ASSESSING THE NEED FOR FORMAL TRAINING OF PRINCIPALS: IMPLICATIONS TO THE EFFECTIVENESS OF SECONDARY/HIGH SCHOOLS IN YAOUNDE VII CENTRE REGION, CAMEROON

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Speciality: Developer and Evaluator of Curriculum
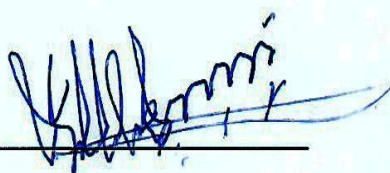
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DEDICATION

To my late mother, Nkan A Nwaga Sarah

CERTIFICATION

This is to certify that this thesis entitled "Assessing the need for formal training of principals and its implications to the effectiveness of Secondary/High Schools in Yaounde VII, Center Region" is the original work of Webnda Laeticia Gapjat (18X3895), submitted to the Department of Curriculum and Evaluation, Faculty of Sciences of Education, University of Yaoundé I was under my guidance and supervision.

12.2 AVR 2022

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SUMMARY

ACKNOWLEDGEMENTS

LIST OF ACRONYMS

CDC	Cameroon Development Cooperation.
MOE – SA	Ministry of Education in Saudi Arabia
NCES	National Center for Educational Statistics.
NCSL	National College for School Leadership.
NIEPA	National Institute for Educational Planning and Administration.
OECD	Organization for Economic Co – Operation and Development
PQP – CA	Principals Qualification Programme in Canada
PQP – ON	Principal"s Qualification Programme in Ontario
PTA	Parent Teacher Association.
SASS	School and Staffing Survey.
SCED	Standard Classification of Education
SIMB	School Management Board
SMI	Small Management Initiative
SPSS	Statistical Package for Social Science
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cutural Organization

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ABSTRACT

This study sought to evaluate the need for formal training of principals and its implications towards the effectiveness of secondary/high schools in Yaounde VII, Centre Region. Specifically, the study sought to ascertain the extent to which principals" technical skills, conceptual skills and human relation skills impact the effectiveness of secondary/high schools in the Yaounde VII, Centre Region. Furthermore, the study employed the descriptive survey design. The population of the study consisted of the principals of all government, confessional and lay private Secondary/High Schools in Yaounde VII. A sample size of 22 principals completed the survey. This sample size was drawn from schools using a non-probability sampling technique, precisely the judgmental or purposive sampling technique. A validated and reliable questionnaire for principals was used to generate data from the selected principals. The instrument was structured according to the research questions. The validity and reliability of the instruments were also ensured. Data collected using questionnaire was analysed using descriptive and inferential statistics. This was done with the aid of the Statistical Package for Social Sciences (SPSS) version 25.0. The findings indicated that formal training of principals in the domain of technical skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 694**, P= 0.000 < 0.05). That is when principals are formally trained in technical skills, their effectiveness toward their job significantly increases. It was equally revealed that formal training of principals in the domain of conceptual skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 583**, P= 0.000 < 0.05). Furthermore, it was revealed that formal training of principals in the domain of human relations skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 433*, P= 0.012 < 0.05). Recommendations made included that, the government should create a department of educational administration in the Higher Teacher Training Colleges for the training of school principals or better still, organize compulsory induction courses for newly appointed principals. The study also recommended that, principals should carry out selfdevelopment by reading literature on administration, enhancing their,financial skills, upgrade their pedagogic aspects like how to better up their principal-students likecreating associations, clubs which are mediums for principals to create a room for exchange between teachers and students and management as well as get committed, make good use of the various seminars" workshops, conferences and other development opportunities the government would put in place or organizes.

RÉSUMÉ

Cette étude a cherché à évaluer le besoin de formation formelle des proviseurs des lycées et ses implications sur l'efficacité des écoles secondaires/secondaires dans Yaoundé VII, région du Centre. Plus précisément, l'étude a cherché à déterminer dans quelle mesure les compétences techniques, les compétences conceptuelles et les compétences en matière de relations humaines des directeurs d'école ont un impact sur l'efficacité des écoles secondaires et des lycées dans de Yaoundé VII, région du Centre. En outre, l'étude a utilisé la conception d'enquête descriptive. La population de l'étude était composée des directeurs de tous les collèges et lycées publics, confessionnels et privés laïcs de Yaoundé VII. Un échantillon de 22 directeurs a répondu à l'enquête. Cette taille d'échantillon a été tirée à partir des écoles en utilisant une technique d'échantillonnage non probabiliste, précisément la technique d'échantillonnage au jugé ou intentionnel. Un questionnaire validé et fiable destiné aux directeurs d'école a été utilisé pour générer des données auprès des directeurs sélectionnés. L'instrument était structuré en fonction des questions de recherche. La validité et la fiabilité des instruments ont également été assurées. Les données recueillies à l'aide du questionnaire ont été analysées à l'aide de statistiques descriptives et inférentielles. Cette analyse a été réalisée à l'aide du progiciel de statistiques pour les sciences sociales (SPSS) version 25.0. Les résultats indiquent que la formation formelle des directeurs dans le domaine des compétences techniques a un impact significatif fort et positif sur l'efficacité des écoles secondaires ($R= 0. 694**$, $P= 0.000 < 0.05$). En d'autres termes, lorsque les directeurs sont formellement formés aux compétences techniques, leur efficacité dans leur travail augmente de manière significative. Il a également été révélé que la formation formelle des directeurs dans le domaine des compétences conceptuelles a un impact significatif fort et positif sur l'efficacité des écoles secondaires ($R= 0. 583**$, $P= 0.000 < 0.05$). En outre, il a été révélé que la formation formelle des directeurs dans le domaine des compétences en relations humaines a un impact significatif fort et positif sur l'efficacité des écoles secondaires ($R= 0. 433*$, $P= 0.012 < 0.05$). Les recommandations formulées sont les suivantes : le gouvernement devrait créer un département d'administration de l'éducation dans les écoles normales supérieures pour la formation des directeurs d'école ou, mieux encore, organiser des cours d'initiation obligatoires pour les directeurs nouvellement nommés. L'étude recommande également aux directeurs d'école de s'auto-développer en lisant des ouvrages sur l'administration et la gestion, de s'engager et de faire bon usage des divers séminaires, ateliers, conférences et autres opportunités de développement que le gouvernement met en place ou organise.

CHAPTER ONE

GENERAL INTRODUCTION

Principals are the head of secondary schools in Cameroon. As such their skills in administration greatly determine the attainment of the goals and objectives of the school. In other words, the principal occupies a unique and defining position that influences the shape of schooling. Principals have many roles and functions with major objectives to improve the teaching and learning process that will improve on students" performance. These roles have significance for determining the quality of education that students receive, and for securing the best outcomes from the educational enterprise in modern society (Sears, 2006). School administration involves planning, organizing, directing, supervising and evaluating the school system. These activities are those of a principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. This supports the fact that the principal is the person on whose shoulders rest the entire success or failure of the school. Hence, in order for a principal to effectively perform these administrative duties, he or she will need to possess certain relevant administrative skills which include; technical, conceptual and human relation skills. Though leadership preparation and development are recent phenomenon Coles and Southworth (2005) studies indicate that preparation and development of school principals can lead to school effectiveness and improvement (Huber, 2004).

However, the training of school administrators will inculcate specialized administrative skills in the teacher which would give added proficiency in the job performance as principal just like Lenyai (2000) states appropriately:

> " ...the educator is the keystone in the multiple arch of education … eliminate the finest buildings and the most wisely developed curriculum but leave the learner with an intelligent, cultivated and humane educator and the educational process may continue satisfactorily. Provide all the material necessities without the educator or the wrong kind, and the results would be catastrophic …" (p.g 3).

Lenyai"s assertion encapsulates the value of appropriately skilled and trained educators for the success of the education enterprise. Based on this backup, the role of a skilled and trained principal is necessary for the success of a school. This further emphasizes the fact that, where

these skills and knowledge are lacking, there is bound to be inefficiency by principals in the disposition of their duties.

When principals are not performing their work effectively, using appropriate skills at the appropriate time, the academic achievement of students will be negatively affected. Thus, since administrative skills are crucial to a successful or effective school, it is imperative for principals to possess and utilize the necessary administrative skills to enhance quality education. This is why the study seeks to assess the necessity for formal training of principals in the domain of administrative skills and the implications this will have on school effectiveness.

The remaining part of this chapter will constitute the background to the study which includes: the historical, contextual, conceptual and theoretical background. It also presents the research problem, research objectives, justification, significance and scope of the study. In addition to the above, major concepts will be defined operationally with respect to the context of this study.

1.1. BACKGROUND TO THE STUDY

The background to the study examines the evolution of principalship in Cameroon and other context of the world. It also operationalizes major concepts of the study and presents relevant theories that explain these concepts.

Historically, the question on whether principals should undergo formal training before their appointments or not, varies from one country to another. For example, in the early 1980s, the government of Hong Kong began to consider the need for professional preparation for the potential principals of schools and required all senior teachers to undergo training in management and related issues before they were appointed as deputy principals (Arikewuyo, 2009). This implies that before being appointed as a principal, you must be a secondary school teacher. To attain the objective of professional training of school principals, the government of Hong Kong in March 1991, launched a School Management Initiative (SMI) in all Hong Kong schools in order to provide a framework for school-based management and effective schools. It was realized that many principals are insufficiently experienced and inadequately trained for their task. This obviously will affect the effective administration of the school. In this respect, Wong and Ho-ming (2003) observed that some principals in Hong Kong see their post as an opportunity to become "little emperors with dictatorial powers in the school". Today in Hong Kong, it is now established that not only newly appointed principals need training, the serving principals (after three years of service) are also required to attend a certificate issued by the Education Department before they are appointed.

In the United Kingdom the story is not so different as former Prime Minister Tony Blair in 1998 announced the setting up of the National College for School Leadership (NCSL) to meet the leadership development needs of principals in the first three years of principalship (Bush, 2003). The corporate goals of this college were to transform children"s achievement and wellbeing through excellent school leadership and identify and grow tomorrow's leaders. Since the creation of this programme, it has been organizing various courses for potential administrators in the educational sector (National College for School Leadership, 2008).

From all indications, various countries have been making efforts at giving professional training to teachers who wish to make a career in school leadership, unfortunately experience in many African countries shows that the mechanism for recruiting teachers to become principals is unsystematic and has not been based on professional criteria (Mulkeen, Chapman, Djaeghere & Lieu, 2007). Take for example the case of South Africa which unlike the UK and USA appoints any educator to the office of principalship irrespective of the fact that he/she had a school management or leadership qualification (Mathide, 2005). Such openness to appointment to the highest office in a school places school administration, management, leadership and governance in the hands of technically unqualified personnel. It is in this way that attempts have been made to provide skills and professional development programmes for principals in South African schools (ETDP SETA, 2002). For example, an advisory body consisting of former principals, union representatives and members of the education department, was established to give direction to the Delta Foundation's programme for developing capacity in school management and leadership (Mathibe, 2007). Similarly, Nigeria through its educational policies has not given any serious attention for the training of school administrators particularly principals of secondary schools.

The head of every secondary school in Nigeria is a principal who is regarded as the chief executive and responsible for all that happens in the school (Oyedeji & Fasasi, 2006). As the chief executive, the principal assigns duties to those who could perform the duties, though all responsibilities still reside in him/her as the accounting officer (Arikewuyo, 2009). Over the years, heads of secondary schools have been accused of various lapses and offences. All these inefficiencies, lapses and ineptitude on their part, are often attributed to their lack of professional training as they do not possess the necessary managerial qualifications and skills needed to administer the schools. It has been observed that appointment of principals to manage schools is not based on administrative professionalism but on politics and mass promotion (Oluremi, 2013).

The Nigerian civil service, including the educational system relies mostly on years of experience and promotion to elevate people from one cadre to the other. This is because of the general belief that experienced teachers can be promoted to the rank of principals of secondary schools. As a matter of fact, teachers who have spent a minimum of ten years of teaching experience are usually promoted as principals (Arikewuyo, 2009). Though the Federal Military Government of Nigeria in 1992 established the National Institute for Educational Planning and Administration (NIEPA) in Ondo, Ondo State aimed of giving, professional training to all those who are involved and want to make a career in educational planning and administration, but taking a look at the 2008 programme of the institute shows that it only organizes two and three days" workshop and seminars for principals and educational leaders. However, Arikewuyo (2009) observed that despite the increasing call for adequate training of principals via the use of these seminars, in- service training and workshop to enhance their managerial skills, Nigerian Secondary education managers are yet to accord principals' training the desired attention.

In Cameroon, before the outbreak of World War I, schools were created by missionaries and staffed by the missionaries themselves and due to the early need of teachers to cope with the many schools opened; they were forced to use some of their intelligent pupils to conduct and supervise classes and schools which were opened. From 1916 to 1921, the supervision and administration of schools was the responsibilities of civil administrators with no experience in educational matters. In 1922, the first inspector of schools (a European) in Cameroon was appointed (Nfor, 1975). However, in order not to be a victim of harsh penalties and attract grants, each voluntary agency made efforts and established its own inspectorate machinery by appointing school heads who acted as school managers and supervisors.

More so, an education code was prepared in 1926 as a result of the deliberations made by an advisory committee. It laid down the requisite qualifications for all class of teachers. Section 7 of this Ordinance required that an education committee be set up in every administrative region of Nigeria by implication including Southern Cameroons. This committee was made of government officials, missionaries and proprietors of other educational institutions as well as selected members of the community including traditional rulers whose main function among others was to recommend to the governor any changes or modifications in school regulations as well as the nomination of school heads in any particular district. With relation to this, only certified teachers could be appointed school heads: teachers who had successfully completed the eight – year primary school programme and given professional training on the job (Ojong, 2008).

From the Federal to the Unitary period in Cameroon, a number of Decrees were signed reorganizing the Ministry of National Education. For example, the Decree No. 6121F84 of 12 March 1962 and the Decree No. 74/406 of 24th April 1974 which centralized all educational provisions under the direct authority of the Minister of National Education. Among these provisions included the posting of teachers, appointment of school heads, authorizations and disciplinary measures were the responsibilities of the ministry of national education located in Yaounde. After the 1995 and 1998 law which laid down guidelines on teachers" status and career profile, appointments since then has been based on longevity of service and experience. Much hasn"t changed but for the fact that decree no. 2004/320 of December 8th 2004 was signed reorganizing many ministries in Cameroon including the ministry of national education which was divided into two Ministries in the process: The Ministry of Basic Education and the Ministry of Secondary Education. Nevertheless, appointments of school heads, is still done by ministerial decrees which sometimes don"t respect the minimum profile of longevity and experience. However, there are faculties that train school leaders like the faculty of education that exist in almost all universities in Cameroon. For example: The Universities of Buea, Bamenda, Douala, Yaounde and other state professional institutions like, ENSET Kumba, ENSET Bambili, ENS Bamili, ENS Yaounde as well as other private higher institutions. This has motivated some appointment principals to further their studies in order to acquire or improve their skills and experiences as school heads.

Conceptually; it will involve highlights on concepts such as: formal training and the acquisition of administrative skills, school effectiveness and prncipalship, principals" technical, conceptual and human relation skills.

In line with specialization and effectiveness, the formal training in school administration of principals has become a necessary and powerful tool in the hands of practicing principals in most parts of the world. As Jarvis and Pounds (2003) wrote, " ... Formal training in school admsinistration will equip principals with transactional and how - to - do - it skills. These administrative skills have been categorized by Peretomode (2003) as, technical, conceptual and human skills. As is the case with most other specialized profession, Pirihi (2005) observed that, just as other professions, there is much need to learn in becoming a skilled and masterful principal. It is not a role you can just be dropped into and instinctively know how to grapple with it without adequate training. Mbua (2003) further suggests three major ways that administrative competence and skills can be acquired: through education, experience and mentor - mentee relationship. Technical skills are acquired through experience/practice as a

principal and educator, human skills are acquired through experience and mentor - mentee relation. However, conceptual skills are directly associated with knowledge which requires formal training (education).

In line with specialization and effectiveness, formal training in school administration of principals has become a necessary and powerful tool in the hands of practicing principals in most parts of the world. Training includes direct instruction, skill demonstration, workshops and presentation. It should develop sophistication, credibility, know - how, integrity and vision in principals (Mathibe, 2007). In conformity with this, principals can only be effective in performing their job and as such creating an effective schooling environment. Hallinger and Murphy (2013) believed that when the functions of the principals are performed effectively, it will hasten the realization of the goals of education. It can then be deduced that, training would help principals to acquire effective techniques, skills and know - how that will assist them carry out their responsibilities efficaciously.

The term 'school effectiveness', has been widely used in the past 20 to 30 years, there has been a major shift towards allowing educational institutions greater self-management and selfgovernance in a drive to improve school effectiveness (Botha, 2010). Effective school principals have been shown to significantly improve the performance of all students at the school, at least through their impacts on selection and retention of good teachers. Ineffective principals have a similarly large negative effect on school performance in general, suggesting that issues of evaluation are as important for school administrators as they are for teachers. (Branch, Hanushek, & Rivkin, 2012). From the aforementioned, a skilled and trained principal is crucial to the development of any school. Principals influence their staff and students; their perceptions and change is based on whether or not the staffs and students perceive their leaders' actions as competent (Spicer, 2016). This is further supported by Anjah (2017) who state that principals play a vital role in setting the direction for successful schools but existing knowledge on the best ways to prepare and develop highly qualified principals is sparse.

Technically a skill is the ability to use tools, methods, procedures, processes and techniques of a specialized field to perform specific tasks (Omemu, 2015). A school administrator needs enough technical skill to be able to accomplish the mechanics of the job he or she is responsible for. Oluwuo and Abraham (2006) saw these as core to the development of an effective school system and thus, encourage head teachers to develop themselves in their suggested areas to enhance the productivity and well-being of the education system. Ghalandan, Ghorbani, Jogh, Imani & Na (2012) opined that technical skills enable the school principal to supervise and

effectively coordinate instructional aspect of school administration. Some of these skills include: the ability to conduct structured interviews during recruitment, ability to engage in short and long-term strategic learning, ability to analyze and set out the rules and regulations, ability to work on curriculum and extract their required scheme for the term and more. It is in line with this that, Oluremi (2013) stated that the prevailing situation in which appointment of heads mostly depend on the Bachelor"s Degree and rank required a farreaching upgrade, nothing than a Master's degree in education management should be made as a precondition for appointment into the position of secondary school principal according to him.

Ngwogu and Ebunu (2019) described conceptual skill as the mental capabilities to initiate, organize, interpret and harmonize ideas and constructs related to the workings of the organization and in keeping with the visions and goal of the entity. Katz (2002) opined that conceptual skills allow the leader think through ideas, abstractions and theories on hypothetical conditions as well as making insight, strategizing through long- and short-term plans and putting them into action. As Doyle (2020) puts it, it helps administrators to avoid the pitfall of not "seeing the forest for the trees". These skills help you to see how all the parts of an organization work together to achieve the organization school. For example, the school, the school community and the educational programme as a whole and understand how the various parts of the organization depend on one another and how a change in any of them can affect the whole system. Conceptual skills are most difficult to acquire because they require sufficient time and certain amount of intellectual ability (Omemu, 2015). Conceptual skills are required by all top-level managers to enable them to arrive quickly at true nature of situation and make timely decisions as further stated by Babatunde (2014).

Furthermore, human relationship skills have to do with psychological inter-relationship which is the most important component in school administration; sub-skills under this human skill in administration are interpersonal and working relationship, group dynamics, and thinking, communication, school culture and climate. This human related skill is aimed at the attainment of the formal goals and objectives without sacrificing personal welfare, thus, an administration with "a human face" (Mbua, 2003). The principal behaviours have a direct impact on school organizational climate and consequently on school effectiveness (Werang, 2014). These skills are required to effectively influence superiors, peers, and subordinates in the achievement of organizational goals. Consequently, leaders with higher level of interpersonal skills are better able to adapt their own ideas to other people's ideas (Werang, 2014). The importance of training

principals properly can hardly be over stretched considering the increasing functions of the principal as seen in the figure 1 below.

Figure 1: Administrative processes, critical task areas and skills
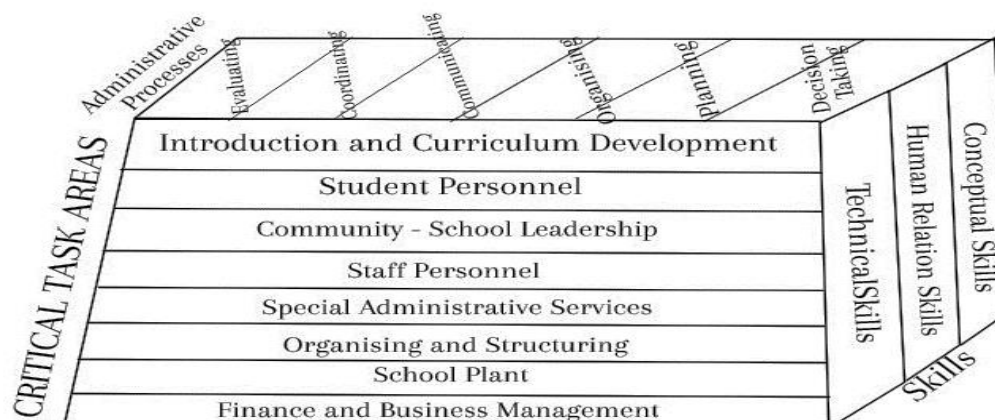
*Source***: Adopted from Javis and Pounds (2003, P. 20).**

Contextually, the minimum qualification for the post of school principal varies from country to country. In Cameroon however, the case is not too different. School leadership is in the hands of the principal, vice principals and discipline masters respectively (Obi, 2018). The minimum requirement for the post of principals in Cameroon secondary schools is longevity and experience, though most at times it is not been respected. According to Cameroon education law (1984) in section 37 (3), a decree of the President of the Republic shall lay down special rules and regulations governing the corps of educational personnel. This means that the criteria for the appointments and functions of heads of educational establishment and other personnel are often decided by the President of the Republic through a Presidential decree. Thus the first set of heads, deputy heads, discipline master were appointed under circular letter no. 42/A/371/MINEDUC/DESG/SAP OF 23rd July 1985.

Still within the Cameroon school context, the government appoints secondary school principals with no prior professional training on school administration, they draw their inspiration and know - how entirely through hands - on experience from " A Handbook for Heads of Secondary and High School," (MINEDUC PUBLICATION OF 1995/1996). This book serves only as a guide which spells out the pedagogic, social, administrative and financial functions of government secondary school principals. Principals in Cameroon are appointed based on their training in the Higher Teachers' (Technical) Training colleges and years of experience as teachers, Discipline Masters, Departmental Heads and so on.

Until recently, the role of school administrators was seen as unchanging as compared to other aspects. During the early years, secondary administration had a little participatory structure but however, school leadership included positions like senior master/mistress teachers and then disciplines masters/ teachers. Subsequently, interest in education expanded leading to an increase in enrollment which gave birth to an administrative structure which was hierarchical in character though still not directly implicated in decision making. Then came the growth of intradepartmental activities and other working parties which led to the redefinition of the roles of principals and vice principal (Fonkeng & Tamajong, 2009).

Cameroon educational authorities still consider leadership in school administration as an inmate quality and complementary with teaching, judging from the fact that there is no full fledge formal program to train government secondary school principals, paradoxically schools as these singular most important human institutions are supposed to have professionally trained principals. This alone does not suffice nor does it equip principals with enough skills and tools to confidently assume and discharge their duties.

An untrained principal with little or no formal professional training might not have a strong theoretical base in school administration and technical know-how to guide him or her in the execution of functions incumbent upon him or her. Appointing principals based on teaching experience is a false presumption that knowledge is a complementary profession like teaching predisposes you to be a good school principal. Mbua (2002) contends that "in Cameroon setting the acquisition of these administrative skills by practicing principals seems to be predominant by experience as a teacher and to a much lesser extent through specialized preparation or instructions in educational administration." Luma (1983) verifies by stating that "... teachers completed their training and start working; a significant number of them take-up administrative duties for which they are hardly prepared". This is not to undermine the important role teachers play in the school set up as partners of the school administration. An efficient principal is one who performs POSDCORB functions (Planning, organizing, supervising, Directing, coordinating, reporting and budgeting), (Akinbode & Huhumi, 2018).

Theoritically; the study was guided by three major theories namely: The Weberian Model of Bureaucracy (1946) by Max Weber, The System Theory of Bertalanffy (1968) and The Peter Principle of Peter Lawrence (1969).

The main characteristic of Weber"s Model of Bureaucracy is specialization and efficiency. As such employees should be chosen or promoted based on their technical know – how,

achievements and competences. Thus owing to the fact that our present principals of government secondary and high schools were not formally trained as principals but as teachers, they lack the specialized knowledge, technical qualification and Proficiency in school administration that weber advocates in his theory to make for school effectiveness.

The second will be the Social System Theory, which portrays an organization as not only been affected by environments, but also dependent on them and maintain itself by an exchange of materials with its environment. Systems are characterized by synergy. The relationship among the elements is maintained by an exchange of energy. Each educational system is composed of a unique set of elements arranged in a unique constellation of relationships (Betts, 1992). For example, social systems such as schools are generally regarded as open systems. More so, the theory contends that, as the relationship among elements increases, so too do the number of relationships as well as the energy and skills required to maintain these relationships. The theory advocates the need for improvement in quality and skills by a just appointed teacher because he will have to interact with these constantly changing environments, deal creatively and welcome complex and ambiguous situations that comes from these other subsystems. Thus, the inclusion of system thinking during preparation programmes may increase the likelihood that they will perform better at this level. For without the necessary administrative skills, the principal might find it difficult to work hand in hand with all these subsystems which is what he should do if he or she is to attain the goals and objectives of the school leading to an effective school.

Finally, we have the Peter Principle which is a concept in management which advocates that, a new job requires a different set of skills in which the employee did not previously excel and which he usually does not possess. They argued that since pass performance is continually used to predict future performance, eventually people are promoted to a job where they will not be effective. As such, job performance is not the only criterion needed for employees to assume new roles but training of these employees to acquire the new skills needed for their present job. This underscores the need to scrutinize the process of Staff Recruitment and promotion as well as the need for proper training and development programme to create a robust organization. As teachers are appointed as Principals, their functions increase; they now have to manage students, teachers, parents, support staffs as well as other educational stakeholders. As a result of this and more, they need to engage in further training in order to acquire the necessary skills required to handle the challenges that come with these new functions in order to be effective.

1.2.STATEMENT OF THE PROBLEM

Principals, who are the heads of secondary schools, do their work by considering their activities in connection with activities of other staff in the school, with the overall aim of ensuring proper functioning of the schools. The task of managing the school could be insurmountable when the prerequisite skills needed to perform certain tasks are lacking. Effective administration can be attributed to the kind of administrative skills possessed by principals who are the main administrators of the school. The demand for these administrative skills; the technical, conceptual and human skills, have increased tremendously over the last decade with the widespread acceptance of the need for schools to improve.

Furthermore, reports of disenchantment among parents and well-meaning citizens over the poor academic performance of in examinations have added to the concerns about the quality and qualifications of the principals managing these schools. The lack of these administrative skills by principals, might lead to ineffective schools which might lead to an increase drop outs, repetition, poor acquisition of skills by graduates who are the main outputs of educational institution.

According to Mbua (2003) the training of these principals is a very compelling need especially with: the expansion and growth of the school population, consequently an increase in teaching staffs; an increase in adolescent delinquency problems (drug abuse, truancy, etc); the rising cost of education (warranting the need for training in financial management and accountability); rapid social changes and politicization of education and more. It has also been observed recently that there is a lot of conflict between students, teachers and even administrators. Hence, without the appropriate skills in administration, which is gained through formal training, it will be difficult for principals to handle the above challenges. Though some of the problems are quite fundamental and require government intervention, a trained principal will be able to improvise and achieve considerable results.

Yet, the speed at which classroom teachers are turned into principals to run complex schools based on their experiences, longevity and political affiliations shows the lack of emphasis on administrative training and development of current principals in Cameroon schools. Administrative competencies are needed for principalship, rather than good teaching abilities, experience or longevity alone. Trial and error should not be a substitute for leadership skills and competency training. Especially given the fact that empirical evidence may have shown with efficacy how administrative skills could foster productivity and effectiveness in an organization when applied properly. Consequently, it is in view of all these that the researcher attempts to

assess whether the need for principals to be train formally in the domain of administration, have implications on school effectiveness in secondary/high schools in Yaounde VII, Centre Region. The researcher wants to use the skills technical, conceptual and human relations skills to investigate whether formal training will improve principals'" administrative effectiveness in secondary/high schools in Yaounde VII, Centre Region.

1.3. RESEARCH OBJECTIVES

The following research objectives guided this study;

1.3.1. General Research Objective

The main objective of this study is to evaluate the need for formal training of principals and its implications towards the effectiveness of secondary/high schools in Yaounde VII SubDivision, Centre Region.

1.3.2. Specific Research Objectives

Specifically, the study was guided by the following objectives:

- ➢ To ascertain the extent to which principals' technical skills impact the effectiveness of secondary/high schools in the Yaounde VII, Centre Region.
- ➢ To determine how the principals' conceptual skills impact the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region.
- ➢ To find out how principals' human relation skills impact the effectiveness of secondary/high schools in the Yaounde VII, Centre Region.

1.4. RESEARCH QUESTIONS

The following questions were formulated to guide this research:

1.4.1. General Research Question

The main research question was: To what extent is the formal training of principals needed for the effectiveness of secondary/ high schools in the in the Yaounde VII, Centre Region.

1.4.2. Specific Research Questions

The following specific research questions were derived from the above stated objectives:

- ➢ To what extent does the principals' technical skills impact the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region?

> How do principals" conceptual skills impact the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region?

> How do principals" human relation skills impact the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region?

1.5.RESEARCH HYPOTHESES

The following null (Ho) and alternative (Ha) Hypotheses were formulated to guide the study:

1.5.1. General Hypothesis

Ho: The formal training of principals does not have a significant impact on the effectiveness of secondary/high schools in Yaounde VII, Centre Region.

Ha: The formal training of principals has a significant impact on the effectiveness of secondary/high schools in Yaounde VII, Centre Region.

1.5.2. Specific hypotheses

Ho$_1$: The principals" technical skills do not have a significant impact on the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region

Ha$_1$: The principals" technical skills have a significant impact on the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region

Ho$_2$: The principals" conceptual skills do not have a significant impact on the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region.

Ha$_2$: The principals" conceptual skills have a significant impact on the effectiveness of secondary/high schools in the Yaounde VII, Centre Region.

Ho$_3$: The principals" human relation skills do not have a significant impact on the effectiveness of secondary/high schools in the Yaounde VII, Centre Region.

Ha$_3$: The principals" human relation skills have a significant impact on the effectiveness of secondary/high schools in the Yaounde VII Sub-Division, Centre Region.

1.6.JUSTIFICATION OF THE STUDY

Principals are the major implementers of educational plans and policies at the school level, as such, they need relevant skills for the goals of education to be attained. Principals need formal and in formal training to be effective in the execution of their duties, but within the context of Cameroon, principals are not formally trained which creates a gap in the administration. Within

the rapidly expanding system of education, experienced educators and skilled senior classroom teachers are routinely appointed as principals to run complex school organizations. This shows the lack of emphasis on leadership training for current principals in schools in Cameroon.

Apart from good teaching abilities or longevity, administrative competencies are needed for principalship (Wirba, 2015). Long (1969) attests to this fact and argues that applied knowledge alone does not constitute lawful administration training. Too many costly errors can happen while knowledge is being acquired and, in any case, the superiority of knowledge can vary extensively. Trial and error should not be a substitute for leadership skills and competencies training. Although prior practical experience is also needed, it is important and necessary that those who are to be principals in schools in Cameroon and elsewhere have to be trained in leadership and management skills. The fact that any teacher who graduates from an Ecole Normale Supérieur (Advanced Teachers Training College) (ENS) can become principal of a secondary school in Cameroon without much experience in leadership is an issue (Wirba, 2015). With the limited resources devoted to education, inadequate qualified teachers, high student-teacher ratio in most cases, not to mention the fact that principals are in charge of providing guidance to the teachers, learners, parents and other stakeholders on the best approaches and practices that would assist in the attainment of the school visions, principals need formal training for the optimal use of these resources and effective administration for the attainment of these school goals.

Already, one aspect of education which is problematic is the management of these limited resources. Consequently, the survival and destiny of a school is endangered if the head lacks the administrative skills in managing the financial, material and human resources. If school heads don''t continues to learn, unlearn and relearn, in order to acquire proper and modern administrative skills to better manage their schools, teachers and students will perceive them as an undesirable and inappropriate model that possess no expertise. When this happens the principal will find it difficult to carry on with his administrative duties. This might lead to a poor school climate, characterized by, misappropriation of school funds, increase poor academic performance, repetitions, drop outs, unmotivated teachers, increase in adolescent delinquency, wrong and untimely decisions which when put together, decreases the productivity, efficiency and quality of education. Thus to be sure that all teachers appointed as principals acquire the necessary administrative skills, they should be formally trained. This study therefore sought to find out how this formal training may impact school effectives in a bid to draw the attention of policy makers on the need for formal training of principals.

1.7.SIGNIFICANCE OF THE STUDY

This research will benefit the entire educational stakeholders and the society as a whole in the following ways:

1.7.1. Contribution to theory

The research work may contribute to the modification and consequent propounding of new theories inspired by some theories used in this study. This can bring about improvement in the administration of secondary/ High Schools in Yaounde VII, Centre Region.

1.7.2. Contribution to practice

This study can serve as clarion call for action by the government to see the urgent need for the implementation of a formal professional training program for school administrators. This will help improve upon the job performance leading to the attainment of school goals and objectives. The work will also provide concepts, propositions and definitions about formal training in school administration, which can influence the effective management of secondary/ High Schools in Yaounde VII.

The government would see the need for the drawing up of and the strict application of a clearcut career profile of secondary school administers. This will reduce the incidence of extraprofessional appointments, which is a source of conflict over the authorities of Secondary school administrators amongst their subordinates and even teachers.

Educational policy-makers and planners may see the necessity of putting in place a blue print on the professional training of secondary school administrators. This will bring about professional, growth, development, capacity building and quality improvement on administrative practices, procedures and a better professional orientation and approach in the execution of administrative functions. This can lead to effectiveness, efficiency, competence and even job satisfaction of principals.

Teachers are not left out. They could also benefit and see the importance of this study, from the fact that better and trained administrators would be placed or appointed to schools and as such this will have a positive effect on resource management of the school, harmonious school culture, as well as good working and social relationship with each other. With this collegial atmosphere productivity is bound to increase.

The prime beneficiaries may be the students. This is because a good school administration of human and material resources will bring forth a positive outcome in academics and good behaviour of the students. Furthermore, the community will also stand to gain, because education is a social investment which if well managed by the administrators concerned, is going to contribute greatly to the community sustainable growth and development.

More so, International Bodies like EU, AU, UNICEF, UNESCO and more, who might appreciate this work and use it as a blue-print and road map towards the implementation of a capacity building program in the formal training of school administrators (principal) in other African countries in trying to attain the UN Millennium Development Goal which prioritizes education.

1.8. SCOPE OF STUDY

This study will be delimited in conceptually, geographically and methodologically. The conceptual scope (content) will be limited to the formal training of principals in educational administration for the acquisition of technical, conceptual and human relation skills for their strength in secondary and high schools. The main concepts include: formal training operationalized as the acquisition of technical, conceptual and human relations skills. The dependent variable is school effectiveness.

Meanwhile in terms of geography, the area of study will be limited to principals of secondary and High Schools in Yaounde VII, Centre region. This area was chosen because of accessibility and familiarity of location.

Methodologically, the study adopted a descriptive survey research design. The simple random sampling and the purposive sampling technique was used to come up with the sample size. Data was collected through the use of a questionnaire alongside an interview guide and analyzed, after which the findings were discussed and conclusions made.

1.9. OPERATIONAL DEFINITION OF TERMS

This section is dedicated to the operational definition of some main terms, concepts and theories used.

Administration: Administration can be defined as a definite field or discipline, requiring specialized concepts, principles, knowledge and skills necessary for increasing the professional capacity of the administrator as stated by Nwamkwo (1982)

On the other hand, Administration study is a process whereby principals study the direct utilization of financial, material and human resources by creating and enforcing rules and regulations for the purpose of accomplishing predetermined goals. Cited by Mbua (2003).

From the above, Nwamkwo˝s way of seeing administration falls within the context of this study because effectiveness of secondary/high schools needs a combination of knowledge, skills, discipline. Therefore, a need for formal training of principals is opted for.

Conceptual Skills: According to Omemu (2015) it refers to the mental ability to coordinate and integrate the entire interests and activities of the organization and, the ability to apply information and concepts to practice. Conceptual skills in this study includes analytical, creative and initiative skills which help the principal solve problems and fix goals for the benefit of the entire school, that one skill that helps the principal to formulate ideas, understand abstract relationships, and solve problems creatively. Principals who possess these conceptual skills can solve problems effectively by approaching complex situations in a variety of ways, thus bringing out.

Educational Administration: It can be defined as the careful and systematic arrangement or organization and use of human, financial and material resources, and programmers to achieve educational goals (Mbua, 2002). As per this study this consists of the use of administrative skills to facilitate the development of goals and policies basic to teaching and learning through the proper management of financial, human and material resources of the school.

Educational administration also entails having objectives of integrating and coordinating available educational resources needed to attain the objectives of principals in secondary/high schools

Effectiveness: having characteristics and performing tasks which enable principals to lead the school, accomplish tasks, meet goals and communicate parents, teachers and students. (Hintz, 2014). As used in this study, effectiveness is the ability of principals to accomplish their duties and functions as principals correctly.

The effectiveness of a principal begins with the development of a world-wide vision of commitment to high standards and the success of the school.

Formal Training: According to Cronje et al. (2004) formal training is a direct instruction, skill demonstration, workshops and presentations by experts or experienced employees on job processes in an organization whereby employees are provided with knowledge, skills values,

ideas through designed programme to do a particular job effectively and efficiently. In this study, formal training, it is a type of learning programme in which the goals and objectives are defined by the training department, instructional designer, and/or instructor, which might include: declaring an extent of knowledge, skills or abilities that will be reached by principals at the end of the training using a variety of methods to reach the said objectives.

Human Relationship Skills: According to Akpan (2011) they are also known as personal skills, which refers to the ability to understand, communicate work and integrate with the workers in order to understand him/herself together with his subordinates. Within this study, it human relations skills is defined as the ability of principals to work with their staff as well as students based on their knowledge about them, how they believe, operate in groups, communicate effectively, their motives, attitudes and feelings. These skills enable the principal to make use of human potential in the school and motivate his staff for better result.

Principal: A principal according to Luma (1997) is one who dominates school culture and is positioned at the top of the hierarchy in the organizational structure of the school and is having the final say as the overseer to everything that goes on at school. It can also be defined as the key player that ensures an excellent education for their students; determine whether and how to implement standards and decide on what to emphasize or omit (Uchiyama & Wolf, 2002). In the study Principals are regarded as heads of secondary and high schools. They are seen as the "gatekeepers" and "gate openers" of the school.

Principalship: Principalship as Mbua (2003) puts it, are the duties, job or responsibilities of principals. Principalship which can also be known as school administratorship in the work is referred to the administrative functions of principals. This definition is maintained in this study.

Secondary /High School: The international standard classification of education (SCED, 1997) defined secondary school as an organization that provides secondary education and the building where this takes place. In the context of this work, it is the second phase of schooling acquired after the completion of the primary level of schooling which is the first phase of education, in Cameroon.

Skills: According to Attewell (1990) a skill encompass both mental and physical proficiency, that is it implies understanding, knowledge, competence that evokes images of expertise, mastery and excellence. A skill in this study is a special ability, capacity and talent, which is

either learned or acquired in order to adaptively carry out complex activities or specific job functions.

Strength Based Education: Focuses on an individual"s educational performance, considering what the individual can accomplish. In daily practice, it relates to how an individual engages in the teaching and learning process. It emphasizes the positive aspects of the individuals" effort and achievement (Binet, A, and Simon 1916)

This is best described as the continuous process that involves principals thinking about their own values and professional practices and how their own values and practices impact on the effectiveness of secondaty/high schools in Yaounde VII.

Technical Skills: Technical skills involve the ability to establish the structure of authority and state clearly the methods and procedures for doing a particular job using appropriate resources, equipment and effectively managing them for the benefit of the school (Akpan & Efor, 2015). This definition is maintained in this study.

Technical skills are skills that give principals the ability and knowledge to use a variety of techniques, tools, methods and procedures in educational administration to perform administrative tasks in order to achieve specific objectives.

Chapter Summary

The chapter introduced the need for the formal training of principals and its implication towards the effectiveness of secondary and high schools in Yaoundé VII, Centre Region. This chapter presented the background to the study, the problem statement, research objectives and questions, significance of the study and the theoretical perspectives applied to the study. The most important factor affecting effectiveness in secondary/high schools is the formal training of principals, hence an improvement is needed on this aspect The next chapter will provide a review of related and relevant literature.

<center>**CHAPTER TWO**</center>

<center>**REVIEW   OF RELATED LITERATURE**</center>

INTRODUCTION

This chapter reviews related literature of the study with respect to conceptual, theoretical, and finally the empirical literature. It examines the relationship between major constructs of the study and their implications to present context. In addition, theories are used to further explain these constructs, their relationships and implications.

2.1. CONCEPTUAL REVIEW

This section reviews literature on major concepts of the study such as principalship, school effectiveness, secondary education and formal training of principals. The main interest is on the relationship between school effectiveness and principalship, how formal training of school principals can contribute to school effectiveness. In addition, formal training of principal's examined with respect to the acquisition of technical, conceptual and social skills.

2.2. FORMAL TRAINING AND PRINCIPALSHIP

Training is the systematic development of the attitude and skill behavior pattern required by an individual in order to perform adequately a given task (Oliseh, 2005). He states that training is designed to change the behavior of the employee in the work place in order to stimulate efficiency and higher performance standards. According to Armstrong (2006) training is very important because the worker requires skills that are best developed through formal instructions. For instance, in Cameroon, principals are appointed from a set of teachers by the government. These teachers have specialized in various fields that are not necessarily related to educational administration. Thus, with training, these principals will acquire and develop the necessary knowledge and skills, change their attitude towards work and improve their performance.

Formal training has long been a valued and reliable source of learning. It is organized, systematic and goal – driven. It takes place in a planned setting, has clear objectives and goals that are defined by an instructor or trainer (O"Neil, 2019). However, while some have questioned the effectiveness of traditional training methods, others have questioned the effectiveness of informal training arguing that organizations and companies have little control over the topics and presentation of materials. However, in the end, it all depends on the context.

According to Bersin (2018), when employees go through formal training, regardless of the method, they are at least exposed to a specific set of curriculum materials intended to teach

those things they need to know about how to do their jobs. The training is done theoretically, the employees have grasped and understood all the concepts and will be applying them to their work.

The formal training in educational Administration is meant to help the principals a cquaint themselves properly with their administrative duties and explore the various practical skills needed by them in order to keep them in principalship. These skills will help them cope with the challenges of the job. Again, formal training will help establish a baseline for all appointed and to be principals, ensuring that everyone is on the same page as they will receive an equal amount of structured training as they gain the knowledge they need. Also, formal training will help simplify the measurement of what training has been done, over which period of time, by whom and the results achieved. This will help principals know the level of competence they must aim for as well as increasing the appointment of competent principals.

According to Hodkinson, Ford, Hawthorn & Hodkinson (2006), some of the reasons people engage in formal education and training is due to their positions in the society, personal interest, responding to life-changing events and solving personal problems, most especially for desired employment. These training can contribute to continuity, a change in identity or both. Professionals in the field of education believe that educational managers like secondary school principals can be equipped with school management competencies through training (Githiani, 2017). This is supported by Mbamba (2002), who stated that an effective and efficient educational manager can be produced by a variety of ways among them in-service and pre-service education aimed at equipping service educators with relevant knowledge, skills and techniques. Akinji (2011) contented that, leadership competencies of principals could be enhanced through formal and informal training. Formal training acquired through pre-service and in-service training while informal training could be acquired through experience, interactions and on-the-job training.

2.3. SCHOOL EFFECTIVENESS AND PRINCIPALSHIP

New principals might encounter technical and psychological issues in their schools. At times, the demands of the job overwhelm principals" abilities to deal effectively with these issues, making them feel vulnerable and incompetent (Darling-Hammond. Meyerson, Lapointe & Or, 2010). In addition, constant educational system reforms have produced more complex and dynamic school environments than in the past (Brauckmann & Pashiardis, 2012). This makes training and development in administration a crucial process when it pertains to those who are aspiring to become administrators in the education field. Regardless, whether leadership

training is organized for a school system's current personnel or for the attendees of a university's School of Education development programme, there is much to consider (Alahmandi, 2016).

Early forms of effective principal leadership focused on the principal's ability to manage school processes and procedures related to instruction and supervision. However, when considering the recent movements in education and changes in society it is understandable why principals must retool and acquire new knowledge and skills (Herrera, 2010).

A school head plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school climates and environment. As such an effective school principal is essential to improve the efficiency and equity of schooling (Pont, Nushe, and Hopkins, 2008). The need of professional development of education leaders to fulfill their roles has increased due to the diversified needs and expectations of the stakeholders of education (Serid, 2019). Ninam (2006) argued that a school is effective when school processes result in observable positive outcomes among its pupils over a period of time. As such school effectiveness could therefore mean the accomplishment of school objectives by the said school. The most basic element of an effective school is to stir up and strengthen the pleasure and power of every child to work hard and uninterruptedly for optimum realization of his veritable potentialities through the process of education.

 Nevertheless, Lynch (2016), explains five attributes of school effectiveness that cut across schooling context. They include :

i. **Leadership**: Quality leadership helps students to perform better. Effective leaders can successfully convey the school goal and vision as well as collaborate with teachers and involve in the discovery of and solutions to problems.

ii. **High expectations**: Students are dependent on the expectations placed on them. These help in shaping their personal sense of ability and esteem just like a teacher for example who is expected to teach at high level of effectiveness can reach that level of expectation.

iii. **Ongoing evaluation**: Schools which often tend to screen and compare their school and students' performance with others from across the country, allow them easily identify problematic areas of learning at the classroom and school levels and as such try to address the problems.

iv. **Goals and Direction**: The fourth attribute of an effective school is the existence of goals and direction. A successful school principal actively constructs goals and then effectively communicates them to students, teachers and the entire community. Thus, a school without goals or directions will hardly be effective for it will be characterized by disorganization and confusion.

v. **Secure and Organized**: For maximum learning to take place, students need to feel safe as well as the teachers in an orderly climate.

In addition to these attributes Creemers (2005), identified a number of characteristics possessed by some effective schools: Involvement of teachers; Involvement of deputy head; Consistency among teachers; Intellectually challenging teaching; Parental involvement; Thorough record-keeping and Work central environment.

These characteristics assume that there are clearly stated and generally accepted goals, relevant and important both to teachers and the school for measuring school effectiveness, and that a school is effective if it can accomplish its stated goals within given inputs (Botha, 2016).

The academic capacity of schools and growth of students directly and indirectly are influenced by principals, more reason why principals should continue and be sustainable after they have been appointed to their school (Siõn, 2019). This will help them acquire current knowledge and skills, technological developments, implement and manage new changes in education, in order to improve school effectiveness. Chen, Tsai, Chen and Wu (2010) mentioned that the principal"s leading style will also affect school effectiveness as they cited Sagnak (2012) and Gkorezis (2016) who found that there is a positive relationship between leadership empowerment and innovation behavior.

2.4. IMPORTANCE OF AN EFFECTIVE SCHOOL

Achieving success as a leader by virtually any definition requires "doing right things right" Leithwood (2005) in a report "the Wallace Foundation (2011)" five key functions of principal leadership is identified:

i. Shaping a vision of academic success for all students, one based on high standard.

ii. Creating a climate hospitable to education in order that safety, cooperative spirit and other foundations of fruitful interaction prevail.

iii. Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision.

iv. Improving instruction to enable teachers teach at their best and students to learn at their utmost.

v. Managing people, data and processes to foster school improvement. Each of these five tasks needs to interact with the other four for any part to succeed (Bartoletti & Connelly, 2011).

From the aforementioned functions of a principal one can say that a principal is complex and multidimensional and as such their effectiveness, as Rice (2010) puts it will depend on how they allocate their time across daily responsibilities. A good and effective principal will attract, support and retain a high-quality teaching staff. Cerf, as cited in Mitgany (2008) agreed by saying: "pick the right school leader and great teachers will come and stay, pick the wrong one and, over time, good teachers leave, mediocre ones stay, and the school gradually (or not gradually) deceives. Reversing the impacts of a poor principal can take years".

This simply implies that for a school to be successful and effective, the right person/people to become school leaders should be chosen. However, Thomson and Whitely (2009) further suggested that these people should not only be picked but provided with the right set of skills in order to be effective leaders. As such this will eventually lead to an effective school as well. Finding practical ways to thoughtfully and appropriately assess and develop leaders can have an important impact on the quality of leadership and through that, on the quality of education in our school (Goldring, Porter, Murphy, Elliorr & Cravens, 2007).

A school culture has a very important role to play in ensuring school effectiveness. Habergger (2008) posited "...yes all the other roles and responsibilities of a school principal are important but a positive school culture is imperative and is the underlying reason why the other components of successful school were able to flourish".

This is as a result of the fact that with this culture, confidence is being instilled in teachers, making them feel mattered and comfortable enough to take risks and try new methods, thus enabling continuous improvement to occur. The teacher is then left with the feeling that, together with the principal they can tackle any challenge set before them. A school culture that creates a sense of belonging for students, teachers as well as the parents and the community can only lead to a path of success.

With all the multi-dimensional tasks principals have to perform in order to create an effective School, being prepared is always a good strategy before having more rights and responsibilities. Principals need to be more knowledgeable and have more managerial skills to run their School

effectively (Isik, 2000). In line with this above statement an assessment of the principal was advanced by Owings and Kaplan (2012) who posited that, over the period of stewardship as principal, their "perspective experience and behavior may change therefore their career should be considered flexible and fluid". The implication for this perspective as Hutton (2013) puts it, it is the necessity for principals to receive training and professional guidance in order to function effectively at each stage of their leadership development. The effect on an employee's effort when promoted to a new and different job, with new set of demands without training will eventually lead to ineffectiveness (Anjah, 2017).

A school is said to be effective when it is successful and a school is perceived to be successful by its teachers and students when the principal is focused on creating a climate conducive to that success (Mac Neil et al., 2009). A principal who can bring the faculty and staff together, articulate a vision and reinforce that vision until others are inspired to embrace it, achieves leadership success thereby allowing the students to achieve greater academic fulfillment (Boscardin & Wells, 2014).

According to Ndlovu (2017) school leadership plays a key role in improving School outcomes by influencing the motivations and capacities of teachers, as well as the environment and climate within which they walk. This implies that in order to improve the efficiency and effectiveness of schooling, an effective leadership is essential.

2.5. ADMINISTRATIVE FUNCTIONS OF PRINCIPALS

In schools, be it public or private the administrator is mostly viewed as the principal. A principal as a school head has lots of functions which as stipulated by "a handbook for heads of secondary and high schools" (1995/1996) include: pedagogic, administrative, financial and social functions. In relation with the study, the researcher will be focusing on the administrative functions. According Mbua (2003), the principal who is the administrative head of a school, plans, controls, commands, organizes and coordinates all the activities that take place in school. Some of these administrative activities include ;

1. Planning the activities aimed at fulfilling the anticipated goals of the school.
2. Controls the day – to – day functioning of the school activities.
3. Gives commands and directives to subordinates.
4. Coordinates the activities of the various units within the school organization.
5. Organizes the various units of the school by the allocation of duties and resources.
6. Evaluate the entire school system.

These activities of the principal though different, are aimed at an efficient and effective teaching and learning process in school and a quality output. A principal can"t effectively carries out his/her administrative functions without a mastery of what is actually expected of him/her. A teacher who is just appointed as principal without proper preparation or training on administration might not be aware of what these functions entails, equipped with the necessary administrative skills to handle these administrative functions and might find these functions new, challenging and may be confusing.

In the same light, Okoroma (2009) identified some of the common features of administration as follows;

Exist in an organization; in order for administration to take place, there must be an organization. For administrative activities are carried out in an organization just like schools, churches

People – oriented; an administration is usually operated by people and geared towards meeting the needs of the people in specific areas whether a large or small organization.

Directed towards achieving specific goal(s); setting goals and working towards the achievement of such goals in paramount for all administrative processes. This often gives direction and purpose to the administration.

It is continuous; administration is a continuous process. The administrative process never terminates, even with the change of leadership or resignation of some members. The only difference is that administration in a small organization may be relatively simple and easy as compare to a large scale organization which is complex and relatively difficult (Nwafor, 2000).

This is true for schools which have become quite complex and relatively difficult to manage because of increased enrolment in schools. The foregoing understanding of administration, indicate that school heads can"t function effectively without performing administrative tasks. Bassey (2006) expressed the view that administration is a necessary function of education managers. Thus principals should brace up to the present complex and demanding administrative duties associated with leadership by acquiring the necessary administrative skills in order to effectively manage their schools in the attainment of educational objectives.

2.5.1. Principals' Technical Skills and School Effectiveness
Technical skill is the ability to perform task satisfactorily in a specialized area of discipline (Nwogu & Ebunu, 2019). They further explain that in terms of increasing the productivity of

School principals, the extent to which a principal knows and applies technical skill in solving managerial problems goes a long way in determining the success of the school. In line with the above, one can say technical skill is proficiency in working with things.

According to Omemu (2019), this skill is important for it will enhance the effective supervision and instruction aspect in school management. For the selection, utilization and control of instructional supplies for administration of internal activity funds, close supervision of professional and non-professional staff and pupil administration, the principal will need a greater command of technical skills (Fonkeng and Tamajong, (2009). The principal is expected to manage the financial, material as well as human resources of the school; without an effective technical skill it will be practically difficult for him to do so.

2.5.1.1. Personnel Management skills

Personal management skills could be seen as one of the technical skills a principal is to have. According to Fonkeng and Tamajong (2005), students are the prime beneficiaries in the school system which is why a trained principal should make them an integral part of the school administration. A trained principal who is conversant with school law will include the student government in to school Administration as provided for by ministerial Decision No. 242/L/729/MINEDUC/MJS of 25/10/1979 which stipulates that students should be part of a Parents" Teachers Association (PTA). Furthermore, Decree No. 2001/041 of February 19th 2001 includes student representatives in various school councils and the School Management Board (SMB). Generally speaking, the untrained principal out of ignorance of these laws and administrative maladroitness might fail to use mainstreaming by including an important stakeholder like the students in the school administrative structure. In so doing might go a long way to avoid student Administration conflicts and misunderstanding, as such, leading to a positive climate for an effective School.

Also, teachers are considered as the closest collaborators of the principal. They are seen as the main force for the success or failure of the school. A trained principal will however look for ways which their (teachers") morale could be boosted. Fonkeng and Tamajong (2003), further assert the various extrinsic motivations that the principal may reward members of staff in the following manner: "A letter of encouragement, proposal for a congratulatory letter from hierarchy, proposal or medal award from hierarchy". According to a MINEDUC, 1996 publication, output allowances are given to teachers depending on productivity, assiduity and job consciousness.

Another aspect of personnel management is the management of school support staff. As we know children need to be in a safe and healthy environment to flourish. As UNISON (2014) posits "great teachers combined with great support staff equals to student who excel". But support staffs have often been treated by untrained principals as inconsequential component of the school system. This is contrary to Ray et al. (2007) opinion which says: "... School support staff which includes a variety of Staff members who provide specialized instructional support as well as support to students while they utilize school facilities, play an important role by ensuring students are learning in a safe and supportive learning environment."

Training of school administrators will make the principal realize how important is the job of support staffs for the smooth and effective functioning of the school. In line with this, Hon. Estelle Morris, the Secretary of State for education and skills, in 2002 went as far as proposing to unlock the full potential of their school Workforce to raise standards of pupils" achievement, through developing the role of support staff through training and supervision.

2.5.1.2. Financial Management Skills

One of the most important duties among the colossal amount of responsibility undertaken by principals is financial management although many leaders are still struggling to grasp this particular responsibility. Shkurina (2018) stated: that "accounting and financial reporting is at the crux of a school's financial and academic success. Any mistake in those areas has the potential to have a detrimental effect on the school and its students. According to Mbua (2002), the new budgeting approaches acquired by trained principals follow three stages of preparation of the budget, which are adoption, Administration and evaluation of the budget while the traditional budget approach lacks this with only the income and expenditure rubrics. This can lead to the misuse of financial resources because of the lack of cost-benefit analysis.

Besides formal training in financial management, the trained principal acts according to legislative guidelines from the ministerial circulars that spell out the modalities of management of schools" finances. Amongst them is that Decree No. 95/010/ of 1st July 1995 which stipulates that both the Parents Teacher Association and Schools Management board respectively, are directly implicated in the financial management of secondary schools (with the principal being the vote holder) as a matter of Law & policy in Cameroon. But some untrained principals lagging in school financial law, always want to contravene this which always leads to conflicts with these school legal bodies. Mbua (2003) cautions that, "Fiscal Fraud by principals as vote holders is punishable. In the case of well-established serious mismanagement or embezzlement

in the school, the school management Board informs the Good governance observatory and Ministries of Education".

This implies that there should be a transparent management of school funds by school administrators of which a trained principal aware of these implications will be more careful. For it is in the best interest of the school that its leader has a clear understanding of his or her role in the management of finances and the implementation of financial policy. A regular and accurate accounting is crucial to the financial health of the school. Shkurina (2018) even went further to create the common financial duties of a principal which include understanding the financial limitations and flexibility of the school, regularly approving and revising school budgets, organizing controls of budgets and reporting the use of school funds to the relevant parties.

2.5.1.3. Skills in Information and Communication Technology

According to Duruamaka - Dim (2005), the advent of information and communication technology should be considered in the training of school administrators in order to facilitate management procedures and processes. Mambeh (2005) points out the uses of the computer and the internet as an invaluable tool in the hands of the principal for the storage and retrieval of information, documentation, information processing and statistical analysis and research purposes. Electronic spreadsheet, word processors and database can slash away hours of dream record keeping and paper work, freeing the principal to become more actively involved in instructional and other important duties (Mosima, 2005). The use of computer in educational administration will help school administrators by making educational management more effective and efficient (Mbua, 2003).

The information and communication Technology are an essential component for present day administrators which the training programmes as teachers per se never seek to address though this is as important to both the teacher and the principal. Thus, administrative skills in information and communication technology will be useful as a communicative tool repository of data and information and also a source for external contacts with the public.

2.6.1.4. Supervision of Instruction Skills

The lack of induction and orientation of new and inexperienced principals have been lamented by (Fonkeng & Tamajong, 2003). Teachers rely on principals and other administration officials to be sources of information related to effective instructional practices and current trends in education, turning to all pertinent issues and current events related to curriculum, effective

assessment and pedagogical strategies. The Share Team (2019) with conformity with the above cited that:

"… for principals to truly thrive in the role of instructional leader, they will have to liberate themselves from being mixed in the bureaucratic aspects of teaching. They will have to redouble their efforts in improving learning and teaching methods… when that is successfully implemented, instructional teaching and learning will allow students as well as teachers to create a more meaningful learning environment" (P.g 6).

This implies that principals should employ more the democratic instructional supervision approach where emphasis are placed on cooperative problem-solving directed towards the improvement of instruction which is the raison-d"etre for principals to undertake supervision of instruction. As Javis and Pounds (1999) underscored "is for professional and administrative mark ratings, improvement of instruction, evaluation of new instructional methods and programmes, assessment on teachers" problems, dissemination of educational research information, problem resolutions, plan for change and check on unprofessional teachers." This then underlines the important value supervision of instruction carries on the school system. Thus, the formal training in supervision of instruction will go a long way to improve the administrative skills of principals, with a great impact on the effectiveness of secondary schools in Yaounde VII Centre Region of Cameroon.

Technical skills in general would make principals better resource managers through the acquisition of standardized methods and procedures in school administration (Morrison, 2003). Given the fact that principals are considered chief executive of the school, he/she is expected to judiciously manage the human, material, financial and time resources placed in their disposal. Thus these principals will need specialized administrative skills in order to efficiently and effectively manage resources, processes, tools and personnel.

However, in most professions, pre-service work experience is an integral part of formal training for the trainee to grasp the realities of the profession through a mentor. This is a common practice for those undergoing any professional training which demands a particular know – how is to undertake practical exercises through various ways such as modeling, apprenticeship, internship and more for which educational administration is no exception. The United States Department of Labor, Bureau of Labor Statistics Report of 2005, observes that prior and accrued working experience are indispensable recruitment factors for any job even in the domain of

school administration. In this light, practicum will help would – be principals to practically acquire the methods and skills they need to effectively manage their schools.

2.5.2. Principals' Conceptual Skills and Effectiveness of Schools

Conceptual skills are most difficult to acquire because they require sufficient time and certain amount of intellectual ability (Omemu, 2015). Leaders with high level of conceptual skills are good in thinking through the ideas that form an organization and its vision for the future, expressing these ideas in verbal and written forms, understanding and expressing the economic principles underlying their organization"s effectiveness.

Mbua (2003) contends that principals with conceptual skills view schools from a broadened perspective, a synergy where the whole supra-system and not only the school system is taken into direct consideration in decision making; a conceptual skill then allows you to visualize abstract concepts, see relations between them, and draw constructive conclusions. Peterson (as cited in McMullen, 2008) gave a more in-depth analysis as follows:

> "Principals shape school culture firstly through reading the culture, understanding the culture"s historical source as well as analyzing current norms and values; secondly, they assess the culture, determining which elements of the culture support the school"s core purposes and the mission, and which hinders achieving valued ends. Finally, they actively shape the culture by reinforcing positive aspects and working to transform negative aspects of the culture" (P.38).

Skills could be described as a problem-solving tool which gives the trained principal the ability to understand a situation, try to analyze that situation and use his creative ability to come out with a solution. It is based on the cognitive process of abstraction and conceptualization. Consequently, an effective principal with conceptual skills is expected to be a creative individual possessing divergent thinking ability information processing and synthesizing capabilities as well as good memory (Nwogu & Ebunu, 2019). This will help in the successful management of the school which is larger and more complex than what some untrained principals perceive as it is composed of a vast network of educational communities that transcends the school. Conceptual skills consist of several interrelated abilities which among others are:

1.   **Analytical skills:** Strong analytical skills are crucial when it comes to breaking complex issues into smaller components to see how they"re interconnected and to draw conclusions. A

principal as a school administrator will generally need to review many different kinds of documents, understand their meaning, gather the necessary information and process that information for the smooth functioning of the school (Subramanian, 2017).

2. **Critical thinking skills**: Critical thinking refers to the ability to analyze information objectively and make a reasoned judgment (Dolye, 2019). In this way a skilled principal will be able to decide which ideas are trustworthy and which to reject in finding solutions, draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions (Lopaze, 2018). He or she will be able to think calmly and critically about how to approach a situation (even when things are overwhelmingly busy or going wrong) contrary to an unskilled principal who might think "uncritically," making decisions based on personal biases, self-interest, or irrational emotions which might affect the effectiveness of the school.

3. **Decision-making skills:** Making the right decision may be a hard nut to crack, that"s exactly why strong problem-solving skills are part and parcel of managerial conceptual skills. Olowo (2017) further describes decision-making as a selection from among alternatives of a course of action. As such principals make decisions in establishing objectives, plan, organize, direct and control the teaching and learning process. They can"t administers without making decisions for themselves and for their groups and institutions. The quality of these decisions is the yardstick of effectiveness of their school and of their values to that school.

4. **Creative thinking skills: F**or a principal to find the best solution, approaching a problem from a couple of different perspectives is vital. Hence, a creative thinking skill will be necessary to imagine all the angles from which to look at the issue at hand. Miller (2018) adds that creative leadership drives productivity and fosters success in a company. It involves breaking down and restructuring our knowledge about a subject in order to gain new insights into its nature (Aburuman, 2016). Creativity is important in an organization and as such principals need to possess the ability to gain creative insights.

5. **Communication skills:** A principal"s conceptual skills would amount to nothing if he weren"t able to let the world know about his ideas; as such communication skills are an important part of conceptual thinking. Francis & Oluwatoyin (2019) postulates that communication skills are used by principals to influence their staff productivity and enables the school as a group to think together, to reach agreement and to act together.

6. **Interpersonal skills:** Going solo isn"t the best strategy to push an organization on forward. It is often called the "people skills" indeed career guide, 2020). An Interpersonal skill fosters effective communication which is the corner stone of any successful organization (Phillpott, 2019). In a work environment, strong interpersonal skills are assets that can go far in helping the principal navigate through complexity, change and day to day tasks in order to achieve an effective school.

Marciej (2020) further asserts that conceptual skills should be in handy for each and every employee and team member because if a principal, for example can"t imagine how the tasks he does contribute to the functioning of the entire school organization, he may quickly lose his motivation and eventually become disengaged which may affect the effectiveness of the school in question a raison-d"être why principals should be trained in conceptual management skills.

2.5.3. Principals' Human Relations Skills and Effectiveness of Schools

Training in human relation skills will enable principals to be good in psychosocial processes, interpersonal and working relationship, put in place a congenial work climate and problemsolving attributes within the schools. Jeff (2005) further complements, that human relations and inter-personal communication skills are essential for principals in order for them to work effectively in schools avoiding the nuances of personality conflicts and communication ineffectiveness which can drastically reduce productivity.

Leadership depends on human relation; it is all about relationship at every level; Relationship with teaching staff, administrative staff, students and the community at large. For without a good relationship with these stakeholders it becomes almost impossible to run an effective school. There will be chaos in the school rather than a positive, safe and sane climate which is needed for the smooth functioning of the teaching and learning process. A principal inspires others with his character and earns the trust with whom he interacts, treating his subordinates like a family. Mbua (2003) contends that: "human relations skill requires an understanding of one"s self and groups so as to achieve organizational goals".

Kobra (2013) stated that "In this earthly world, I would like to spend a huge prosperity for the manner of interaction with others than for any other thing." Therefore, the importance of human skill training for the managers of different organizations, especially educational managers like principals is increasingly needed.

Wright (2005) exhorts that the importance of the specific interpersonal skill, etiquette, is indicated by the fact that 50% of all business transactions are finalized during a meal. This

emphasis goes further to explain the importance of a human relationship skill to a principal as a manager.

2.5.3.1. Principal-Teacher Relationship

It is important for principals and teachers to work together for mutual support. Walsh (2005) state that "Principals have the ability to improve teachers" perceptions overall by simply attending to fundamental components inherent in quality relationships." As teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom. This will automatically influence the student"s outcomes in schools as well. Daily interpersonal interactions of a principal are necessary to garner trust and support from teachers.

In an effective school this will mean that instead of a principal worrying constantly about setting a direction and engaging teachers in a successful march, the principal can focus more on removing obstacles, providing materials and emotional support, taking care of the management details that make any journey easier, sharing in the achievement of the march, celebrate when the journey is completed and identify new destination for the next march (Herrington, 2006).

All these complexities necessitate the formal training of principals for the acquisition of these skills, for a trained principal will understand that there is a good leader behind every successful task and a tool of every successful leader is good human relationship. This will help him on how to inspire his subordinates with his character and earn their trust, contrary to an ineffective principal, who sure won"t know how to respect his staff and treat them like family, forgetting that principals serve as role models for teachers who aspire to be principal in the future. Barth (2006) wrote that, "the interpersonal relationships that teachers and administrators demonstrate all too well a capacity to either enrich or diminish one another"s lives and thereby enrich or diminish their school " (p.9).

2.5.3.2. Principal-parent Relationship

It is the responsibility of a school leader to organize teacher-parent meetings on regular basis to develop a better relationship between the school and the home since students spend more time at home than at school. According to the American Federation of Teachers (2007) "an effective communication is essential for building school-family partnership, for it constitutes the foundation for all other forms of family involvement in education." The manner in which schools through their leaders communicate and interact with parents will affect the extent and

quality of parents" home involvement with their children"s learning. When the school and the home work together effectively it can significantly impact on each student"s long-term success.

According to Article 26 Section 3 of the Universal Declaration of Human Rights of December 1948 and the preamble of Cameroon revised constitution of 18th January 1996, parents have the right to choose the type of education for their children and as such cannot be neglected in the overall school system and activities. The American School Board Journal (2004, P.40) contends that "the task of making students get high quality education is immensely beyond the principal and other main actors within the school setup without the inclusion of parents.

The focus on positive school and community relationships allows for reciprocal trust and exchange that benefits the overall preschool child (Watson, 2019). The popular proverb which says, "It takes a village or community to raise a child," produces a clear message about the important role the community plays in the growth and development of our youths. This is as a result of the relationships built between stakeholders.

2.5.3.3. Principal-student relationship

An effective leadership is driven by, or at the very least heavily influenced by, cultivating meaningful relationships with all stakeholders for who, one is responsible (Fullan, 2003). The perception has always been that if the principal knows your name it means that you are in trouble which is not to be so. The principal instead of remaining behind closed door in the office should make an effort to get to know the student body of his/her school. This might seem daunting if not impossible. But one need not have a meaningful relationship with every community member to impact the culture or climate of a community. As most of us are too aware, words travel fast in schools. A principal who is friendly, accessible, present and supportive to the teachers with whom he has a relationship is often known by this same reputation to other teachers. The same holds true for students. Principals does not need to attempt to get to know every student.

Shahzad (2020) suggested that if a principal want to build closer relationships with students, he/she might try the following strategies:

i. The principal can spend some time before and after school greeting students as they enter and leave school

ii. The principal can say hello to a small group by name and ask one or two students they do not know for their names.

iii. The principal can try and attend all sporting events, musical concerts, drama presentations and any other extra-curricular activities.

    iv.   The principal should have an open-door policy and should encourage all students to come and visit, either just to come and say hi or air their grievances.

2.5.3.4. Team-Work

Werner (2002) opines that group cohesion and team-work allows greater participation and performance. It has been observed that most effective principals are those who don"t work as an island. They empower team-work by delegating much authority as possible. Team building per se may be seen as a necessary stop for collective guidance to educators to achieve a school"s goals by means of voluntary collaboration (Mathibe, 2007). In light with this an effective principal, will work hard to coach, direct and coordinate groups and individuals to attain designated tasks and organizational goals as a team. This may lead to collective guidance and voluntary collaboration amongst the members of the school. However, coordinating and coaching these teams might not be always easy. For a principal to succeed in this, he/she have to possess team working skills. On the other hand, a principal who is untrained will automatically lack the skills needed to handle team work at the end of the day, he or she might his/herself working in isolation which might lead to disagreements as such a negative school climate.

2.5.3.5. Conflict Management

Conflicts are caused by a number of aspects that create tensions between people. Corvette (2007) contended that conflict exists wherever and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals. Moreover, this author avers that conflict arises in personal relationships, in businesses and professional relationships in organizations, between groups and organizations, and between nations.

All meticulous school principals strive for effectiveness and effective school managers also have strong commitment to fellow teachers in their schools as they build relationships with the learners (O"Hanlon & Clifton 2004). Many schools have broken down relationships because of the existence of this incompatibility. Principals in "conflict schools" will face mammoth task as they try to resolve conflicts. But with the necessary conflict management skill their task will be easier.

Runde and Flanagan (2010) examine the need for leaders and managers to develop conflict competence if their organizations are to prosper for lacking knowledge in different cultural backgrounds, they are likely to misunderstand one another and engage in behaviour that is unwittingly, offensive to one another: circumstances not conducive for a constructive conflict

resolution. School principals who can differentiate between functional and dysfunctional conflicts will know how to act in times of conflict.

Snodgrass and Blunt (2009) asserted that unmanaged conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education. When conflict managers have determined and defined the nature of the conflict in a conflict situation, only then can they try and find ways of resolving it. However, this can only be possible if they have acquired the necessary conflict management skill.

The "right" school culture is crucial in any school if it was to deal with conflict effectively. School principals would set an atmosphere of collegiality where conflict is managed to the benefit of all in the organization. School principals and their management teams should foster a culture that would be receptable to change. Usually it is a change initiative that is the source of many conflicts in schools. In a nutshell, training in school administration will give the principals skills in human community relations, and collaborative processes through citizen participation in education.

Management is an integral part of any organization. It involves skillful organization and utilization of educational resources (human and material) for the achievement of educational goals (Ajaegbo, 2005). Therefore, the importance of school principal possessing the requisite managerial skills for the attainment of set goals and objectives of education for national transformation cannot be over-emphasized.

According to Tracey, Tannebaum and Kavanagh (1995), "A continuous-learning culture encourages and promotes the acquisition, application and sharing of knowledge, behaviors and skills from a variety of sources." This is supported by Mbua (2003) who advocated that there is the need to prepare educational administrators and planners with the appropriate mix of technical, human and conceptual skills to manage our educational system and for those who are practicing without formal exposure, be prepared through a postgraduate programme in educational administration among other studies.

Judging from the afore-mentioned argument, school administration is a full-fledge specialized practice within the school system which through complementary to teaching, are not totally the same in their functional attributes and roles. Thus, there is the dire need for formal training in administration as it is the case with other areas such as hospitals, business, and sports administration. This will eventually lead to competence in school administration, through efficient and effective management of government secondary/high schools in Yaounde VII Centre Region. On the basis of this, possession of the necessary qualification in educational

management and planning by those to be appointed as principals will equally be helpful in making them effective and efficient.

2.6. THEORETICAL REVIEW

In relation to educational administration, Hoy and Miskel (1996) (as cited in Mbua 2003) defined Theory "as" a set of interrelated concepts, assumptions and generalizations that systematically describe and explain regularities in behavior in educational organizations". The end goal of any theory in administration is for the better understanding of the overall school system. (Duruamaka - Dim, 2005). Having said that, the following related theories were reviewed: The Weberian Model of Bureaucracy by Max Weber (1946), the System Theory of Ludwig Bertalanffy (1968) and the peter principle of Peter Laurence.

2.6.1. The Weberian Model of Bureaucracy (1946)

Although Max Weber being the founder of this theory was not necessarily an admirer of bureaucracy, he saw bureaucratization as the most efficient and rational way of organizing human activity and therefore as the key to rational legal authority indispensable to the modern world. The Max Weber"s bureaucratic theory or model is sometimes also known as the "rational-legal" model. The model tries to explain bureaucracy from a rational point of view.

Weber wrote that the modern bureaucracy in both the public and private sectors is based on the general principle of precisely defined and organized across-the-board competencies of the various offices. These competencies are underpinned by rules, laws or administrative regulations (Weber, 2015). For weber, this means:

i. A rigid division of labor is established that clearly identifies regular tasks and duties of the particular bureaucratic system.
ii. Regulations describe firmly established chains of command and the duties and capacity to coerce others to comply.
iii. Hiring people with particular, certified qualifications supports regular and continuous execution of the assigned duties.

Weber further notes that these three aspects constitute the essence of bureaucratic Administration. In the public sector and private sector, they constitute the shop bureaucratic management of a private company. (Weber, 2015).

School bureaucracy is an effective control mechanism to shape teachers' activities. The Cardinal characteristic in the Weberian model of bureaucracy are specialization and efficiency. Weber

specialization encourages a high degree of technical expertise among staff, which in turn entails their selection according to their technical qualifications (Mbua, 2003). He believed that responsibility should be delegated based on skills and ability, which will promote the timely completion of work at the highest level of skill. To him, an ideal organization, will be that which employees are professional and are only chosen or promoted based on their technical know – how, achievements and competencies which are acquired through education, experience and training, rather than personality traits, personal favors alone relationships, and even longevity which is the case of Cameroon.

This theory is thus related to this study because it advocated for formal specialized training in principalship to make for school effectiveness. This is owing to the fact that our present principals of government secondary and high schools were not formally trained as principals but as teachers. Thus, they lack specialized knowledge, technical qualification and Proficiency in school administration that weber advocates in his theory. If for example new rules are needed to be introduced, administrators are responsible for implementing and reenforcing them. Thus without the necessary administrative skills, how do they do that?

However, weber explains that, no other factor other than education or training should be considered. For if they know what is expected of them and are trained as administrators, there will be uniformity, within the school, orderliness, rationality, accountability and stability which has made the school administrative system completely impersonalized (Kean et al., 2017). This will also keep the school running smoothly, effectively and efficiently.

2.6.2. The System Theory of Ludwig Bertalanffy (1968)

In this theory, an organization is seen as a social system with subsystems which survival depends on its capacity to maintain constancy in its processes and relationships within and outside the system (Mbua, 2003). The following figure reveals in more detail the school characteristics as an open social system. Specifically, inputs of a school as a social system could be the students, teachers, the school supportive staff, the administrative staff, equipment, financial resources and instruments. Secondly, procedural subsystems could be referred to the system"s overall operation, such as the school curriculum, various teaching methods, decision-making process, information analysis and financial management. Finally, outputs could be the new knowledge, skills, attitudes and behaviors acquired by students, as well as teacher"s attitudes and problem solving processes and abilities.

Figure 2: Open systems (bertalanffy, 1968)
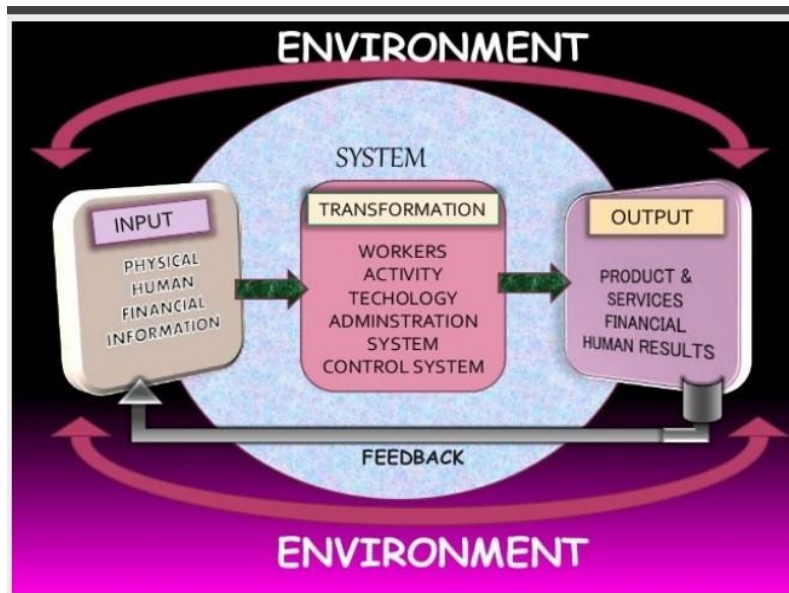
The open-system portrays an organization as not only affected by environments, but also dependent on them. Open-system is a cyclic process, which starts with inputs transformation and output. Organizations take inputs from the environment, transform them and produce outputs (Neal, 2013). An educational institution is an open social system (Scott, 2007). It maintains itself by an exchange of materials with its environment. Open systems are dependent on their environments, as they will survive and maintain themselves only so long as they import from their environment more energy that they need in the process of transformation and exportation.

The systems theory shows the main role principals play in an effective school. Since they are the heads, they can be seen as intermediaries between the resources (financial, material, human and information resources) that come from the community and the school. Principals deal with people from within and without. The output of the school will depend on the way the principal will allocate and transform these resources, for example participatory decision making, financial provision, health of the interpersonal climate, motivation levels of students and teachers, teacher and administrator leadership, quality and quantity of instruction, coordination and supervision. How the principal relates with these inputs will determine how effective the outcome will be.

According to the outputs of the open-system based on goals and performance, a school is effective if the outcomes of its performance meet or surpass its goals (DiPaola & Hoy, 2013). With an effective leadership and management of the inputs, the result might comprise of balanced budgets, academic achievements, creativity, job satisfaction, commitment, harmony

and vision, goal achievement, quality curriculum which are all indicators of an effective school. With this, the principal is forced to work hand in hand with all these subsystems if he or she is to attain the goals and objectives of the school leading to an effective school.

In an interview held during a principal-preparation programme, by Shaked and Schechter (2016) Natalie, a pre-service principal with 20 years of teaching experience, described the expanding systems-thinking viewpoint that she gained when she began working as an assistant elementary school principal saying that when she became an assistant school principal she began to see the whole school rather than only a single class. She said, while she was a teacher, she didn"t understand how things look from point of view of the whole school, but since her appointment as the school"s assistant principal she has learned over time that there are many considerations to be taken into account before concluding on an idea.

Generally, the social system theory is an important and significant factor that directly influences school effectiveness. This implies that both the school and the external community should work hand-in-hand for the attainment of goals and objectives. This is supported by Lezotte and Snyder (2010) who stipulated that leading the school without assuming it as a system will lead to attaining the modest improvement. Moreover, according to the integrated model of organizational effectiveness, in order to improve the effectiveness of the school's educators must focus on the leading indicators, which are those factors that influence the trailing indicators of productivity or performance.

This theory is related to this study as it ties up with the conceptual administrative skills wherein the school should be considered as a corporate social responsibility. In this vein, the external community should be directly implicated in the affairs of the school. There should be a symbiotic relationship between the school and the community, also the school and educational authorities. For example, if the principal does not have a good relationship with the military or chiefs in the community per se, they might not render their support to the school when the school is in chaos. This will automatically jeopardize the effectiveness of the school. This implies that the principal as the chief executive of the school deals with people at all times and he/she bound to get along with them in order to perform his or her administrative role very well. In a nutshell, Mbua (2003) summaries that trained Principals would see the school as a synergy where the whole is better than the sum total of the parts, meaning the school is made up of various interrelated parts or system.

2.6.3. The Peter Principle of Dr. Peter Laurence. (1969)

The Peter Principle is a concept in management developed by Lawrence Peter (1969) which observed that "people in a hierarchy tend to rise to their level of competence". An employee is promoted based on his/her success in previous jobs until they reach a level at which they are no longer competent as skills in one job do not necessarily translate to another. It stated that a person who is competent at his/her job will earn promotion to a more senior position which requires different skills. If the person promoted lacks the skills required for the new role, then they will be incompetent at their new level, and so they will not be promoted again. But if they are competent at their new roles, then they will be promoted again, and they will continue to be promoted again and again until they eventually reach a level at which they are incompetent. Thus, the higher position in each case required skills which were not required at the level immediately below. For example, a competent school teacher may make a competent assistant principal, but then go on to be an incompetent principal. This is because according to Peter's principle the teacher was competent at educating children, and as assistant principal he was good at dealing with parents and other teachers, but as principal he was poor at maintaining good relations with the school board or applying the necessary technical administrative skills. The basic idea is that a new job requires a different set of skills in which the employee did not previously excel and which he usually does not possess. Dealing with Peter's principle is difficult because there are employees who never realized that, one way or another, they have reached their level of incompetence.

In other words, workers, managers and administrators tend to be promoted to the level of their incompetence. Many workers and managers do so well and are rated so highly in earlier jobs that they are promoted to higher positions, which often requires skills that they do not possess. This principle is in line with this study because it underscores the need to scrutinize the process of Staff Recruitment and promotion as well as the need for proper training and development programme to create a strong and robust organization. It reveals that for the Peter Principle to be nullified in an educational organization like the school, principals must embrace learning initiative. They must go to a formal training whereby they will acquire the main administrative skills they will need in order to effectively perform the functions.

As teachers are appointed as Principals, their functions increase; they have to financially manage and control inputs that come into the schools, increase in budgets, and their human resources equally increase. They now have to manage students, teachers, parents, support staffs as well as other educational stakeholders and not only students. As a result of this and more,

they need to engage in further training in order to acquire the necessary skills required to handle the challenges that come with these new functions and to be effective. These appointed principals are trained as teachers not principals, as such they possess more of classroom leadership skills which is not enough.

This is supported by Anderson (1999) as cited by Ghani (2014) as they said that all managers have to be taught to motivate, lead and control the activities of their subordinates. It was further highlighted that each employee has a unique competence that could be increased through education and practice which simply means that a teacher or vice principal could become an effective principal through further education and practice.

This theory is related to this study as it spells out the conditions for promotion in the workplace which is the acquisition of technical, human relations and conceptual skills. Based on this, employees will be motivated to go for training to gain the required skills. It stated that a person who is competent at his/her job will earn promotion to a more senior position which requires different skills. If the person promoted lacks the skills required for the new role, then they will be incompetent at their new level, and so they will not be promoted again. But if they are competent at their new roles, then they will be promoted again, and they will continue to be promoted again and again until they eventually reach a level at which they are incompetent. Thus there is the need for principals" formal training in order to acquire the skills needed for the position of a principal

2.7. EMPIRICAL REVIEW

With regards to the empirical review of literature, attempts were made to discuss the findings of some general and specific studies done on the training of principals and effective schooling by different researchers in different countries so as to provide a better understanding of the need on the formal training of principals for an effective schooling.

In line with the empirical review, a study was carried out by Babatunde in 2014, on principals" managerial skills and administrative effectiveness in secondary schools in Oyo state, Nigeria. The main aim of the study was to examine the relationship between principals" managerial skills and administrative effectiveness. For this, a descriptive survey research design was adopted and a sample random sampling technique was used to select 20 secondary schools, of which 10 teachers were selected from each making a total of 200 teachers. These 200 teachers who made up the sample size were drawn from a population of all secondary schools in Oyo state. The instrument used to collect data from these participants was a questionnaire. The

findings showed that there was significant relationship between principals" managerial skills and administrative effectiveness. For there was: a significant relationship between supervision skills of the principals and their effective administrative effectiveness, which implied that effective supervision of principals will lead to their effectiveness administratively; a significant relationship between organization skills and principals" administrative effectiveness, which implied that organization skills will improve the administrative effectiveness of principals; and finally, significant relationship between communication skills and principals" administrative effectiveness, which implied that when principals maintain cordial communication with the teachers and students, it enhances their administrative effectiveness in schools. This study focused on only one aspect of the current study (human-relations skills) thus through the current study, the researcher hopes to close the gap.

All these skills mentioned above are sub skills embed in the technical skills of administration this study is trying to assess how it affects school effectiveness. This study falls in line with principals" need to possess adequate and sound managerial skills to enable them achieve administrative effectiveness (Alani, 2003). That is why the study recommended that principals show dedication to duties because they are the pillars of good education thus they should get involved in workshops and seminars on issues of educational management in order to enhance their administrative effectiveness by acquitting new skills.

Another research was carried out by Khan, Ahmad, Ali and Rehman in 2010 on the impact of school management trainings and principals" attitude on students" learning outcomes in Islamabad, Pakistan. The purpose of the study was in two folds one of which was to assess the effects of management trainings on students" learning outcomes and secondly, to ascertain the extent to which principals" attitudes mediate the relationship of school management trainings and students" outcomes. Data was collected using a qualitative and quantitative technique: a purposeful combination of questionnaire, interview, review of school records and personal observations from a sample of 170 principals, 340 teachers as well as 850 students from schools around Islamabad. The students were studied over a two-year period and their academic performance was calculated through standardized test scores. After analyzes the findings of the study revealed that school management trainings equip principals with desired school management skills which enabled them to manage their respective schools effectively. The study found out that school management trainings, built and polished leadership and management skills and abilities of 86% of the school principals. Also, it was revealed that these trainings had significant effects on principals" attitude. The way they interacted with their

teachers and students changed after such trainings. The trained principals showed conscious commitment towards motivation and satisfaction of their teachers as well as students. They used the skills they acquired during training to mobilize the school resources for the improvement of school environment: providing attractive study settings and ensuring adequate community involvement. They understood the expectations of others and realized the importance of school pride, identification with the school and its reputation in the community.

The study further revealed a positive relationship between teacher satisfaction and student performance for it was noticed that 63% principals encouraged and motivated their teachers. For example, staff development days and meetings were often given to provide teachers with new skills, knowledge and the confidence to try different teaching approaches something an untrained principal will see as a threat to his authority or the sole duty of the government. Forgetting that, when teachers are satisfied, they put extra efforts for their students and help them improve their performance. They show strong commitment their profession which is a long – run will uplift learning outcomes of students. This study relates to the current study as one would not be at fault to say that formal training is very relevant in the acquisition of the necessary administrative skills of principals if they are to successfully manage schools, which will lead to these schools achieving their goals thus becoming effective.

Again, a study to examine principal"s technical and conceptual skills required for effective administration of public secondary schools in Delta State, Nigeria was carried by Nwogu and Ebunu in 2019. A descriptive research design was adopted for the study. The population consisted of 438 principals and 14,745 teachers in public secondary schools in Delta state, Nigeria. A sampled size of 948 consisting of 164 principals and 784 teachers were drawn using proportionate random sampling technique and a questionnaire research instrument used for the collection of data. The findings of the study among others revealed that principals in the public secondary schools in Delta State applied technical and conceptual skills to high extent in the performance of their administrative functions. The findings showed that majority of the principals in the state schools have analytical mind and good thought processing skills that enable them to originate ideas, make abstractions and theorize in insightful manner with respect to planning, organizing and coordinating school activities for the purpose of realizing set objectives. The findings implied that principals of secondary schools in the state have been properly trained and educated in school administration. This study also relates to the current study as it sought to find out the impact of principals" technical and conceptual skills on school

effectiveness. However, the current study intends to go beyond such results and investigate the impact of human relations skills on school effectiveness.

Shonubi (2012) carried out a study to compare an effective and an ineffective school in terms of how internal leadership and administration of each school contribute to its effectiveness. The case study technique was used and data was collected from identified key role players within two sampled schools, with five participants each making a total sample size of 10 participants (2 principals, 2 vice principals, 2 head of department, 2 teachers and 2 classroom student prefect). A one – on – one semi structured interview, observations and document analysis were also used in order to obtain rich qualitative data. After analysis the findings found out that school A‟s strength in terms of the management of the school, lies in its availability of school policy on teaching, decision – making, delegating powers, control, motivating, communicating, management of interpersonal relationships, change, management of conflict and school community relationships. Parents are made partners as evident by their prompt contribution into the PTA fund. Also it was revealed that the exceptional and effective leadership and administrative practices by the principal is a consequence of the positive culture of the school which has influence the school climate positively thus contributing to the school effectiveness.

While in school B, vice principals gave the impression that they delegate tasks to teachers without adequate monitoring of the teachers‟ satisfactory execution of the task. Principal don‟t has the interest of workers at heart because it was realized that there was no team work. The principal took sole and independent decisions on teaching and learning issues. There was no healthy interpersonal relationship. The principal does not listen to other sides of stories when resolving conflict. Control of teaching and learning activities in the school was weak because students and teachers are undisciplined because of the negative school climate created by the poor administrative skills and leadership behavior of the principal.

These goes to emphasize the important role the human relation skills of administration go to influence the effectiveness of a school. Without these skills, the school will develop a negative climate which will affect the effectiveness of the school making it difficult for school goals to be met.

Also, a research was conducted by Bolanle in 2013 to find out the leadership skills possessed by principals of public secondary schools in south Nigeria and the relationship between these leadership skills and school effectiveness in terms of student academic achievement. The descriptive survey research design was employed for the study. A sample size of 154 principals

and 770 teachers, were purposively selected. The findings revealed that secondary school principals in South Western Nigeria possessed technical, interpersonal and conceptual administrative skills which had a significant relationship with school effectiveness. This led to the promotion of healthy school climate, fostered collaboration and communication around instruction, and as a result had positive effect on the school. This is why the study recommended training for possession and exercise of principals" administrative skills at sufficient levels to influence school effectiveness. This study relates to the currents study as it seeks to find out the impact of technical, conceptual and human relations skills on school effectiveness.

Furthermore, a study to examine principal"s technical and conceptual skills required for effective administration of public secondary schools in Delta State, Nigeria was carried by Nwogu and Ebunu in 2019. A descriptive research design was adopted for the study. The population consisted of 438 principals and 14,745 teachers in public secondary schools in Delta state, Nigeria. A sampled size of 948 consisting of 164 principals and 784 teachers were drawn using proportionate random sampling technique and a questionnaire research instrument used for the collection of data. The findings of the study among others revealed that principals in the public secondary schools in Delta State applied technical and conceptual skills to high extent in the performance of their administrative functions. The findings showed that majority of the principals in the state schools have analytical mind and good thought processing skills that enable them to originate ideas, make abstractions and theorize in insightful manner: in fact they possessed good conceptual skills, with respect to planning, organizing and coordinating school activities for the purpose of realizing set objectives The findings implied that principals of secondary schools in the state have been properly trained and educated in school administration. This study relates to the present study as it sought to investigate the impact of principal"s technical and conceptual skills on effective school administration. However, the current study intends to go beyond such results and investigate the impact of human relations skills on school effectiveness.

Furthermore, research carried out on managerial skills is that of Giami and Obiechina (2019) which was conducted to examine principals" managerial skills and teachers" job performance in 526 public junior and senior secondary schools in Rivers State, Nigeria. The study adopted a correlational research survey design and the sampled size consists of 289 principals selected from these schools, using a stratified sampling technique. Two self – constructed instruments titled: "Principals" Management Skills Scale" (PMSS) and "Teachers" Job Performance Scale" (TJPS) were used to collect data. The findings showed that there is a high positive relationship

between principals" conceptual, human and technical skills and teachers" job performance. The findings agreed with Murania (2014) assertion which averred that when the right person is put in a place to do the right thing at the right time by leadership, it would help in the effective administration of the school and guarantee greater accomplishment of specific school goals and objectives. The findings, again agreed with the assertion that effective communication which is a vital and fundamental element in the administrative process of the school, enforces good interpersonal relationship among principals and the teachers guaranteeing teachers" full support and commitment to the actualization of school goals and objectives (Morgan, 2002). Generally, the vice principals and teachers who participated in the study unanimously see principals as instructional leaders whose duties are to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers of which a lack will affect teachers" proficiency in instructional delivery and consequently students" academic performance. This study has a direct relationship to this study as it spells out the impact of principals" conceptual, human and technical skills on teachers" job performance. However, the current study sought to look at school effectiveness as a whole not only on the part of teachers.

Ampomah (2016) researched on "The effect of training and Development on Employee"s performance in a private Tertiary Institution in Ghana" (The Pentecost University College, Ghana). The purpose of the training and development activities at Pentecost University College was to achieve staffs" performance, acquisition of skills and competencies and organizational performance in terms of completion and change. The main aim of the training was to improve knowledge and skills for the purpose of enhancing employee performance. The study used the simple random technique to select 30 respondents across all sections of the university, from all level of management. The study found out that employees are aware of the purpose of training in the organization, the training objectives are clear to them before the training. The study also found out that 90% of the staffs were motivated through training; and training and development results into higher performance. For 83.33% of the staffs performed in higher levels after training. Thus, the study recommended that training and development of all staff be vigorously pursued and made compulsory. This study relates to the current study as it brings out the importance of training. However, the study focused on employees in general while the present study focused solely on principals" training.

The results of the above findings are in accordance with Asfaw, Argaw and Beyissu (2015) study on "The Impact of Training and Development on Employee Performance and

Effectiveness: a case study of District Five Administration Office, Bole Sub – City, Addis Ababa, Ethiopia". In this study the cross sectional institutional based quantitative research method was employed and data were collected using likert"s scale tool from 100 employees selected using a systematic random sampling technique. From the 94 complete questionnaires considered during analysis, the researchers found that training and development had positively correlated and claimed statically significant relationship with employee performance and effectiveness. The study recommended that District Five Administration Office maintain providing employee training and development activities. This study relates to the present study as it proves that with training an employee can perform better. Thus, in our context if a principal is trained as an administrator, he/she could perform better.

Also, Hutton (2013) presented an evaluation of the training programmes for secondary school principals conducted between 2006 and 2009 in Jamaica. A mixed approach was used to conduct the summative evaluation with 28 graduate participants who pursued the post graduate programme in educational administration. A questionnaire containing quantitative and qualitative items was used to capture responses from participants and 15 of the graduates were interviewed to elicit their responses to its effectiveness three years after they graduated. The findings revealed that among the principals the training programme was of relevance to their administrative duties and responsibilities at school. A majority of 40% were of the view that their participation in the training programme resulted in them having greater respect from colleagues, while 32% share the view that they were better able to manage specific programme. On the other hand, 20% noted that they were assigned additional duties at their school and 80% obtained promotion upon completion of the training programme. The high rating of the programme content by participants Hutton, said is an indication that they felt the programme targeted some of the critical areas which were related to deficiencies in their administrative performance as principals.

Leadership skill of school principals is often the key factor of difference between effective and ineffective schools (Blackburn, 2009). According to some scholars, school principals with good leadership skill encourage positive school climates, including high quality of teaching and learning (Glantz, 2008). In line with this a study was conducted by Chua, Tie, Nik, and Lu (2014) to study the leadership skills of the Malaysian secondary school principals. It was conducted to identify, level of leadership skill and factors of leadership skill of a group of Malaysian secondary school principals. A non – experimental research design was used. A survey was conducted to collect quantitative data using a paper – pencil based questionnaire. It

was conducted on 152 secondary school principals serving in 5 states in Malaysia that is, Wilayah Persekutuan, Perak, Johor, Terengganu and Sabah, to identify the level of leadership skill, and factors of leadership skill. It measured five domains of school principal leadership skill, educational management, cultural strategic, organization management and educational management leadership. From the findings, the years of service as a school principal and academic qualification contributed 24.9% of leadership skill of the school principals. The results of the logistic regression analysis indicated that leadership skill of school principals was significantly associated to years of service as a school principal and academic qualification. The study relates to the present study as it implied that formal training is needed for school principals before assuming their position.

Furthermore, Grissom and Loeb (2011) in their study of Miami-Dade County public schools found out that the organizational management skills had the most influence over student achievement; these results were corroborated by the perspective of assistant principals in the district. They suggested that this does not necessarily lessen the importance of the role of providing instructional expertise, but perhaps points to a revised definition for "effective" instructional leadership "… as combining and understanding of the instructional needs of the school with an ability to target resources where they are needed, hire the best available teachers, and keep the school running smoothly. They also pointed out that this finding could guide recruitment of principals at the district level, as those hiring school leaders could select candidates strong in organizational management skills.

Also, a qualitative study that included eight school principals from four primary and four secondary schools in two historically black African areas (townships) in the Gauteng Province, South Africa was carried out by Msila (2012). The study was conducted through qualitative research methodology. In the study, participants who were selected through purposive sampling technique were interviewed and their schools were observed as well. The study found out that few principals are prepared adequately for conflict management. They tend to misunderstand the role of conflict and maintain that it should be immediately avoided or halted. All the participants stressed the need for the holistic preparation of school principals in school management and leadership. All of them stated that their teacher training never prepared them for conflict management in the schools. Yet they have learnt that conflict becomes a daily occurrence in their schools from fighting for a pen by two learners to a staff member shouting at the school principal. Among the recommendations made was the need for principals to be empowered with conflict management training before they assume their leadership positions

given the fact that all the principals attributed the lack of competency to the lack of training or induction when they were appointed school principals. This study relates to the current study as it dwelt on conflict management, an aspect in human relations. However, the current study intends to fill this gap by investigating the impact of conceptual and technical skills on school effectiveness.

The National Center for Educational Statistics (2010) collected information from publicschool districts, principals and teacher in the 2007-2008 Schools and Staffing Survey (SASS) with one of the targeted information regarding "principal demographic characteristics, training, experience salary, goals and decision making, time and teachers and school performance. Out of the 9,800 public school principals and 47,440 public school teachers, the highest percentage of principals who became partners with teachers and parents in the development and implementation of student learning, created a positive school climate. These principals were noticed to have been, principals who graduated from their principal preparation programmes and entered into the field of education having the skills necessary to cultivate a positive school climate.

Alahmadi (2016) conducted a comparative study to explore the differences and similarities between principal preparation programmes in Saudi Arabia and Ontario, Canada, and examined the effectiveness of these programmes as perceived by the new principals in preparing them for this position. These programmes include the PQP-ON (Principal"s Qualification Programme in Ontario) which focuses on successfully educating aspiring principals; and the MoE-SA (Ministry of Education in Saudi Arabia) Programme, which concentrates on principals" need for real-life experiences. The study consisted of principals who have held their positions for a maximum of 5-years. One of the similarities of the findings was the fact that, the Saudi principals perceived that their programme somewhat effectively prepared them on all the five aspects of their career (serve as instructional leader, engage parents and community, manage school operations, develop school vision and lead organizational learning). Similarly, the Canadian participants perceived receiving highly effective preparation from their programme as well. They mentioned that the programme improved their administrative skills as well as introduced them to other professional colleagues, with whom they could get in touch with in case of help. Some even agreed that aspiring principals in addition to a very good education also need to be exposed to the role of the principals before they get into their positions. The main difference of these programmes was the fact that the MoE-SA programme laid emphasis on administrative on the job experience with few coursework while the PQP-CA programme

laid emphasis on certified course work with short length internship. Apart from that according to the researcher, the principals were on a collective stand on the positive impact these training programmes had on their professions.

In general, each one of these studies indicates that principals have a key role in an effective school. Furthermore, the studies demonstrated the significance of the acquisition of administrative and managerial skills in the implementation of a successful school climate and culture. The findings found out that most principals and employees who participated in preparation or training programmes with a focus on school reform and social justice, standards-based content, a relevant curriculum, field experience/internship, mentoring/coaching and performance assessments, were associated with higher student achievement and performance.

This goes to emphasize the important role training programmes play in performance. For each job requires certain necessary skills if it is to be effectively accomplished. The case is not different from educational administration; the above studies have proved that for principals to effectively carry out their duties or perform better in their functions as a principal, they are to be trained and equipped with the relevant technical, conceptual and human relation, administrative skills, especially with the country‟s common characteristic of populated schools which are prone to conflicts and breakdown. Student and staff conflicts can be ignited by a number of aspects, yet principals as administrative heads will be expected to creatively address these conflicts. Without the necessary human relation skills for example, the principal might instead make things worse or might not be competent enough to handle the issue, which might jeopardize the entire school system reason why this study seeks to assess the need for the formal training of principals in administrative skills.

Chapter Summary

This chapter has provided an overview of literature regarding concepts like the formal training of principals and school effectiveness; the acquisition of conceptual, technical and human relation skills for an effective school. A review of literature also addressed the role of a principal in establishing an effective school. Further, it provided some empirical studies which solidify the impact principals have on school climate, students' academic success and teachers' performance as well as revealing some ideas on what makes an effective school. Some relevant theories were also discussed. All in all, on the surface it seems reasonable to assume that principals could learn and effectively implement the aforementioned research based strategies and practices for a more effective and better administration. Thereby laying more emphasis on

the the fact that there is the need for formal training of principals due its   vital relationship with the effectiveness of Secondary/High schools in Yaounde VII Centre Region of Cameroon.

<center>CHAPTER THREE</center>

<center>RESEARCH METHODOLOGY</center>

INTRODUCTION

This study sought to assess the need for formal training of principals and its implications to the effectiveness of secondary/high schools in Yaounde VII, Centre Region of Cameroon. The chapter presents the methodology employed in carrying out the above research. It is discussed under the following sub - headings: research design, area of the study, population of the study, sample size and sampling technique, description of research instruments, validation and reliability of research instruments, administration of research instruments, method of data analysis and ethical considerations.

3.1. RESEARCH DESIGN

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research (Creswell, 2014). The design deemed necessary for this study was the descriptive survey research design. This was considered appropriate because it allowed the researcher to collect data from a small sample and generalize or draw inference on the larger population. This research design suits this study because data were collected from principals of some secondary schools in Yaoundé VII district council area, for the purpose of assessing the impact of formal training on school effectiveness.

3.2. AREA OF THE STUDY

This study was carried in Yaounde VII Sub-Division. It is considered as one of the SubDivisions of Mfoundi, with its capital as Nkolbisson. The born of this zone was governed by decrees such as decree no 2007 of 24/04/2007 and that of 2007/117/ of 24 April 2007 which led to the separation of the area from Yaounde II council bringing out demarcations and it boundary that gives the area a total surface of about 35km square.

The relief of Yaounde VII is making up of mountains, valleys, plains, plateaus, undulating surfaces which make the area to be accidental, in this area we have the mount fébé (1073M), mount Mbankolo with a height of about 1000m. the presence of this relief, does not make construction work easy like housing and road infrastructures that needs to be in this zone of the town and as such push to another factor like hydrology.

The separation of Yaounde VII from Yaounde II brought forth a distinction that could lead to the division of the zone into two zones that is the urban zones which base on the summary plan

can be indicated by "U" and the rural zones that can take the symbol "R". Yaounde VII is divided into 18 chiefdoms (Etetak, Nnom-Nnam, Oyom-Abang 1, Ngoulemakong, Oyam Abang 2, Ndamvouth, Oyom-Abang 3, Nkomassi, Oyam-Abang4, Nkolbisson, Nkol-so, Mbog-Doum, Abobo, Ebot-Mefou) and base on its separation is bounded in the west and limited by Lekie (Okola), Mfou-Akonol in the north and in the east by the Yaounde II council, south by Yaounde VI (Yaounde VII council). Demographically, this zone is comprised of a population with a total number of about 97997 inhabitants with the male summing up to 48898 and the females comprising up to a population of 49099 inhabitants (statistic of 2005 census).

There is the presence of the catholic university of central African, CRESA and IRAD. These schools have brought about a fairly high level of education to the population of Yaounde VII thereby reducing illiteracy. Besides, there are great number of secondary schools with a mixture of government, private, lay private and technical secondary/high schools found in this area, all of these schools have help to fairly improve on the level of education. Yaounde VII being a newly created zone under Yaounde is still in the process of growth; therefore, it is characterized with a mix system that is bearing the characteristics of an urban area and those of the rural area. This brings about an economy in which part of it is concentrated in commercialization, availability of services and production takes that is the urbanized zone as compare to the rural zone whose economy is highly dominated by agricultural activities principally farming and animal rearing. After production of agricultural output in the rural areas, they are being transported to the urban zone where sales and exchange is being carried out. It is important to note that the type of crops cultivated in this zones includes; corn, cocoyam"s, beans, cassava, some sort of personal plantation farming (plantain and banana), vegetables, sugar cane most often for personal consumption and others which when harvested brought to the urban zone for sale.

Figure 3: Map of localization of Yaounde VII sub-division

*Source***: http://www.cvuc-uccc.com**
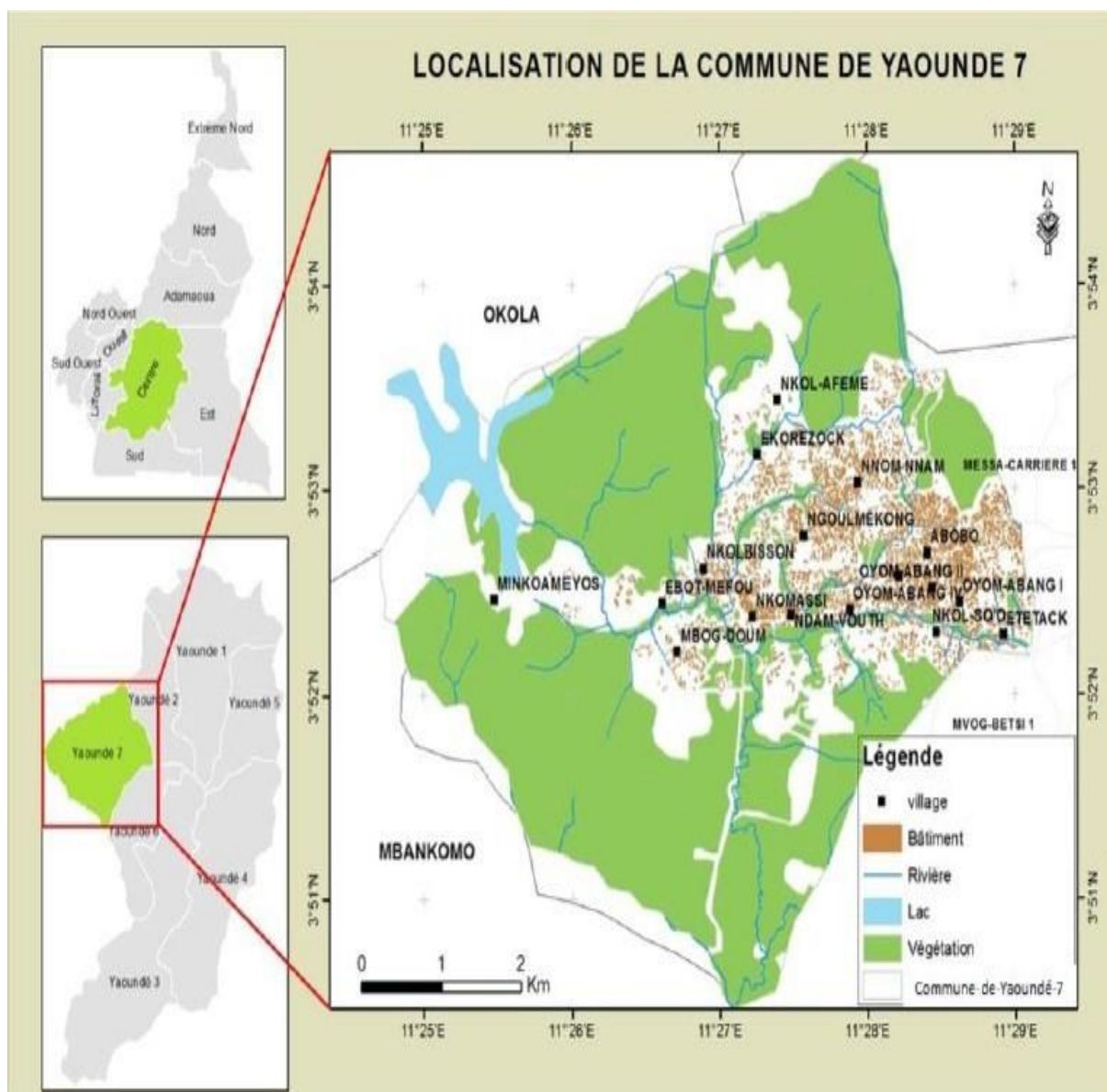
3.3. POPULATION OF THE STUDY

According to Nkeng and Mambeh (2008) population refers to all the individuals (people, animals, objects and more) of a well-defined group to whom the researcher generalizes the result of the study. It could also be seen as the limit within which research findings can be applicable. The population of this study comprised of all Government, Private and Lay Private technical secondary/high schools in Yaounde VII of the Centre Region.

According to the 2020/2021 statistics for secondary/high schools in Yaounde VII SubDivision of the Centre Region has a total of 3 Government, 14 private and 5 Lay private secondary/high

schools making a total of 22 schools running at the time of study. This is further elaborated in the table below.

Table 1: Population of the study

S/N	Type of school	Total
1	**Government Schools**	3
2	**Private schools**	14
3	**Lay-private**	5
	Total	22

Source: **Delegation of Education, Yaounde VII**

3.4. TARGET POPULATION

This is the population that defines those units for which the findings of the study are meant to be applied. The target population for this study consists of all the principals from 22 secondary schools in Yaounde VII Sub-Division. Given the fact that the study seeks to assess the need for the formal training of principals, this population was selected because principals are the ones implementing the policies in school and from their experience, the researcher will like to find out their expertise on conceptual, technical and human relation skills as administrators, what are some of the challenges they are facing are and if they themselves think there is a need for principals to be trained in school administration.

Table 2: Target population of the study

S/N	Schools	Number of Principals
1	College de la Paix	1
2	College Prive Laic Excellence Plus	1
3	Tsimi Evoum Bilingual Institute	1
4	Lycee Technique de Nkolbisson	1
5	Lycee Bilinue d‟Ekore Zok	1
6	College Les agneaux	1
7	College Prive Laic Ekani Eyenga	1
8	Genius Trilingual College	1
9	Institute Poussi	1
10	International Bilingual Academy	1
11	College Polyvalent La Perle Plus	1
12	College Venus	1
13	Cetic Ekani Eyunga	1
14	College Prive Laic Xavier Ebono	1
15	Lycee de Nkolbisson	1
16	College Prive Laic la Vierge Immaculee	1
17	Institute Polyvalent le Jordan	1
18	Osmond innovatory NPS	1
19	NPS Marvelous	1
20	Institute Roger Ampere	1
21	NPS La Famille	1
22	NPS Mount Zion	1
	TOTAL	**22**

3.4.1. Accessible Population

It is the portion of the population within the reach of the researcher and from which the sample is drawn. This part of the population is that which the researcher had access to because of their availability. The accessible population comprised of 22 principals in secondary and high schools in Yaounde VII

3.4.2. Sample Size

According to Garson (2012) a sample size is a sub set of the population drawn to represent the entire population or any combination of sampling units that does not include the entire set of sampling units that has been defined as the population. Therefore, the sample size for this study was 22 participants: 22 principals selected from running schools in Yaounde VII SubDivision.

3.5. SAMPLING TECHNIQUE

For this study, the non-probability sampling technique was used; precisely, the purposive or judgmental sampling technique. This is a type of non-probability sampling based on the judgment of the researcher regarding participants (Brink, 2000). The idea is to purposefully select informants, who will best answer the research question, who are information-rich and available. In line with this technique, while sampling, extra care was taken by the researcher to select only principals of secondary/high schools in the Yaounde VII which were operational and available during the time the research was carried out.

3.6. INSTRUMENT FOR DATA COLLECTION

The instrument used for data collection was a questionnaire with both closed and opended items. The structure of the instrument guided the researcher to adequately obtain information that will be of great value for the research. The questionnaire was used for data collection because it requires less time, it is less expensive, upholds confidentiality and the best source of primary data for a large sample size like the one in this study. All questions addressed issues or concepts related to each research question. Closed ended questions were used to ease filling, save time and also to guide respondents limiting their response within the required context. The open ended sections were aimed at getting an in-depth understanding of the research problem. A brief letter of introduction was attached to the questionnaire to explain the purpose of the study, to ask for respondents" cooperation and assured the respondents of confidentiality. The questionnaire was divided into five sections that is A to E. Wherein, section A assembles personal information about the respondents while section B to E gather information on the specific research questions of the study. The items on the questionnaire negatively and

positively worded questions with likert-type response options ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagreed (SD). The Likert-type close-ended items were used because of the ease of responding and the short time required in responding. A four scale response option was used, with assigned weights of 4, 3, 2 and 1for positively worded items and 1, 2, 3, and 4 for negatively worded items. The respondents were required to indicate with a tick ($\sqrt{}$) on the appropriate answer of their choice.

3.7. VALIDITY AND RELIABILITY OF INSTRUMENT

For this study, the validity and reliability were tested by use of a pilot test and the expert judgment of the research supervisor.

3.7.1. Validity of Instruments

Validity of a research instrument is the ability to produce findings that are in agreement with theoretical or conceptual values; in order words the extent to which the test – items measured what they purport to do (Auka, 2012).

3.7.2. Face Validity

After constructing the questionnaire, the researcher handed it to the project supervisor for verification, criticism, modification and acknowledgment of the appropriateness of its items. Thus, the item validity was guaranteed through scrutiny, modification, and proof-reading of items by the supervisor. He reframed some items to make them look simple, unambiguous in order to facilitate understanding and then insist the necessary corrections be effected and re – submitted for the final acknowledgement after which the supervisor gave the go ahead for the questionnaire and interview to be administered on the field.

3.7.3. Content Validity

After constructing the research instrument, the researcher sought to determine whether the instruments measured what it intended to measure in terms of specified scope. In order to achieve content validity for the present study, items were carefully chosen following the research objectives. The instruments were designed to address each objective, which means that each objective had a set of questions or items. Validity of the instruments was obtained by presenting it to two professionals in the department, including the researcher"s supervisor and an educationist because Amin (2005) posits that content and construct validity is determined by expert judgment. These experts discretely ensured that the questionnaire measured what it was intended to measure in terms of specified scope.

3.7.4. Reliability of Instrument

Reliability is the consistency by which an instrument measures what it was intended to measure, or the degree to which scores on the same test by the same individuals are consistent overtime (Amin, 2005). To assess reliability, pilot test was carried out using fifteen copies of the questionnaire for vice principals in some selected schools in Yaounde VII. This process was meant to identify cases of ambiguity and other difficulties that the respondents could face in completing the questionnaire. After this the reliability was calculated using Cronbach Alpha The conceptual formula is as follow:

Cronbach Alpha's Test

$$\& = \frac{k}{k-1}\left[1 - \frac{\sum Items\ variances}{Scale\ variance}\right]$$

Where & = Cronbach Alpha

K= number of items

Table 3: Reliability analysis report of the pilot test

Variables	Cronbach Alpha's coefficient	Variance	Number of valid cases	Number of valid items
Technical skills	0.612	0.049	10	5
Conceptual skills	0.568	0.062	10	5
Human relations skills	0.517	0.040	10	5
School effectiveness	0.612	0.049	10	5
Integrated value mapping	**0.723**	**0.066**	**10**	**20**

The Cronbach Alpha"s Coefficient for the reliability analysis of the pre-test instrument ranges from 0.568 to 0.723. The reliability analysis was not violated for any indicators with Cronbach Alpha"s Coefficient values all above 0.5.

Table 4: Reliability analysis report of the final instrument used for the study

Variables	Cronbach Alpha's coefiicient	Variance	Number of valid cases	Number of valid items
Technical skills	0.677	0.016	22	6
Conceptual skills	0.844	0.004	22	6
Human relations skills	0.578	0.010	22	6

School effectiveness	0.668	0.042	22	7
Overall reliability analysis value	**0.726**	**0.038**	**22**	**25**

The reliability analysis report for the instrument was not violated for any of the variables with Cronbach"s Alpha Coefficient values all above 0.5. The relatively high Cronbach alpha values implied that the respondents were objective and consistent in their responses. The relatively low value of the variances which were almost closer to zero equally implied that majority of the respondents were homogeneous in their responses. The overall reliability analysis of the instrument (IVM) was 0.726. Generally, when the Cronbach Alpha Coefficient value is above

0.5, the instrument is considered reliable and valid for analysis especially in a study context whereby the test items are directly linked to one another (Amin, 2005).

3.8. ADMINISTRATION OF INSTRUMENT

The researcher obtained a letter of authorization from the head of department to carry out the research and permitting the participants to cooperate with the researcher. The researcher then visited the principals of the various schools around and involved, introduced herself, presented her permission gotten from school and went ahead to self-administer the questionnaires.

The researcher after presenting herself explained the research purpose and length of the interview session and how it was going to be done. To assure the confidentiality and voluntary of the respondents, they were briefed on issues of confidentiality and how information gathered would contribute to the study. Any doubt with regards to any items on the questionnaire will clarified. The Direct Delivery Technique was meant to save time and reduce the risk of questionnaires getting lost or delayed while on transit if posted or sent through other persons.

3.9. METHOD FOR DATA ANALYSIS

Given the type of data collected, two approaches will be employed. The quantitative data were analysed using both the descriptive and inferential statistics whereas qualitative data collected using open-ended items was analysed using thematic analysis with the aid of themes, groundings and sample quotations. Descriptive statistics was used for demographic data and to answer the various research question using frequencies and percentages. Inferential statistics particularly Pearson product-moment correlation coefficient was employed to test the research hypotheses formulated in the study. This analysis technique was used to measure the degree or extent of relationship between two variables, when changes in one variable are associated with changes in another variable. This Pearson product-moment correlation coefficient is used

specifically when both the independent and dependent variables are measured continuously. That is when the P-value for the Kolmogorov and Shapiro Wilk test for normality greater than 0.05. This was done with the aid of a computer program - Statistical Package for Social Sciences (SPSS). All hypotheses were tested at P<0.05 level of significance. The Pearson Product moment Correlation coefficient (r_{xy}) will be determined using the formula:

$$r_{xy} = \frac{N\sum xy - \sum x \sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where, N= Sample size (i.e number of paired observations)

$\sum xy$ = sum of cross products of x and y, $\qquad \sum x$ and

$\sum y$ are sums of x and y scores respectively,

$\qquad \sum x^2$ and $\sum y^2$ are sum of the squares of x and y scores respectively,

$\qquad (\sum x)^2$ and $(\sum y)^2$ are sums of x and y scores squared respectively.

3.10. ETHICAL CONSIDERATIONS

In carrying out this study, certain considerations were made by the researcher. The principals who participated in this research were in no instance deceived or pressurized nor feel any coercion to participate in the study. They freely gave their full consent after the researcher must have provided sufficient information about the study. Also, the anonymity of the participants was ensured, given the fact that the questionnaire which was used as a research instrument for this study, made no provision for the name or school of the respondents and each returned questionnaire was numerically coded. Furthermore, while conducting the individual interviews with the selected respondents, they were assigned fictitious names for use in their description and reporting the results.

 Moreover, the researcher reassured the participants about the confidentiality of their responses and that they had the right to leave questions unanswered for which they did not wish to offer the information required, ask questions where they were confused or did not understand. Furthermore, works of other authors used in any part of this thesis were acknowledged while the researcher maintained the highest level of objectivity in discussions and analyses throughout the research

Below is a table showing the operationalization of variables needed for the study

Chapter Summary

The study was essentially quantitative and a survey research design adopted for the study. The area of the study describes the Yaounde VII Sub-Division and the sample size consisted of 22 principals. The purposive sampling technique was adopted for the study in selecting the schools and participants. A questionnaire was used for data collection. The validity and reliability of the instrument was established. The process of administering the instruments was discussed and the method of analysis explained. Ethical considerations guiding the study were also outlined.

Table 5: Synoptic table showing hypothesis and variable operationalization

Principal research question	Secondary research questions	General hypothesis	Specific researchypothesis	Variables IV/dv	Modality	Indicators	Instruments to collect data
To what extent is the formal training of principals needed for the effectiveness of secondary / high schools in the Yaounde VII, Centre	To what extent does the principals' technicalskills trough formal training impact the effectiveness of secondary / high schools ?	The formal training of principals does not have a significant impact on the effectiveness of secondary/high schools in Yaounde VII Centre Region.	The principals' technical skills has a significant impact on the effectiveness of secondary/ high schools	IV : Formal Training of Prinicpals	Likert Scale Strongly agree (4), Strongly disagree (3), Disagree (1)	**Technical skills**	Questionnaire with closed and open ended items
	How does principals' conceptual skills through formal training impacts the effectiveness of secondary / high schools ?		The principals' conceptual skills does not have a significant impact on the effectiveness of secondary/ high schools.			**Conceptual skills**	
	How does principals' human relation skills through formal training impacts the effectiveness of secondary / high schools ?		The principals' conceptual skills does not have a significant impact on the effectiveness of secondary/ high schools.	DV : School Effectiveness		**Human relations skills**	

CHAPTER FOUR

PRESENTATION OF FINDINGS

INTRODUCTION

This chapter focused on the analysis of data collected from the field and presentation of results. The analysis was done under various sections and systematically follows the various research objectives and hypotheses. The findings are presented based on the research objectives that guided the study. Finding for each objective was presented using the stretched and collapsed format. In the stretched format, the participant"s responses were presented based on the four-point Likert scale meanwhile, in the collapsed format, responses for strongly agree and agree were grouped together and that for disagree and strongly disagree grouped together. This second format was deemed necessary to ease the interpretation of the findings. The analyses presented in this chapter were performed using data collected by the researcher in October 2021.

Table 6: Questionnaires distribution and return

N^o Distributed	N^o Returned	Return Rate
22	22	100%

Source : Field Survey, 2021

Table 7 indicates that 22 questionnaires were distributed and 22 were returned giving a total return rate of 100%.

4.1. DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The demographic characteristics of the respondents were presented with respect to gender, age, level of education, work experience and school of respondents.

Table 7: Distribution of principals according to demographic characteristics

Teachers' Characteristics	Category	Frequency	Percentages
Gender	1= Male	19	86.4
	2= Female	03	13.6
	Total	**22**	**100.0**
Highest Level of Qualification	Diploma in Education	5	22.7
	Bachelor Degree	6	27.2
	Post-Graduate degree	11	50.0
	Total	**22**	**100.0**
Length of Service	Less than 5 years	5	22.7.
	5-10 years	13	59.0
	Above 10 years	4	18.9
	Total	**22**	**100.0**

Source **: Field Survey, 2021**

The respondents consisted of 19 (86.4%) males and 3 (13.6%) females. This shows that majority (86.4%) were males. Also, describing the principals by highest level of education, 15 (22.7%) of them are holders of the diploma of education from Higher Teachers" Training colleges, 6 (27.2%) of them are holders of bachelor degree, and 11 (50.0%) of the principals have obtained a post-graduate degree

More so, according to the principals" longevity in the post, 5 (22.7%) of them have served as principals for less than 5 years, 13 (59.0.0%) of them have served as principal for 5-10 years, and 4 (18.9%) of them have served as principal for more than 10 years. Thus majority of the respondents have worked in their capacity as principals for a period of 5-10 years.

4.2. PRESENTATION OF FINDINGS BASED ON RESEARCH QUESTIONS AND HYPOTHESES

Research question one: To what extent does the principals" technical skills impact the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region? The findings here bring out the extent to which principals" technical skills impact the effectiveness of secondary/ High Schools.

Table 8: Appreciation of Principals' Technical Skills

Statements	Stretched				Collapsed	
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
I regularly evaluate my staffs after inspection for the development and growth of the school.	8 (36.4%)	14 (63.6%)	0 (0.0%)	0 (0.0%)	22 (100%)	0 (0.00%)
I sometimes organize capacity building workshops for teachers to improve on their capacity.	4 (18.2%)	8 (36.4%)	10 (45.4%)	0 (0.0%)	12 (54.6%)	10 (45.4%)
I use Information and Communication Technology gadgets like computers to facilitate school administration.	8 (36.4%)	9 (40.9%)	3 (13.6%)	2 (9.1%)	17 (77.3%)	05 (22.7%)
I always apply modern accounting procedures for an effective management of school finances.	6 (27.2%)	9 (40.9%)	5 (22.7%)	2 (9.1%)	15 (68.1%)	07 (31.9%)
I use several means of communication (Whatsapp, notice board, meetings, emails) for dissemination of information to improve staff effectiveness.	17 (77.3%)	3 (13.6%)	2 (9.1%)	0 (0.0%)	20 (90.9%)	2 (9.1%)
Multiple Response Set (MRS)	**43 (39.1%)**	**43 (39.1%)**	**20 (18.2%)**	**4 (03.6%)**	**86 (78.2%)**	**24 (21.8%)**

Source **: Field Survey, 2021**

Findings showed that all the principals (100.0%) strongly agreed and agreed that they regularly evaluate staffs after inspection for the development and growth of the school with a majority of them as well (54.6%) accepting that they sometimes organize workshops for teachers to improve on their capacity. Findings also showed that a majority of the principals (77.3%) strongly agreed and agreed that they use information and communication technological devices like computers to facilitate school administration while few (22.7%) of them do not use it.

Again, findings showed that while majority (68.1%) of the principals strongly agreed and agreed that they always apply modern accounting procedures for an effective management of school finances, very few (31.9%) of them do not. Lastly, findings also showed that a majority of the principals (90.9%) strongly agreed and agreed that they use several means of communication for the dissemination of information to improve on staff effectiveness. In aggregate, findings from the multiple response set (MRS) showed that 78.2% of the principals are found to have adequate technical skills while 21.8% of them are not.

The opinions of principals were sought to further determine the relevance of formal training on technical skills and results are presented below:

Table 9: Principals' Opinion on the Relevance of Formal Training on Technical Skills

Themes	Groundings	Sample Quotations
Better management of the administration	17	"It helps the administrator to better manage the school". "These technical skills will give principals the ability to perform specific tasks using specialized techniques" "To put school administration in direct order". "It could help them do better in the administrative milieu". "Acquisition of this skill improves on the principals" ability to ensure effective school administration". "It enables the principals to know how to manage schools".
Better supervision and evaluation of teachers	9	"It is recommended because aspects like supervisory roles and administrative qualities can be very challenging and as such needs to be nurtured". "Acquisition of technical skills will enable the principal to better supervise the teachers". "They help improve on ways of evaluating my teachers using the best recent approaches".
Administration perceived as challenging and dynamic	2	"Formal training is highly recommended because leadership qualities, supervisory roles, and administrative capacity required are a huge challenge and needs to be nurtured". "The school environment is dynamic which requires refresher courses from time to time to enable principals to be updated".
Better application of CBA	1	"It will help principals to employ the competency-based approach in their school milieu".

Improved on reporting skills	1	"These technical skills will assist principals in writing or producing good reports".
Improved on Productivity	1	"It is very much needed as it will enhance effective productivity".

Principals" opinions on the relevance of training on technical skills were sought and majority of them said the acquisition of technical skills enables principals to better manage their administration as depicted in some of their statements "*It helps the administrator to better manage the school*". "*These technical skills will give principals the ability to perform specific tasks using specialized techniques*". "*To put school administration in direct order*". Also, many of the principals said the acquisition of technical skills enables principals to better carry out supervision of teachers as depicted in their statements "*It is recommended because aspects like supervisory roles and administrative qualities can be very challenging and as such need to be nurtured*". "*Acquisition of technical skills will enable the principal to better supervise the teachers*". Lastly, findings also showed that some of the principals perceived technical skills as relevant because school administration is challenging and dynamic, and that it will enable principals to better apply the CBA, improve on their reporting skills and productivity.

Verification of hypothesis one (Ho₁): Principals" technical skills do not have a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region

A two tailed correlation matrix (Pearson) was done to inter-match the correlation indices of the predictor variable (technical skills) with the criterion variable (school effectiveness) as shown on the table below.

Table 10: Impact of Technical Skills on the Effectiveness of Schools

Test	Statistical Parameters	Formal training of principal in the domain of technical skills	Effectiveness of secondary schools
Pearson test	R-value	1	.694**
	P-value		.000
	N	22	22

*P<0.05 df(n-2)=20 (Critical T_{xy}=0.423)

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

When the impact of technical skills on school effectiveness was examined, findings showed that formal training of principals in the domain of technical skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 694[**], P= 0.000 < 0.05). The positive sign of the correlation implies both variables move in the same direction, an increase in one will lead to an increase in another. That is when principals are formally trained in technical skills, their effectiveness toward their job significantly increases. The decision rule states that when p is less than the level of significance ($p<0.05$), we reject the null hypothesis and adopt the alternative. The null hypothesis is also rejected when the calculated table value is greater than critical table value. From the analysis above, the significance or $p$value =.000 is less than predetermined alpha =0.05. Also, the calculated Pearson correlation value (r = .694) is greater than the critical table value (r = 0.423). This thus confirms the hypothesis that principals" acquisition of technical skills has a significant impact on school effectiveness. Therefore, the null hypothesis (Ho_1) stated above was rejected while the alternative hypothesis which states that principals" technical skills has a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region was accepted.

Research question two: How does principals" conceptual skills impact the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region?

The findings here bring out how the principals" conceptual skills impact the effectiveness of secondary/ High Schools.

Table 11: Appreciation of Principals' Conceptual Skills

Statements	Stretched				Collapsed	
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
I discuss with various school stakeholders (parents, teachers, students) before arriving at the best school strategic development plan.	11 (50.0%)	7 (31.8%)	2 (09.1%)	2 (09.1%)	18 (81.8%)	4 (18.2%)
I sometimes find it difficult to interpret new information.	5 (22.7%)	7 (31.8%)	4 (18.2%)	6 (27.3%)	12 (54.5%)	10 (45.5%)
Stakeholders are always informed about matters that concern them.	8 (36.3%)	10 (45.5%)	4 (18.2%)	0 (0.0%)	18 (81.8%)	4 (18.2%)
Involving staff in decision – making encourages school effectiveness.	11 (50.0%)	7 (31.8%)	4 (18.8%)	0 (0.0%)	18 (81.8%)	4 (18.2%)
I always breakdown complex issues for the better understanding of my staffs, students as well as parents.	12 (54.5%)	7 (31.8%)	3 (13.7%)	0 (0.0%)	19 (86.3%)	3 (13.7%)
Multiple Response Set (MRS)	**47 (42.7%)**	**38 (34.5%)**	**17 (15.4%)**	**8 (7.4%)**	**85 (77.2%)**	**25 (22.8%)**

Source **: Field Survey, 2021**

Findings above showed that a majority of the principals (81.8%) strongly agreed and agreed that they discuss with various school stakeholders (parents, teachers, students) before arriving at the best school strategic development plan for their school while very few (18.2%) of them do not. Findings also showed that majority (54.5) of the principals strongly agreed and disagreed that they sometimes find it difficult to interpret new information while some (45.5%) of the principals disagreed. Also, findings showed that while a majority of the principals (81.8%) respectively, agreed that stakeholders are always informed about matters that concern

them and that involving staff in decision-making encourage effective implementation and school effectiveness, very few (18.2%) of the principals respectively disagreed. On both items.

Lastly, findings showed that majority (86.3%) of the principals agreed that they always breakdown complex issues for better understanding of staffs, students as well as parents, very few of them (13.7%) of them do not. In summary, findings from the multiple response set (MRS) showed that the conceptual skills for 77.2% of the principals is adequate while that for 22.8% of the principals is inadequate.

The opinions of principals were further sought to determine the relevance of formal training on conceptual skills and results are presented below:

Table 12: Principals' Opinions on the Relevance of Formal Training on Conceptual Skills

Themes	Groundings	Sample Quotations
Enhance decision making skills	22	"With this skill, principals will be firm and fair in their actions while they will make decisions during critical situations". "It is relevant because it will help principals manage his/her thoughts/ideas in order to have an effective school administration". "The formal training of principals helps them to initiate ideas to make them to be an effective school administration". "It is very important for principals to have this skill because it will improve on their decision-making ability". "It will help principals think in and out before taking any decision".
Enhance critical thinking skills	21	"Formal training of principals will help them deal with conflicting ideas better". "I believe it will help better off the manner in which conflicting ideas should be handled as a principal". "This training will help principals initiate good ideas at the right time". "It will help principals solve problems creatively or rather apply creativity in making decisions". "With this skill principal will better analyse and take time to do some critical thinking before arrive at any decision".

Guarantee effective	11	"It will help in achieving an effective administration of the
school administration		school by principals".
		"It will facilitate the day-to-day running of the school thereby producing quality education in Cameroon".
		"Formal training enables the principals to gain knowledge on how teacher and other staff can behave in certain situations".
Enhance interaction with other stakeholders	1	"It creates a good relationship with parents, teachers and students".
Improved on school efficiency	1	"This will help the principal in efficient functioning".
Improved ability to initiate changes	1	"A good principal should be proactive and such skills enable a principal to do just that"

Based on the principals" opinions on the relevance of conceptual skills, findings showed that majority of the principals said the acquisition of conceptual skills by principals will enhance their decision making skills as depicted in some of their statements "*With this skill, principals will be firm and fair in their actions while they will make decisions during critical situations". "It is relevant because it will help principals manage their thoughts/ideas in order to have an effective school administration*". Also, findings showed that majority of the principals said the acquisition of conceptual skills will enhance principals" critical thinking skills as depicted in some of their statements "*Formal training of principals will help them deal with conflicting ideas better". "I believe it will help better off the manner in which conflicting ideas should be handled as a principal". "This training will help principals initiate good ideas at the right time*".

Furthermore, findings showed that many of the principals said the acquisition of conceptual skills by principals will ensured effective school administration "*It will help in achieving an effective administration of the school by principals". "It will facilitate the day-to-day running of the school thereby producing quality education in Cameroon*". Lastly, findings showed that the acquisition of conceptual skills was perceived to enhance the principal"s interaction with other stakeholders, improve on school efficiency and improve on principals" ability to initiate changes.

Verification of hypothesis two (Ho₂): The principals" conceptual skills do not have a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region.

A two tailed correlation matrix (Pearson) was done to inter-match the correlation indices of the predictor variable (conceptual skills) with the criterion variable (school effectiveness) as shown on the table below.

Table 13: Impact of Conceptual Skills on the Effectiveness of Schools

Test	Statistical Parameters	Formal training of principal in the domain of conceptual skills	Effectiveness of secondary schools
Pearson test	R-value	1	.583**
	P-value		.000
	N	22	22

*$P<0.05$ df(n-2)=20 (Critical T_{xy}=0.423)

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

When the impact of conceptual skills on school effectiveness was examined, findings showed that formal training of principals in the domain of conceptual skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 583**, P= 0.000 < 0.05). The positive sign of the correlation implies both variables move in the same direction, an increase in one will lead to an increase in another. That is when principals are formally trained in conceptual skills, their effectiveness toward their job significantly increases. The decision rule states that when *p* is less than the level of significance (*p<0.05*), we reject the null hypothesis and adopt the alternative. The null hypothesis is also rejected when the calculated table value is greater than critical table value. From the analysis above, the significance or *p*value =.000 is less than predetermined alpha =0.05. Also, the calculated Pearson correlation value (r = .583) is greater than the critical table value (r = 0.423). This thus confirms the hypothesis that principals" conceptual skills have a significant impact on school effectiveness. Therefore, the null hypothesis (Ho₂) stated above was rejected while the alternative hypothesis which states that principals" conceptual skills has a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region was accepted.

Research question three: How does principals" human relation skills impact the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region?

The findings here bring out how the principals" human relations skills impact the effectiveness of secondary/ High Schools.

Table 14: Appreciation of Principals' Human Skills

Statements	Stretched				Collapsed	
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
I often find it difficult to resolve conflict amongst my staff.	4 (18.2%)	9 (40.9%)	4 (18.2%)	5 (22.7%)	13 (59.1%)	9 (40.9%)
I usually counsel defaulting personnel before disciplinary measures are meted out.	5 (22.7%)	8 (36.4%)	5 (22.7%)	4 (18.2%)	13 (59.1%)	9 (40.9%)
I attend sporting events, musical concerts, drama presentations	6 (27.3%)	2 (09.0%)	8 (36.4%)	6 (27.3%)	8 (36.3%)	14 (63.7%)
My school has an open-door policy, where parents acquaint themselves with school problems.	3 (13.6%)	9 (40.9%)	6 (27.3%)	4 (18.2%)	12 (54.5%)	10 (45.5%)
I usually have informal discussion with my subordinates especially during staff socials	6 (27.3%)	9 (40.9%)	5 (22.7%)	2 (09.1%)	15 (68.2%)	7 (31.8%)
Multiple Response Set (MRS)	**24 (21.8%)**	**37 (33.6%)**	**28 (25.5%)**	**21 (19.1%)**	**61 (55.4%)**	**49 (44.6%)**

Source **: Field Survey, 2021**

Findings showed that majority (59.1%) of the principals strongly agreed and agreed that they often find it difficult to resolve conflict amongst their staffs while very few (40.9%) of them disagreed. Also, findings showed that majority (59.1%) of the principals agreed they usually

counsel defaulting personnel before disciplinary measures are meted out, while a few (40.9%) of them disagreed. Furthermore, findings also showed that very few (36.3%) principals agreed that they attend sporting events, musical concerts, drama presentations in their school while majority (63.7%) disagreed.

Also, findings showed that majority (68.2%) of the principals agreed that parents easily acquaint themselves with the problems of the school because of their open-door policy few (31.8%) of them disagreed

Lastly, majority (54.5%) of the respondents agreed they usually have informal discussions with subordinates especially during staff socials and on social media while a few (45.5%) of them do not. In overall, from the multiple response set, findings showed that the human relation skill for 55.4% of the principals is average while that for 44.6% of the principals is inadequate.

The opinions of principals were further sought to determine the relevance of formal training on human relations skills and results are presented below:

Table 15: Principals' Opinions on the Relevance of Formal Training on Human Relation Skills

Themes	Groundings	Sample Quotations
Improved ability to collaborate/ relate with other stakeholders	21	"It will reinforce collaboration between principals and his stakeholders thereby easing his work as a principal". "It brings close collaboration with my stakeholders and ease work". "It helps the principal to associate with the parents, teachers and many more". „It will enable the principals to know how to relate with staff and students". "It will enable principals to learn how to better relate with not only the school staff but with other stakeholders like parents".
Improve on school functioning	17	"This is relevant because if this domain is respected, all other dimension of administration will flow smoothly". "With good human relation shills, the school is more likely to function better". "This is a very important skill because administration is about human relationship thus; such a skill is needed for smooth functioning of the school". "It ensures good working relationship in school and assists it to Attain its objectives".

Enhance principals" socialization/interaction skills with teachers	11	"When principals are trained in this skill, it improved on their ability to socialize wisely". "Principals are able to deal with issues regarding staff and other school personnel". "It helps me interact with the teachers better". "It enables principals to know how to manage the teaching and non-teaching staff".
Better management of teachers" problems	5	"It will help the principals to manage personnel related problems and it will make the principal to be firm and fair in their actions". "It helps to reduce tension and also help to easily eradicate problems in the school" "It will help principals to manage personnel related problems".
Better understanding of teachers	2	"This will help the principal to better understand his/her subordinates which will lead to effective collaboration". "It is relevant because it will help principals understand their staff better and as such, effectively working with them".
Ease management of the administration	1	"It makes administration easily handled and gets everyone involved".

Based on the principals" opinions on the relevance of formal training in the acquisition of human relation skills, findings showed that most of the principals said the acquisition of human relation skills by principals improved on principals" ability to collaborate/relate with other stakeholders as depicted in their statements "*It will reinforce collaboration between principals and his stakeholders thereby easing his work as a principal". "It brings close collaboration with my stakeholders and ease work".* Also, many of the principals said the acquisition of human relation skills by principals improved the functioning of the school. *Many of the principals also said it enhanced principal's socialization/interaction skills with teachers as some of them said "When principals are trained in this skill, it improves on their ability to socialize wisely". "Principals are able to deal with issues regarding staff and other school personnel".* Lastly, findings also showed that some of the principals said human relation skills enhanced principals" skills to better manage teachers" problems, understand the teachers and ease the management of the administration.

Verification of hypothesis three (Ho₃): The principals" human relation skills do not have a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region.

A two tailed correlation matrix (Pearson) was done to inter-match the correlation indices of the predictor variable (human relations skills) with the criterion variable (school effectiveness) as shown on the table below.

TABLE 16 : IMPACT OF HUMAN RELATIONS SKILLS ON EFFECTIVENESS SCHOOLS EFFECTIVENESS

Test	Statistical Parameters	Formal training of principal in the domain of human relation skills	Effectiveness of secondary schools
Pearson test	R-value	1	.433*
	P-value		.012
	N	22	22

*P<0.05 df(n-2)=20 (Critical T_{xy}=0.423)

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

When the impact of human relations skills on school effectiveness was examined, findings showed that formal training of principals in the domain of human relations skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 433*, P= 0.012 < 0.05). The positive sign of the correlation implies both variables move in the same direction, an increase in one will lead to an increase in another. That is when principals are formally trained in human relations skills, their effectiveness toward their job significantly increases. The decision rule states that when *p* is less than the level of significance (*p<0.05*), we reject the null hypothesis and adopt the alternative. The null hypothesis is also rejected when the calculated table value is greater than critical table value. From the analysis above, the significance or *p*-value =.012 is less than predetermined alpha =0.05. Also, the calculated Pearson correlation value (r = .433) is greater than the critical table value (r = 0.423). This thus confirms the hypothesis that principals" human-relations skills have a significant impact on school effectiveness. Therefore, the null hypothesis (Ho$_3$) stated above was rejected while the alternative hypothesis which states that principals" human relations skills has a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region was accepted.

School effectiveness

The findings on the table below revealed principals" opinions on school effectiveness

Table 17: Principals' opinions on School Effectiveness

Statements	Stretched				Collapsed	
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD
Principals" knowledge in budgeting, collaboration with staff, provision of didactic materials etc affects school effectiveness.	9 (40.9%)	7 (31.8%)	6 (27.3%)	0 (00.0%)	16 (72.7%)	6 (27.3%)
It is observed that in my school, most students pass with good grades (A and B) in Public examinations like the Ordinary/Advanced levels.	7 (31.8%)	13 (59.1%)	1 (4.5%)	1 (4.5%)	20 (90.9%)	2 (9.1%)
I have observed an increase in repetition in public schools	5 (22.7%)	12 (54.5%)	3 (13.6%)	2 (09.1%)	17 (77.3%)	5 (22.7%)
Most graduates from secondary/high schools are of good behavior with respect to the norms and values of the society.	6 (27.3%)	2 (09.1%)	8 (36.3%)	6 (27.3%)	8 (36.3%)	14 (63.7%)
There is a low performance rate at the Ordinary/Advanced level examinations in my school	6 (27.3%)	5 (22.7%)	5 (22.7%)	6 (27.3%)	11 (50.0%)	11 (50.0%)
Multiple Response Set (MRS)	**33 (30.0%)**	**39 (35.4%)**	**23 (20.9%)**	**15 (13.7%)**	**72 (65.4%)**	**44 (34.6%)**

Source **: Field Survey, 2021**

Findings showed that majority of the principals (72.7%) agreed that knowledge in budgeting, collaboration with staff, provision of didactic materials, etc, affects school effectiveness, while a few (27.3%) of them disagreed. Findings also showed that while a majority of the principals (90.9%) agreed that most students passed with good grades in Public examinations like "O" and "A" levels, very few (9.1%) of them disagreed. Furthermore, findings showed that majority

(77.3%) of the principals disagreed that there is no increase in repetition in Public examinations in their school while very few (22.7%) of them accepted.

Findings also showed that very few principals (36.3%) agreed that most graduates from secondary/high schools are of good behaviour with respect to the norms and values of the society, majority (63.7%) of them disagreed. Lastly, while findings showed that (50.0%) of the principals agreed that there is low performance rate at the Ordinary and Advanced level examinations in their school, same number (50.0%) of them disagreed. In summary, findings from the multiple response set showed that 65.4% of the principals rated their school as effective while 34.6% of them rated theirs as ineffective. Thus most schools are to lesser extent effective.

The opinions of principals were further sought to determine the the factors that effective school effectiveness and results are presented below:

Table 18: Principals' Opinions on Factors That Affect School Effectiveness

Themes	Groundings
Punctuality/discipline of staff	31
Good leadership/management	26
Collaboration among staff and with principal	23
Motivation	22
Poor administration and management	20
Supervision of teachers	20
Communication	19
Availability of qualified teachers	19
Teacher-students relationship	19
Mutual respect	6
Hard work and commitment/devotedness	6
Good relationship between school and external stakeholders	4
Staff and students" absenteeism.	4
Time management	4
Laziness/lack of determination	4
Availability of didactic materials	2
Poor decision making	2
Intellect	2
School polices	2
Nepotism	2

Working with passion	2
Continuous learning/Higher qualification	1

Based on the principals" opinion on factors that affect school administration, findings showed that 22 factors were identified and frequently mentioned factors are punctuality and discipline of staff, good leadership / management, collaboration among staff and principal, motivation of teachers, poor management and administration, supervision of teachers, communication, availability of qualified teachers and teacher-student's relationship. Mutual respect among staff, hard work, commitment, devotedness, good relation between school and the external stakeholders, effective time management, poor decision making, intellect, school policies, nepotism, working with passion and continuous learning and higher qualification are other factors affecting school effectiveness.

The opinions of principals were further sought to find out their opinions on how principals can be trained to improve school effectiveness and findings presented on the table below:

Table 19: **Principals' recommendations on how principals can be trained to improve school effectiveness**

Themes	Groundings	Sample Quotations
Need for more in-service training	24	"They should endevaour to attend a lot of training to better their administrative skills". "Intensive workshops and seminars on administrative skills". "Attending workshops organized by delegates". "Attending other international seminars". "By attending workshops and conferences". "By organizing intensive and compulsory conferences and workshops to appointed principals". "Frequent seminars and workshops".
Need for further studies	31	"Further studies". "Online training" "After appointment, they should enroll or register courses in administration in the university". "Participate in internal leadership training courses". "From ENS, they should undergo proper administrative studies". "More education through universities".

Need for exchange programmes and visits	5	"Exchange programmemes with other countries". "Newly appointed principals should visit other schools and copy effective practices from other principals". "They should visit other schools to see how they operate".
Creation of a school for training principals	4	"A school should be created to train principals before appointment". "Schools for training principals can be opened and specific course on administration could be added at the level of university which offer discipline only to principals".
		"Since workshops, seminars and conferences already exist; I think it will be great for the creation of an institution to train principals before appointment".
Self-evaluation	3	"They should always evaluate their self". "Evaluation of self".
Need for training on Financial management	1	"They should be trained financial management".

Based on the table above on the principals" opinions on recommendations that principals can be trained to improve school effectiveness, findings showed that majority of them said they should attend more in-service training, many of them also said they should go for further studies in the university, while some of them said principals should go for exchange programs and visit to other schools to see how they are operating in their schools. Findings equally showed some of the principals said schools should be created for the training of principals while some of them said principals should learn to self-evaluate their works. The need to train principals on financial management was also stated.

4.3. SUMMARY OF FINDINGS

The table below provides a summary of the major findings of the study:

Table 20: Summary of findings

Research hypotheses	Tests statistic	Comment
Research hypothesis one: The principals' technical skills does not impact on the effectiveness of secondary/ High Schools in the Yaounde VII , Centre Region	Findings have a significant **Pearson Product Moment Correlation** $(r=.694^{**}, p = 0.05)$	showed that formal training of principal's in the domain of technical skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 694**, P= 0.000 < 0.05). The positive sign of the correlation implies both variables move in the same direction, an increase in one will lead to an increase in another. That is when principals are formally trained in technical skills, their effectiveness toward their job significantly increases. To the principals, it will help them better manage their administration, better carry out supervision of teachers, enable principals to better apply the CBA, improve on their reporting skills and productivity.
Research hypothesis two: The principals' conceptual skills does not have a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII , Centre Region.	$(r=.583^{**}, p = 0.05)$	Findings showed that formal training of principals in the domain of conceptual skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 583**, P= 0.000 < 0.05). The positive sign of the correlation implies when principals are formally trained in conceptual skills, their effectiveness toward their job significantly increases. The principals said the acquisition of conceptual skills will enhance their decision-making skills, critical thinking skills, ensure effective school administration, enhance principals' interaction with other stakeholders, improve on school efficiency and improve on principals' ability to initiate changes.
Research hypothesis three: The principals' human relation skills does not have a significant impact on the effectiveness of secondary/ High Schools in the Yaounde VII, Centre Region.	$(r=.433^{*}, p = 0.05)$	Findings showed that formal training of principals in the domain of human relations skills has a strong and positive significant impact on the effectiveness of secondary schools (R= 0. 433*, P= 0.012 < 0.05). The positive sign of the correlation implies when principals are formally trained in human relations skills, their effectiveness toward their job significantly increases. The principals opined the acquisition of human relation skills by principals improved on principals' ability to collaborate/relate with other stakeholders, improve on the functioning of the school, enhance principals socialization/interaction skills with teachers, enhance principals' skills to better manage teachers' problems, understand the teachers and ease the management of the administration.

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CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

</div>

INTRODUCTION

The main objective of this study was to evaluate the need for formal training of principals and its implications towards the effectiveness of secondary/high schools in Yaounde VII, Centre Region. Specifically, the study sought to examine how and extent to which the principals'' acquisition of technical, conceptual and human relations skills impacts school effectiveness. This chapter discusses the findings of the study. The discussion of the findings was supported with related literature and theories reviewed in chapter two. This was done in accordance with the findings gotten from the research questions of the study. The chapter also consists of the conclusion, recommendations, limitations of the study and suggestions for further research**.**

5.1. DISCUSSION OF FINDINGS

The findings of this study have been discussed following the respective research questions and hypotheses stated in chapter one.

5.1.1. Principals' technical skills and its impact on the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region.

The findings on the need for formal training of principals in the domain of technical administrative skills showed that a majority of principals were found to have adequate technical skills. This falls in line with the Weberian model of bureaucracy which advocates that specialization encourages a high degree of technical expertise among staff. To him, for an organization to be ideal, employees should be professionals who are only chosen or promoted based on their technical know – how, achievements and competencies which are acquired through education and training.

Also, findings further showed that formal training of principals in the domain of technical skills, significantly and positively affects the effectiveness of secondary schools. The positivity of the relationship implies that when principals are formally trained for the acquisition of technical skills, their effectiveness toward their job significantly increases. Based on this, findings showed that principals perceived that the relevance of the acquisition of technical skills would enable them better manage changes in their schools, better carry out supervision of teachers, improve on their reporting skills and productivity and generally execute their administrative functions more effectively.

Thus, these are clear indications that technical skills acquisition by principals has an enormous effect on school effectiveness. These findings are supported with that of Giami and Obiechina (2019) on principals" managerial skills and teachers" job performance in 526 public junior and senior secondary schools in Rivers State, Nigeria whereby the findings suggested that there is a high positive relationship between principals" conceptual, human and technical skills and teachers" job performance. Again, in a research conducted by Sila (2014) on the need for specialized training for principals, a majority of the respondents strongly agreed and agreed that principals should be given specialized trainings. These findings clearly depict that specialized training for principals is very crucial for the smooth and effective functioning of the school.

While technical skill is the ability to perform task satisfactorily in a specialized area of discipline (Nwogu & Ebunu, 2019), this clearly indicates that principals who are lacking in technical skills would find it difficult to perform those specialized tasks that require the use of technical skills. By this, the implication is that, the effectiveness of their school would in one way or the other be negatively affected. The extent to which a principal knows and applies technical skill in solving managerial problems goes a long way in determining the success of the school.

In line with the above, one can say technical skill is proficiency in working with things. While the principal is expected to manage the financial, material as well as human resources of the school without an effective technical skill, it would be practically difficult for them to do so.

5.1.2. Principals' conceptual skills and its impact on the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region.

With respect to the view as to the need for the formal training of principals in the domain of conceptual skills, majority of the principals had conceptual skills to carry on with the school administration, while few of the principals were found lacking in conceptual skills. These principals commented that it helped them improve their skills as administrators.

The findings also revealed that, formal training of principals in the domain of conceptual skills significantly and positively affects the effectiveness of secondary schools. The positivity of the correlation value implies that when principals are formally trained in the acquisition of conceptual skills, their effectiveness toward their job significantly increases. This falls in line with the Peter Principle which advocates that, a new job requires a different set of skills in which the employee did not previously excel and which he usually does not possess. For example, when teachers are appointed as principals they need conceptual skills which consist

of several interrelated abilities like analytical skills, critical thinking skills, decision making skills, communication skills, interpersonal skills and creative thinking skills which will help them manage and control automatically increased budgets, human resources and inputs that come into the schools which they did not need to when they were teachers. Thus, the Peter principle model requests that, these newly appointed principals need to engage in further training in order to acquire the necessary skills required to handle the challenges that come with these new functions and to be effective. Especially as conceptual skills are most difficult to acquire given the fact that they require sufficient time and a certain amount of intellectual ability (Omemu, 2015).

In support of the above findings, principals said the acquisition of conceptual skills will enhance their decision-making skills, critical thinking skills, ensure effective school administration, enhance their interaction with other stakeholders, improve on school efficiency and improve on principals" ability to initiate changes. Thus, on the contrary, it implies that when principals are lacking in conceptual skills, their decision-making skills, critical thinking skills, ability to interact with other stakeholders and to initiate changes will be poor hence, having negative consequences on the school effectiveness.

This falls in line with a previous study carried out by Nwogu and Ebunu in 2019 which examined the technical and conceptual skills required for the effective administration by principals of public secondary schools in Delta State, Nigeria. Which among others revealed that a majority of principals in the public secondary schools in Delta State applied technical and conceptual skills to a high extent in the performance of their administrative functions and as a result of that, they have an analytical mind and good thought processing skills that enable them to originate ideas, make abstractions and theorize in an insightful manner with respect to planning, organizing and coordinating school activities for the purpose of realizing set objectives.

These are clear evidence that principals who are lacking in conceptual skills are more likely to be ineffective in the administration of their schools, for they will have problems understanding a situation, analyzing that situation and using their creative abilities to come out with a valid solution. Thus, conceptual skills are very crucial for every principal to adequately possess them. Ensuing school effectiveness is not an easy task. Principals have a lot to do and by so doing, the need to see the school as a whole following the systems theory. Their ability to work with the different components that made up a system such as a school is of paramount importance, reason why, Doyle (2020) says, conceptual skills help administrators to avoid the pitfall of not

"seeing the forest for the trees". While the conceptual skills help school administrators to see how all the parts of an organization work together to achieve the organization goals, it is imperative for every principal to adequately acquire the skills to enable them to arrive quickly at true nature of situation and make timely decisions.

5.1.3. Principals' human relations skills and its impact on the effectiveness of secondary/ high schools in the Yaounde VII, Centre Region.

Considering the third research question on the formal training of principals on human relation skills, a significant proportion were found to have adequate human relation skills. Findings further showed that formal training of principals in the domain of human relation skills significantly and positively affects the effectiveness of secondary schools. The positive sign of the relationship implies that when principals are formally trained, their effectiveness toward their job significantly increases. To support this, principals suggested the acquisition of human relation skills will improve principals'' ability to collaborate/relate with other stakeholders, improve on the functioning of the school, enhance principals'' socialization/interaction skills with teachers, enhance principals'' skills to better manage teachers'' problems, understand the teachers and ease the administration of the school. Going by the findings of the study on human relation skills, it is clear that those principals who lack human relation skills will find it difficult to successfully manage their school.

While administration has been viewed by some scholars as working with people, it is therefore important that principals must have adequate human relation skills to enable effective interaction and communication with these people. The findings is in line with that carried out by Msila in 2012 on eight school principals from four primary and four secondary schools in two historically black African areas (townships) in the Gauteng Province, South Africa, whereby all the participants stressed the need for the holistic preparation of school principals in school management and leadership, stating that their teacher training never prepared them for conflict management in the schools. Yet they have learnt that conflict becomes a daily occurrence in their schools. They recommended that principals be empowered with conflict management training before they assume their leadership positions.

It should be noted that a school cannot be effective when principals are not effectively doing their job. Thus, while findings have shown that human relation skills by principals significantly affect school effectiveness, it is imperative for every principal to adequately have the human relation skills. This is so because human relationship skills have to do with psychological inter-

relationship which is the most important component in school administration. In support of this, the systems theory advocates that the school as an organization has many components which have to function as a whole in order for a school to function effectively. This implies that both the school and the external community should work hand-in-hand for the attainment of goals and objectives. The open-system portrays that an organization does not only get affected by its environments, but also dependent on them. Consequently, leaders with higher level of interpersonal skills are better able to adapt their own ideas to other people's ideas and their behaviors have a direct impact on school organizational climate and consequently on school effectiveness.

Jeff (2005) further complements, that human relations and inter-personal communication skills are essential for principals in order for them to work effectively in schools by avoiding the nuances of personality conflicts and communication ineffectiveness which can drastically reduce productivity. Administration depends on human relation skills; it is all about relationship at every level; relationship with teaching staff, administrative staff, students, educational stakeholders and the community at large. Therefore, without a good relationship with these stakeholders, it becomes almost impossible to run an effective school.

CONCLUSION

Based on the findings of the study, the formal training of principals in the domain of technical skills, conceptual and human relation skills have significant impact on school effectiveness. Technical skills in personnel management is geared towards making maximum use of all human resources such as other administrative staff, teachers, students and support staff to be directly implicated in the attainment of the school objectives. Financial management skills through modern accounting procedures will make for more efficient management of scarce financial resources. Technical skills also lead to the acquisition of theories which guide in the actual practice of school administration. Supervision of instruction skills makes the principal to be able to monitor all activities that impact the school. Evaluation skills make the principal an expert assessor of the school system while information and communication technologies will help to automate and facilitate the running of schools.

Judging from the findings, the formal training of principals in the domain of technical skills, conceptual and human relation skills have significant effects on school effectiveness. This implies that the present school principals who were trained as professional teachers and not administrators need these skills in order to improve upon the administration of schools which will lead to an effective school. This is to say that schools are more likely to be effective when principals have adequate technical, conceptual and human relation skills for these will enable them to their job effectively and satisfactorily.

Furthermore, it could be concluded that formal training will impregnate principals with conceptual skills. These skills will help principals see the school from a broader perception as a system with various sub – systems of which none should be neglected or overlooked for the smooth and effective functioning of the school. Conceptual skills will improve the cognitive processes of perception, creativity and imagination for the school should be seen as an open system where there is a give and take between the school and its community, as well as both a formal and informal organization. Such complexity will require a great deal of critical and creative thinking which the conceptual skills offer.

Moreover, human relation skills acquired by trained principals will make for an improvement of the working relationships amongst the stakeholders in the school system. Since schools are people oriented to an extent human relation skill in conflict management, communication, group dynamics, decision making will give rise to a harmonious school climate. This will have

a positive effect on the morale of personnel and in turn the attainment of school goals and objectives which are the main characteristics of an effective school.

Although these skills can be acquired through experience and mentorship, education has been seen as the best means through which principals can adequately acquire these skills. Managing schools is very complex and given the fact that principals have lots of roles and functions, the acquisition of technical, conceptual and human relation skills is very important. To support this, Orphanos and Orr (2013) found that participation in "exemplary" preparation programmes directly influenced leadership practices, which in turn indirectly influenced teacher satisfaction and collaboration. They found out that principals who participated in preparation of programmes were associated with higher student achievement. This proves that with training an employee can perform better.

In our context, although professional training as teachers lays the foundation in the areas of pedagogy, curriculum development, psychology and didactics, if a principal is trained as an administrator, he/she could perform better. The preparedness of principals has received much attention in recent years and many countries require that school leader's complete preparation programmes before venturing into their profession. Thus, there is a need for principals to acquire current techniques in administrative skills as a way forward for continuous improvement.

Recommendations

Based on the research findings, the following recommendations are made as to what could be done by the government, teachers and principals to promote school effectiveness.

To the Government

The government should consider educational administration as a specialized area of practice in the school system that warrants formal professional training. In this guise, it will be recommended that the government creates a department of educational administration and planning in the Higher Teacher Training Colleges for the training of school principals and educational planners as it is the case in other countries such as America, Australia, Britain, South Africa and more.

To improve the quality and competence of principals, the ministry of education should regularly organize compulsory and free seminars, workshops and conferences on educational

administration of schools for practicing principals and to be principals (vice principals, discipline masters/mistresses). For principals need to be trained and retrained, given the tremendous challenges they face every day in the management of schools. Thus, this will equip them with the technical know – how, specialized skills and a body of principles to sharpen their administrative skills.

Also, the government in partnership with the state universities should organize compulsory induction courses for newly appointed principals. Such short-term practice-oriented courses would enrich untrained practicing principals. More so, in-service training on the other hand should be made mandatory to ensure uniform exposure of all principals and to ensure they have a balance between duration and content to be covered, have an evaluation system to enable facilitators know whether or not they are achieving their objectives. Furthermore, the government should adopt and strictly implement a clear-cut career profile to become a secondary school principal based on work experience, longevity of service, job consciousness, academic and professional qualifications and even academic qualifications.

Given the fact that the school is collegium and professional bureaucracy, appointments to duty post and especially principalship should be based on merit and proficiency based on expertise and referent power other than extra professional considerations. This can help improve administrative skills, a harmonious school climate and good school culture, which are all contributing factors to an effective school.

To School Principals

Principals should create a professional syndicate/ association which can put in place a code of ethics and share their different experiences in order to help meet some challenges and difficulties that come with principalship. They should carry out self-development by reading literature on administration and management as well as get committed and make good use of the various seminars, workshops, conferences and other development opportunities the government will put in place or organize in order to help principals improve on their skills as administrators.

Principals should be capacitated to create and maintain democratic process in schools and to work well with school governing bodies. As part of their responsibilities, principals should show commitment to ensuring involvement of parents and the community in the administration

of schools. For example, principals should be able to develop and maintain sound working relationships with parents, learners, the communities and other interest groups in education.

Principals should have the creativity and the ability to foster an environment of collective bargaining, collaboration and negotiation in a school without feeling challenged, disadvantaged or outnumbered. This is why principals are called to improve upon their human relationship skills as some principals consider the teachers and other service users of schools as important. This will ameliorate the school climate and in turn boost up the morale of the main forces and various interest groups in the school system.

To the National Community

The external community should create many more preparatory programmes for school administrators so that more principals can avail themselves with these skills and opportunities to be trained as professionals. This will increase the number of professionalized trained principals in our school system. For example, business communities and civil society such as NGOs, which have management and administrative orientations, can organize refresher courses so as to improve principals" management and supervisory skills.

To the International Community

The Cameroon government should collaborate with the United Nations specialized organs such as the UNESCO and the UNDP to come up with a blue print on formal training of principals through the creation of the school/ department of school administration in various higher teacher training colleges.

The specialized organs of the United Nations Organization on education should organize in – service training for principals to improve upon their technical, conceptual and human relation administrative skills. This can help in the improvement of education, thus a United Nations Millennium Development goal priority.

Through technical cooperation and assistance from friendly countries, other international organizations and financial institutions such as African development bank, the Islamic Bank, World Bank, the International Monetary Fund, should help in the creation of a school of educational administration in Cameroon to serve the countries within the Sub-Region and Africa as a whole.

Limitations of the Study

It is normal that the researcher encountered major difficulties upon completion of this research work.

Some administrators-respondents were a little intransigent and skeptical to respond to the questionnaire or collaborate with the researcher as they withheld some information. They viewed the exercise as a probe into their professional capabilities. This led to the presence of few in-completed questionnaire.

The researcher was faced with the problem of moving from one institution to another to administer questionnaire and to collect archival data in the different institution. It was actually a challenging task for the researcher to ensure that the questionnaires were responded to and on time.

Besides, text books and other instructional materials related to the study were very difficult to find. Available library resources were also a problem. The few books found did not provide recent theories and literature on school administration and school effectiveness. In this regard, the researcher was obliged to consult other relevant sources especially the internet.

The financial aspect of the research is also worth mentioning. Much finance was required to move from one school to another to collect data on different days; typing and printing of questionnaire for all the selected schools as well as the manuscripts and the actual research material was very costly for the researcher.

Another limitation of this study is the fact that, the sample was drawn from principals of secondary schools in Yaounde VII as such the results may not be genaralised to other subdivisions in Yaounde or even in other regions of Cameroon. This is so because the sample might not be a representative of the entire population of principals in the Center Region or other regions.

Furthermore, the researcher relied on the integrity of the participants" survey responses which is possible that the participants did not respond truthfully to the survey questions. They may have given the answers that they believed the researcher may want to hear and not what they may have truly believed.

Notwithstanding, though the research exercise was a very stressful one, it was full of challenging experiences that helped in the growth and development of the researchers" potentials and skills in research.

Suggestions for Further Research

Since this work was delimited in geography and content scope, and based on the findings, the following areas are suggested for further research:

A similar research could be carried out in other parts of the country or other regions in the country using different research instruments such as focus group discussions, participant observations or interviews.

A comparative study on principals" administrative skills practice in public and private schools could also be carried out given the fact that they are not govern in the same manner.

Moreover, another study could be carried out on the formal training of Primary/ Nursery school heads and its implications on the effectiveness of primary and nursery schools.

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APPENDIXIS

Questionnaire for Secondary /High School Principals

I am a final year Masters student from the Department of Curriculum and Evaluation, University of Yaounde 1. As part of the requirement for the completion of my program, I am carrying out a research on the topic: assessing the need for formal training of principals and its implications to the effectiveness of secondary/high schools in Yaounde VII, Center Region. Your responses will be anonymous and will not be linked to you personally. Mind you of the fact that, any information provided will be treated with tact and confidentiality. Moreover, note that there is no right or wrong answer about a particular question, as all answers will be fully appreciated.

Section A: Demographic Information

1   Gender: Male ☐   Female ☐

2   What is your highest level of educational qualification? Diploma in education

Bachelor''s degree ☐   Post graduate degree ☐

3   Duration of service as principal. Less than 5 years ☐   5 – 10 years
above 10 ☐

Indicate your level of agreement on the following statements concerning the formal training of principals. Use a scale of 1 – 4, where 4 is Strongly Agree (SA); 3 is Agree (A); 2 is Disagree (D) and 1 is Strongly Disagree (SD).

Section B: Technical Skills and School Effectiveness:

S/N	STATEMENTS	SA	A	D	SD
6.	I regularly evaluate my staffs after inspection for the development and growth of the school.				
7.	I sometimes organize capacity building workshops for teachers to improve on their capacity.				
8.	I use Information and Communication Technology gadgets like computers to facilitate school administration.				
9.	I always apply modern accounting procedures for an effective management of school finances.				
10.	I use several means of communication (Whatsapp, notice board, meetings, emails) for effective dissemination of information to improve staff effectiveness.				

11. What in your opinion is the relevance of the formal training of principals on technical skills on effective school administration?

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Section C: Conceptual Skills and School Effectiveness

S/N	STATEMENTS	SA	A	D	SD
12.	I discuss with various school stakeholders (parents, teachers, students) before arriving at the best school strategic development plan.				
13.	I sometimes find it difficult to interpret new information.				
14.	Stakeholders are always informed about matters that concern them.				
15.	Involving staff in decision – making encourage school effectiveness.				
16.	I always breakdown complex issues for the better understanding of my staffs, students as well as parents.				

17. How do you view the relevance of the formal training of principals on conceptual skills on effective school administration?

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Section D: Human Relation Skills and School Effectiveness

S/N	STATEMENTS	SD	D	A	SA
18.	I often find it difficult to resolve conflict amongst my staffs				
18.	I usually counsels defaulting personnel before disciplinary measures are meted out.				
19.	My principal usually attends sporting events, musical concerts, drama presentations in my school.				
20.	My school has an open – door policy, where parents acquaint themselves with school problems.				

21.	My principal has informal discussion with my employees especially during staff socials				

22. What is your opinion on the relevance of the formal training of principals on human relation skills on effective school administration?

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… **Section E : School Effectiveness**

S/N	STATEMENTS	SA	A	D	SD
23.	Principals" knowledge in budgeting, collaboration with staff, affects school effectiveness.				
24.	It is observed that in my school, most student pass with good grades (A and B) in Public examinations like the Ordinary/Advance level.				
25.	I have observed an increase in the repetition in public schools				
26.	Most graduates from secondary/high schools are of good behavior with respect to the norms of the society.				
27.	There is a low performance rate at the Ordinary/Advanced level examinations in my school.				

28. In your opinion what do you think are the factors that affect school effectiveness?

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29. Indicate any recommendation on how principals can be trained to improve school effectiveness.

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THANK YOU

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