance of planning school meetings, principals can enhance their administrative effectiveness, create a positive and inclusive school culture, and drive the school towards continuous improvement and success.

It is generally recommended that, for the enhancement of administrative effectiveness in Cameroon, in addition to existing training programs of school principals, more programs should be redesigned to meet the needs of principals and to also train them on how to effectively plan and manage school meetings to foster trust and confidence of the society as well as administrative effectiveness.

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