

School Administration as a Correlate of Quality Teaching In Cameroon Secondary Schools

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Abstract- This paper explores the effects of school administration on quality teaching in Cameroon secondary schools. Quality teaching refers to teaching that meets required standards established by education stakeholders. Quality teaching should be able to contribute significantly in the attainment of educational objectives as well as enabling learning to meet their needs and solve problems of the society. When teaching is void of quality, the resources invested in the education production function would be wasted as learners would not be able to acquire the necessary skills needed to bring change. This study focuses on examining two areas of school administration: teacher management and leadership attributes and how they influence quality teaching in the secondary school. Concerning the research methodology, the questionnaire was the main instrument of data collection. The simple random and purposeful sampling techniques were employed to select 494 teachers from selected secondary schools. The quantitative data collected was analysed using the spearman rank correlation and the following results were obtained. In the first and second Hypotheses it was concluded that teacher management significantly affects quality teaching in the secondary school by 39.2 % and leadership attribute affects quality teaching by 51.7%; with p-values <0.05 for both hypotheses. Based on this we conclude that school administration significantly influences the quality of teaching quality in the secondary school. Based on the above findings, recommendations were made to stakeholders in the field of education.

Index Terms- School Administration, Quality, Teaching, Secondary School

I. THE RESEARCH PROBLEM

The teacher remains and will continue to remain the life-wire of the educational system because he is the fundamental element by which educational quality is achieved and maintained. The school administrators equally play a significant role in coordinating, organizing and directing teacher efforts towards the enhancement of educational quality in general. School administration according to Fonkeng and Tamajong (2009), implies professional leadership and guidance. Quality teaching is a one of the most fundamental aspects of quality education which has to be achieved for overall quality education to be optimized. In spite of this, we still notice severe lapses in the teaching quality in secondary schools in the sense that most teachers hardly carryout effective program coverage. This is reflected in students' poor academic outputs especially in official examinations. Tambo (2003:284), points out that Cameroon general secondary educational system faces a number of

serious problems. Among these are shortage of teachers especially for sciences and mathematics, a high dropout rate, a narrow subject centred curriculum focused on examination, disparities in distribution of schools between the urban and rural areas and shortage of classrooms and other school facilities. All these obstacles put together would certainly impede or militate against quality education; thus, not enabling students to acquire the required skills necessary for self-reliant living. Also, Fonkeng (2006:4), reiterates that quality education at secondary level is a problem due to lack of teachers or lack of increase in adequate number of qualified and experienced part time/newly recruited teachers compared to the demand for education. Besides, the in-adaptation of schools and the dysfunction of the system require an urgent operation of policy renovation. This implies that teachers could play a major role in maintaining and promoting educational quality. Quality education all over the world varies from country to country depending on the availability and employability of resources or inputs. If the available resources are judiciously managed, the output would certainly be good than other wise. Educational inputs or resources include material, financial and human or manpower inputs. Like any other industry, education is a huge industry that is actively involved in the production process. The end product of every enterprise is determined by the quality of the inputs. These inputs in the educational sector here include financial material and human inputs or resources. These resources in economic terms are always scarce as such need to be properly economised in order to maximize profit. The dearth in quality teaching could be attributed on lapses in school administration which seems to be unskilled and uncommitted in carrying out its salient functions of effective planning, coordination, controlling, budgeting and directing. This corroborates with the findings of Nji(2018) who found out the secondary principals are primarily responsible for school internal efficiency. When quality teaching is wanting, it means that student would not acquire the relevant skills which will enhance their educational mobility; as it could lead to failing and repetition and even dropouts. When the quality of teaching is weak, it means teachers are paid for the job they do not do effectively; and this may equally affect demand in education as some stakeholders may not be satisfied by educational outcomes. Within the context of this paper, school administration is contextualized in terms of Leadership Attributes, Teacher management and Pedagogic supervision. When leadership attributes are not adequately acceptable by subordinates, professional commitment will pose a problem; When teacher management is unskillfully carried out, the quality of teaching will be adversely affected. Managerial efficiency index of the school administrator will equally determine the extent to which quality teaching can be effected. It is based on the shortcoming raised above that we

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intend to examine the extent to which school administration affects quality teaching in secondary school.

Main Research Questions.

- How does school administration affect quality teaching in Cameroon secondary schools?

Specific Research Questions.

- How does Pedagogic supervision influence quality teaching in the secondary school?
- To What extent does leadership attributes of the school administrator affect quality teaching in the secondary school?
- How does teacher management influence quality teaching in the secondary school?

Main Research Hypothesis

- There is a relationship between school administration and quality teaching in Cameroon secondary schools?

Specific Research Questions.

- Pedagogic supervision influences quality teaching in the secondary school
- Leadership attributes of the school administrator influence quality teaching in the secondary school?
- The quality of teacher management influences quality teaching in secondary schools?

Main Research objective

- To investigate the link between school administration and quality teaching in Cameroon secondary schools?

Specific Research Objectives

- To assess the effects of Pedagogic supervision on quality teaching in the secondary school
- To examine the extent to which leadership attributes of the school administrator affect quality teaching in the secondary school.
- To study the relationship between teacher management and quality teaching in the secondary school.

II. LITERATURE REVIEW

Pedagogic supervision

Ozigi (2007) also stated that supervision is an inspectional model that is completed by an administrator who comes to a classroom, either to take notes or check a list of criteria whether a teacher is achieving all the necessary requirements and then leaves the classroom, giving no feedback to the teacher. Based on this brief evaluation, the teacher may receive or be denied promotion, tenure, or even a renewed contract for the following year. The general supervision denotes such activities as writing and revision of curricular, preparation of schemes of work and lesson plans, marking some of students' pending work, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational program. Whereas, selection procedure contends on the other hand, is concerned with teacher's teaching and student learning in the classroom. Udo, Akpa and Grang (1990) also noted that supervision of instruction involves motivating the teacher to explore new instructional strategies. The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the

observation process and maintain confidentiality. It is also important for the observer/supervisor to provide due feedback and appropriate resources for the teacher to utilize. Effective supervision should result in growth and learning by the teacher and the student. Supervision is a formative process that focuses upon professional development and the improvement of instruction. It is characterized by a collegial, helping relationship between administrators or teachers and the teachers in a climate of trust and mutual understanding. Supervision encourages professional growth and development of staff and high quality classroom performance that promotes improved student learning. Selection procedure is an ongoing formative process with the improvement of a teacher's instructional practices as its intent. Evaluation, on the other hand, is summative and results in a rating or judgment of the teacher's professional performance. The intents of selection procedure are bundled under the construct of teacher development. Mbipom (2000) also contended that selection procedure is an ongoing formative process with the improvement of a teacher's instructional practices as its intent, whereas, evaluation is summative and results in a rating or judgment of the teacher's professional performance. These some authors believed that supervision could be the heart of a good evaluation system. Fatayi (2010) also argued that supervision needed to become a group process of interdependent cooperation rather than the one on-one clinical method, and they noted: Given the research on cooperative learning and teacher collegiality, we hypothesize that if supervision were carried out as a group process in which the supervisors and teachers were interdependent in achieving group and individual goals, the process of supervision would become more effective in helping teachers learn about and improve their teaching.

Scanlon et al. (1999) found a strong association between inspection assessments of a school's effectiveness and the assessment of its governing body. At that time, governing bodies were subject to inspection by Ofsted and Scanlon et al. were able to compare two groups of schools one judged to be very effective and the other less effective with both controlled for contextual factors. There was a clear distinction between the effectiveness of the governing bodies of the two types of school. A study by Ofsted (2002) showed a similar association. Ranson et al. (2005a), albeit in a small scale study, showed an association between performance and the type of governing body with the executive board and governing body types being more closely associated with higher performance. Such governing bodies exercise functions of scrutiny, strategy and accountability. Ranson et al. (2005a) argue that scrutiny is the main strategic function of the best primary school governing bodies.

Teacher management

Sanothimi & Bhaktapur, (2001) in Koang (2014), clarify that: the question of educational quality is also a question of internal efficiency in education system. Therefore, internal efficiency and quality of the education system can be indicated by calculating the promotion, repetition and dropout rates, at various grade levels. Furthermore efficiency also includes cycle completion and survival rates at certain grade level and cycle to cycle transfer rates. To put it differently, improving internal efficiency of the school system is by default improving the quality of education because both of them focus on harnessing the relationship between

educational inputs, processes and outputs of the system. (Koang, 2014).

Teachers and other school personnel constitute school human resources. Human resources or school manpower is one of the most important inputs in a school system. This is because people are the ones to manage all other available resources, directing and coordinating them to meet set school objectives. So at the centre of all school resources is manpower. It is for this purpose that Mbua (2002a: 89) sees educational administration as *“the careful and systematic arrangement and use of human, financial and material resources to achieve educational goals”*. This is true and the managers of these resources are people or humans. Gilles (1975:5) underlies that *“the success of business nowadays depends on the harmonization of many elements: good products ... efficient production methods, a well-organized system and mainly a staff determined to succeed”*. The school system is equally an enterprise operated by humans. So the success of the school system requires a thorough planning of human resources who would ensure its smooth operation. This does not seem to be the case in our country because it has been noticed that schools in rural areas are seriously lacking in trained teachers qualitatively and quantitatively so much that management in most cases is constraint to use untrained teachers. While on the other hand secondary schools in urban centres are crowded with teachers. This shows that there is no thorough planning and distribution of teachers who constitute school manpower or human resources in our educational system. This further explains why most schools in the interior of Cameroon do not perform well in official exams as compared to schools in the urban centres. For human resources to be of maximum benefits to our educational enterprise, it should be planned with a lot of guidance, leadership and control to ensure the effective channeling of efforts of people –teachers towards the achievement of educational goals or objectives. Manpower in our educational has to be provided with much more professionalism, assiduity and commitment on the part of teachers, administrator and supervisors.

Educational Inputs are the various elements that enable the education system to function properly. Inputs include the human resources which are teachers, educational managers, students and nonhuman resources like; educational materials, buildings, different machineries and equipment that are required for the normal function of a teaching –learning process that takes place in a school. Education output, on the other hand, refers to the expected results of the objectives of the system mainly student achievement. The knowledge, skills, attitudes and exposures the students acquire from the schools are indicators of the output of an education system. Coombs & Hallak, (1987: 7-8); Psacharopoulos & Loxley (1985; 68) in Koang (2014).

In education teachers constitute what can be called school manpower. Teachers are the salient factor in the education production function considering the fact that education is highly labour intensive. Production in this field cannot be maximized if the teacher is poorly trained or if he is inefficient. (Tafah, 1996). This however entails that the teaching learning process centres on the teacher who is considered as the basic element of the education production function. In other words, the teacher is a liaison or a fundamental bridge between other scarce resources and the required output. The teacher uses the inputs to determine the

nature of school processes and output. It implies that the degree of teachers’ commitment in his task would certainly influence the quality of the educational output which is the central focus of the education stakeholders.

Education outputs need to be qualitative in order to bring change in the society in terms of economic growth and development. Educational output can be seen from three perspectives such as the cognitive, affective and psychomotor domains. Educational outputs in the cognitive domain include the knowledge students acquire in school. This is often measured with used of cognitive tests. Outputs in the affective domain refer to variables such as attitudes, feelings and behaviours while outputs in the psychomotor domain include observable skills or competences which can be employed to effectuate a change in any given domain. Generally it is ascertained that the quality of the output is influenced by the quality of the inputs. Educational inputs include all resources in financial, material and human form that are injected in the education production process in order to meet set objectives. Educational quality can be referred to the degree of goodness or badness of an education process. The secondary school is actually the second learning institution of formal education. It is divided into first and second cycle at the end of each cycle, the GCE O/L and the GCE A/L are being offered to successful candidates in the English sub system and BEPC, Probatoire and BACC in the French Sub system respectively.

The secondary school system as an enterprise is endowed with a lot of resources (inputs). For Mbua (2002:32), *“human resources are the energies, the skills, talents and knowledge of people which are or which potentially can or should be applied to the production of goods or the rendering of useful services”*. Human resources in any production process constitute competences in the three psychometric properties. The nature of competences would certainly determine the quality of human input in the production process. A close examination of the educational system reveals that this enterprise is high labour demanding. This is because it uses less machines and more labour. This means that human capital has to be produced quantitatively but also qualitatively. Specific training programs must be defined. In the case of our study, the government created professional institutions to train teachers who upon graduation are posted to teach in government secondary schools. Given the fact that the role played by the teachers is vary salient in developing national economy, the government and many stake holders have spent resources to ensure its success. Based on this, Harbinson (1973) reiterates that; *“a country which is unable to develop the skills and the knowledge of its people to utilize them effectively in the national economy will be unable to develop anything else”*. From this, it becomes clear that education is the engine or nucleus of change and development in all human societies and as such should not be neglected. It is also clear that when skills are not acquired, the future of the country’s development will be jeopardized.

The main purpose for which educational investments are of major concerns to nations is because education has the responsibility to produce qualified manpower to sustain economic growth which is vital to societal development. Cohn (1979:37) points out that education increases the ability of people to provide qualified manpower or skilled labour which increases the rate of change in the society. This implies

that the shortage or scarcity of any kind of manpower or labour would create relative scarcity, and the educational system can be blamed for its inability to provide that kind of labour. The educational inputs in the context of this study have been operationalised into five sub variables viz: teachers' factors, school administration, school infrastructures, student factors, principalship and didactic material. Teacher motivation can be seen in teacher Professionalism; which is an aspect of his conduct, attitude, aims or qualities in his profession (Farrant, 2010). The qualities include competency, honesty, integrity, accountability and self-regulation. Teachers' assiduity here has been conceptualized in terms of efforts, diligence, and industry with devoted and solicitous attention. Working conditions is a situation in which individuals or members of staff work and extends to include those variables like physical environment, stress, noise level, degree of safety or danger and the like. Discipline here is seen in terms of the principals' skill in guiding, directing and controlling available resources to attained educational objectives. In Cameroon like other countries in the world, education is provided by public and private partners. Public partners include the government while private partners are both confessional and lay. The cost of education here is not proportionate owing to the fact that funding sources are not the same.

Working conditions are situations in which individuals' work including but not limited to such things as amenities, physical environment, stress and noise levels, degree of safety or danger and the like. Working conditions can be termed as all the elements or indices inherent in the job that directly or indirectly affect the worker. Proper working conditions can be instrumental in defining workers mental and physical health conditions. In operational terms working conditions should be void of stressors. Job security can be seen as the extent to which workers are protected at the time the start work till retirement and thereafter.

III. TEACHING QUALITY

Gatewood et al. (1995) in Ojo (2014) defines quality as the degree to which a good service meets standards of the market place. It means excellence, value and reliability. In educational sense it means conformity with specifications. It is meeting and /or exceeding parents' and pupils'/students' expectations; and it is satisfying and delighting parents and students.

For UNESCO (2000), Quality education means learning standards that someone can get from an institution.

According to Adanusa (2006:4-5), Quality can be measured by other criteria apart from examination results. Among these are good output of teachers, availability of resources, student-teacher ratios, effective supervision, effective use of school time, right attitudes towards learning, discipline and effective assessment methods. It is therefore imperative that, teaching and learning situations right from the basic through post-basic level, be strengthened with provision of qualified, committed and well-motivated teachers, learning and teaching materials and facilities.

The Managerial Efficiency model defines managerial efficiency as a product of a Leadership skills score, a Management skills score, and a Teaming skills score. It is the full measure of the combined effect of management, teaming, and leadership skills on corporate productivity. (Mouer, 2006). Proponents of this theory

stipulate that it is the correlation between management, leadership and teaming skills that enhance efficient management of an organisation. Managerial efficiency model equally holds that in order to maximize productivity, profit, and shareholder value, the corporation must give all stakeholders a sense of belonging.

This theory can be applied to the school context because the school is organisation which highly involved in the education production function. As such, leading, managing and teaming skills are needed to optimize result through efficient management of available inputs. In the Managerial Efficiency model, Leadership is defined as the ability or success of instilling loyalty and affection in a person for a cause. Management is defined as the ability or success of maximizing production and efficiency. Teaming is defined as the ability or success of instilling close cooperation among team and group members. The goal of the managerial efficiency model is to supply leaders, managers and teamers with an assessment tool to reveal where they are in skill level, and where improvement might be warranted.

In the field of management as a discipline the manager is seen as one who furthers the pursuit of efficient production for a firm, company or institution. In the school as a production unit, the principal who is the manager is expected to use money, men, materials, facilities, and equipment to produce a product in the most economically efficient way and the alignment of these often disparate skills or talents of management, teaming and leading could complement each other to engender maximize productivity.

Teaming proficiency and leadership proficiency are also new conceptual models that look inside managerial efficiency as regards their partial, separate impact on managerial efficiency. Teaming is aligning the inherent inclination of individuals to form groups so that they cooperate with one another in executing corporate objectives and goals. This is one of the main obligations of school Principals. He is expected to establish an atmosphere of cooperation between the school and other stake holders as well as optimising professional relationships between school teachers, departments and support staff. This means that teaming within the school context can be external and internal as well.

Leadership is an emotional discipline that furthers the pursuit of influencing people. If we can align these often disparate skills to complement each other, we can maximize productivity. The manager that has leadership and teaming skills can tap into the vast energy source that a sense of belonging and emotional commitment to a cause brings. In the Managerial Efficiency concept, efficiency is a numerical score derived by multiplying the scores achieved on management skills by the scores achieved on leadership skills, and teaming skills. (Mouer, 2006).

Management, teaming and leadership skills

According to Mouer (2006), Management is the basic skill required by a firm, company, or corporation of its management staff to control production and initiate productivity measures to keep the business competitive and viable in the market place. Managers weigh manpower, equipment, materials, plant, and facilities against market forces and make adjustments designed to maximize profits and increase shareholder value without regard to the effect on human lives. This can be rightly applied to the school context were the principal as the manager is concerned with the

manipulation of human, material and financial resources in order to produce results. School manpower, equipment and facilities need to be of good quality in order to produce good results.

Teaming is the competence that is needed by a firm, company, or corporation of its supervisory staff to induce cooperation between individual employees, groups of employees, and between the company and external partners, including suppliers, consultants, and customers. *Teaming* skills are about cooperation, and get into the touchy-feely psychological concepts of the need for most individuals to belong to a group as a key part of their personal identification. Not all individuals have innate desire for group identification, and a small percentage are resistant to teaming. With the framework of the school system, the teachers, the parents and the school administration are expected to participate in transforming school resources into expected results; and this cannot be possible without teaming. Teaming can take place at various levels. At the level of pedagogy and curriculum implementation, teaming has to be affective first of all at the level of departments and across departments. Secondly, in terms of administration and discipline, whole staff teaming has to go operational. Also the parents are also required to team up with the school administration and the teachers so as to ensure proper student discipline and subsequent learning. However, it is the school administration which has to play the role of a team coordinator while at the same time emphasizing on the mission, objectives, and goals of the institution. (Mouer, 2006).

Leadership is the skill required by a firm, company, or corporation of its supervisory staff to motivate its workforce to excel in their assigned tasks. In a broader sense, *leadership* is about motivating and exciting people to action in support of a cause. As such leadership has its dark side. A corporation should narrow its focus to motivating its employees to adopt the vision, mission, objectives and goals of the company willingly and enthusiastically. Of the three skills we attempt to measure here, the most difficult perhaps is leadership, which seem to appear as a black art. More leaders are born with an unusual innate ability to influence others. Managerial Efficiency is the dependent variable, the mathematical relation being as follows:

$$E = m \times t \times l$$

Where:

E = managerial efficiency, and

m = management skills score

t = teaming skills score

l = leadership skills score

Management is a logical discipline that furthers the pursuit of efficient production for a firm or company. Teaming is aligning the inherent inclination of individuals to form groups so that they cooperate with one another in executing corporate objectives and goals. Leadership is an emotional discipline that furthers the pursuit of influencing people. If we can align these often disparate skills to complement each other, we can maximize productivity. The school principal that has leadership and teaming skills can tap into the vast energy source that a sense of belonging and emotional commitment to a cause brings. With inspiration from the Managerial

efficiency theory, Robert Blake and Jane Mouton developed the Managerial Grid theory in 1964 which emphasizes that increasing the manager's concern for people would increase productivity.

Research methodology

The sample survey design was used. The target population was all the secondary school teachers in the Yaounde centre, and the accessible population was those who have taught for three years with a population of 525. A sample of 494 teachers was gotten from the 525 teachers who have taught for at least three years. The instrument used was the questionnaire because we are dealing with quantitative data and it is the only appropriate instrument used to collect large data. Both descriptive and inferential statistics were involved. The descriptive statistics was analyzed using frequency while the inferential statistics was analyzed using the spearman correlation

After the operationalization resultant indicators were used to construct the instruments. The instruments were submitted to expert judges to examine the validity of their contents. Thus the type of validity established here is known as content validity. Content validity refers to the extent to which the questions on our questionnaire are related to the variables of the study and really measure what they are supposed to measure. For Marshall and Hales (1971) validity should indicate the relevance of a test for a specific purpose. It is the researcher who establishes the validity of a research instrument. The rule is that for the instrument to be accepted as valid the average index must be 0.7 or above. The CVI stood at 0.82. Based on this result, we therefore consider our instrument valid. In order to establish the reliability of the instrument, we used the test retest reliability type or the stability reliability type. We first administered the instrument to a group of twenty teachers.

Cronbach's coefficient alpha

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_k^2}{\sigma^2} \right)$$

Where:

$\sum \sigma_k^2$ is the sum of the variances of the k parts which are the items of the test or instrument.

σ = standard deviation of the test or instrument.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,986	,936	54

After two weeks we re-administered the instrument to the same group of people. The scores were computed to obtain a coefficient of stability index of 0.9. This coefficient stability is significant and shows that the instrument had a good test re-test reliability.

Presentation an analysis of data

Table 2. Descriptive Statistics on Pedagogic supervision

	N	Min.	Max.	Mean	Std. Deviation
1)The school principal is efficient in carrying out salient teacher evaluation to assess their professional performances	494	1.00	4.00	2.8844	1.07749
2)The principals cooperatively organize pedagogic animation programs to boost teacher competences	494	1.00	4.00	2.9595	1.02503
3)The principals instills professional discipline behaviors in teachers	494	1.00	4.00	2.9827	1.09690
4)The principal is actively involved in pedagogic instruction	494	1.00	4.00	2.9653	.96386
5)School supervisors actively reinforces the teaching and learning processes	494	1.00	4.00	2.5434	1.13333
6)The purchase of school materials is harness by strong collaboration between key stakeholders	494	1.00	4.00	2.3410	1.11772
7)School incentives are equitably distributed to the satisfaction of all	494	1.00	4.00	2.9653	1.07777
8)School teaching workload is equitable share following ministerial orders	494	1.00	4.00	2.3642	.95253
Valid N (listwise)	494				

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

The Descriptive Statistics table presents respondents views on Pedagogic supervision in the secondary school. In the first item, respondents disagreed (Mean =2.8844) with the statement that the school principal is efficient in carrying out salient teacher evaluation to assess their professional performances. In the second item respondents continue to disagree (Mean =2.9595) that the principals cooperatively organize pedagogic animation programs to boost teacher competences. This means that the leadership style adopted by the principal here does not permit school governance to prevail since it is not democratically participative. In the third item, respondents agreed (Mean=2.4827) that principals instill professional discipline behaviors in teachers, and this aspect still largely remains theoretical in the sense that most secondary principals hardly lead by example as they are frequently in their offices allowing pedagogic issues to be handled by their subordinates. In the fourth item respondents

disagreed (Mean=2.9653) that principals actively get involved in pedagogic issues. This means that important aspects of pedagogic instruction are lacking and as such the quality of teaching learning process has to be severely wanting. We equally discover that the purchase of school materials is not done in collaboration between key stakeholders.(Mean =3.3410). This go a long way to reveal the fact that school governance which is often preached remains a theoretical affaire. Much still has to be done it order to optimize it. In the seventh item, respondents disagreed (Mean=3.9653) that School incentives are equitably distributed to the satisfaction of all and equally disagreed (Mean=3.3642) in the eighth item that School teaching workload is equitable share following ministerial orders. From all indications, it is clear that pedagogic supervision is not very effective in government secondary schools.

Table 3. Mean and Standard Deviation of Teachers' Perception on Leadership Attributes of the Secondary School Principal

Attributes	Mean Statistic	Std. Deviation Statistic
Instructional Leadership	1,7697	,85103
Organisational Leadership	2,1067	1,0180
Moral Dimension	2,0955	,89315
Political Context	1,9466	,88491
School Vision	1,9466	,88491
Communication Skills	1,9466	,88491
Comfort and Empathy	2,1713	1,0407
Decision Making	1,8427	,98260
Commitment to Task	2,0534	,89755
Self Management	1,9972	,85744
Time Management	1,7946	,79778
Facility Management	1,9275	,84613
Community Leadership	1,8640	,86844
Planning and organization	2,1027	,99774
Directing	2,0695	,92344
Checking and control	2,1420	,99746
Problem solving	2,0997	,96249
Mean	1,99	0,9

1=Little Potential/Quality, 2=somewhat potential/Quality, 3=Moderate potential/Quality, 4=Strong potential/Quality
Source: Teachers' questionnaire;

The table above represent teachers information on principals attributes in their respective schools. Looking at the graph we discover that there is a discrepancy between the means and the standard deviation. Comparatively the sum of the standard deviation is 0,9 while that of the means stands at 1,99; thus showing that secondary school principals are still below average as far as doing their jobs is concerned.

This shows that most school managers in our system are either still wanting in terms of administration skills or in terms of lack of the will to effectively use the skills they have acquired through experience. We also realize that

Table 4. Descriptive Statistics on Teacher management

	N	Min.	Max.	Mean	Std. Deviation
1)You are satisfied with the various strategies employed by your principal in teacher management	494	1	4	3.69	1.105
2)Teachers workload is equitably and judiciously distributed.	494	1	4	2.97	1.000
3)The job environment is adequately friendly and fosters job commitment.	494	1	4	3.88	0.834
4)The school principal possesses and uses salient skills in conflict resolution amongst teachers	494	1	4	3.81	1.090
5)Plausible motivation strategies are employed by school administration to optimise teacher productivity.	494	1	4	2.69	1.105
6)Teachers fringe benefits are always rightly paid and in time.	494	1	4	2.67	1.000
7)The school principal encourages teachers to get involved in professional development programs to sharpen their skills	494	1	4	3.88	1.234
8)The principal carryout salient induction programs to enhance teacher integration in the job environment.	494	1	4	3.01	1.090
Valid N (listwise)	494				

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

The table above presents respondents views on teacher management in the secondary school which one of the major responsibilities of the principal. In the first item majority of the respondents are not satisfied with the various strategies employed by the school principal in school management. The mean of 2.97 indicates that most of the teachers disagreed with the statement that teachers workload is equitably and judiciously distribute. This means that some teachers are overloaded while other are under-loaded with work. In the third item, respondents disagreed that the job environment is adequately friendly and fosters job commitment. This responds would adversely affect job commitment assiduity and overall school output in terms of student performances. Most of the teachers indicated that principals do not school principal possesses and uses salient skills in conflict resolution amongst teachers (Mean=3.88). This means that

instructional leadership and decision making as salient attributes of the principal have the lowest means so far viz: 1,7 and 1,8 respectively. The principals as an instructional leader effectively controls the pedagogic practice within the school and he equally controls and directs the decision making process which is fundamental in every administrative process. Lapses in these areas would certainly denote a drop in the qualitative and quantitative output of the school.

principals training could highly be questionable in enhancing educational effectiveness. In the same vein, respondents in the fifth item disagreed (Mean=2.6) that plausible motivation strategies are employed by school administration to optimize teacher productivity. This corroborates with that of the sixth item where they equally disagree (mean=2.67) that teachers fringe benefits are always rightly paid and in time. The motivation strategies employed may be inadequate in effectively enhancing motivation and this may go a long way to affect quality teaching in the sense that teacher commitment may not be very serious. In the seventh and eight items respondents disagreed (mean=3.88) that principal encourages teachers to get involved in professional development programs to sharpen their skills; and that principal carryout salient induction programs to enhance teacher integration in the job environment(mean=3.01).

Table 5. Descriptive Statistics on Teaching Quality

	N	Min.	Max.	Mean	Std. Deviation

1) There is always effective program coverage in all subject areas.	494	1	4	3.94	1.092
2) Teachers always have to quality didactic materials in a sufficient manner.	494	1	4	2.84	1.082
3)Class sizes are well defined to promote quality interactions between teachers and students	494	1	4	2.98	1.013
4)Teachers are programmed to teach only in their area of specialization	494	1	4	2.83	1.097
5)Professional growth programs are always held to augment teacher know-how on pedagogic activities.	494	1	4	2.97	.966
6)There are quality pedagogic control and assurance units that evaluate pedagogic activities to ensure quality	494	1	4	2.54	1.131
7)Teachers effectively integrate ICT tools in the teaching and learning transactions.	494	1	4	2.35	1.099
Valid N (listwise)	494				

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

The table above presents respondents data on teaching quality in the secondary school. In the first item we respondents disagreed with the mean of 3.94 that there is always effective program coverage in all subject areas. This brings to question the quality of curriculum implementation process within the system as a whole. Teachers continued to disagreed (Mean=2.84) in the second item that teachers always have to quality didactic materials in a sufficient manner. This means that teaching and learning can never be effective in this scenario because the non availability and non usability of didactic materials already mars quality in the teaching learning transaction. In the third item respondents disagreed (2.98) that Class sizes are well defined to promote quality interactions between between teachers and students. This means that class sizes are too large preventing the teacher from effectively implementing the competence based approach which is recommended by the ministry of secondary

Table 6. Correlations on Pedagogic Supervision and Teaching Quality

			Pedagogic Supervision	Teaching Quality
Spearman Rho	Pedagogic Supervision	Correlation Coefficient	1.000	.505**
		Sig. (2-tailed)	.	.000
		N	173	173
	School Effectiveness	Correlation Coefficient	.505**	1.000
		Sig. (2-tailed)	.000	.
		N	173	173

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

The table above is on correlations on Pedagogic Supervision and Teaching Quality. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Pedagogic Supervision has a significant influence with Teaching Quality. The correlation coefficient is 0.505 indicating that Pedagogic Supervision as an independent variable influences school effectiveness by 50.5 percent. The correlation coefficient is positive, thus indicating that the better

education. From the fifth to the seventh item, we realize that respondents continue to disagree (Mean=2.97) with the effectiveness of professional programs, the effectiveness of quality control and assurance unit (2.54), and the effectiveness of pedagogic integration of ICT tool in the teaching and learning transaction. From this data it can be deduced that quality teaching is seriously wanting in secondary education in the centre region.

Hypothesis One

Ha1: There is a relationship between Pedagogic Supervision and Teaching Quality in selected secondary school in Yaounde Centre

H01: There is no relationship between Pedagogic Supervision and Teaching Quality in selected secondary school in Yaounde Centre

Pedagogic Supervision is optimized, the more Teaching Quality is achieved.

Hypothesis Two

Ha: There is a relationship between Teacher Management and Teaching Quality in selected secondary school in Yaounde Centre

Ho: There is no relationship between Teacher Management and Teaching Quality in selected secondary school in Yaounde Centre

Table 7. Correlations Teacher Management and Teaching Quality

		Teacher_Management	Teaching_Quality	
Spearman's rho	Teacher_Management	Correlation Coefficient	.392**	
		Sig. (2-tailed)	.000	
		N	494	
	Teaching_Quality	Correlation Coefficient	.392**	1.000
		Sig. (2-tailed)	.000	.
		N	494	494

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

From the correlation table above we discover that the relationship between teacher management and teaching quality is significant. This is based on the fact that the level of significance is 0.000 thus lesser than 0.05 which is the alpha and the standard error margin. Alternatively looking at the spearman rank correlation index of 0.392, it can be concluded that teacher management influences the quality of teaching by 39.2%. The results reveal that Teacher Management significantly influences educational quality in the secondary

school. However the percentage of influence is just moderate indicating that much still has to be done to make it strong.

Hypothesis Three:

Ha2: There is a relationship between Leadership Attributes and Teaching Quality in selected secondary school in Yaounde Centre

Ho2: There is no relationship between Leadership Attributes and Teaching Quality in selected secondary school in Yaounde Centre

Table 8. Correlations on Leadership Attributes and Teaching Quality

		Leadership_Attributes	Teaching_Quality	
Spearman's rho	Leadership_Attributes	Correlation Coefficient	.517**	
		Sig. (2-tailed)	.000	
		N	494	
	Teaching_Quality	Correlation Coefficient	.517**	1.000
		Sig. (2-tailed)	.000	.
		N	494	494

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

The correlation table above is on the relationship between Leadership Attributes and teaching quality. It reveals that we have no chance of an error if we accept that Leadership Attributes influence the quality of teaching in the secondary school. This is based on the fact that the level of significance is 0.000 thus lesser than 0.05 which is the alpha and the standard error margin. Alternatively looking at the spearman rank correlation index of 0.517, it can be concluded that Leadership Attributes influences the quality of teaching by 51.7%. The results reveal that Leadership Attributes significantly influences educational quality in the secondary school. However the percentage of influence is just moderate indicating that much still has to be done to make it strong.

IV. DISCUSSION OF FINDINGS

The findings of our study reveals that school administration has a significant influence on teaching quality, given that all specific hypotheses were retained. This findings corroborates with the findings of Nji(2018) who finds out that school administrator cannot functions in a colleague who are subject to hierarchical control. In this situation a strong system of interpersonal relationship has to be established. This is done through an efficient communication system. Better organization communicational would necessarily get better performance. Teachers have to collaborate with colleagues to solve pedagogic administrative and student

behavioural problems. Lysons (1990:87), buttresses that good interpersonal relationship established through effective communication eventually provides the attitudes necessary for motivation, cooperation and job enthusiasm. Keith (2003: XIII), underlines that attitudes is a powerful tool for positive actions. It is inherently interwoven into everything, thing one does. The teacher’s attitude towards his job, his colleagues, hierarchy and student is very instrumental in determining his output in the teaching-Learning process. The findings of this study corroborate with the tenets managerial theory of Mouer whereby organizational efficiency could achieved by blending teaming skills, management and leading skills. This means that school principals have to actively get involved in effective management of all resources available, create an effective team spirit among teachers and lead by examples. But this may not be very possible as of now because secondary school principals do not undergo any formal training on how to management educational institutions. This aspect alone could adversely influence teaching quality as Nji(2018) found out that principalship is the main cause of secondary school internal inefficiency in Cameroon.

Teacher’s enthusiasm can also go a long way to influence educational quality in diverse directions. This enthusiasm is strongly influence by the teacher’s mental disposition attitude. In the same light, keith (2003:3:01) stresses that “*although attitude plays an important role in every one’s life, many people don’t know its means or realize*

the influence it has on their performance at work and on their relationships". This means that interpersonal relationship at workplace is strongly influenced by attitudes. The nature of relationship would likely determine the quality of the outputs in an industrial production process.

The supervisors can either mar or make up the teachers motivation process. Supervision in the context of a school is ensured by the Head (Principal) who assumes the functions of leadership. In this context, Fonkeng & Tamajong (2009:283) underline that the leader in his supervisory role has to be flexible choosing styles that correspond or match to situations (They continue to mention that highly motivated and innovative employees get more opportunity to try out thing and gain much experience.) This means that supervision should not be done as a way of discipline but it should be done as a means of an augment the quality of education by improving on teachers pedagogic activities.

Lysons (1990:20) clarifies that supervisors or first line "managers are those responsible for the management of employees directly engaged in producing the goods or services provided by an undertaking". According to Fonkeng & Tamajong (2009:147) "it is generally believe that you cannot supervised what you do not know or understand".

In our Country there is no school that trains principals on how to carry out their job. Workers or Teachers will work in a de-motivated attitude if the principle is contusive in his duties. Hurst (1986) in Fonkeng & Tamajong (2009:149) stress on the fact that "the attitude of the employee towards his immediate superior is critically important". In the same view, Keith (2003:01) points out that "although attitude plays an important role in everyone's life, many people do not know its meaning or realize the influence it has on their performance at work and on their relationship". Attitude at workplace becomes critically salient in determining employee's output. When workers develop positive attitudes towards the superior and job, output would certainly be productive as a supervisor, enough training is possibly required. In response to this Herzberg (1959:118) mentions that acquire skills which will give them the ability to understand human motivation from various angles including the factors that determine. This is because motivation through the various supervisory roles is an essential impetuous or ingredient in determining organizational quantitative and qualitative outputs.

V. RECOMMENDATIONS

Based on the findings of the study, we recommend that the government should create a school to train secondary school principals. Today's schools are too populated than how it use to be and school administrators need to have knowledge on administrative theories and management skills in order to effectively run their schools. To the school administrators, we recommend that effective commitment to instructional supervision is very necessary to improving the quality of the teaching learning process; and this can be possible a lot of teaming and leading skills are employed in pedagogic areas.

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