SCHOOL INTERNAL EFFICIENCY SUPPORT AS AID TO STUDENTS' ACADEMIC PERFORMANCE: A CONCERN FOR AKURE NORTH PUBLIC SENIOR SECONDARY SCHOOLS, ONDO STATE, NIGERIA

Prof. Lasun Gbadamosi
Department of Educational Management and Business Studies, Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria.

Prof. Y. A. Oguntimehin
Department of Educational Management and Business Studies, Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria.

Lato Ehigiamusoe Taiwo
ehilato@yahoo.com
Dept. Training & Research
National Institute for Educational and Planning and Administration
Ondo State

Abstract
The quality of education in Nigerian public senior secondary schools has been a recurring concern. Akure North, Ondo State, is no exception. This paper examines the relationship between school internal efficiency support and students' academic performance. This position paper examines the impact of school internal efficiency support on students' academic performance in Akure North public senior secondary schools, Ondo State, Nigeria. The study highlights the need for efficient school internal processes to enhance students' academic outcomes. Factors such as teacher quality, infrastructural support, and administrative effectiveness, instructional materials among others are crucial. The paper recommends strategic interventions to improve school internal efficiency, ultimately to boost students' academic performance.

Key word: School Internal Efficiency, Students' Academic Performance:

Introduction

The quality of education given to our children these days is a function of school internal efficiency availability and usability but there are seeming constraints of its indices such as qualified teachers, infrastructural facilities and textbooks amongst others as aid and support predicting school outcomes and students' academic performance in English language and Mathematics among other subjects. Akinsolu, (2017), said school system is inefficient when school internal efficiency is lacking and it may not allow the school to function properly to achieve school outcomes and students' academic performance.

However, upon the West Africa Examination Council released results for 2021/2022 and 2022/2023 academic session, it was observed that there was inconsistency in English language and Mathematics subjects pass rate in the face of adequate procurement and supply of school internal efficiency provided by the government to aid students' academic performance. The drive in this paper is "the possibility of gaining admission into tertiary institutions" for instance, the aching academic performance of students in 2021/2022 WASSCE released results in Akure North Public Senior Secondary Schools of Ondo State for English language and Mathematics was 94% and 49% respectively. Conversely in 2022/2023, the Public Senior Secondary Schools had 19.7% of the candidates who passed English language while 79.2% had credit pass in Mathematics subjects (Ministry of Education Statistics Office, 2021/2022).

When analyzing the results of the students who failed English language and Mathematics, it was found that in 2021/2022 academic session the English language subject had low percentage failure rate (6%) while in 2022/2023 the failure rate in English language was 81.3%. On the other hand, in 2021/2022 academic session, 51% of the candidates failed Mathematics compared to 20.8% of the candidate who failed Mathematics in 2022/2023 academic session. Unfortunately, candidates who failed these subjects (English language and Mathematics or either of the two) will be denied admission and career progression. Consequently, the nations' work force is challenged and will be of great concern bearing in mind that human capital accumulation is important resources to the country economic growth and development. The causes of these variations in candidates WASSCE released results for English language and Mathematics can be trailed out of

school internal efficiency which the paper tends to explore as it justifies tertiary admission and career progression effect.

Researchers, like Baker et al. (2002), Makopa, (2011); Nyagura and Riddell, (1993); Heyneman and Loxlay, (1998) and Ntobeko, (2018) in their studies " examined weather students' academic performance were influenced by the variables of school internal efficiency (human, physical and financial resources) using Ordinary Least Square and Mata analytic approach among others showed and attributed low school outcomes to inadequate school internal efficiency variables influencing students' academic performance as underlying forces. Implying that public schools that have adequate school internal efficiency performed better than schools without or have inadequate school resources. Also, School with adequate resources in English language and Mathematics tend to have high pass rate and vice-versa which indicated that school internal efficiency support and aid students' academic performance.

On the contrary, Coleman**,** Ehrenberg, Brewer, Gamoran and Willms, (2001) stated in their studies that socio-economic (family background and community characteristics) explain better students' academic performance than school internal efficiency. They also asserted in their study that some students of public senior secondary school are more likely not to further their education because of change in socio-economic characteristics especially on the ground of parental death and family financial incapacitations but could not decline on their way out of the study rather held on to the postulations of school resources indices that better explained students' academic performance.

Academic performance is how well a student has accomplished his tasks and studies in school and evaluated in various ways by taking written and oral tests, doing presentations, submitting homework, participating in class activities and do discussions under the supervisions of a teacher to determine how well a student has mastered the subject matter. School internal efficiency refers to human resources (teacher), physical resources (infrastructural facilities, instructional materials among other) and financial resources (funds) which are critical to teaching/learning processes, student's academic performance and without them other school resources variables remains idle. Thus, the backdrop as a contextual assertion has

relationship to the components of education production theory that spelt out inter-relatedness and inter-dependence of the variables working together as a whole to achieve school outcomes and academic performance but on the contrary, whatever happens to any of the variables happen to others as dislocation that equally influence student's academic performance. Onyenemeze and Eze (2021) in their study reported that lack of any variables of school internal efficiency (school resources) in the school system influence student's academic performance. As a correlate to the assertion of Onyenemeze and Eze, Public Senior Secondary Schools in Akure North LGA, Ondo State lack adequate school resources.

Also as a correlate, the paper presented that 68% of Ondo State senior public senior secondary schools had all the school resources indicating that school internal efficiency are not widely available across schools in Ondo State which is a strong evidence influencing student's academic performance. However, considering the increase in education budget and the large amount of money government spent on school internal efficiency variables every year, education sector is still facing challenges of poor educational funding and with this background, this paper sought to examine whether school internal efficiency support has influence on students' academic performance in Akure North LGA public senior secondary school, Ondo State. Based on this back drop, the paper suggests policy intervention as requisite to ameliorate school internal efficiency variables issue on school outcomes and students' academic performance. Corroborating the assertion, Hanushek (1997) opined that simple school resource policies held little hopes for improving student academic performance considering that resources are scarce, but school internal efficiency variables are needed to achieve students' academic performance. Thus, from the background, there is need to examine school internal efficiency variables as the independent indices having influence on students' academic performance. Upon this assertion, this paper becomes imperative.

Theoretical Framework

Production Theory Approach

The conceptual framework employed in this paper "School Internal Efficiency Support as Aid to Students' Academic Performance" is the education production theory approach propounded by Mace John in 1979.

This education production theory approach conventionally uses inputs such as school internal efficiency and socio-economic characteristics in educational environment (school) as a factory producing outputs as student's academic performance but this paper will look at school internal efficiency as digression. Education production theory is relevant in the education processes considering its components like teachers, school buildings, classrooms, textbooks, seats and desks among others resources. The relevance of education production theory recognizes the significance of the factors of production such as land, labour, capital and entrepreneur that are critical to education processes and out of the factors, the theorist mentioned labour (students) as very important to the nation and explained that their efficiency and performance can be improved upon through qualitative education because they are human capita to the country. These assertions imply adequate provision of school resources support and as aid to the school system influencing students' academic performance furthermore, when school resources are adequately provided for the school system, school managers will steer up their responsibilities to teach; in the process students' knowledge and skills horizon will be broaden through various methodologies and instructional materials usage implying input and output analysis as a function of performance.

Thus, education production theory defines the operational relationship between inputs and student's academic performance which can be depicted as a model.

Thus: the model below illustrates as:

$Ts = \int (S, Se, Sap\ldots\ldots\ldots)$ where

Ts - is education production theory

$\int$ - is a radical function of

S = school internal efficiency

Se = socio-economic

Sap = students 'academic performance

From the model, it is made clear that the inputs specifically; school internal efficiency as under lying variables influences students' academic performance in terms of outputs (Hanushack, 2007).

Concept of school internal efficiency

School Internal efficiency refers to human, physical and financial resources available in an academic environment to facilitate school administration,

teaching/learning process and students' academic performance. It also includes other fundamental materials used in the school to make teaching very easy, learning more meaningful and comprehensible to the learners (Usman,2016).

Koang, (2014) said school internal efficiency refers to human resources (teacher), physical resources (infrastructural facilities, instructional materials among other) and financial resources which are interchangeably to mean school resources. School internal efficiency as school resources portrays the ingredients to achieve educational goals and its objectives through its adequate availability and usability which teachers and students depend on for school outcomes and academic performance.

However, many scholars and researchers have written so much on school resources using different nomenclature. Chuktu, (2021); Ntabeko, (2018) and Usman, (2016) among others have inter-changeably used educational resources, educational inputs, educational facility and school facility to mean school resource. According to these scholars, school resources are those things that enable the teacher to do work very well, help the learners to learn effectively to achieve the school stated objectives (outcomes) in terms of school output and academic performance. School resources include school building, classroom, chairs/desks, adequate teachers, teacher experience/qualifications, teachers' furniture, student/teacher ratio, textbooks, instructional materials, funds, audio-visual laboratory, library, school environment, assembly halls, workshop, devices (educational hardware and software) like magnetic tapes, films, and transparent stripes.

Lawason and Gede, (2011) submitted that school resources are all the things that are needed for effective teaching and learning process to take place. Khan and Igbai (2012) said school resources are provided to relatively meet the needs of the school system and the students. They said school resources will not only serve as sources of reference and materials needed, but students are spur to learn at their own pace to affect their academic performance. Lysons (2012) said school resources haves been observed as a potent variables of quality education that contribute to academic achievement and students' performance and their importance cannot be over-emphasized because they influence efficiency and high productivity. He added that unattractive school buildings, overcrowded

classrooms, ill-equip libraries/laboratories, lack of furniture and instructional materials among others contribute to poor academic attainment and performance.

According to UNON, (2009) education resources includes teachers in the school, community, real objects, models, chalk/blackboards, school buildings and classrooms among others and other fundamental materials like pencils, pens, exercise books etc which the learners are expected to have at any point in time to facilitate learning to influence academic performance.

In school system, the adequacy of these educational resources are not only important but also their effective and efficient management especially when they are available. Thus the backdrop is in agreement with Blunt's (1990) opinion; who opined that it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization. No matter how well packaged a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results.

Adequate and suitable school resources are critical to students' academic performance and thus Proper use of these resources will not only boost the morale of teachers who coordinates teaching and learning processes in the school system but also ensure the attainment of the stated goals and objectives. Meanwhile, shortage or inadequacy of these resources is inimical to the achievement of school system though their accessibility makes school management effective and efficient thereby enhancing output of the school system.

Classification of school internal efficiency

According to According to NOUN, (2009) and Koang, (2014) School Internal Efficiency (SIE) is basically classified into the following categories:

Human Resources

Human resource in the school system includes teachers, support staff, students, parents, community members, social groups and host of others who may be needed for one service or the other for the progress of the

school system. However, teachers' services are more crucial in the school system than others. A teacher provides instructions in literacy and numeracy. These roles make a teacher the greatest aid to learning and the most essential human resources in schools (Usman,2016). Corroborating, Kampicha, (2013) said where there are no enough qualified teachers among others, children may not have quality education; teaching/learning processes will be dragging feet thereby slowing down student rate of learning to the detriment of students' academic performance. Mwangi, (2015), revealed that lack of qualified teachers' in teaching/learning processes have a negative impact on the students' learning and academic performance. Teachers' inadequacy is very critical to students' academic performance implying that if schools are ill-equipped with human resources, there is the likelihood of poor students' academic performance while equipped school show high productivity and outcomes.

Physical Resources

Physical Resources are the tangible resources that can easily be seen and observed in any school system which include school structures, equipment, instructional materials, vehicles, tables, chairs and desks and other tools, which can facilitate teaching/learning processes and other activities to support and aid students' academic performance. According to Ntobeko, (2018) in educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals desired by the school as aid to students' academic performance. Agharuwhe, (2013) said physical resources are critical to students' academic performance and have been observed to enhance teachers' capability in teaching and learning processes if adequately provided. Kampicha, (2013) again in his study revealed that the availability of physical facilities has a positive relationship to quality education. It provides a conducive learning environment for the children to enroll, attend, learn and equally stay in school thereby enhancing school outcomes. On the other hand, Kampicha, said where there are no enough physical facilities (school buildings) among others, children may not have quality education. Enrolment, attendance and participation will be in shamble let alone achieving academically. Mwangi, (2015), revealed that lack of physical learning facilities in the school system have negative impact on the students' learning and academic performance.

Financial Resources

Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. Funds are necessary for the procurement of physical facilities needed for effective teaching/learning processes. Apart from this, funds are needed to pay the salaries of teaching and non-teaching staff. Theory of education finance posited that financial resources supports to educational system of learning is imperative because it facilitates the procurement of educational resources that aids teaching/learning processes to achieve academic performance. According to Babalola, (2013) the concept of adequate education finance implies government adequate and continuous financial supports for public schools of learning with sufficient resources in proportion to the level of the national budget. Fiszbeen, Ringold & Rogers, (2011) confirming the above, reported that governmental policies on funding relating to the supply of educational resources substantially influence the quality of services delivery, enrolment, attendance and academic performance at all levels of educational system.

Concept of Academic Performance

The outcome of teaching and learning processes in a school is for the students to take test or examination to determine the levels of their mastery and understanding. Examination is the index for measuring the levels of students' attainment and performance in education. Though, critics argued that examination is not a true test of knowledge. This is true because to take an examination; self-dispositions, mind set and socio-economic factors among other especially academic achievement of students to performance need to be considered for better accomplishment.

Several authors had defined academic performance but this paper will look at some to enable logical conclusion. Igbinosa (2018) said academic performance is considered along low, high or under performance. Thus, academic performance is seen in a student understanding, displayed of the subjects thought or showing skills to indicate achievement in form of performance or test scores assigned by the teachers. Ellie (2018) cited in Ogunjobi (2021) said academic performance" is synonymous to "average grade point". Implying that when stakeholders hears of "academic performance" their minds drives straight to average grade point and positions. However, people often consider positions like 1st, 2nd, 3rd, when

defining academic performance. But these days. grading system is seen as excellence and more useable that is; the number of "A"s, "B"s "C"s and Ds scored by students. The grading system of senior secondary students include: 70 and above, Excellent (A), 69-60, Very good (B's), 59-50, Good (C's) 49-40, Fair (D's), 39-30, as poor graded as E measured by continuous assessment or examinations results (UBEC, 2004). Yusuf, Onifade and Bello (2016) cited in Abaidoo (2018) opined that academic performance is a measurable and observable behaviour of a student within a specific period. They added that it consists of scores obtained by students in school assessment such as class exercise, class test, midterm test, mock examination, and end of section examination. Student academic performance are measured otherwise, teachers and other stakeholders may not know their levels of performance whether it is low or high. Students performance is measured using grade points average (GPA), high graduation rate, annual standardized test, college entrance examination, and West Africa Examination Council (WAEC) results. Students' academic performance in a standardized test like WAECSSE is measured along with five (5) credit pass and above to include English language and mathematics and once they are not in this circle, admission into tertiary institutions will be difficult indicating low performance.

Exploring the Influence of School Internal Efficiency Support as Aid to Students' Academic Performance

The paper "school Internal efficiency support as aid to students' academic performance sought to explore or examined whether school resources have influence on students" academic performance in Akure North Public Senior Secondary Schools, Ondo State, Nigeria. There are similar research papers which tend to vary in terms of methodology, focus and data employed. In this respect, several researches, varying within space, time and methodological approaches have been carried out in a bid to validate or reject the findings of the Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld and York report of 1966 which revealed in their study that school characteristics were observed as important variables aiding and support students' academic performance

According to Ehrenberg et al, (2001), Coleman, et al (1966) survey initially focused on measuring school's performance in America collected comprehensive data on students' test scores (aged 8, 11, 14 and 17 years),

their family background, their teacher characteristics, the schools they attended, and the characteristics of their communities. Such data enabled the researchers to learn whether students' academic performance were influenced by school internal efficiency variables (school resources) considering education production theory. Conversely, the research of Ehrenberg et al, (2001) stated that variations in family background and community level characteristics better explain students' academic performance differentials across schools than school resources variations (such as pupil/teacher ratios or expenditures per pupil), and teacher characteristics (such as experience and degree levels). Supportively, Hanushek (1997) in his study however, maintained that there is no significant or consistent relationship between school resources and student's educational outcomes, at least after the variations in family inputs are taken into account and reaffirming Coleman report's findings; thus argued that simple resource policies held little hopes for improving student outcome. Conversely, Smith (2011) argued and advised that policy focus should not be limited to just school resourcing levels and facilities alone as done by South African government to narrow the gap between the educational attainments and the races in South Africa because at the time of this research the issue of apartheid was on and glaring. He argues that there is a need to empower deprived neighborhoods so that they can overcome acute social disadvantages that impact on student achievement which include having poor nutrition, lower fluency in language of instruction and children having to travel long distances to attend school as socioeconomic status determinants of students' academic performance. To arrive at these results, Smith (2011) developed multilevel models for individual learners of similar socio-economic status to ascertain determinants of their achievement. The data used are grade 6 mathematics and reading scores obtained from SACMEQ II surveys of the year 2000. In the premise of the above, the study of Heyneman and Loxley in 1983 was anecdotal to Smith (2011).

However, in view of smith premise, Heyneman and Loxley (1983) in their study then adopted the ordinary least squares approach in estimating the influence of school resources support as a significant function of student academic performance based on the data from developed parts of the world. The study revealed that school characteristics were observed to be more important than family socioeconomic status in determining student

academic performance and that students' socio economic status had a weaker effect on academic achievement, rather the quality of schools and teachers to which children are exposed has impact students' academic performance contrary to Coleman's report.

In the intervening time; Coleman report's findings came under heavy criticisms in the 1980s through the findings of the study by Heyneman and Loxley (1983) who complained and assumed that findings of Heyneman and Loxley was generalized as being applicable to the other part of the world whereas in particular, the researchers observed that the debates about the significance of school resources influencing educational outcomes were based on data from developed parts of the world (such as the USA, Europe, and Japan). These were then taken as if it was applied even to the less developed nations of the world.

In the light of this, Heyneman and Loxley thus examined the Second International Mathematics and Science Study (SIMSS), a data set covering both developed and developing countries and contrary to the Coleman report, school characteristics were observed to be more important than family socioeconomic status in determining student academic performance. Students' socio economic status had a weaker impact on their academic achievement, rather the quality of schools and teachers to which children are exposed affect students' achievement and performance depicting reliability.

Nyagura and Riddell (1993) in their study, "investigated the causes of primary school achievement variance between different primary school in Zimbabwe." Thus, Nyagura and Riddell adopted clustering in their study as it takes into account the inherent nature of students into classes, clustered in schools, which are further grouped into districts looking at the cross sectional data formation, the methodology was thus considered plausible. The study analysis reported primary school pupils' achievement were seen to be influenced by the amount of teacher's training, pupil-teacher ratio for both subjects and instructional time particularly for mathematics as issues prevalent in the rural areas were school resources are inadequate.

Conversely, Greenwald, Hedges, and Laine (1996) who found teacher quality as having a significant impact on student outcomes, Students in

schools with more facilities according to the SACMEQ III scale of 22, generally achieve higher scores than those with less facilities (beta = 0.809). The significance of school facilities is positive in all regressions, signifying the importance of such facilities irrespective of school location. Thus Greenwald et al. (1996) employed meta-analytic methods on a variety of production function researches in their study and revealed thus that school resources had a positive influence on student outcomes as such, metropolitan schools should not only be concentrated with school resources to neglect rural schools.

Case and Deaton (1999) using data from the South African Living Standards Survey (SALSS) of 1993 questionnaires on local facilities, literacy and numeracy survey examined the relationship between educational inputs (teachers qualifications, pupil-teacher ratios and school facilities) and school outcomes (including students' academic performance, educational attainment, and test scores) in South Africa. Their analysis shows that pupil-teacher ratios have a marked impact on children's outcomes, holding constant the combinations of teachers' qualifications and other resources. Hence, they advise on a need to improve resourcing in disadvantaged schools in order to improve student academic performance because it is only school level that can explain better students' academic performance.

However, such insightful findings of Heyneman and Loxley motivated Baker et al in year 2002 and this year 2024 to test whether the "Heyneman-Loxley effect" was still valid, considering that there had been significant increases in enrolment and provision of school resources and there have not been a systematic review of the "Heyneman-Loxley effect". Baker et al. (2002) examined data from the Third International Mathematics and Science Study (TIMSS)[1] of the 1990s and estimated using Ordinary Least Squares (OLS)[4] and observed that the "Heyneman-Loxley effect" had subsided. The research concluded that what determined student outcomes after such significant developments were factors external to the school. They however did not completely rule out the Heyneman-Loxley effect, as they consent that it could still be valid confirming to "Heyneman-Loxley postulation effect", the beliefs of stating that the severely

marginalised LGAs need schools that are well resourced for them to raise student achievement and performance becomes imperative.

Again, Glewwe, P. W, Hanushek, E. A, Humpage, S.D & Ravina, R (2011) in their review of educational achievement published between 1990 and 2010, they observed mixed results, which in actual fact influenced the impact of school infrastructure and pedagogical materials, teacher and principal characteristics as well as the general school organisation on student learning .and performance

Makopa (2011) using SACMEQ III reading and mathematics scores of grade 6 pupils, sought to establish the availability of basic classroom resources and their impact on pupils' achievements. The research shows a strong relationship between schools having more resources increase leads to achievements in reading and mathematics tests. Relatively the author said that a well-resourced school, which happen to be metropolitan provinces, performed better than their rural counterparts without resources.

Ntobeko, (2018), in his study (School resources and student achievement: A study of primary schools in Zimbabwe) using a 3-Level Hierarchical Linear Model (HLM) revealed that a teacher trained in the relevant subject, class size, having a highly qualified school head and having a generally high resource endowment at school level improve student test scores. Mohammed & Alhassan, (2019) in their study "Factor contributing to students; poor academic performance in physics in secondary school in Minna, Niger State" adopted survey research design reported from the consulted literature that 43.5% of all the students in Bungoma said schools there lack School Internal Efficiency (SIE) and the ones available were poorly used contributing to low Students; Academic Performance (SAP). Mohammed & Alhassan, in their study had a counter research and thus reported that the availability of SIE aid SAP. Isola, (2010) study reported that SIE strongly explain SAP and corroborating, Olajumoke & Ayodeji, (2024) from their study reported that students' academic performance could have a better reaching effect on SIE characteristics.

Also in the recent studies of some researchers like Matthew, (2008), Ajayi, (2014), Adeyemi, (2016); Mukhtari; (2017), Chioma, Ezegbem and

Onuoha (2017), Faisal (2017), Caroline and Kate, (2017) cited in Bello, (2018), Abiadoo, (2018), Christine, (2019), Gemechu, (2021), Ogunjobi, (2021), Ofem, Akeke and Ameh (2021) who carried out similar studies conceded Heyneman-Loxley outcome, that it could still be valid. Thus, this study is not an exception by revealing that school internal efficiency characteristics (school resources) better explain students' academic performance than socioeconomic characteristics that are not too strong in explain students' academic performance. Hence, the paper "school Internal efficiency support as aid to students' academic performance" show that school Internal efficiency support has influence on students' academic performance considering the work in addition to other authors who had carried out similar researches on the subject matter.

Conclusion and Recommendations

This study examined school internal efficiency support as aid to students' academic performance: a concern for Akure North Public Senior Secondary Schools, Ondo State, Nigeria revealed that school internal efficiency variables are capable of addressing the long term problem of academic performance of students (English Language and Mathematics) in rural and urban schools. It was concluded that, teacher's quality matters more than other school resources to influence students' academic performance since the quality of human resource will dictate the level of usability of other school internal efficiency resources.

It is therefore recommended that in order to improve student academic performance in Akure North Public Senior Secondary Schools, Ondo State, Nigeria, it is important that policy makers pay attention to improving school internal resources, seconding well trained teachers with bachelor degree as a prerequisite to teach in Senior Secondary Schools and that provision of school internal efficiency should not be left in the hands of the government alone. School principals should liaise with old students of the school to support the school with cash donations or in kinds to cushion school maintenance, refurbishing or construction of measurable classrooms to aid teaching/learning and students' academic performance. In-service training, development programs and refreshing courses should be organized on regular basis for teachers to enhance students' academic performance. Government should consider variation reduction in resource allocation to educational institutions by putting in place equitable resource

allocation parameter that will provide adequately for schools. Regular evaluation and monitoring should be put in place as it will enhance early detection of problems concerning school internal efficiency.

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