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SOCIALES ET EDUCATIVES

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THE UNIVERSITY OF YAOUNDE I

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DOCTORAL RESEARCH AND TRAINING
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EDUCATIONAL ENGINEERING

PRINCIPALS' REINFORCEMENT STRATEGIES AND TEACHERS' EFFECTIVENESS IN SOME SELECTED SECONDARY SCHOOLS IN MFOUNDI DIVISION

*A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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Presented by:

Virgine Miranda Abock Tikum

Registration No: 21V3062

BSC in Economics

Supervised by:

Dr. Jean Désiré Banga Amvéné

Senior Lecturer



Academic Year 2022/2023

DECLARATION

I hereby declare that this dissertation is my original work and has never been submitted to any university or institution of higher learning for an academic award.

.....

Virgine Miranda Abock Tikum

Date:

CERTIFICATION

This is to certify that this work entitled “*Principals’ reinforcement strategies and teachers’ effectiveness in some selected secondary schools in Mfoundi Division*” was carried out by **Virgine Miranda Abock Tikum** (Registration No: 21V3062) under my humble supervision.

Dr. Jean Désiré Banga Amvéné
Faculty of Education
University of Yaoundé I

DEDICATION

To my beloved husband, Mr Ndum John Teboh.

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This work could not have been realised by the researcher alone without assistance from others. I received moral, financial, intellectual, and emotional support from many people and I remain indebted to them.

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ABBREVIATIONS AND ACCRONYMS

A-L:	Advanced Level
APA:	American Psychology Association
ASD:	Autism Spectrum Disorder
ANOVA:	Analysis of Variance
CBA:	Competence - Based Approach
CIOMS:	Council for International Organization of Medical Sciences
DRI:	Differential Reinforcement of Incompatible Behaviour
DRA:	Differential Reinforcement of Alternative Behaviour
DRO:	Differential Reinforcement of Other Behaviour
DV:	Dependent Variable
ENS:	Ecole Normale Supérieur
GBHS:	Government Bilingual High School
GCE:	General Certificate of Education
IV:	Independent Variable
MINESEC:	Ministry of Secondary Education
NCR:	Non Contigent Reinforcement
O-L:	Ordinary Level
RH:	Research Hypothesis
SS:	Senior Secondary
SPSS:	Statistical package for social science
SMART:	Specific, Measurable, Attainable, Realistic and Timely
TPP:	The Principle Partnership
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
V:	Variable

ABSTRACT

This study examines the influence of principals' reinforcement strategies on teachers' effectiveness in some secondary schools in Mfoundi Division. The problem of this study springs from the observed ineffectiveness among teachers. Some teachers come to school late, do not complete their syllabus, and have a carefree attitude towards learners. The main research objective was to examine the influence of principals' reinforcement strategies on teachers' effectiveness in some secondary schools in Mfoundi Division. The research question was: How do principals' reinforcement strategies influence teachers' effectiveness in some secondary schools in Mfoundi division and the main research hypothesis was: H_a there is a relationship between principals' reinforcement strategies and teachers' effectiveness in some secondary schools in Mfoundi Division. three main theories were adopted for this study: Reinforcement theory, Systems theory and the motivational theory. This study employs the descriptive survey design. The data was collected using the questionnaire and interview guide. The simple random sampling technique was adopted to sample the population concerned and via the Krejcie and Morgan table, a sample size of 152 participants was reached. The data was analysed via SPSS V, 23 and with the help of the Pearson Product Moment Correlation coefficient technique. The data analysed was presented in frequencies and percentages. Findings revealed that in RH1; H_a was retained. Because the Pearson correlation index (r_{xy}) was 0.612 at 0.01 level of significance and $(n-2) 148-2=146$ degree of freedom. RH2: H_a was retained because the Pearson correlation index (r_{xy}) is 0.683 at 0.01 level of significance and $(n-2) 148-2=146$ degree of freedom. RH3: H_a was retained because Pearson correlation index (r_{xy}) is 0.769 at 0.01 level of significance and $(n-2) 148-2=146$ degree of freedom. Based on the findings, we recommend that principals should improve on the way they reinforce teachers' behaviour in schools in order to enhance their effectiveness.

KEY WORDS: Principals' Reinforcement Strategies, Teachers' Effectiveness

RÉSUMÉ

Cette étude examine l'influence des stratégies de renforcement des directeurs d'école sur l'efficacité des enseignants dans certains lycées du département du Mfoundi. Le problème de cette étude vient de l'inefficacité constatée chez les enseignants. Certains enseignants se tournent vers l'arrivée tardive à l'école, la non-achèvement de leur programme et l'attitude insouciant envers les apprenants. L'objectif principal de la recherche était d'examiner l'influence des stratégies de renforcement des directeurs sur l'efficacité des enseignants dans certains lycées du département du Mfoundi. La question de recherche était; comment les stratégies de renforcement des chefs d'établissement influencent-elles l'efficacité des enseignants dans certains lycées du département du Mfoundi et la principale hypothèse de recherche était Il existe une relation entre les stratégies de renforcement des directeurs et l'efficacité des enseignants dans certains lycées du département du Mfoundi. Quatre théories principales ont été adoptées pour cette étude: théorie du renforcement, Théorie des relations humaines, théorie des systèmes, théorie du leadership transactionnel. Cette étude utilise le plan de sondage descriptif. Les données ont été recueillies à l'aide du questionnaire et du guide d'entretien. Les techniques d'échantillonnage aléatoire simple ont été adoptées pour échantillonner la population d'intérêt et via le tableau de Krejcie et Morgan, une taille d'échantillon de 152 participants a été atteinte. Les données ont été analysées via SPSS V,23 et à l'aide de la technique de corrélation des rangs de Pearson. Les données analysées ont été présentées en fréquences et en pourcentages. Les résultats ont révélé que dans RH1; H_0 a été retenu. Parce que l'indice de corrélation de Pearson (r_{xy}) était de 0,612 à un niveau de signification de 0,01 et $(n-2) 148-2 = 146$ degrés de liberté. RH2: H_0 a été retenu car l'indice de corrélation de Pearson (r_{xy}) est de 0,683 à un seuil de signification de 0,01 et $(n-2) 148-2=146$ degrés de liberté. RH3: H_0 a été retenu car l'indice de corrélation de Pearson (r_{xy}) est de 0,769 à un seuil de signification de 0,01 et $(n-2) 148-2=146$ degrés de liberté. Sur la base des résultats, nous recommandons aux enseignants d'améliorer la manière dont ils renforcent les enseignants dans les écoles.

MOTS CLÉS : *Stratégies de renforcement des directeurs d'école, efficacité des enseignants*

GENERAL INTRODUCTION

The hectic and erratic environmental change has made many organizations follow continuous direction, modification, and adaptability. Effective leadership is dutifully requisite during these changes to guide the institution through challenging transformations. Leaders build motivation in reinforcement schemes to promote the best performance from their staff (Jay, 2014). Recently, education has also transformed profoundly in terms of scope and diversity as the development is dramatic with the dynamic change process. Primary and Secondary school education becomes a crucial pivot for a society to develop with required knowledge and skills. Hence, school teachers' effectiveness is vital to students' education, dissemination of knowledge, outcome, and many more aspects. The principal must ensure the performance of teachers through effective leadership. One way to describe the influential role of school principals is to say that they have been educated to use the wide range of approaches employed in their administration procedures (Alagheband, 1997). Nevertheless, the role played by principals is a crucial aspect in primary and secondary schools that boosts students' and teachers' performance, consequently promoting effective work outcomes for teachers (Yenenew, 2012). As educational leaders, principals have a significant influence on school achievement through the support of many stakeholders (Crum & Sherman, 2008).

The efficient and effective management of any school lies in the abilities of the principal and its management to put in place measures that would ensure constant greater productivity and a comfortable working relationship between its teachers (Kulkande & Kulkanid (2005). Consequently, reinforcement has often been an effective tool used by managers and administrators to boost productivity and commitment among members of staff in any organization. Reinforcement is a consequence applied that will strengthen someone's future behaviour whenever that behaviour is preceded by a specific antecedent stimulus. There are four types of reinforcement: positive reinforcement, negative reinforcement, extinction, and punishment. Positive reinforcement is the application of a positive reinforcer. Negative reinforcement is the practice of removing something negative from the space of the subject as a way to encourage the antecedent behaviour from that subject. Extinction involves a behaviour that requires no contingent consequence. If something (good or bad) is not reinforced, it should in theory disappear. Lastly, punishment is an imposition of aversive consequence upon

undesired behaviour. Punishment by removal is a common example of removing a benefit following poor performance. While reinforcement does not require an individual to consciously perceive an effect elicited by the stimulus, it still requires conscious effort to work towards a desired goal.

The increase in lack of interest and subsequent relaxation and abandonment of positive actions by teachers in schools is a cause for concern. Most teachers in Cameroon schools abandon the positive aspect of their job and become more negligent, carefree and focused more on their private business on a daily basis. This is evident due to a lack of reinforcement actions they expect to get from their principals and direct hierarchy. In most cases, principals are absent, they are not there to observe teachers' efforts and the reports given to them are not always direct reflections of the reality. This is a severe challenge that needs to be addressed in an educational context where most trained personnel are fast losing their focus as teaching staff to pursue other business to the detriment of the learners. In the context of this undulating situation, several questions run through the minds of the researcher as to how would the principals' reinforcement strategies influence teachers' effectiveness in secondary schools. The central objective is to examine the influence of principals' reinforcement strategies on teachers' effectiveness. From the above reflections, we expect that there should be a relationship between principals' reinforcement strategies and teachers' effectiveness in these schools. This study is structured in 5 chapters. Chapter one is titled the problem, chapter two is literature review, chapter three is the research methodology, chapter four is the presentation of data and chapter five is the discussion and proposals for further studies.

CHAPTER ONE

THE PROBLEM

The first chapter of this study is titled the problem. It presents the backgrounds (historical, contextual, conceptual and theoretical) backgrounds. It further presents the research problem, the research objectives, research questions, research hypothesis, the justification, scope, significance, and the definition of key concepts.

Historical Background

The modern history of human resources starts with the British Industrial Revolution. The foundation of large factories increased a demand for the workforce significantly. It was in the 18th century, and it is the moment when the evolution of new people management practices begins. It is the important landmark in the history of Human Resources. The rapid development of new industrial approaches and new inventions to work changed the world dramatically (Chinyere, 2014). The quick and cheap production became a priority for many industries. The factories hired thousands of workers, who worked up to 16 hours a day. Soon, many entrepreneurs discovered the fact that, the satisfaction of employees influences the performance and productivity. Satisfied employees were more efficient than the rest of the workforce, and they can produce more products than depressed employees. As a result, many factories started to introduce voluntary programs for employees to increase their comfort and satisfaction (Griffin, (1997). Moreover, the government began to intervene to introduce some fundamental human rights and the work safety legislation.

Human resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human talents to accomplish organizational goals. Griffin (1997), defined human resource management as the set of organizational activities directed at attracting, developing and maintaining an effective workforce. Human resource management concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff. It lies at the care of the efficiency of the organization. Human resource management is a basic function of management that determines the performance of staff in any organization. According to Dessler, (2001), this simply implies that when staff in the education systems are adequately recruited, selected and supervised, inducted and adequately rewarded, and provided for, properly developed, appraised and promoted on

the job, they will be committed to the job, remain dedicated and productive in the education systems. This can simply be put that it is the co-ordination of the activities and efforts of the workers in educational organization so that educational goals are achieved. Hence, human resource management in education is the process of motivating workers to maximize their performance in order to obtain maximum output starting from the day they are recruited. That means utilizing people to perform duties and functions in the school (Oduma, 2012). Human resources are easily recognized as the most important resource out of the resources required for the production of goods and services. Human resources are the key to rapid socio-economic development and efficient service delivery (Onah, 2008).

Without an adequate, skilled and well-motivated workforce operating within a sound human resource management programme, development is not possible. Every educational system at every level depends heavily on the human resources for execution of its programme. Teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. A manager, whether in private or public sector, who underrates the critical role and underplays the importance of people in goal achievement, can neither be effective nor efficient (Oduma, 2012). It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals (Omojunwa, 2007). Maintaining and improving educational standards is only possible through teachers. Teachers therefore are the most indispensable entity in the school. They are the greatest aid to learning. The shortage or poor management of teachers reduces the extent to which the curriculum can be delivered effectively. It should be noted that the major premise of human resources management in education is that the end results of the educative process will be determined by the effectiveness of the teachers who facilitate learning for self-actualization and national development.

In Cameroon today there are two educational systems that have been in existence since independence. French or Franco-phone and English or Anglophone system of education both are run under colonial heritage (Wirba, 2015). The French or Francophone is dominant in terms of population and size; 80 percent of the population speaks French, although Cameroon is a bilingual country. Ngefac, (1992) armed this fact by stating that the two official languages of Cameroon used in schools remain French and English but out of the ten provinces or regions eight speak French and only two speak English. In the secondary schools in Cameroon, principals are the core of school leadership. According to Lyonga, (2022), the administrative machinery of secondary schools in Cameroon revolves around principals. Principals have faced

scrutiny in recent educational policy debates over how to manage schools effectively due to growing interest in institutional quality and instructional leadership. An outstanding principal is the key figure responsible for the success and growth of a school, which is largely assessed in terms of teaching and students' learning outcomes (Fullan, 2002).

In the Cameroon reality, school principalship is a well-established position that provides instructional leadership and supervision by coordinating curricula, co-curricular programmes and is responsible for the general administration of the school (Adeniji, 2002). As the Chief Executive of the school, the principal must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives. The teachers must be well supervised and reinforced in order to sustain their interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers (Lanzeby, 2008). The quality of the reinforcement of teachers' instructional tasks by the principal is an index of effective school management. Of all the major tasks of a school principal, none is as sensitive and as challenging as the one relating to the supervisory and reinforcement roles and that are expected to be given the deserved attention in the scheme of things.

To become a principal in Cameroon secondary schools, there are no strictly stated expectations but the most qualifying factor is longevity in services. According to Wirba (2015), the speed at which classroom teachers are turned into principals shows the lack of emphasis on leadership training for current principals in schools in Cameroon. Leadership and managerial competencies are needed for principalship, rather than good teaching abilities or longevity alone. Nwankwo, (1982) 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 Supérieure (Advanced Teachers Training College) (ENS) can become principal of a secondary school in Cameroon without much experience in leadership is an issue. The fact that teachers are offered a training course in administration during their training is not enough. They need more leadership and management competencies training. The importance of the principal's leadership is paramount if you "Scrape the surface of an outstanding school...you will find an

exceptional principal. Scratch or Peer into a deteriorating school and you will find a feeble leadership.” In this peril, researchers advised that the government and the private sector in Cameroon should undertake a leading role in creating institutions and various programs to train principals as leaders of their various schools. They should not rely on long serving teachers, good teachers, and senior classroom teachers, or vice principals to run complex schools in Cameroon (Wirba, 2015).

Conceptual Background

Reinforcement

The term reinforce means to strengthen, and is used in psychology to refer to anything stimulus which strengthens or increases the probability of a specific response. This is a simple description of a re-enforcer (Skinner, 1988), the treat, which increases the response, sitting. We all apply re-enforcers every day, most of the time without even realizing we are doing it. You may tell your child “Good job” after he or she cleans their room; perhaps you tell your partner how good he or she look when they dress up; or maybe you got a raise at work after doing a great job on a project. All of these things increase the probability that the same response will be repeated (Weaver, 2004). Reinforcement is given to bring about desirable change and to teachers to take responsibility for behaviour. Your pay check is reinforcement for doing your job and commendations and bonuses are reinforcements for going above and beyond expectations

Reinforcement should be one of the first strategies used to modify behaviour. Reinforcement is an extremely powerful tool for schools; yet, it is often underutilized. When behaviour is followed by a desirable consequence, that behaviour is more likely to be performed in the future or performed more frequently in the future (Alberto & Troutman, 2006). The desirable consequence is called the reinforcer. Conversely, when behaviour is followed by an undesirable outcome, the behaviour is less likely to be performed in the future. The undesirable outcome is called a punisher. These principles are at the core of operant conditioning, where a person’s behaviour is modified by its antecedents and consequences. Gottman, (1993) stated that giving teachers both verbal and nonverbal reinforcement will positively affect the teaching process and make teachers more active and enthusiastic, during the process they will also have a good feeling and feel appreciated from every activity which is done by them. Whatever the forms of reinforcement used, basically the reinforcement must

be in accordance with the child's development. This will lead to the effectiveness of the reinforcement itself.

Reinforcement is categorized in two main forms, the positive and negative reinforcement. The positive reinforcement can involve adding something desirable contingent upon a desirable behaviour (e.g., praise, free time, or a toy), and the negative reinforcement can involve taking away something that was undesirable (reduced homework, getting out of assignment, cancelling a quiz etc.). Taking away something undesirable is called negative reinforcement (Alberto & Troutman, 2006). Negative reinforcement increases behaviour by taking away something undesirable that would otherwise occur. Positive reinforcers can be categorized as tangible, social, or activity reinforcers (Zirpoli, 2005). offering reinforcers to staff for meeting goals, such as casual Friday, off-campus lunch, special parking spots, Teacher Appreciation Days, and vacation days. Reinforcement for staff must be highly regulated and requires extensive planning if implemented. These principles work to improve and maintain appropriate adult behaviour, just as they do for students.

Tangible reinforcers

Tangible reinforcers include something physical the teacher can have, like a gift, or a snack. Tokens sometimes when it is not practical or feasible to deliver these reinforcers immediately after the desirable behaviour, a “token “is given to the teacher that can be used to “purchase” other reinforcers at a later time. Thus tokens “stand in” for other reinforcers to be delivered in the future. Token systems need to clearly specify the way that later reinforcers will be made available, and how many tokens are needed to earn specified reinforcers. These systems have been widely used both at the classroom maximizing the effectiveness of reinforcement.

Social Reinforcers

People’s behaviours are reinforced by positive social interactions, (Scott, 2000). Social reinforcement can include smiles, tickles, high fives, and praise around the school campus between teachers and principals. Examples of social reinforcers are praise or compliments from a principal, vice principals or peer, a smile, special attention, or acknowledgement of desired behaviours. Some teachers hesitantly raise his hand in during staff meetings to answer a question, the peers or principal praises his efforts by a wink of eye from across the room ,are

forms of social reinforcement. The positive social interactions offer the teacher a source of confidence in raising his hand in the future.

Activity Based Reinforcers

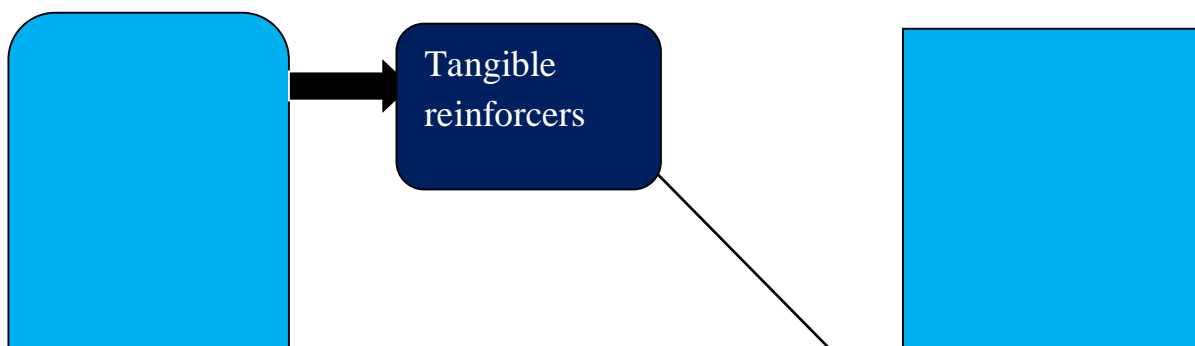
Access to fun activities can serve as reinforcers for a teacher's positive behaviour to be repeated behaviour. Activity-based reinforcers in schools include the assigning of leadership role, delegation of power, send on paid errands, invigilating and marking national exams, exams secretariat. Activities can also be used as potential reinforcers; being first in the entertainment line, using the school internet freely and at will, could enhance the teachers desire to serve better. By providing these reinforcers contingent upon appropriate student behaviour, teachers may provide more potent and salient motivation for students to learn academic concepts or adhere to behaviour expectations (Alberto & Troutman, 2006).

Teachers' effectiveness

Teacher effectiveness is generally referred to in terms of the focus on students, their performance, teacher behaviours, the classroom procedures and conduct that are implemented in order to better the outcomes of the students. According to Berk (2005), teacher effectiveness besides focusing upon the performance of the students centers on the number of areas; effective teachers have to be clear about the instructional goals, possess sufficient knowledge about the content of the curriculum and the strategies for teaching, communicating appropriately with the students of what is expected of them, following appropriate teaching techniques and material to make learning useful such as the implimentation of the competent based approach(CBA), should be knowledgeable(preparations of lesson notes, progression sheets) and aware about the students, adapting instruction to their requirements, anticipating misapprehensions in their existing knowledge, teaching students meta-cognitive strategies and providing them with opportunities to master them, addressing higher as well as lower level cognitive objectives, monitoring the understanding and performance of the students by providing feedback, integrating their instruction with that in other subject areas, and accepting responsibility for student's outcomes (Ko, Summons & Bakkum, 2013). Teacher effectiveness centers on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements, possessing skills regarding the usage of questions to engage and challenge the students are also an important aspect of teacher effectiveness, and consolidating understanding is considered to be the effective use of assessment for learning (Ko, Summons, & Bakkum, 2013).

Effective teachers consist of the following characteristics: (Goe, Bell & Little, 2008). Effective teachers have high expectations from the students and help students learn, as measured by the value added or other test-based growth measures or by alternative measures. Effective teachers render their wholehearted contribution to positive academic, attitudinal and social effects for students such as regular attendance, promotion to the next grade, on-time graduation, self-efficacy and cooperative behaviour. Effective teacher makes diverse use of resources and material to make learning fruitful; to plan and structure engaging learning opportunities, scrutinize the progress of the students, modifying instruction as required and evaluate learning making use of multiple sources of evidence. Effective teachers focus upon not just the learning and development of the students but also on enhancing the classroom climate and schools that value multiplicity and civic-mindedness. There should be no discrimination on the basis of class, age, gender, religion or ethnicity. Effective teachers possess appropriate communication skills, they collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the teachers have to depict their effectiveness if they are dealing with students with special needs and those at high risk of failure (Goe, Bell & Little, 2008). The conceptual relationship between the principals' reinforcement strategies and teachers' effectiveness is presented on fig 1.

Figure 1: The conceptual connection between these concepts can be demonstrated on fig. 1.



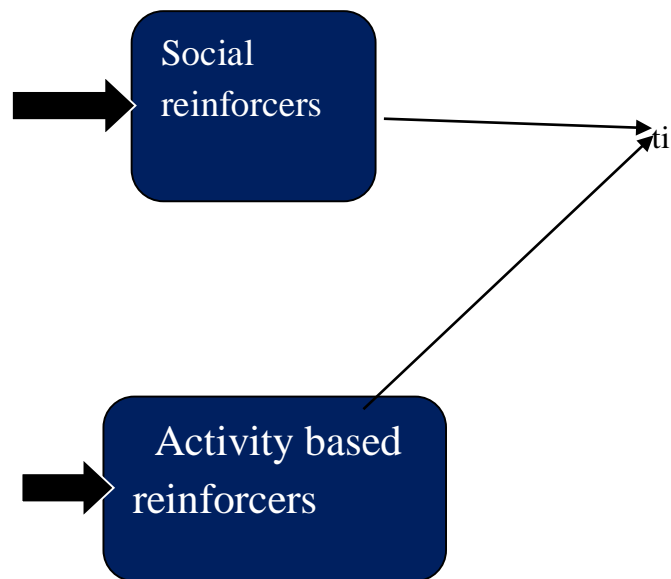


Fig 1: Presentation of conceptual framework

Source: Researcher (2023)

Fig. 1 presents a demonstration of the theoretical relationship between principals' reinforcement strategies and teachers' effectiveness in some secondary schools in Mfoundi division. It helps to show the connection between the concepts of the study. However, this theoretical relationship is yet to be examined.

Theoretical Background

Theories are meant to guide the research, while research provides the strength for theories, Amin (2005). Theories help us to understand the phenomenon with which it deals, predict the behaviour of a system under study and provides a sound framework for organizing and interpreting results. According to Kerlinger, (1973) cited in Amin, (2005), a theory is a predisposition that predicts a system view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomenon. As educators there are many theoretical approaches to take towards teachers' professional development. The approaches are based on sets of assumptions that make the base on education, experience and other factors. With this in mind, we provide an analysis of in-service training perspectives including the major proponents and tenets and how each theory has been applied. For effective understanding of the work the following theories were used: Reinforcement theory by B.F

Skinner (1957), Systems Theory by Bertalanffy (1968), Motivational theory by Maslow (1943),

Reinforcement theory by BF Skinner (1957)

Reinforcement theory is a psychological principle suggesting that behaviours are shaped by their consequences, and that individual behaviours can be changed through reinforcement, punishment and extinction. Behavioural psychologist B.F. Skinner was instrumental in developing modern ideas about reinforcement theory. According to Skinner, a person's internal needs and drives are not important areas of concern because their current behaviours follow the law of effect and are based on the consequences of former behaviours. This means that behaviours can be altered or manipulated over time. Uses of the reinforcement theory of motivation aims to motivate staff through reinforcement, punishment and extinction. Reinforcement theory in the workplace can be positive or negative as long as it reinforces the desired employee experience and behaviour. Managers using reinforcement theory to motivate staff should explain to employees which behaviours will result in positive feedback. This theory is the principal theory of this study. It explains the full concept of reinforcement and throws more lights on the different type of teachers, and the period which determine what type of reinforcement.

Systems Theory by Bertalanffy (1968)

The notion of general systems theory was originally advanced by Von Bertalanffy in the 1930s and after the Second World War (Bertalanffy 1972; Adams, Hester, and Bradley, 2013; Friedman and Allen, 2014). As a practicing biologist, Bertalanffy was interested in developing the theory of “open systems”. This means, an endeavour to understand how systems exchange matter with the environment as observed in every ‘living system’. According to Capra (as cited in Mele, Friedman, and Allen, 2014), the systems theory is an interdisciplinary theory about every system in nature, in society, education and in many scientific domains that provides a framework to investigate phenomena from a holistic approach. In the case of a university, this may be the whole institution, academic division or department. Katz and Kahn as cited in Mele, Pels, and Polese, (2010) applied the concept of open system to the organization in 1966. This advanced the perception of universities as open systems. Some researchers predicted that many educational managers have used and will continue to use a systems approach and contingency views instinctively and implicitly. This is in a bid to solve problems inherent in their organizational systems and specific actions in the system.

Motivational Theory by Maslow (1943)

Maslow's motivation theory, or Maslow's hierarchy of needs, is a theoretical model that describes the various motivators of human beings based on our innate needs and desires. Maslow theorised that once we satisfy one level of needs, starting with our bodily needs, like food and sleep, the next level begins to motivate us. Maslow's theory revolves around the idea that our unmet needs motivate us to ascend the hierarchy so that we can satisfy them. He suggests we have a built-in desire to fulfil all of them until we eventually reach the top of the hierarchy, which is self-actualisation. This means reaching our full potential and the highest level of psychological development, as the body and the ego have achieved their needs. Maslow represented the theory in five stages. He theorises we are first motivated to reach the first level, then once we satisfy the needs of the first level, we can satisfy subsequent levels in sequential order. The stages that comprise Maslow's hierarchy of needs are; Physiological needs, Safety needs, Belonging needs, Esteem needs. Self-actualisation needs.

Problem Statement

In a broader sense education is process of self-realization. It is not limited only to the realization of students'; it describes also the realization of teachers. Effectiveness is the level or the degree to which some matter or process is successful in producing a pleasurable result (Ray and Halder, 2018). Effectiveness is the quality of being successful in producing an intended result. The effective teacher is he who teach effectively to their students. Teacher effectiveness install one of the most vital places of students' life. It can purify and modify students' behaviour. Effective teachers always help their students in developing a sound health, body and mind. They always engage in cultivating the basic skills, thought process, healthy habits, scientific temperament, positive attitudes, value orientation, value judgment and ability to adjust in ever changing psycho-social environment among the students. Besides, helping the students in their optimal all-round development, the effective teachers prepare them for the forthcoming competition in life by upholding their curricular and co-curricular performances. The teachers play a valuable role in the teaching-learning process to the students. In every institution, teacher effectiveness is essential for the purpose of effective teaching learning process. Thus, effective teaching, to some extent, is the result of teacher effectiveness. More effective teacher means more effective learning because, the quality of education always depends on the effective teachers and schools (Susan, 1985). In fact, the teachers hold the keys to teaching-learning process in the secondary schools. The teacher is the connection between the management, the curriculum and the learner. They transform the curriculum into teachable

lessons for the learners. It is an impediment that the teachers need to be satisfied with their job in order to be effective.

But unfortunately, it has been observed by the researcher that many teachers in some secondary schools in Mfoundi division are very ineffective. This ineffectiveness observed in teachers' behaviour, include; late coming to class, unjustified absences, no planning of lesson notes, incompleteness of annual syllabus, general poor students' performances, poor students' behaviour, and the need to rush for other works to make ends meet, among others. Many teachers in this division, although on regular salary, undergo stress owing to either low salary, lack of reinforcement from the principals, general hardship in the economy. These have perpetually held many teachers to low productivity and personal development. Teachers just go to schools to pass time with learners and in most cases, they do not have time to prepare lessons notes in cognizance to the students' ages and interest. Due to overcrowded classes, some teachers get frustrated and turn to scare away from the particular class or teach only the first two benches. This leaves a good majority of the learners empty and consequently poor performance.

As a result of low teachers' effectiveness, many schools are ineffective. Students' performances in both class exams and national exams are under average. Students' behaviour (Joinvile delinquency) keeps up surging. That is why in Cameroon secondary schools, students have become more of rebels, warriors, fighting fellow students and teachers, a lot of dismissals, failures and academic dropouts and there is general fall in the quality of the system. Research has unveiled that these teachers' frustration and ineffectiveness results from principals' inability to reinforce the teachers who make attempts or improve on some duties in schools, given that the principals are all in their offices and there is no close relationship with the teachers. They do not even see or know what improvements a teacher could make that deserves a reward. Thus, teachers become reluctant to work or put extra efforts.

Research Objectives

The study employs the main and specific research objectives

Main research objectives

To examine the influence of principals' reinforcement strategies on teachers' effectiveness in some secondary schools in Mfoundi division.

Specific research objectives

To examine the effects of tangible reinforcers on teachers' effectiveness in some secondary schools in Mfoundi division

To analyse the effects of social reinforcers on teachers' effectiveness in some secondary schools in Mfoundi division

To examine the effects of activity-based reinforcers on teachers' effectiveness in some secondary schools in Mfoundi division

Research Question

General research questions

How does principals' reinforcement strategies influence teachers' effectiveness in some secondary schools in Mfoundi division?

Specific research Questions

How does tangible reinforcers affect teachers' effectiveness in some secondary schools in Mfoundi division?

How does social reinforcers influence teachers' effectiveness in some secondary schools in Mfoundi division?

How does activity-based reinforcers influence teachers' effectiveness in some secondary schools in Mfoundi division?

Research Hypotheses

General research hypothesis

MRHa: There exist a relationship between principals' reinforcement strategies and teachers' effectiveness in some secondary schools in Mfoundi division

MRH0: There is no relationship between principals' reinforcement strategies and teachers' effectiveness in some secondary schools in Mfoundi division

Specific research hypothesis

Ha1: There exist a positive correlation between tangible reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division

H01: There is no positive correlation between tangible reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division

Ha2: There exist a relationship between social reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

H02: There is no relationship between social reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division

Ha3: There is a relationship between activity-based reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

H03: There is no relationship between activity-based reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

Justification

This study is contextually very relevant as it examines the crux of the circumstance that underpins weak educational system in Cameroon. The focus is on the teachers. Teachers have been proven to be less effective, thus, students tend to perform poorly. The Cameroon government, the parents and the entire Cameroon society has a ceaseless cry of poor educational system observed on secondary school graduates. The study comes in timely to examine the process and unveil what is not working perfectly. Teachers' effectiveness is the most outstanding of the challenges the educational system is facing. Therefore, such a study is indispensable.

Moreover, in the Cameroon secondary schools recently, there have been recurrent school reforms in the management, curricula and pedagogical sphere that have resulted to a need for more competent, informed and well experienced principals to steer the systems. This study become very indispensable as it examines the strategies put in by the principals in the process of school management and reinforcing the teachers to be the best of themselves at work. The study places the principals in the core of the educational management process, tasked with the responsibility to coordinate, control, manage the staff and learners towards the attainment of school objectives. Moreover, staff effectiveness is fast becoming a hard knot to untie as the students are performing even poorer especially with class and national examinations. This study is therefore timely, contextually fruitful, and it can help the powers that be to relook into the situation in order to improve teachers' effectiveness.

Furthermore, the timeliness of this study strengthens its relevance. Presently, most secondary school teachers in Cameroon are becoming disgruntled for several reasons like; poor

school management or poor teachers' treatment, low pay, stress and hardship which however characterize the society. This has purported several teachers to engage into several different jobs out of the teaching field. Some have become business tycoon, and teaching has become part time job to them. Therefore, this study is very relevant as its timely interventions come to examine how principals' reinforcement strategies can improve on the health of the system and get the teachers more committed and effective. Teachers' commitment is a strong force that enhances the teaching-learning process in schools. Unfortunately, teachers are becoming less committed than before, this situation is thwarting the teaching –learning process and culminating to poor academic achievements among students. This therefore calls on such a study at this particular time.

Furthermore, the 21st century is focused on empowering learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing around the world. This brings the idea of academic performance to the center stage to show that students are expected to be well trained. Well trained student demonstrates on their performances, get promoted, graduates and solve problems around them. But then all these depends on the type of teachers leading them, and the way the teachers lead the students depends largely on the way the teachers are treated by the principals, the state and the society. This study becomes very relevant because it focuses on how to improve students' academic performance and is highly recommended to ensure learners become problem solvers upon graduation from schools.

Furthermore, Cameroon is a signatory to many international conventions and laws including the Education for All (2000), with UNESCO, and a confirmer of the Sustainable development goal. Goal 4 is quality education. Therefore, the country is putting all hands-on deck to ensure a better performance which entails more skills and competences in schools. This study is also relevant because it helps to bring out new ways teachers can be enhanced to enable the country reach the quality education endeavour.

Again, a study of this calibre is relevant to the educational actors. The weight of production of well trained, skilful youths who will propel the development envisaged for Cameroons emergence in 2035 lies mainly on the educational system (the type of curriculum, type of teachers, how they teach, the type of students and youth who leave school to the job market). Looking at this situation, a study that focuses on students learning is of high importance and worth researching. Moreover, the introduction of competence-based approach

of teaching in Cameroon educational system in 2008 brought a significant turnaround to the duties of teachers and students in Cameroon schools. The teachers need to be well taken care off to enable them adopt to the new teaching strategy. It upholds that lessons should be tilted towards real life situations, reflecting the learner's environment. Therefore, it is very essential to first of all examine and understand the environment in its clear terms, understanding which one can ease learning and promote it.

Scope

Periodic scope

This study started in the academic year 2022 to 2023. Throughout these years, the researcher has had three semester of class work, three months of internship and research work of project writing. This length of time is ample enough for the researcher to observe, research and conduct this study with ample evidence. This time frame has given this researcher the chance to read, interview, collect relevant data that makes the possible result of this study convincing enough.

Thematic scope

The main concepts of this study are principals' reinforcement strategies and teacher' effectiveness. The concept of reinforcement strategy is studied in the faculty of education under the department of educational management and administration. These concepts are employed in this study with reference to its understanding or application in the field of educational studies.

Geographical scope

This site or location of this study is in the center region and Mfoundi division in particular. The Mfoundi division in the center region harbours several primary, secondary and higher institutions. The high number of secondary schools gave the researcher and opportunity to use only those schools that have relevant characteristics required to tackle the problem under study.

Significance

To the secondary school principals

The findings of this study will serve as reference or source of inspiration to all principals and aspiring principals who get to read it. It elaborates on their roles and responsibilities and

together with the reinforcement strategies that principals can employ to get teachers more effective at work. Moreover, it examines the concept of school management in its lowest terms to the understanding of every principal. Therefore, principals will use this study as handbooks for secondary school management and henceforth improve on the processes involved in enabling staff effectiveness.

To MINESEC

The findings of this study will be to the interest of the Ministry of Secondary Education to ensure that the secondary schools and their teachers are well managed and in order to get the teachers more determined and effective. Therefore, this study will help the ministry to understand why most secondary school teachers are gradually losing effectiveness. From here, they will create empowerment programmes to empower both the principals on the technicalities underlined in this research work on how to specifically reengage their teachers at work.

To Teachers

In secondary schools, the teachers are at the core of the teaching-learning process. Their ideal situation is being examined and solutions proposed in this study. This study will therefore serve as a roadmap for all teachers to regain their interest and become more effective with the teaching activities. It will also provide the teachers with hope as the head teachers will apply the possible solutions that improve on their situation.

Contextual definition of key concepts

Reinforcement

Actions to make a target behaviour more likely to occur in the future

Principals Reinforcement strategy

Principals Reinforcement strategy is an approach that focuses on empowering a certain behaviour in teachers so it has a higher likelihood of being repeated.

Tangible reinforcer

Tangible reinforcer is a physical reward given following a behaviour that increases the likelihood of that behaviour being repeated by the teacher.

Social reinforcers

Social reinforcer is the positive interpersonal stimulus, such as praise, a smile, touch, or another sign of approval, that increases the frequency of the behaviour that immediately precedes it.

Activity-based reinforcers

Activity reinforcer involves allowing teachers to take part in their preferred activities if they behave appropriately.

Teachers' effectiveness

This is the degree to which the teacher is able to engage learners and impact student learning by preparing the lessons, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The second chapter of this study is titled literature review . It presents the review of secondary educational landscape in Cameroon, the conceptual framework, the theoretical framework and empirical review.

Secondary Education Landscape in Cameroon

Cameroon secondary schools are under the control of MINESEC headed by Minister Nalova Lyonga. The educational system is a shadow of the colonial history which left the country with a dual system (English and French sub-system). The English subsection is characterised thus: Secondary education -Length of Study: 5 years; Certification: GCE O/L and High school - Length of Study: 2 years; Certification: GCE A/L. The precondition for entry secondary school is the first school living certificate and or common entrance exams at the end of primary six. The student is then grilled for five (5) years of secondary education which consists of Form One (1) to Form Five (5).

The curriculum of study comprises all subjects from home economics to physics and everything in between. By the end of Form 3 students are expected to select between an Arts or Science course of study. So, studies between Forms 4 and 5 are more specialized and geared towards the final exams. At the end of Form 5 the students sit for the *General Certificate of Education Ordinary Level, (Cameroon GCE O/L)*. The Cameroon GCE O/L consists of a broad selection of over 25 subjects examined during the course of two **weeks**. The student can select a maximum of eleven subject to sit from a Science based list or an Art-based list. Hence, Cameroon students often describe themselves as science or Arts students and the result is graded as *A, B, C D, E and F* grades with A being the best grade possible. *Successful students are those with a passed grade (A, B or C) in four or more subjects.*

Teaching and assessment practice in Cameroon secondary schools

Since the academic year 2012/2013, government secondary schools in Cameroon moved from their objective based teaching approach to embrace the competency-based approach. According to Amvene (2022), the Cameroon education system adopted a new curricular paradigm, the competency-based approach CBA), which seeks to make use of subjects contents as resource for the treatment of life situation. The introduction of CBA in secondary school in the academic year 2012/2013 experience challenges as many teachers

couldn't easily comprehend its exigencies (Fonkwa, 2012). By introducing this approach, it was hoped that teachers would teach using a more interactive method with learners at the centre region. Then in July 2014, ministerial order No 264/14 MINESEC/IGE OF 13th August 2014, outlined the syllabi for first and second school (sixième and cinguième) enhanced the tried curriculum into a more contextual CBA curriculum. Triggered in sixième in the year 2014/2016, it moves on to "Cinquième" in 2015/2016. According to Tasnimi (2014), competency-based approach was introduced due to the following reasons; Firstly, there was too much emphasis of objectives which caused the education stakeholders to ignore the outcomes of the curriculum. Both teachers and education supervisors did not put much importance on the outcomes of the learning.

Secondly pertaining to this as time elapsed the behavioural changes were seen as not important in education thus the emphasis on outcome was seen as important as far as the competence of the students who completed such level of education was concerned. Thirdly, it was argued that specification of learning objectives limited teachers' creativity in teaching and learning because it based on teacher centred than learner centred as opposed to outcomes which emphasized that the learners should be the core and active participants in the teaching and learning process. (Bataneh & Tasnimi, 2014). Assessment in the context of CBA was tilted towards testing competences. But the quality of assessment is still a big issue to be tackled given that most teachers do not master the techniques of assessment. The practices are probably not reliable, not valid. Today, CBA is modified to evaluate competences in a more specific way, focusing on one competence to the other and following what has been thought in class.

Grading system and staffing

Assessments are done six times a year, implying twice a term. Upon assessment, the students' performances are graded in four principal categories in context of CBA thus; 0-10 is labelled CNA = competence not a acquired, 11 – 14 is labelled CBA = Competence being acquired, 15- 17 is Competences acquired and 18 – 20 means A⁺ = acquired. This grading system was introduced in the academic year 2019/2020 in secondary schools by pedagogic inspectors but without evaluation techniques.

The teaching staff who are the key to the teaching-learning process are made available to the secondary schools by the Cameroon government. The state (MINESEC) launches annual competitive entrance into government teachers training colleges where secondary school teachers are trained from a period of three years (for those who succeeded with Advance levels

or BAC) and two years for those who sat with the bachelor's degree. Upon completion, the newly trained teachers are posted to the respective secondary schools all over the national territory. From these points, they are placed under various principals (for supervision, control, coordination, motivation, etc) with terminal and annual reports written to the inspectorate.

Conceptual Review

The school Principal

Typically, each school has a single administrative officer, a principal, who is responsible for the operation of the school. In large schools, there may be one or more assistant principals, (Lunenburg, 2010). The administrative hierarchy may consist also of a number of department chairpersons, school counsellors, a social worker, school psychologist, diagnostician, and so on. Although functions vary by location and size, the principal is primarily responsible for administering all aspects of a school's operations. What then do principals actually do on a day-to-day basis? One way to analyse what principals do is to examine their job from a number of perspectives: (a) leadership functions, (b) administrative roles, (c) management skills, (d) task dimensions, (e) human resource activities, and (f) behavioural profiles of effective versus successful administrators. Principals combine and coordinate various kinds of resources by carrying out four basic leadership functions: planning, organizing, leading, and monitoring.

Generally, planning defines where the school wants to be in the future and how to get there (Parker, 2011). Plans and the goals on which they are based give purpose and direction to the school, its subunits, and donating staff. For example, suppose the principal in a large, urban school district decides that the school should attempt to increase the number of students reading at any level by 20 percent by the year 2024. This goal and the methods needed to attain it would then serve as the planning framework for the school counsellors, social workers, school psychologists, library media specialists, department heads, and teachers would set and synchronize individual objectives with those of the building principal. Planning is important because it provides staff with a sense of purpose and direction, outlines the kinds of tasks they will be performing, and explains how their activities are related to the overall goals of the school (Oosterlynck, 2011). Without this information, staff would not know precisely how to use their time and energies efficiently and effectively. Subsequently, they would respond to their job responsibilities randomly, wasting valuable human resources. Planning is also a prerequisite to other leadership functions (Goodstein, 2012). In particular, it becomes the basis

for monitoring and evaluating actual performance (McDonnell, 2011). That is, plans made during the first step become benchmarks or criteria against which to measure actual performance in the monitoring step. Unless plans are formulated and mutually agreed on, there is relatively little value or basis for measuring the effectiveness of the school outcomes. In addition, comparing planned and actual results provides the principal with a sound basis on which to make necessary adjustments in the school's plan of action.

Principals' leadership styles

According to Notman and Henry (2010), effective principals use multiple leadership strategies for leading teachers to raised levels of student achievement. The following are leadership strategies used by principals. (a) vision and purpose, (b) focus on student achievement, (c) school improvement practices, (d) consultation with teachers and community, (e) employment of quality staff, (f) strong senior leadership team, (g) personnel support systems, (h) integration of different cultures, (i) growing other leaders, (j) and "hands on the turbine" (i.e. ecosystem).

Principle

A critical leadership skill for successful principals is decision making. When staff and line employees collaborate on decision-making, leadership is imperative to substantiation, which affects the school (Crum, Sherman, & Myran, 2009). The principal if he decides on issues independently, this could allow for a state of higher questionability and accuracy. It is always advisable for principals to permit teachers and high-qualified staff to assist in decision-making and work as a team of councils to provide possible solutions to problems. This effective leadership impulse helps leaders to manage effectively (Yukl, 2009); express an axis or structure for group resiliency and decision-making. By implementing group resiliency, the traditional definition of management, which insists to control, eliminates properly and staff assimilates a self-assessment of management. A group decision-making model is one of many components of distributive leadership. Successful principals seek to form partnerships with all key stakeholders acknowledging their perspectives. Distributive leadership focuses on collaboration, shared purpose, responsibility, and recognition of leadership irrespective of role or position within an organization (Keppell, O'Dwyer, Lyon, & Childs, 2010).

The premise of 'distributive leadership' encompasses the notion of collaboration by many rather than one central authority figure. Connotations emphasize a collegial sharing of

knowledge, practice and reflection, dissemination of strategies to the group, and deduces horizontal models of leadership (Ylimaki & Jacobson, 2013). Successful leadership implementation applies the broad intent and principles of distributive leadership towards the vision and ‘capacity building ‘of curriculum and instruction. Seemingly, educational governance understands the importance of training and skill development for educational stakeholders to assume leadership responsibility, and that the concept of distributed leadership exposed staff to new ideas and participation in knowledge creation and transfer (Davies & Davies, 2006). My contention supports the design of placing teachers in small learning communities within the school. Large department meetings do not inspire staff to express their particular ideas and for the most part seclude their ideas. This, then causes an unhealthy ethos of expression and results in negativity towards the ideas of others. In smaller groups, even within departments, there are more opportunities for all staff to contribute and express ideas, that in larger meetings could have been kept private. The impact is highly valued in successful school environments when staff communicates even if their ideas are conceptualized.

Principals administrative functions in schools

The principal, as the person at the helm of affairs in the secondary school occupies a unique position. He exercises influence on the improvement of education, he interprets policies, executes instructional programmes, sees to staff development and ensures adequate and proper management of the school. They are usually assisted by the vice- principals. Their administrative functions include planning, organizing, directing, controlling, coordinating, communicating, evaluating, ensuring good students’ academic performance, discipline and supervision of staff and students among others. The role of the principals to teachers, especially, is the extent to which he/she demonstrates understanding of their peculiar problems and is sure to affect their job performances.

Delegation of duties

Delegation is the assignment of any responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities. Delegation is one of the core concepts of management leadership, (D’Souza, 2002). The term delegation of authority or duties has recently drawn the attention of many organizations and secondary schools inclusive. In education management, teaching, learning, extra-curricular and administrative tasks or activities are entrusted to teachers by the principal in the hope that they will carry out the work or task that they have been delegated to do. Jackson (2000) sees

delegation as the “accomplishment of work through others”. The school, by its nature, is a complex organization such that delegation of duties and responsibilities is unavoidable; it is therefore imperative for all school managers and administrators of secondary schools to understand the concept of delegation; what determines it, its importance and how to use it effectively.

Motivation

Motivation is seen as a driving force that compels an individual to take actions with the aim to achieve certain goals (Maslow, 1993). This implies, motivation is a force that drives one to do things that he or she would not normally do. In its more technical usage, motivation is a psychological process that facilitates an organization of behaviour towards achieving some specific course. According to (Omollo, 2015), Motivation is the key of a successful organization to maintain the continuity of the work in a powerful manner and help organizations to survive. In order to reach the expected goals motivation has to be activated by providing incentives. For Ndu, Ocho and Okeke (1977) motivation is a complex socially learned pattern of behaviour. In a secondary school, motivation embraces all factors in a teacher’s development toward the achievement of organizational goals. In this light, Peretomode (1991) considered motivation as the process of influencing or stimulating a person to take action that will accomplish desire goals. School managers have as one of their duties to motivate their teachers to become more engage in teaching.

Communication style

Communication is derived from the Latin word “communicare” which means “to put in common” and “to share”. It then means the sharing of ideas, facts, thought and feelings for easy coexistence. It is a two-way process which involves the sender and the receiver. Communication is, therefore, concerned with transmitting and receiving information which is the key to all aspects of organizational life, whether by planning, controlling, problem-solving, decision-making, motivating, interviewing and other management activities .

Communication remains a unique instrument that integrates management functions in an organization, (Akinnubi, 2012). This explains why communication is inevitable and indispensable in the school system for effective management.

Reinforcement

In behavioural psychology, reinforcement is a consequence applied that will strengthen an organism's future behaviour whenever that behaviour is preceded by a specific antecedent stimulus. This strengthening effect may be measured as a higher frequency of behaviour (e.g., pulling a lever more frequently), longer duration (e.g., pulling a lever for longer periods of time), greater magnitude (e.g., pulling a lever with greater force), or shorter latency (e.g., pulling a lever more quickly following the antecedent stimulus) (Schultz. 2015).

The model of self-regulation has three main aspects of human behaviour, which are self-awareness, self-reflection, and self-regulation. Reinforcements traditionally align with self-regulation. According to Winkielman and Wilbarger (2005), the behaviour can be influenced by the consequence but behaviour also needs antecedents. There are four types of reinforcement: positive reinforcement, negative reinforcement, extinction, and punishment. Positive reinforcement is the application of a positive reinforcer. Negative reinforcement is the practice of removing something negative from the space of the subject as a way to encourage the antecedent behaviour from that subject.

Extinction involves a behaviour that requires no contingent consequence. If something (good or bad) is not reinforced, it should in theory disappear. Lastly, punishment is an imposition of aversive consequence upon undesired behaviour. Punishment by removal is a common example or removing a benefit following poor performance. While reinforcement does not require an individual to consciously perceive an effect elicited by the stimulus, it still requires conscious effort to work towards a desired goal. According to Schultz, (2015), rewarding stimuli, which are associated with "wanting" and "liking" (desire and pleasure, respectively) and appetitive behaviour, function as positive reinforcers, the converse statement is also true: positive reinforcers provide a desirable stimulus. Reinforcement does not require an individual to consciously perceive an effect elicited by the stimulus. Thus, reinforcement occurs only if there is an observable strengthening in behaviour. However, there is also negative reinforcement, which is characterized by taking away an undesirable stimulus. Changing someone's job might serve as a negative reinforcer to someone who has back problems, (e.g. changing from a labourer's job to an office position).

In most cases, the term "reinforcement" refers to an enhancement of behaviour, but this term is also sometimes used to denote an enhancement of memory; for example, "post-training reinforcement" refers to the provision of a stimulus (such as food) after a learning session in an attempt to increase the retained breadth, detail, and duration of the individual memories or

overall memory just formed. Gottfried and White (2011) opined that the memory-enhancing stimulus can also be one whose effects are directly rather than only indirectly emotional, as with the phenomenon of "flashbulb memory," in which an emotionally highly intense stimulus can incentivize memory of a set of a situation's circumstances well beyond the subset of those circumstances that caused the emotionally significant stimulus.

Basically, motivation can come from inside and outside an individual, namely intrinsic and extrinsic motivation. An intrinsic motivation, as stated by Harmer (2015), comes from within the individual. Thus, a person might be motivated by the enjoyment of learning process itself or by a desire to make himself feel better. In contrast, Harmer (2015) pointed out that the extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial rewards, or the possibility of future travel. It means that the person is motivated because there are some things to be pursued or because the person is provoked by some things. In this regard, reinforcement is an example of the external motivation that can help students to learn. Reinforcement is any consequence that strengthens behaviour (Fatmal, et al. 2020). In the operant conditioning theory guide and analysis, reinforcement is a term constituting a process of increasing the probability of behaviour, in the form of response delivered shortly after performing the behaviour. Reinforcement can be praise, symbolic rewards, token rewards, tangible rewards, or activity rewards. It is called as an instructional reinforcement. Instructional reinforcement can be defined as a strategy used for desirable academic performance or efforts at the classroom level.

Reinforcement strategies

Positive reinforcement

Reinforcement is a natural phenomenon just as natural selection or gravity are natural phenomena. Claiming that 'reinforcement doesn't work' is as logical as claiming that 'natural selection doesn't work' or that 'gravity doesn't work. Likening reinforcement with such certainties as gravity gives veracity to its existence. Once it is accepted that reinforcement "works," ensure that it is positive and the possibilities are endless. Author Bob Nelson, in his article entitled No-Cost Employee Recognition, helps stress the value of many under-utilized means of employee recognition that can be implemented without having to expend any monetary considerations. Nelson (2002) has learned that, "Believe or not, some of the most effective forms of recognition cost nothing. A sincere word of thanks from the right person at

the right time can mean more to an employee than a raise, a formal award or a wall of certificates or plaques" (p. 14).

As previously reviewed, the research shows that money does not motivate teachers. On the other hand, positive reinforcement has shown to have a motivating influence upon employees at the workplace. Positive reinforcement does have effect on employee's performance. He asserts that, "An organization that utilizes principles of reinforcement effectively will have increased desirable behaviour and thus improved performance" (ibid, p. 21). He contends that positive reinforcement is the manager's most powerful reinforcer. Supervisors can create an atmosphere that is conducive to inducing increased productivity amongst their employees by controlling specific organizational conditions. He explains that, "You can create conditions for positive reinforcement. When you change these conditions, you change what is possible. Managers need to identify behaviours that produce desirable outcomes, and implement consequences that will positively reinforce them" (ibid, p. 22). According to Allan Kam, for positive reinforcement to be effective it must avoid four debilitating factors. Kam cites the views of behavioural psychologist and president of Precision Learning Systems, Inc., Aubrey Daniels, who identifies four common errors in positive reinforcement: the failures to make it immediate, frequent, personal, and earned" (ibid). The drawbacks of positive reinforcement stem from committing one of the former errors. The errors can easily be avoided by training supervisors on how to avoid them.

Forms of positive reinforcement

Extrinsic Reward

Rewards are a useful tool to motivate employees as they provide something tangible for completing a task or reaching a set goal. An extrinsic reward can take many forms, but they generally have some element of monetary value associated with them, such as a salary increase, financial bonus or an award of recognition. Learning how and when to reward employees can help improve workplace productivity and employee satisfaction. In this article, we discuss the importance of extrinsic rewards, outline their benefits and disadvantages and provide some examples of such rewards.

One of the basic motivations for employees to work is salary. Linz and Semykina (2005) revealed that personal income is positively correlated to job satisfaction. A study of Taiwan R&D professionals in technology sector found out that monetary incentives based on output has a positive relationship with their work performance. Besides, the monitoring cost is reduced and it became more competitive among the staffs.

According to Liu, Huawei, a Chinese information technology company offers a high basic salary and the amount is still going up every year. In comparison to other new undergraduates and graduates, Huawei pays at least RMB 4000 higher than the average rate. Huawei's reward strategy to their employees greatly increased the organization's productivity. On the other hand, engineers in Huawei earn from \$ 6600 to \$ 22,000 annually, depending on their performance. The performance-based technique can greatly increase the attentiveness and alertness of staffs.

The importance of extrinsic rewards in the workplace

Extrinsic rewards can motivate and inspire employees by incentivizing them with money or other bonuses. In many cases, these rewards can motivate an individual with no internal motivation, such as someone who has no passion for a particular project. If a sales executive has no desire to sell their designated products, an external reward such as commission can increase their motivation. This is a common approach used across a multitude of industries to encourage staff. External rewards are equally important as a tool for the behavioural conditioning of staff. This allows companies to roll out changes, host events or change behaviours in the workplace through incentives. For example, if a company struggles with poor attendance at work-related events, it might use an incentive to encourage more attendees. This might mean offering time off or a cash reward for attendance.

The effectiveness of external rewards in the workplace

External rewards can be incredibly effective at encouraging behavioural changes in the workplace, but their effectiveness varies between individuals. For some employees, external rewards may be enough to motivate them and encourage positive behaviours. For others, pushing benefits with more of an intrinsic personal value may be more advantageous. Generally speaking, external rewards work best when rewarding it rarely to provide maximum impact when the appropriate situation arises. If you reward something too frequently, its overall value dwindles. Some refer to this as the over-justification effect, where you reward a certain behaviour or activity so often that there's no longer any interest in earning it.

The benefits of external rewards

External rewards are useful for adjusting behaviours in the workplace when implemented thoughtfully. There are several benefits associated with these types of rewards, including:

- **Inspires passion:** External rewards are an excellent way to inspire passion in individuals who are not passionate about a task or behavioural change. For example, encouraging a member of staff with a bonus to help another employee who's struggling is an external reward.
- **Accomplish goals:** When you aim to accomplish a goal, you're setting an extrinsic motivator. A goal could be almost anything, such as completing a project on time, so external rewards can boost productivity.
- **Encourages work:** Even the most passionate members of staff require payment for their work because otherwise, they can't sustain a basic livelihood. External rewards can therefore encourage more successful work and keep staff focused.

The risks of external rewards

External rewards can be incredibly useful, but there are some risks involved. This especially applies if you rely on them for too long. Some of the risks associated with these types of rewards include:

Sustainability: External rewards don't necessarily inspire passion, so if a staff member knows that they're likely to receive a reward anyway, they may only apply the minimum effort to obtain it. The lack of sustainability of such rewards comes from the lack of direct motivation they offer.

Scaling: If you use the same reward repeatedly, its success can diminish rapidly. To maintain the same level of success, these rewards require an element of scaling up to achieve the same level of change over time, which can be expensive and impractical.

Expectations: External rewards can set expectations of rewards for staff when they complete a task or project. This is problematic because, eventually, staff may avoid tasks if they aren't offered an external reward for the work.

Tips for using external rewards in the workplace

Using external rewards in the workplace can be an effective approach to changing staff behaviours or achieving specific goals. There are inherent risks with relying on these types of rewards for these purposes. To avoid risks, consider adopting the following tips to ensure the use of these rewards successfully:

Set realistic expectations and offer consistency

Creating an outline for how and when staff receive external rewards is essential for its success. Make employees aware of what's required to obtain the reward, and define what the reward may be so that staff knows what they're working towards. Being consistent with rewards over time is also important to help the company meet the employee's expectations. Changing the requirements for a reward is understandable, but try to inform staff in advance so they have realistic expectations. A lack of consistency can make goals more obscure, which can demotivate employees.

Focus on cash and financial incentives

Although salaries and competitive hourly rates might not be enough to motivate employees all the time, it doesn't mean financial incentives have no use. Money and financial incentives are powerful motivators for staff, particularly when they involve bonuses or additional pay. Consider offering pay raises, promotions or even cash bonuses for employees as a way of encouraging behavioural change. Make sure that you set realistic goals with defined deadlines, ideally on a weekly or monthly basis. Top earners have a right to receive rewards for their efforts, and financial rewards can be easy to implement as such.

Try unorthodox rewards

Although financial rewards are an excellent external motivator for staff, there are other approaches to consider too. Experiment with different incentives to see what your employees value most. This allows you to tailor the incentives to meet their individual tastes and adds variety to the reward scheme. Some examples to consider might be:

- gift cards to well deserving teachers
- school lunches when meeting targets
- additional days off when a project is completed
- tickets to a sporting or music event

When trying out these rewards, it's a good idea to speak with employees about their preferences. If you offer tickets to a rock concert, but your staff are country music fans, there's little motivation for them to work harder because the reward isn't to their taste. Instead, offer to pay for a concert of their choice.

Reward hard work with positive feedback

Communication and feedback are two important aspects of maintaining employee relationships. Employees look for validation and positive feedback to know their work is commendable and respected. Sometimes reminding staff of this can be a good way of creating extrinsic motivation. This is especially true when an employee goes above and beyond expectations. It's important to celebrate their success and offer praise when earned. How you

offer this praise differs from person to person, so make sure you tailor the praise to them. This might mean sending a private email or announcing it to the team.

Work Environment Reward

Kohun (1992), defines working environment as an environment which comprises the totality of forces, actions and other influential factors that are currently and, or potentially contending with the employee's activities and performance. Working environment is the sum of the interrelationship that exists within the employees and the environment in which the employees work. Brenner (2001) was of the opinion that "the ability to share knowledge throughout organizations depends on how the work environment is designed to enable the school to utilize work environment as if it were an asset. This helps schools to improve effectiveness and allow teachers to benefit from collective knowledge". In addition, he argued that working environment designed to suit teacher's satisfaction and free flow of exchange of ideas is a better medium of motivating employees towards higher productivity.

Opperman (2002) opines that working environment is a composite of three major sub-environments: the technical environment, the human environment and the organizational environment. Technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements. The technical environment creates elements that enable employees perform their respective responsibilities and activities. The human environment refers to peers, others with whom employees relates, team and work groups, interactional issues, the leadership and management. This environment is designed in such a way that encourages informal interaction in the work place so that the opportunity to share knowledge and exchange ideas could be enhanced. This is a basis to attain maximum productivity. Organizational environment includes systems, procedures, practices, values and philosophies. Management has control over organizational environment. Measurement system where people are rewarded on quantity, hence workers will have little interest in helping those workers who are trying to improve quality. Thus, issues of organizational environment influence employee's productivity.

It is uplifting feedback that fills in as a method for empowering representatives as a positive work compel and to meet a specific level of desire. Uplifting feedback at work happens when a teacher is remunerated to empower a behaviour. Verbal support gives representative gesture of congratulations that energizes him toward being the most ideal specialist, written affirmed acclaims gives feeling of part to a major family, employee affirmation, for example, worker of-the-month, representative of-the-year and so forth tries workers such that their

endeavours don't go unnoticed, tangible rewards, for example, organization logo journal, pen, gift and so forth propels representatives, pay climb will summon a coveted reaction. So, clear and reasonable expectations are set. The use of reinforcement to motivate employees should be a positive experience (Bacon, 1989). Indistinct undertaking desires and assessment guidelines baffle employees and decrease the inclination to endeavour the coveted behaviour. Envision your reaction to an audit in which you were advised to improve the situation with no subtle elements.

Identify Strong Motivators Working with representatives to recognize customized inspirations, or reinforcement is destined to create the coveted outcomes. Rousing prizes are basic to the achievement of your program since they must entice enough for representatives to work to change their behaviour. Encouraging Desirable Behaviours. Most managers need to energize positive representative conduct, for example, timeliness, solid cooperation and quality generation. As per reinforcement theory, picking one positive ascribe to focus at once and applying encouraging feedback strategies with an attention on termination of the negative behaviour, can enable you to transform alluring characteristics into solid work propensities after some time.

Working environment plays an important role towards the employees 'performance. Working environment is argued to impact immensely on employees' performance either towards negative or the positive outcomes (Chandrasekar2001). In the world, there are international organizations who debate the rights of employee. Most people spend fifty percent of their lives within indoor environments, which greatly influence their mental status, actions, abilities and performance. Better outcomes and increased productivity is assumed to be the result of better workplace environment. Better physical environment of office will boost the employees and ultimately improve their productivity.

Various literature pertains to the study of multiple offices and office buildings indicated that the factors such as dissatisfaction, cluttered workplaces and the physical environment are playing a major role in the loss of employees' productivity. In the 1990's, the factors of work environment had changed due to the changes in several factors such as the social environment, information technology and the flexible ways of organizing work processes (Hasun & Makhbul, 2005). When employees are physically and emotionally fit, they will have the desire to work and their performance outcomes shall be increased. Moreover, a proper workplace environment helps in reducing the number of absenteeism and thus can increase the employees' performance which leads to increased productivity at the workplace (Boles et al.2004).

As the Economic and Social Council reported in 2007, global economic growth is increasingly failing to create the kinds of new and better jobs that can lead to a reduction in poverty. Despite high and sustained economic growth in many developing countries, unemployment is rising, a large proportion of the labour force is working below poverty level wages, and the majority of non-agricultural employment is situated in the informal economy. It is of little surprise that in recent years there has been a shift of focus from a singular interest in economic growth to an enlarged concern with improving the quality of work. Governments from across Africa have forcefully called for action to overcome these challenges. The African Union Extraordinary Summit on Employment and Poverty Alleviation in Africa (Ouagadougou, September 2004) overwhelmingly endorsed the ILO's Decent Work Agenda with an emphasis on the creation of quality jobs. The Government of the United Republic of Tanzania supports this pan-African call for the integration of employment growth and improved quality of work, as reflected in its National Strategy for Growth and Reduction of Poverty 2005– 2010 and its National Employment Policy of 2008.

Intrinsic Reward

Another type of positive reinforcement is intrinsic reward. It involves something other than financial motivation. It can be mere praise, delegation, empowerment or acknowledgement, but it has an impact on employee's performance in a positive way. When employees obtain acknowledgement from managers or supervisors as a result of their job well done, they will feel appreciated and have a sense of belonging to the institution. This is highly valued by staffs and it is very likely that they will strive to perform better. In "The Carrot Principle" findings, it was shown that 65 percent of respondents did not receive any forms of recognition and 79 percent reported that the lack of appreciation is the main reason for quitting the organization. Those employees of highest enthusiasm, 94.4% responded that managers have recognized their competence. It showed a significant need for staffs to be recognized in order for them to be more effective in their performances. Organizations that successfully identify the brilliance have a propensity to be more lucrative and it is reported that they can gain more than three times of return. More than that, Wynter-Palmer and Jennifer (2017) stated that empowerment or a sense of authority given to employees is used to reinforce own capability and also enhance decision making skills at work.

Punishments

Punishment is a tool used to remove unwanted or undesired actions and it can be used to decrease the intensity of behaviours. Based on a study done on employees' punctuality to work, it was revealed that employees who are penalized for being late to work are effective. The percentage of employees who are late dropped 66% and 55% of them actually reported to work earlier. It demonstrated that employees who paid fines to their colleague are more successful than paying to their employer in improving their punctuality.

Other forms of Reinforcers

Natural and Direct Reinforcement

This type of reinforcement results directly from the appropriate behaviour. For example, interacting appropriately with peers in group activities will lead to more invitations to join such activities. The natural reinforcement for appropriate bids for attention, help, participation, etc. is providing the attention, help and opportunity to participate. The goal should always be to move the teachers to natural and intrinsic reinforcement.

Social Reinforcers:

These are reinforcers which are socially mediated by principals, even some teachers, parents, other adults, and peers which express approval and praise for appropriate behaviour. Comments ("Good job," "I can tell you are working really hard," "You're nice"), written approval ("Super"), and expressions of approval (nodding your head, smiling, clapping, a pat on the back) are all very effective reinforcers.

Activity Reinforces:

Activity reinforces are very effective and positive for all teachers. Allowing teachers to participate in preferred activities (such as games, computer time, meetings etc.) is very powerful, especially if part of the reinforcement is being allowed to choose a favourite colleague with whom to participate in the activity. This also provides social reinforcement from the partner.

Differential Reinforcement:

Differential Reinforcement of Incompatible Behaviour (DRI): Incompatible behaviours are behaviours that a person cannot do at the same time as the challenging behaviour (e.g., a teacher cannot be both seated and walking around the classroom). DRI allows a principal to reinforce the incompatible behaviour (i.e., staying seated), resulting in the challenging behaviour (i.e., walking around the classroom) becoming less likely to occur in the future. Differential Reinforcement of Alternative Behaviour (DRA): Alternative behaviours are

behaviours that a teacher is taught to use as a replacement to demonstrating a challenging behaviour. DRA allows a principal to reinforce a teacher's use of a positive alternative behaviour rather than reinforcing the challenging behaviour (Clements- Croome 1997).

Differential Reinforcement of Other Behaviour (DRO): Other behaviours are any appropriate behaviours that a teacher displays that are not considered the challenging behaviour. DRO allows a principal to reinforce a no specified, appropriate behaviour (e.g., asking for a break, staying in seat, attempting seat work) rather than reinforcing the challenging behaviour (e.g., student leaving seat).

Non-Contingent Reinforcement

The purpose of non-contingent reinforcement (NCR) is to reduce the frequency of a challenging or problematic behaviour. With NCR, this goal is accomplished by providing reinforcement to a worker at fixed intervals in order to prevent the problem behaviour from occurring (Amuma, 2013). NCR can be considered a type of antecedent modification (e.g., environmental change) because the principal adjusts the learning environment by giving reinforcement prior to the occurrence of problem behaviour. With this intervention, reinforcement is not dependent on the teacher displaying a specific appropriate behaviour. Instead, reinforcement is presented in a non-contingent manner, meaning that the teacher is not required to earn the reinforce through appropriate behaviours. Behaviour(s) Addressed: NCR can be used to address challenging behaviour(s) that result in a teacher receiving a reward/reinforcer (e.g., attention) for the removal of something undesired.

Implementation Procedure:

Identify the problem behaviour and the hypothesized function (e.g., attention, escape, avoidance, sensory).

Develop a fixed schedule of reinforcement in order to provide the teacher with reinforcement before the problem behaviour occurs.

Adapt the schedule of reinforcement based on the teacher's needs and developmental level. For teachers with severe behaviour problems, a very dense schedule of reinforcement should be used (i.e., once every 30 seconds).

Use planned ignoring when the problem behaviour first reoccurs. After planned ignoring has been used for a short time (e.g., 15–30 seconds), the principal may reorient the

teachers to the task in a manner that provides limited attention. Monitor the teacher's behavioural performance and decrease the frequency of reinforcement as the behaviour improves.

Environmental reward

Intrinsic reward

A related study was conducted by Shakir (2014). The aim of this study was to find out the Impact of Rewards on Teachers' performance of Secondary Schools in Islamabad. Objectives of this study were to identify different types of rewards used in schools and to find out the effect of rewards on the performance of teachers of secondary schools in Islamabad. This study will provide base for later research to explore those factors that would affect teacher's performance. This study will also help to employers towards a proper performance reward system to enhance the performance of the teachers. This study was delimited to the Higher Secondary Schools of Islamabad. The data were collected through questionnaire and survey. Frequencies, percentage, mean, Pearson co-relation were used for the analysis of the data. On the basis of findings, it is concluded that most of the respondents were in the favour of extrinsic rewards and they were mostly disagreeing with intrinsic rewards. It was also concluded that there was a correlation between extrinsic rewards and performance and there is no correlation between intrinsic rewards and performance.

Implementation Considerations for DR and NCR:

DR may not be appropriate for teachers with severe or persistent behavioural challenges, because teachers may require more frequent reinforcement.

With DR, the appropriate behaviour that is reinforced should be relevant to the teacher. In addition, the teacher must be capable of performing the behaviour.

Align reinforcers with the hypothesized function of teachers' behaviour (e.g., attention, escape, avoidance, sensory).

Gradual fading of the schedule of reinforcement will help ensure that the student does not reengage in the problem behaviour. Variable reinforcement schedules may be used to help fade the use of reinforcers.

A continuous fixed-ratio reinforcement schedule is most appropriate when beginning a behavioural intervention. With this schedule, the teacher would receive reinforcement each time the appropriate behaviour occurs.

Benefits of reinforcement

Positive reinforcement in the school affects how teachers behave. If your teachers excel in their roles and meet all their goals, positive reinforcement makes them feel appreciated for all their work. However, if you continuously use positive reinforcement even when performance is lackluster, employees may begin to expect rewards regardless of how well they perform at work. Understand the effects of reinforcement theory and how it affects performance in the workplace is essential. One of the advantages of positive reinforcement is that it encourages employees to work more effectively, according to TPP Recruitment. Employees begin to respond to the conditioning of reinforcement theory when they learn that their excellent performance is met with pleasant consequences. When employees have the opportunity to repeat that behaviour, they have more incentive to perform well because they understand that they will receive a reward or praise. With this motivation, employees have the push to improve their performance overall and not just on specific tasks that earn rewards.

When employees receive positive reinforcement for their superior performance, their sense of self-worth increases, TPP Recruitment explains. They feel proud of themselves and their abilities because an external motivator, such as their manager, recognizes them. Employees who are confident in themselves may be interested in increasing their skill set, taking continuing education classes, and earning more credentials. These actions benefit the workplace because they develop highly qualified employees, while they help employees climb the career ladder and further their careers. Positive reinforcement affects individual employees, but it can also have an effect on the organization as a whole. When teams see they are praised and rewarded for their performance, they are likely to be satisfied in their jobs and happy with their work situation (Clements- Croome 1997). This leads to high levels of engagement and workplace loyalty, where employees feel a sense of ownership about the work they do. This can lower turnover and attrition because employees have fewer reasons to leave or burn out. Positive reinforcement means that employers typically keep their employees longer because the employees are pleased with how the company treats them.

Positive reinforcement must be used properly. If managers offer too much praise or don't offer it at the right times, then employees may become overconfident in themselves and

their skills. They may see themselves as being indispensable at work or believe only they have the skills needed to do the work. This can be detrimental to their performance, cause problems with other employees, and result in disagreements with managers and leaders. Instead of focusing on consistently improving their performance to receive more rewards, employees may begin to lose productivity or quality because they believe they can do no wrong. If used incorrectly or too often, positive reinforcement can cause employees to become set in their ways. According to Amuma, (2013), change is a constant in the workplace, as customer needs, markets and industries are always shifting. Businesses need to adapt to stay competitive. However, if employees are accustomed to positive reinforcement for a specific behaviour, they may be resistant to change because they think they might not be rewarded for a different kind of behaviour. Employees need to know that reinforcement is related to business outcomes, not just their behaviour.

Employees and teams can begin to expect rewards and praise, which is a disadvantage of not using positive reinforcement correctly. For example, if employees are rewarded for doing the basic aspects of their jobs, they may assume they are going above and beyond the necessary requirements based on how much their manager is praising them. As a result, they may expect that kind of praise for every task, taking for granted the manager's good faith and use of positive reinforcement.

How to Use Positive Reinforcement Effectively

The strengths and weaknesses of reinforcement theory are based on how it is implemented in the workplace. If positive reinforcement is used correctly and for the right tasks, employers and employees reap the benefits. If positive reinforcement is applied too frequently or inconsistently, then employers may have to deal with poor performance from their teams (Rockoff, 2004). To ensure your school sees the benefits of positive reinforcement, the following practices are important:

Be consistent: According to Entrepreneur, this is one of the best ways to motivate your employees. Employers outline which tasks or goals require positive reinforcement and are consistent about offering praise or rewards.

Share positive reinforcement with the team: Even if you're praising a single employee, let other team members know about their success. This motivates others to excel in their performance.

Ask for employee feedback: Asking your employees for their opinions is one of the most underused reinforcement theory practices. When employees feel heard, they know you value their expertise and skill.

Examples of Positive Reinforcement

While praise, promotions and raises are common forms of positive reinforcement in the workplace, there are other ways you can offer a positive consequence for good employee behaviour. According to Wirba, (2015), be sure to outline for yourself what kind of performance constitutes which level of reward. Innovative examples of positive reinforcement at work, according to Positive Psychology, include:

Additional vacation days, sick days or family leave days with pay

Flexible work hours or the ability to work remotely

Desirable office space such as a larger office or a desk near a window

Gift cards, free meals, free drinks or free snacks

Unique social functions for company milestones such as wine tastings or sporting events

In addition to offering special perks to select employees who excel in their performance, you can also provide all employees a base level of positive reinforcement, with the expectation that they will perform all of their tasks with the highest quality. This includes a competitive salary, high-quality health insurance and benefits, paid parental leave and paid sick leave. Many employers also offer their teams flexible work hours, mental health days, education reimbursements, and employee discounts on their products and services. This shows employees that you trust them and respect their work ethic, which motivates them to improve their performance.

Teachers' recognition program

A teacher's recognition program is far from a pointless investment. Just like teachers' wellness programs, a recognition program can do wonders to improve your teacher's brand. It also has the benefit of increasing productivity as well as boosting workers' engagement. schools mostly tailor their employee recognition program so that it increases productivity and motivation without causing envy or aggressive competition. According to Changmin and Soulat (2022), it is also important to cover mid-term as well as long-term recognition with

different initiatives. Moreover, a good employee recognition program shouldn't be time-consuming. The key then is to automate most of the processes so that running the program doesn't take up too much of your teachers' time. There are two main types of employee recognition: structured and unstructured. Both types have their advantages and limitations, and both contain key elements to a successful recognition program.

Structured recognition

This type of recognition is formal and planned. Structured recognition happens at regular times, for instance every month for certain events. It takes the form of ceremonies where managers praise and reward employees for various achievements (Attias, 1999). Structured recognition is infrequent because of its formal nature, but is still a great way to motivate employees in the long term.

There are several ways to include structured employee recognition in your program:

Employee of the month: A traditional and well-known recognition event. Each month, an employee is chosen by their colleagues or managers. The key here is to have precise selection criteria. This way, it won't seem like employees are chosen at random or according to popularity.

Top performance awards: Similar to the Employee of the month award, this type of recognition rewards employees for achieving the best results in a certain domain.

Yearly or quarterly reviews: Managers can give recognition during formal employee appraisals. This practice has the advantage of offering personalised appreciation, which employees will value more than generic praise.

Years of service awards: A great way to reward loyalty and dedication. However, employees spend less and less time in a same company, so you might want to lower the traditional 5-year mark for such events.

Unstructured recognition

While structured award systems are great to maintain motivation in the long term, unstructured initiatives offer more frequent and spontaneous recognition. Moreover, in this case recognition doesn't come only from the top, but is given between peers. It does create the

risk of employees lacking objectivity and praising only their friends. But you can avoid this issue with good management (Changmin and Soulat, 2022).

Unstructured employee recognition can take the following forms:

Peer-to-peer recognition: This means encouraging employees to show appreciation for their colleagues' work. It is perfect to improve everyday morale.

Gamified recognition: A great tool to motivate younger employees. This type of recognition uses online tools where workers can collect badges or trophies through good performance.

Celebration of important life events: This puts in the spotlight professional as well personal events like birthdays, weddings and children's birth. That way, employers show that they value their employees not only for their professional talents, but also from a human perspective.

Teachers' recognition and reward policy

Teachers' recognition and reward policy is an official statement on behalf of the school that says that employees/teams who deliver exceptional performance and contribute to the school's well-being. The policy entails that such employees must be recognized in a proper form, which is inspirational to them and their colleagues. It will develop a lively competition among the employees that will indirectly benefit the school's status. The policy outlines that the school must not promote any favouritism as it will only lessen their dignity amongst the teachers. On the contrary, well-defined appraisal programs will promote a healthy culture for the school.

The policy develops best practices to set the high-performance standard every time an employee is rewarded for some category. As the employees will be motivated to achieve high targets, the school's market value will improve and new students increase. Grow a positive and enthusiastic working environment for your institution with our Employee Reward and Recognition policy template.

The school defines various programs other than just monetary and non-monetary rewards for recognitions of its outstanding employees. Special Employee Appreciation Day is celebrated which expresses our trust towards their roles and efforts they have put to make the

school stand on a higher platform. Some of the examples of other Employee Appreciation Programs include:

- Team Lunch
- Endorsements and recommendations
- Time-off or Day-off
- Business suggestions
- Training and career-based rewards
- Gift of health and many more

Social Reinforcement

Social reinforcement is a form of positive reinforcement that includes a variety of gestures. Educators in the United States have used social reinforcement for generations (Marshall, 1995). Teachers continue to use social reinforcement to motivate students to achieve. According to Martin and Pear (1992), social reinforcement includes affectionate pats, hugs, praise, nods, smiles, attention, and simple glances. Evertson, Emmer, Clements, and Worsham (1994) define social reinforcement as recognition in the form of attention, certificates, awards, displays of student work, and verbal citations. Early childhood educators use social reinforcement to enhance student progress towards goals. Praise in the written and spoken forms is also a form of social reinforcement. Praise contingently delivered based on performance will enhance academic achievement. Further explains that the use of praise in a performance contingent manner can maintain and enhance interest and intrinsic motivation for learning. Most students succeed and progress academically in positive classroom environments.

Social reinforcement can be used as part of a positive classroom environment. An important aspect of any behaviour modification program is practicality. The successful implementation of a behaviour modification program depends on the total feasibility of the program. Simple procedures should be developed to avoid unnecessary distraction of the teacher and the students during program implementation (Evertson, Emmer, Clements, & Worsham, 1994). In addition, the number of behaviours to be reinforced should be limited (Bacon, 1989). Designing and implementing a behaviour

modification program with the use of positive reinforcement techniques to attain clear objectives is a fairly complex and time-consuming process according to Bacon (1989).

The success of all students within the class should be a primary focus of the teacher. It is for this reason that the principals should create a system in which all teachers can have the opportunity to earn the available reinforcers (Evertsoa, Emmer, Clements, & Worsham, 1994). Careful planning and thoughts on the part of the principal are required to develop reward systems that are effective with all members of the staff (Bacon, 1989). Verbal feedback as a form of social reinforcement requires little effort and preparation on the part of the teacher (Evertson, Emner, Clements, & Worsham, 1994). Feedback in the form of social praise is essential to durable and deep learning (Blachowicz, 1996).

Tripathi and Agarwal (1985) conducted a study involving three treatment conditions including verbal reward, tangible reward and no reward for completing a series of tasks. The measurement phase which required students to complete puzzles showed that those students in the verbal reward condition spent more time on the puzzles. In addition, the students in the verbal reward condition performed better than those students in the tangible reward and no reward conditions.

Tangible Reinforcement

Tangible reinforcement involves the delivery of reinforcers that are concrete. Martin and Pear (1992) define tangible reinforcement as manipulative or possessional reinforcers. Evertson, Emmer, Clements, and Worsham (1994) define tangible reinforcers as material incentives including items such as games, toys, books, pencils, and erasers. The amount of time and effort required of the teacher for implementation of a behaviour modification system utilizing tangible reinforcers is modest (Everton, Ermer, Clements, & Worsham, 1994). The deliverance of the tangible reinforcer is an important factor to consider (Martin & Pear, 1992). Tangible reinforcers may be distributed in a variety of ways. principals may have the responsibility of choosing the item to be delivered. In addition, teachers may have a number of reinforcers available from which students can choose. Motivation and interest increase when several reinforcers are made available (Bacon, 1989). Educational researchers have focused on the effects of tangible rewards on performance in a variety of settings (Neihoff & Mesche 1991). Handicapped and non-handicapped subjects ranging from preschool children to adults have participated in studies focusing on positive reinforcement. In recent studies (Bailey-Dempsey, Cain, & Cook,

1994) monetary rewards were shown to have a positive effect on the grades of girls ages 11-17 who were at the risk of academic failure.

Results of studies involving tokens, which are items exchanged for oack-up reinforcers, have shown increases in intelligence test scores. It is a study conducted by Lloyd and Zylla (1988), preschool children who received tokens for correct responses had higher test scores than those children who did not receive tokens. A study by Devers, Bradley-Johnson, and Johnson (1994) involving American Indians who were in the fifth through in the grades showed similar results. Grades, motivation, enthusiasm, and attention to detail in school work for learning disabled students increased with the use of tokens in a study by Ross and Braden (1991). Tangible reinforcers may be slightly more effective than intangible ones according to Lysakowski and Walberg (1981). Terrell, and Taylor (1981) obtained results in which children who received tangible reinforcement for correct responses, in contrast to students who received social reinforcement or no reinforcement, scored significantly higher on IQ tests. Optimal results have been attained in studies involving the combination of tangible reinforcement and social reinforcement. The effects of social and tangible reinforcers may be strengthened when used simultaneously according to Sloane, Biuckholdt, Jenson. and Crandall (1979). Results showed that combining the two types of: reinforcers result in a more powerful reinforcement effect. In addition, Novak and Hamrmond (1983) conducted an experiment using tangible reinforcement paired with social reinforcement in which results showed an increase in the completion of academic tasks. Social and tangible reinforcement techniques have become an important part of the elementary classroom environment.

Negative reinforcement

Negative reinforcement is a key principle in the behavioural theory of learning. Negative reinforcement is defined as the removal, reduction, or avoidance of a stimulus contingent upon a behaviour, which results in an increased frequency of that behaviour in the future. For example, a child who screams until an adult gives them a preferred item may negatively reinforce the adult's behaviour. According to Devlin et al. (2008), the termination of the screaming may serve as negative reinforcement for the adult's behaviour of giving the child a preferred item when he/she is screaming. Negative reinforcement often involves the removal of an aversive stimulus, but it is not a requirement that the stimulus be undesirable.

Negative reinforcement is similar to positive reinforcement in that both lead to increased responding in the future, but are dissimilar in that negative reinforcement involves the termination of a stimulus, and positive reinforcement requires the presentation of a stimulus.

The process of negative reinforcement typically involves the removal, reduction, postponement, or prevention of stimulation; these operations strengthen the response on which they are contingent (Hineline, 1977). Removal and reduction of on-going stimulation typically produce behaviour that is called "escape," whereas postponement and prevention of stimulus presentation produce behaviour that is called "avoidance." "Typically," is used as a qualifier throughout because the terms negative reinforcement, escape, and avoidance are subject to confusion under certain conditions, as the following will illustrate. In commenting on the distinction between positive and negative reinforcement, Michael (1975) reviewed a number of historical points related to terminological usage. More important, he noted that some stimulus changes associated with an increase in behaviour are difficult to classify as "presentation" (positive reinforcement) versus "removal" (negative reinforcement), and that the use of either description may be nothing more than an arbitrary and incomplete abbreviation for the static "prechange" and "postchange" stimulus conditions as well as for what transpires in between. For example, is a change in temperature more accurately characterized as the presentation of cold (heat) or the removal of heat (cold)? Problems such as this led Michael to suggest that "The distinction between two types of reinforcement (positive vs. negative), based in turn upon the distinction between presentation and removal simply can be dropped" (p. 44). An additional basis for distinguishing between positive and negative reinforcement was suggested first by Catania (1973) and later by Hineline (1984), who noted that ". . . if a stimulus or situation is to be reducible or removable by some response, that response must occur in its presence. In contrast, positively reinforced responses necessarily occur in the absence of the stimuli upon which reinforcement is based" (pp. 496-497). Such a distinction is not without its own problems, as can be seen in the previous example. Is responding prior to a temperature change more accurately described as responding in the presence versus the absence of heat (cold)? Another problem with this distinction is encountered when one considers the difference between escape (responding in the presence of stimulation), and avoidance (responding in the absence of stimulation), both of which are examples of negative reinforcement.

Extinction

Traditional time-out will not provide for the extinction of behaviour that has been maintained by negative reinforcement, but other procedures might. One rather obvious possibility is elimination of the supposed aversive stimulation and its related cues, which should produce a reliable decrease in escape or avoidance behaviour (Boren & Sidman, 1957; Shnidman, 1968). However, as Heline (1977) has noted, this procedure may not be a true extinction operation. The complete removal of aversive stimulation during extinction of negatively reinforced behaviour can be considered analogous to the continuous presence of, for example, food during extinction of positively reinforced behaviour. Both procedures amount to non-contingent reinforcement, which removes the basis for responding and indirectly reduces the frequency of behaviour. That is, if food is always present during extinction of food-maintained behaviour, there is no basis for responding; a similar situation exists if shock is always absent during extinction of shock-avoidance behaviour. Following these procedures, food removal or, alternatively, reappearance of the shock should immediately produce the target response.

A more appropriate extinction procedure would entail continued presentation of the aversive stimulus or its cue and elimination of the consequence that was provided formerly (i.e., avoidance or escape). In this manner, the basis for responding (aversive stimulation) remains, but reinforcement does not (Bankart & Elliott, 1974). Techniques derived from this type of extinction actually have been used for a number of years in the treatment of clinical phobias and provide the major theoretical basis for interventions collectively known as "implosion therapies.

An example of extinction for negatively reinforced behaviour was reported recently by Heidorn and Jensen (1984). After noting that demand related situations were associated with an increase in their subject's self-injurious behaviour, a treatment was developed that included the following: (a) continued presentation of demands, (b) physical guidance to complete the requested performance contingent on the occurrence of self-injury, (c) termination of the session contingent on compliance, and (d) gradual increase in performance criteria across sessions. Positive reinforcement in the form of praise, food, and physical contact also was provided, but its role as an active component of treatment may have been minimal. A similar procedure was used in one of the experiments reported by Carr et al. (1980) on the treatment of aggression. Extinction consisted of belting the subject in a chair to prevent escape while a therapist wearing protective gear sat across a table from him. The intervention differed from that used by Heidorn and Jensen in that no attempt was made to deliver instructions during

extinction sessions; instead, demands were introduced after aggressive behaviour was eliminated almost completely.

Teachers' effectiveness

Teacher effectiveness is generally referred to in terms of the focus on students, their performance, teacher behaviours, the classroom procedures and conduct that are implemented in order to better the outcomes of the students Chaffi, (2021). Teacher effectiveness besides focusing upon the performance of the students centers on the number of areas; effective teachers have to be clear about the instructional goals, possess sufficient knowledge about the content of the curriculum and the strategies for teaching, communicating appropriately with the students of what is expected of them, following appropriate teaching techniques and material to make learning useful, should be knowledgeable and aware about the students, adapting instruction to their requirements, anticipating misapprehensions in their existing knowledge, teaching students meta-cognitive strategies and providing them with opportunities to master them, addressing higher as well as lower level cognitive objectives, monitoring the understanding and performance of the students by providing feedback, integrating their instruction with that in other subject areas, and accepting responsibility for student's outcomes (Ko, Summons & Bakkum, 2013).

Teacher effectiveness centers on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements, possessing skills regarding the usage of questions to engage and challenge the students are also an important aspect of teacher effectiveness, and consolidating understanding is considered to be the effective use of assessment for learning (Ko, Summons, & Bakkum, 2013).

Characteristics of Effective Teachers

Effective teachers consist of the following characteristics: (Goe, Bell & Little, 2008).

1. Effective teachers have high expectations from the students and help students learn, as measured by the value added or other test-based growth measures or by alternative measures.
2. Effective teachers render their wholehearted contribution to positive academic, attitudinal and social effects for students such as regular attendance, promotion to the next grade, on-time graduation, self-efficacy and cooperative behaviour.

3. Effective teachers make diverse use of resources and material to make learning fruitful; to plan and structure engaging learning opportunities, scrutinize the progress of the students, modifying instruction as required and evaluate learning making use of multiple sources of evidence.

4. Effective teachers focus upon not just the learning and development of the students but also on enhancing the classroom climate and schools that value multiplicity and civic-mindedness. There should be no discrimination on the basis of class, caste, gender, religion or ethnicity.

5. Effective teachers possess appropriate communication skills, they collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the teachers have to depict their effectiveness if they are dealing with students with special needs and those at high risk of failure (Goe, Bell & Little, 2008).

Sinha (2001) stated that employees' performance is depending on the willingness and also the openness of the employees itself on doing their job. He also stated that by having this willingness and openness of the employees in doing their job, it could increase the employees' productivity which also leads to the performance. Stup (2003) also explained that to have a standard performance, employers have to get the employees task to be done on track as to achieve the organization goal or target. By having the work or job done on track, employers could be able to monitor their employees and help them to improve their performance. Furthermore, a reward system should be implemented based on the performance of the employees. This is to motivate the employees in order to perform more on their task. There are several factors that being described towards the success of the employees' performance. The factors are such as physical work environment, equipment, meaningful work, performance expectation, feedback on performance, reward for good or bad system, standard operating procedures, knowledge, skills and attitudes. Franco et al (2002) defined performance that relies on internal motivation but presence of internal factors such as necessary skills, intellectual capacity and resources to do the job clearly have an impact. As a consequence employers are supposed to provide appropriate working conditions in order to make sure the performance of employees meet the required standards.

Empirical Review

Empirical analysis of principals' reinforcement and teachers' effectiveness

The job satisfaction-performance linkage has been primarily discussed by theorists from the Socio-technical and Human Relations schools of thought. According to the Socio-technical approach (Emery & Trist, 1960), organizational performance depends on congruence between the technical and social structures of the organization. Building on this notion, the Human Relations perspective posits that satisfied workers are productive workers. Thus, organizational productivity and efficiency is achieved through employee satisfaction and attention to employees' physical as well as socio-emotional needs. Human relations researchers further argue that employee satisfaction sentiments are best achieved through maintaining a positive social organizational environment, such as by providing autonomy, participation, and mutual trust (Likert, 1961). Based on this logic, employee satisfaction is believed to influence the development of routine patterns of interaction within organizations. Through mutual interactions, employees develop relationships with co-workers that also prescribe behavioural expectations and influence behaviours (e.g, norms or informal standards of acceptable behaviour). For example, an unhappy employee could be prevented from lowering their performance by control mechanisms (e.g., standards of measurement, supervisory influence); however, widespread dissatisfaction among employees could lead to a strike or sabotage that might hinder an organization's effectiveness.

Alternatively, dissatisfied employees might choose to maintain performance levels (due to control mechanisms) but neglect to inform supervisors of important information that, over time, would result in lower organizational effectiveness or efficiency. Thus, employees' job satisfaction sentiments are important because they can determine collaborative effort (Harter et al., 2002). Brenner (2004) asserted that the ability of employees within an organization to share knowledge throughout the system depends on the conditions of their work environment. Some employees tend to be more productive in a well facilitated work environment. More so, the quality of comfort variable from work environment determines the level of satisfaction and productivity of workers.

Africa today suffers from some aspects of economic, social and political underdevelopment, but that the most salient characteristic is their poverty (Kamoche, 1997). The argument can thus be made that improving work habits in African institutions can contribute to Africa's "graduation from poverty and vulnerability to well-being and security and development" (Bibangambah 2002). That is development measured in terms of its three components—economic, social and political, the technological dimension being part of the economic component—meaning the process of enhancement of capacity to effectively and

adequately meet people's needs. Africa's incapacitation or lack of capacity to address the needs of her people or affect desired and appropriate urban and rural management practices is indicative of the criticality of capacity and capacity enhancement defined by the right work habits of the working actors. Poor work habits' adverse impact on productivity and growth is not a new discovery. The argument has been made that effective development requires high standards of ethical and performance behaviours, particularly in relation to national governance and major development projects (World Bank, 1999). The wave of globalization now requires agencies of governments and companies in other parts of the world including African nations to conduct their business in an environment characterized by speed and being connected. The development and retention of intellectual capital determines the competitive advantage of companies.

Another study was conducted by Khattak and Ahmade (2018). This research study was conducted to know the effects of positive reinforcement on students' academic performance. For this purpose, a sample of 50 subjects (20 female & 30 male) was selected having the same socioeconomic background with no cultural differences. All of the subjects were taken from a government school their age ranges from 9 to 11 years having mean age of 9.8. They were all 4th and 5th graders. It was hypothesized that positively reinforced students will score higher on recalling non sense syllables through free recall test. Results of the study confirmed the hypothesis and a significant difference was found between the scores of experimental and control groups with a mean of 0.5 for both experimental and control groups and value of "t" was 2.50 significant at 0.5 level.

Another related study was conducted by Bishop in (1994). This study examines field-based teacher-principal reinforcement interactions that teachers perceive as empowering. The study also explores those factors which influence the decisions of principals to selectively empower some teachers, and how empowerment may impact on teachers' motivation. Ethnographic methods and techniques including interview, observation, key informants and triangulation were employed in a multiple-case study of four inner-urban Melbourne primary schools. The study of 53 teachers and their principals involved fieldwork being conducted over a total period of one month. Results from a form of constant comparative data analysis underscore the need for trust to exist between the employer, principals and teachers. Being trusted by, and/or having trust in, a principal contributes to teachers' feelings of empowerment. Failure—by an employing authority or principal—to evidence trust in the judgements and skills of teachers to effectively carry out their responsibilities is disempowering for these employees.

At a collective and individual level, trust in teachers by an employer or principal needs to be augmented with recognition, respect, support and reliability. A number of influences contribute to principals' decisions to empower some colleagues, prominent among which is a belief that a teacher is capable of successfully responding to, or pursuing an initiative, and that the potential benefits from such an undertaking cohere with the school's philosophy. Teachers in this study suggest that the empowering of colleagues usually results in heightened motivation and a preparedness to commit further efforts in schools.

Tangible reinforcer and teachers' effectiveness

Kang et al (2012) conducted a related study in Texas. According to them, people with autism spectrum disorders (ASDs) are more likely to engage in inappropriate play (e.g., stereotypy, repetitive behaviour) with their preferred items given as reinforcers. Considering the stereotyped behaviour is a core characteristic of ASD aimed to reduce, it is necessary to identify alternative reinforcers that does not encourage problematic behaviour as well as is still effective. In this respect, the present study evaluates a possible alternative reinforcer: social interaction. The study compared the effects of preferred tangible and social reinforcers on skill acquisition, stereotyped behaviour, and task engagement during the instruction period in three children, 3-8 years of age, with ASDs. This study had two phases: in the first phase, preference assessments and reinforcer assessments were conducted to identify the most highly preferred items and relative preferred type of reinforcers. In the second phase, teachers taught the target skills using two different reinforcers and the three dependent variables were compared between two reinforcer conditions. The results suggest that the reinforcers were equally effective; however tangible reinforcers resulted in high levels of stereotyped behaviour. The results indicate that social reinforcers can be efficient reinforcers for the population. The study discussed making an efficient reinforcement decision for individuals with ASD.

Another related study was conducted by Brown in (1991). Interaction effects between tangible and social reinforcement with children were investigated by comparing bar press rates of three groups of kindergarten children under three different reinforcement conditions: tangible, social, and tangible alternated with social reinforcement. Following the reinforcement period bar press rates of the three groups were compared during a brief period of non-reinforcement. In addition, the effects of sex and density of reinforcement were investigated. During the reinforcement period the bar press rate increased most under the conditions of tangible reinforcement where it was alternated with social reinforcement. The girls' rates

increased more than the boys. In the consequent no reinforcement period the rate for the group with a history of only tangible reinforcement dropped below the rates of the other two groups. In addition, there was an interaction effect between trial blocks and density of reinforcement. Tentative implications of the results are discussed in relation to applied problems

Amuma in (2013) conducted another study. This study examined effects of material and non-material reinforcers on academic performance of Abia State Senior Secondary Schools girls on health science. As a quasi-experimental study, 120 SS II students were selected from six secondary schools located in the three educational zones of the state. From each zone, two schools were selected using stratified random sampling. The 240 students were divided into three groups of 80 students each. That is, 80 to the material reinforcer group, 80 to the non-material reinforcer and 80 to the control group. The lessons developed on health science were content validated and the reliability was established at 0.86 coefficient index. The students in the material reinforcer, non-material reinforcer and control group were taught differently according to the specification of the study. Before the treatment, pre-test were conducted and after the teaching exercises, post-test were conducted. The results of the tests calculations based on ANOVA, and z-test indicated that three hypotheses were rejected and one was accepted. Some of these findings were made; that the mean scores of students materially reinforced and students that were non-materially reinforced differ significantly, meaning that the former had higher achievement score more than the later and the mean scores of students taught using material reinforcement differ significantly from the control group. Based on the findings and conclusions, some recommendations made; to ensure good improvement in the students' performance in health science, teachers should always consider it necessary to use material reinforcers in teaching their students and that government should always provide these tangible materials for the teachers to use in teaching health science.

Social reinforcers and teachers' effectiveness

A related study was conducted by Rashad in 2014 in Sunway University. Each employee's performance is important in an organization. A way to motivate it is through the application of reinforcement theory which is developed by B. F. Skinner. One of the most commonly used methods is positive reinforcement in which one's behaviour is strengthened or

increased based on consequences. This paper aims to review the impact of positive reinforcement on the performances of employees in organizations. It can be applied by utilizing extrinsic reward or intrinsic reward. Extrinsic rewards include salary, bonus and fringe benefit while intrinsic rewards are praise, encouragement and empowerment. By applying positive reinforcement in these factors, desired positive behaviours are encouraged and negative behaviours are eliminated. Financial and non-financial incentives have a positive relationship with the efficiency and effectiveness of staffs.

Another study was conducted in 2018 by Asadullah in Malaysia. Here is a direct reciprocal relationship between the employee and the organization. The employee behaviour is very important for any organization whose culture greatly influences the former. This study examines the behavioural theories and modern theories that aim at motivating the employee to increase his performance by reinforcements and punishments. Based on the study, an attempt has been made to deeply explore the internal and external factors influencing employee's behaviour. Firstly, a case study of external factors on employee behaviour has been studied considering the behavioural theory. Secondly, a case study of internal factors on employee behaviour have been studied considering modern theory and rejecting the behavioural theory. The results of this investigation from both the cases portray that reinforcement and punishment significantly influence motivation, values, decision making, tackling conflicts and overall performance of the employee.

Leong & Rashad (2014). Each employee's performance is important in an organization. A way to motivate it is through the application of reinforcement theory which is developed by B. F. Skinner. One of the most commonly used methods is positive reinforcement in which one's behaviour is strengthened or increased based on consequences. This paper aims to review the impact of positive reinforcement on the performances of employees in organizations. It can be applied by utilizing extrinsic reward or intrinsic reward. Extrinsic rewards include salary, bonus and fringe benefit while intrinsic rewards are praise, encouragement and empowerment. By applying positive reinforcement in these factors, desired positive behaviours are encouraged and negative behaviours are eliminated. Financial and non-financial incentives have a positive relationship with the efficiency and effectiveness of staffs.

Artis (2012), conducted another study. This study investigated the impact of positive reinforcement strategies on increased job performance. The data was obtained from mid-career, non-supervisory individual contributor employees at a Virginia university Facilities

Management department, using a quantitative survey. The employees were asked to reflect on their perception of their own job performance, as well as the type, amount, and frequency of feedback they received from their supervisors while on the job. The research found that positive reinforcement has minimal impact on job performance for this sample population. The study concluded that positive reinforcement is a minimally useful performance feedback tool for both supervisors and employees

Raj and Rao (2006) conducted a related study. Two field experiments were conducted in the Business Information Technology Department of a major retail industry to analyse the impact of positive task performance reinforcers. The employees were divided into two broad groups—those performing complex tasks and those performing relatively simpler tasks. The first group was further divided into two subgroups, one being reinforced with money and paid leave and the other with feedback. Both the subgroups showed a significant improvement in performance behaviour. However, feedback had a stronger effect on task performance even after the reinforcement was withdrawn. The second group of employees was allowed to choose reinforcers of their liking. Two simple techniques, a casual dress code and flexible working hours chosen by them, had a positive effect on their performance, which continued even after 6 months into the intervention. Besides, the procedure for the second group required no monetary or work-time loss to the employer.

Activity based reinforcer and teachers' effectiveness.

A related study was conducted by Sharma (2018) in India. In a highly complex and competitive organizational world the role of dynamic employees with higher futuristic potentiality cannot be undermined. Organizational efficiency and growth is largely enhanced due to unique attributes and expertise its employees embrace. This can be supported by the famous Hawthorne studies which brought about a new perspective in Human Relations Movement. It focused on the relations between people and their social environment backed by motivations. Positive reinforcement is a technique to elicit and to strengthen new behaviours by adding rewards and incentives. Participative leadership is another mode through which there can be positive employee involvement with focus on group decision-making, encouraging creativity and thus higher organizational growth. Positive reinforcement inculcates confidence among the employees, a belief that he or she is capable of completing tasks with success. It paves way for accepting further challenges and complications without the sense of fear and anxiety. Participative leadership is the answer to the success of positive reinforcement.

Participative leadership influences the job performance of subordinates through incorporating higher levels of trust between them. Subordinates feel comfortable in sharing their ideas when they are involved in decision –making. This would eventually reflect in higher standards of job performance.

According to another related study conducted by Elloy (2013). Each employee’s performance is important in an organization. A way to motivate it is through the application of reinforcement theory which is developed by B. F. Skinner. One of the most commonly used methods is positive reinforcement in which one’s behaviour is strengthened or increased based on consequences. This paper aims to review the impact of positive reinforcement on the performances of employees in organizations. It can be applied by utilizing extrinsic reward or intrinsic reward. Extrinsic rewards include salary, bonus and fringe benefit while intrinsic rewards are praise, encouragement and empowerment. By applying positive reinforcement in these factors, desired positive behaviours are encouraged and negative behaviours are eliminated. Financial and non-financial incentives have a positive relationship with the efficiency and effectiveness of staffs.

Theoretical Framework

This section of the work presents the theoretical framework of this study. That is, bringing out theories from books that are related to the work and interpreting them to suite the context of the research work. Mbua (2003) defined a theory as “a set of interrelated concepts, assumptions and organisations that systematically describe and explain regularities in behaviour in educational organisation”. Moreover, Amin (2005) defined a theory as “a generalisation or a series of generalisations by which the researcher attempts to explain, understand and predict some phenomenon in a systematic manner”. According to Kerlinger, (1973) as cited in Amin (2005), a theory is “a predisposition that presents a systematic view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomena”. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interrelated statements that provide an explanation for a class of events. With respect to the above definitions, principals’ reinforcement strategies and teachers’ effectiveness has several theories which will enable the researcher to be guided throughout this work. For a good manipulation of the variables in the study and a good understanding of the research work, the following theories were used:

The General System Theory by Ludwig von Bertalanffy (1969)

As mentioned earlier, the system theory was founded by Ludwig Von Bertalanffy, born on the 19th of 1901 in Atzgersdorf. He was a biophysicist and discovered the system theory in his effort to appreciate nature's development and system behaviour in biology in the 1920s (Dreck, Apfalta, Purvreau, 2010). The appreciation that an outcome is not explained simply by parts but that the relationships between and among those parts and their environment (context) are important eventually led to the formulation of system theory (Frye & Hemma, 2012). The system theory states that a system is a series of interrelated and interdependent parts interwoven such that any movement or action on one part affects the whole system. This holds on to Aristotle's dictum that "a whole is greater than the sum of its parts". This theory is the central theory of this work and it helps to explain how our independent variable (internal quality assurance) functions in higher education as an open system. It holds that no single aspect or part of the system planned to enhance the system's objective is more important than the other. They all function fully to enable each other to achieve the stated objectives.

Furthermore, this theory states that a system is a series of interrelated and interdependent parts interwoven such that any movement or action on one part affects the whole system. According to Tanah (2015), a system is a unit with a series of interrelated and inter-dependent parts such that the interplay of any part affects the other. The basic idea here is that the parts of anything are so related and dependent that the interaction of anything affects the whole. In this light, the system theory affirms that an educational system as an open system is made up of different components, departments, and activities geared towards the attainment of the vision set. All these components must function as one, regarded as the same and important in realizing the vision. This view is shared with the fact that knowing one part of a system enables us to know something about another part (Kuhn, 1974). The goal of the system theory is systematically discovering a system's dynamics, constraints, conditions and elucidating principles (purpose, measure, methods, tools, and many others) that can be discerned and applied to systems at every level of nesting and in every field of achieving optimised equability.

Ludwig described two main systems, the close and the open system. A closed system is one where interactions occur only among the system components and not with the environment, while an open system is one that receives input from the environment and/or releases output to the environment (Walonick, 1993). The open system best describes a secondary school institution because every university institution relates and interacts with other

systems such as the economic, political and social systems in the society. The environment or society consists of other organisations that directly or indirectly exert respective forces or influence on the economic, political, and socio-cultural nature or practices of the institution. The environment provides key resources that sustain the organisation and promote change and survival while institutions supply the society or environment with goods and services. This theory is the principal theory of this research. It explains the independent variable as a whole and some aspects of it also explain three other indicators. Its role in this research is primordial as it intervenes in both sections. Moreover, its description of higher education as an open system gives this research logical support of the internal practices and their impacts out in the job market.

Significance of theory to this study

The system theory is relevant to reinforcement in education because the entire educational set-up is a system and upholds the concept of interaction and interdependence of parts with the others is applicable. The top-down or bottom-up management styles equally yield in the system theory as it does with others, duties and responsibilities are shared according to different stages and domains that exist and make-up the parts of the system. The economic notion of division of labour also clinches on the reliability of the system. The closeness of the collaboration can improve output in any system.

Educational institution as a social system has a series of properties such as the open nature, inputs, process, output, and feedback, the cycle of events, dynamic equilibrium, and differentiation. Within the system, both processes taking place, either on the management strategies, teaching-learning or evaluation, these characteristics come into play and enable the relevance of the process and further permit its interactivity. In managing an organization, different roles are carried out by different people towards stated goals. The system theory upholds that every aspect of part play by every individual in the management team is very important to keep the chain moving. This theory advocates that all parts must be given oppression advantages and empowered to function to its maximum to keep the organization in constant progress.

General system theory is relevant to the process of assuring educational quality in different dimensions. Both external and Internal quality assurance is a process that carries along with all the activities of the departments within the educational system and all these activities are interrelated to each other. This interrelatedness strengthens the quality assurance process and enhances its ability to take on all the activities in each department to successfully assure

the quality of a system. If all the departments are not assured, then the evaluation process will be biased and the quality of the output may not be balanced as expected. Any improvement in an activity due to quality assurance strategy will either influenced other activities negatively or positively depending on the state of those activities. For instance, if the quality of school infrastructure is enhanced and the quality of teaching is not improved as well, the general improvement will remain low.

Secondary education in Cameroon are all open social systems and incorporate those elements that link them to the society. Although these elements exist, they are under-exploited either due to lack of interest or its importance or deliberate unwillingness from macro to micro levels of these institutions. The theory expatiates on the need to observe these connections and uses them to create decisive interaction between universities and the environment from inputs through the process and output of the educational system.

Reinforcement theory by BF Skinner

As behaviourist B.F.Skinner brought up the Reinforcement Theory. The Reinforcement Theory is one of the oldest theories of motivation which describe behaviour and how we act. This theory can called as „behaviourism“ or „operant conditioning“ that is taught in the today’s world of psychology. This theory is all about: "an individual’s behaviour is a function of its consequences. In the world of psychologists which regarded along with modern time might be undesirable to the individuals who go over Skinner’s ideas. Since psychology always looked into people’s psyche and to bring awareness for each individual Skinner also highlighted this theory from different angels. After understanding Skinner’s ideas, different institutions like: business, governmental, educational, even mental hospitals are able to acquire a vast knowledge of human behaviour. "In understanding why any organism behaves the way it does, Skinner saw no place for dwelling on a person’s intentions or goals. Skinner concerned about human behaviour and his environment which he is living . He contributes to psychological science in the concept of reinforcement.

Reinforcement theory describes specifically how people learn behaviour and learn how to act. Also, different principals who attempt to bring motivation for the workers should make sure that these principals will not give reward to all teachers at the same time. They should say to the teachers who are not acting well in the course of teaching and they are not leading a correct way in this process. Principals basically should bring awareness to the teachers and encourage them in what they are able to gain positive reinforcement. Reinforcement, “is a term

in operant conditioning and Behaviour analysis for process of increasing the rate or probability of a behaviour in the form of response by delivery either immediately or shortly after performing the behaviour”. Reinforcement theory of motivation highlights the state of mind of each person, that is; his emotion and feeling. Reinforcement theory concentrates generally on changes which occur in each person when he or she goes through in the course of some actions or acting some behaviour. So, based on Skinner: “the external environment of the organization must be designed effectively and positively so as to motivate the employee”. Reinforcement theory of Motivation is a powerful way to control the process of action and behaviour in each person.

Significance of reinforcement theory

This theory is the important theory of this study. It enables the researcher to understand the important implication of reinforcement theory in that the timing of pay-outs to employees is very important. Maslow's theory suggests that performance-based pay can be demotivating if it impinges upon employees' capacity to meet daily living needs. Reinforcement can be used to teach new skills, teach a replacement behaviour for an interfering behaviour, increase appropriate behaviours, or increase on-task behaviour. Reinforcement may seem like a simple strategy that all teachers use, but it is often not used as effectively as it could be. Positive reinforcement clearly defines and communicates desired behaviours while strengthening the relationship between performance and recognition. Employees whose performance is rewarded or recognized are more open to learning new techniques, skills, and taking on additional responsibility.

Theory of Needs by Abraham Maslow (1968)

Maslow's need theory can be used to explain some teachers' behaviour in their schools. According to Maslow (1968), human beings have five basic needs that are arranged in a hierarchical order. Needs at the lower end of the hierarchy must be met before higher-level needs can be satisfied. Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behaviour. Maslow posited a hierarchy of human needs based on two

groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first five levels are:

- 1) Physiological: hunger, thirst, bodily comforts, etc.
- 2) Safety/security: out of danger;
- 3) Belongingness and Love: affiliate with others, be accepted; and
- 4) Esteem: to achieve, be competent, gain approval and recognition.
- 5) Self-Actualization Needs or Self-realization Needs: Need for development of inborn talents, potential, resources, accomplishment.

According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need--self-actualization. Self-actualized people are characterized by: 1) being problem-focused; 2) incorporating an ongoing freshness of appreciation of life; 3) a concern about personal growth; and 4) the ability to have peak experiences. Maslow later differentiated the growth need of self-actualization, specifically identifying two of the first growth needs as part of the more general level of self-actualization (Maslow & Lowery, 1998) and one beyond the general level that focused on growth beyond that oriented towards self (Maslow, 1971). They are:

- 5) Cognitive: to know, to understand, and explore;
- 6) Aesthetic: symmetry, order, and beauty;
- 7) Self-actualization: to find self-fulfilment and realize one's potential; and
- 8) Self-transcendence: to connect to something beyond the ego or to help others find self-fulfilment and realize their potential.



Figure 2: Maslow's hierarchy of needs

Source: Henson, K.T and Eller, B.F (1999). Educational Psychology for effective teaching. Wadsworth.

The focus of Abraham Maslow's hierarchy of needs is on the exploration of the eight (8) levels of needs to strengthen human desire to address people's needs in order to improve their living conditions in various social settings in the society. The appropriate application of the hierarchy of needs as articulated by Abraham Maslow with a focus on certain basic needs which must be met before any consideration is given to other human needs in human environment and calls for urgent attention in trying to achieve insatiable human needs in the society. Unarguably, adequate provision of physiological needs for food, water among other essentials of life and safety needs or security needs form a strong base or foundation on which other human needs rest in human environment.

The love and belonging needs always remind people of the urgent need for love, affection, belonging, identity and association for every human being in human environment. Understandably, no man is an island unto himself in the society. Cultural identity, social grouping, association, affiliation and belonging which are based on love is greatly needed to enhance harmonious human co-existence in various social settings in the society. Mulwa (2008) rightly observes that people cannot live in isolation from others in the society. He further notes that human existence is strongly affirmed by the existence of other people in the society and by being recognized by others too. The implication of this is that, it is only when people

are guaranteed of love and belonging to a family as a mini social unit, community, society, an association or organization as a social group that they can muster the courage and confidence to contribute reasonably to community development in the society.

Significance of the theory to the study

This theory revolves around the idea that our unmet needs motivate us to ascend the hierarchy so that we can satisfy them. The theory therefore explains that teachers' needs when met they become satisfy and enhance their productivity. The needs in this context is the physiological needs, safety and belonging needs. The basis of Maslow's theory is that teachers are motivated by their needs as human beings. Additionally, if some of teacher's most important needs are unmet, they may be unable to progress and meet their target at work. This can help explain why a teachers might feel "stuck" or unmotivated. It's possible that teachers most critical needs aren't being met, prevents them from being the best version of themselves possible.

Research Gap

In the review of the literature, theoretical and empirical studies like Sumra (2005), Brenner (2004), Sekar (2011), (Harter et al., 2002) have been addressed especially on how principals' reinforcement strategies like working environment relate and affect employee effectiveness as it is practiced in various areas in the world. It is the quality of the principals' reinforcement that mostly has impacts on the level of motivation and subsequent effectiveness. How well they engage within the school, especially with their immediate environment, influences to a great extent their error rate, level of innovation and collaboration with other employees and absenteeism. Also, most employees leave their organization because of the relationship with their immediate supervisor or manager.

However, the gap identified from theoretical and empirical analysis is that, management must take an active role in not only defining the physical environment of the workplace and making it conducive for workers but also alter the management style to suit the teachers by using some verbal and other reinforcement strategies with respect to the situation. This will encourage the practice of aspects like ethics, behaviour, commitment, professionalism, drive and interpersonal relations in employees for the better effectiveness.

Conclusion

This second chapter of this study presents the review of related literature. It presents the conceptual framework, the imperial review and the theoretical framework. It also summarizes the literature and present the knowledge gap. It prepares the grounds for the third chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

In order to explicitly examine the influence of principals' reinforcement strategies on teachers' effectiveness in Mfoundi division. This chapter concentrated on the manner in which both primary and secondary data are collected; techniques and tools that are employed, the nature of informants that are involved and how the said data is analysed and interpreted.

Area of the study

This study was carried out in the center region of Cameroon. Specifically, the Mfoundi division which covers an area of 297 km² and as of 2005 had a total population of about 1,881,876 and it is one of the 10 divisions that make up the Centre region. The division forms the Yaoundé capital and cover greater area. The Centre Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Vute. The Mfoundi Division has seven sub divisions which are; Yaoundé I, Yaoundé II, Yaoundé III, Yaoundé IV, Yaoundé V, Yaoundé VI, Yaoundé VII sub-division. Yaoundé, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre's towns are also important industrial centers, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. Outside of the capital are the plantations zones, with most inhabitants being sustenance farmers.

This area was chosen for this study because it harbours a good number of secondary schools. Cost considerations were made in line with the fact that a study of this type requires primary data and its collection requires a lot in terms of time and financial cost. The ease with which data could be collected for the study in this area was not equally left out and the closeness of the researcher to the area was amongst the determinants of the choice of the study area. See map of Mfoundi on appendix 4.

Research Design

Creswell & Clark (2007) holds that a research design is the procedures for collecting, analysing, interpreting and reporting data in research studies. It sets the procedure on the required data, the methods to be applied to collect and analyse this data, and how all of this is going to answer the research question (Grey, 2014). This study adopts a survey research design. A survey looks at the individual, groups, institutions, methods and materials to describe, compare, contrast, classify, analyse and interpret the entities and events in the field, (Cohen et al, 2007). The survey is employed in this study to enable the researcher study a large population and have a greater statistical power. Moreover, it gives the researcher the ability to collect a large amount of information and having the availability of validated models. The descriptive survey is adopted for this study. The descriptive survey is chosen because it enables the researcher to collect data at a particular point in time to describe the nature of the existing phenomenon;

identify standards against which this existing phenomenon can be compared. It also helps us to scan a wide field of issues, population, institutions and programmes to describe or measure any generalised features. It further helps us to assure objectivity and generalization of findings.

Population of the study

According to Shukla, (2020), research population is a set of all the unites (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalised. A population determines the limit within which the research findings are applicable. The population of this study involved all secondary education stakeholders in the Mfoundi division. Among these stakeholders were considered the regional inspectors, the delegates, principals, teachers, and students. These are people who have an influence or are involved in the secondary schools in one way or the other. This study divides a research population into Target population, accessible population and the sample as presented on figure 1.

Population threshold

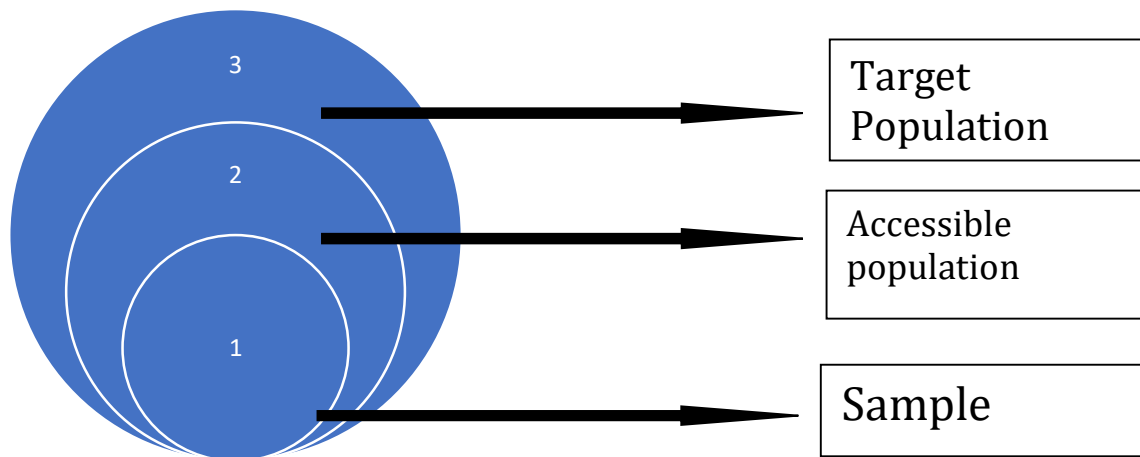


Figure. 3: Diagrammatical Representation of Population, Accessible Population and Sample of the Study

Source: Adapted from Amin (2005 p. 236)

Figure 1 is a demonstration of the respective population levels, sub-divided in order to make sure the right participants are met. These three levels are examined below.

Target population

According to Fraenkel and Wallen (2006) target population is the actual population to which the researcher would like to generalise its findings, (it is the researcher’s ideal choice). For the purpose of this research work, principals and teachers of some Government secondary schools in Mfoundi, the schools targeted were GBHS Emana, GBHS Mbarlgon, GBHS Essos, GBHS Etouge-be, GBHS Mballa II, GBHS Mimboman, GBHS Yaounde. They were those, by implication, who are duly grounded with knowledge relating to the issue of reinforcement practices and teachers’ effectiveness without any distinction of age, sex and region of origin. They have all been working together in the same schools for at least two years and must be from a bilingual school. The target population is presented on the table 1.

Table 1. Presentation of target population

S/N	Schools	Principals		Teachers		Total
		Male	Female	Male	Female	
1	GBHS Emana	1	1	23	25	50
2	GBHS Mbalgong	1	3	27	26	57
3	GBHS Esoss	2	2	21	24	49
4	GBHS Etoug-Ebe	2	1	31	36	70
5	GBHS Mballa II	2	3	23	19	47
6	GBHS Mimboman	3	2	32	21	58
7	GBHS Yaounde	2	3	21	23	49
Total		13	15	178	174	380

Source: Field data (2023)

Accessible population

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. As to what concerns the accessible population, the researcher is concerned with principals and teachers of GBHS Emana, GBHS Mbalgong, GBHS Essos, GBHS Etougebe, GBHS Mballa II, GBHS Mimboman, GBHS Yaounde, those who were available during the time of the study.

Table 2. Presentation of accessible population

S/N	Schools	Principals / VPs		Teachers		Total
		Male	Female	Male	Female	
1	GBHS Emana	1	1	17	20	39
2	GBHS Mbalgong	1	1	13	22	37
3	GBHS Esoss	1	1	18	21	41
4	GBHS Etoug-Ebe	1	1	20	23	45
5	GBHS Mballa II	1	1	18	19	39
6	GBHS Mimboman	1	1	15	19	36
7	GBHS Yaounde	1	1	14	20	36
Total		7	7	115	144	273

Source: field data (2023)

Sample

Onen (2020), opined that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population). Hence it is the reduced number of principals and teachers from the accessible population for the current study. From the accessible population, the researcher employs the Krejcie and Morgan table (*see appendix 5*) to select 148 teachers and 4 principals, making a sample size of 152 participants.

Sampling technique.

Sampling technique is referred to the process of selecting a number of individuals from a population preferably in such a way that individuals are representative of the larger group from which they are selected Amin (2005). In this study, we used the simple random sampling technique in order to get the required number of participants for this research exercise; since those we selected to sample their opinions on the subject matter were selected irrespective of quota. This approach was used due to the bulky nature of the research population.

Data collection Techniques

Data here contained was got from different sources; categorized under primary and secondary data.

Primary data: primary data here has to do with *raw material* got from research participants and through questionnaires administered to principals and teachers in the above seven stated government secondary schools in Mfoundi division. Primary data was collected from the field or study site which is Mfoundi, Cameroon. To have this done, the following sources of data collection were implicated. They include: direct observation, opinion surveys. This exercise was facilitated with the use of tools such as: questionnaires, interview guides, tape recorders, and writing materials such as bloc notes, pens, pencils, bold markers and correctors. The data is primary because it is directly collected from the field.

Secondary data: Secondary data on its part is material related to principals' reinforcement strategies and teachers' effectiveness in one way or the other. It is secondary because of the fact that it is collected from pre-existing texts. Secondary data was collected from books, articles, journals, newspaper, master dissertation, thesis, etc

The two (primary and secondary) are data because they are raw materials pending treatment. It is after they must have been treated that we can then talk of information.

Research Instrumentation

To show that the assumption made in this study is built on solid ground and to accomplish the research aims, questionnaires and interview guides for teachers and principals respectively were designed. In brief, the principal techniques of data collection in this research are questionnaire administration and in-depth interview.

Questionnaire

A questionnaire according to Oxford Advanced Learner's Dictionary (New edition) is a writing list of questions that are answered by a number of people so that information can be collected from the answers. To add to this definition, a questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was design to meet the demands of some of research questions underpinning this study. The tool was chosen for the simple reason that it creates room for the respondents (students and teachers) to express their opinions in terms of the cognitive abilities. Moreover, it is to some extent a fast means of obtaining sizable information.

Description of questionnaires

The questionnaires were conceived for teachers. There consisted of 21 items per questionnaire. They were all constructed along the pattern of the Likert scale: Strongly disagree (SD), Disagree (D), agree (A), Strongly agree (SA), based on the two research variables presented (see Annex). We employed the likert scale because it allows us to use four extreme options without a neutral choice and get specific responses. The questionnaires were designed into three sections as follows: Section "A" was demographic information, structured to collect general information about respondents such as: name though facultative; gender, age, level of education, school, date and place of interview. Section "B" consisted of information on principals' reinforcement strategies of which Part "I" is based on questions related to tangible reinforcer; Part "II" concerns social reinforcer, Part "III" deals with activity-based reinforce, and section "C" consisted of information on teachers' effectiveness.

Table 3: Presentation of variables and corresponding items on the questionnaire.

HYPOTHESES	ITEMS
Tangible reinforcer	5-9

Social reinforcer	10-14
Activity-based reinforcer	15-18
Teachers' effectiveness	19-21

Source: field data (2023)

Validation of the instrument

According to Amin (2005) validity means the instrument measures what is true, what is supposed to measure and the data collected honestly and accurately represents the respondent's opinion. The validation of the instrument consists of giving copies of interview questions to a panel of experts for validation (Nworgu, 1991); the expert in this case is the supervisor or someone who is vested with the research topic. After constructing the interview guide and the questionnaire, the researcher gave some friends to read and handed it to the supervisor of this project for scrutiny. She reviewed them in terms of their clarity, appropriateness and relevance to the items in relation to the scope of the investigation. This exercise was to ensure that a pretest or pilot test be carried out. This procedure ensured that the questionnaire was valid. The following types of validity can be distinguished:

- **Face validity:** This describes how the questionnaire is presentable e.g. following an order in the questionnaire or numbering the questions. The items were presented following the order from the indicators, numbered appropriately and confirmed by the supervisor.
- **Content validity:** This is to know if the questions match with the subject matter. E.g. asking questions in all the indicators. All questions were constructed following the subject matter and all indicators had almost equal representation in the questionnaire.

Reliability

Pilot Testing

A pilot study can be defined as a 'small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study' (Zailinawati, Schattner & Danielle, 2006). A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study. It can also help members of the research team to become familiar with the procedures in the protocol, and can help them decide between two competing study methods, such as using

interviews rather than a self-administered questionnaire. The pilot study can reveal the ambiguity, and poorly elaborated questions.

Questions that are not understood and unclear can indicate whether the instructions to the respondents are clear. The outcome of this pilot study enabled the researcher to eliminate and refine certain items in the questionnaire. A pilot test was carried out by the researcher using teachers from private secondary schools in Yaounde VI. In this schools, questionnaire were administered to second cycle teachers and after two weeks, the same activity was repeated and the results were nearly the same.

The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected and the total understanding ability of the questionnaire was measured which assisted to enrich the final questionnaire, hence, the validity of the research instrument.

After the pilot testing the following items were found ambiguous and therefore corrected as follows:

- Some respondents could not interpret the concept of reinforcement in context and so, the term explained partially to them.
- where some respondents did not know other reinforcement methods and so found it difficult to select. Other methods were included to better guide their responses.

Results of the pilot test

Scale: ALL VARIABLE

Case Processing Summary

		N	%
Cases	Valid	19	95.0
	Excluded ^a	1	5.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.730	17

Questionnaire administration

After we collected the research authorization form from the dean of faculty of education. We presented ourselves to the principals of the various schools targeted. The principals gave us the right to meet their teachers to administer the questionnaires and vice principals for interviews. This activity took three weeks because not all the teachers and principals were at the same place and at the same time. When we delivered the questionnaire to the accessible population, some filled and returned the same day, while others asked us to come the next day, which we respected. The questions were mostly likert scale questions centered on the specific variables of the present research topic. The main reason behind the utilization of this research technique and tool was to grab details surrounding principals' reinforcement strategies and teachers' effectiveness in Mfoundi division. In fact, this exercise helped us to have statistical or measurable data that contributed enormously in giving this work the scientific credibility that it deserves.

The interviews

After we collected the research authorization form from the dean of faculty of education. We presented ourselves to the principals of the various schools targeted. The principals gave us the right to meet their vice principals for interviews. We met them and handed over the copy of interview to them. Some responded the same day, while others urged us to go and return the

next day. Which we respected and followed them up until it was done. With the use of this technique, we conducted both structured and unstructured *face to face* interviews with informants we met in the field from the target population. This technique was applied during fieldwork with the aim of exploring the perceptions that different people have relating thereto. We equally sought to know from the actors their experiences and what is implicit about the issue of principal's reinforcement strategies.

Ethical Consideration

In contemporary education studies, all researchers are expected to apply, respect ethical principles and guidelines when research involves human subjects (international commission for world health organisation CIOMS 2002). This is because other researchers and those reviewing or supervising research would also find such helpful to themselves (Bailey, 1988). Areas of ethical concerns are lack of informed consent, plague with inversion of privacy, deception and harm to participants. Ethical issues have to do with respect for lives, persons, human dignity, beneficence and justice. According to (Amin, 2005), Ethics refers to well based standards of right and wrong that prescribe what humans ought to do usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethical standards support the virtue of honesty, compassion and loyalty and include standards relating to rights such as the right to life, the right to freedom from injury and the right to privacy (p. 28). This takes place in four different stages of the research process; the choice of the topic, data collection, analysis, interpretation and thesis writing. In this study, we ensure ethics in these four parts; in the research topic, all cautionary motives were taken into consideration, in order to avoid stumbling on a topic that could harm or put both the university community and research participants in any inconveniencies. In order to achieve this, an explorative study was conducted to test the suitability of the topic and to find out if it is sensitive to the scientific world or not.

Data analysis technique and interpretation

Debriefings were made immediately after every field working day. Here, data collected was categorized into sub-themes; carrying different, but related nomenclatures. The sub-themes in question will be constructed around the research variables; be they independent or dependent and general or specific. However, this research action is survey in nature; treated in a socio-constructivist's perspective. Two analytical approaches were adopted; that is, *content*

analysis which concerns itself with the description and explanation of highly qualitative data and the *Pearson statistical* technique was used to analyse quantitative data. In this light, the theory of Education was considered. In effect, the *comprehensive paradigm* which has to do with the adoption of the phenomenological attitude in the interpretation of reality were adopted. With the use of these approach and paradigm, only the essentials will be sorted and dealt with so as to arrive at the testing of the departure hypotheses and to the accomplishment of the objectives of the present research project. In that light, responses will be coded numerically and written down in relation to our specific objectives as provided by the different research participants. In some cases, however, percentages will be used to demonstrate the magnitude of certain opinions for visibility and comparative reasons. It is also worthy to point out that information from qualitative data here contained is directly reported.

Quantitative data that dominated in this work was analysed statistically in the form of frequencies and percentages. Tables will also be provided to reflect research participants' responses to each of the items of the research objectives.

Method of data analysis

Both descriptive and inferential statistics are used to analyse the responses and verify the hypotheses. For qualitative data, responses will be coded, summarized and reported about the specific research questions as provided by the different groups of respondents. Tables, percentages, will be used to analyse the data. Also, the Statistical Package for Social Sciences (SPSS) version 21.0 is used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyse the data obtained from the questionnaire and the survey. To organize and give meaning to our data, we use statistical tool such as the Pearson Product moment Correlation Coefficient. To describe our data analysis techniques, we will follow the steps by explaining what we did and the statistical tools involved. Quantitative data analysis of this study involved two major steps:

Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyse, display, and transform data (Trochim & Donnelly, 2007). Data organization was developed and documented in a database structure that integrates the various measures present in the data (Trochim & Donnelly, 2007). The survey consisted of questionnaire administration in the various school of our sample. Surveys are the primary source for data collection of this nature. In so doing, the results from the 4-point Likert scale questions of the survey were analysed using SPSS software. Frequencies of distribution

such as frequency tables (Trochim& Donnelly, 2007) were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of a distribution “is an estimate of the center of a distribution of value” (Trochim& Donnelly, 2007, p. 266) used to determine and describe the median of sets of values of the data that require this approach. Ranges, which are measures of dispersion in a frequency distribution (Trochim 2007) were also used to describe the variability of data values. To do this, researchers summarize the data, so that readers can construct a mental picture of the relationship between the data and the phenomena under study.

Representing the data

Donnelly (2007) opined that the employment of graphic displays is particularly valuable in making the logic of mixed-method design clearer. In this light, affirmed, Most techniques for displaying evidence are inherently multimodal, bringing verbal, visual, and quantitative elements together” (Tuft, 2006). We equally employ tables to report results related to the research questions. These visual forms depict the trends and distributions of the data and allow readers to better understand the quantitative results of the study in a summarized form.

Descriptive Statistics

According to Muijs, (2004), a constant interest in data analysis is to efficiently describe and measure the strength of relationships between variables. In this regard, descriptive statistics describe such relationships.

The Pearson correlation test

The correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent variables in our research hypotheses and teachers’ effectiveness, symbolize by the correlation coefficient. The correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables (Amin, 2005). The value of the correlation coefficient r ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. The degree of association between two variables is described by the coefficient of correlation, which indicates the strength of this association. In this study, to determine existing relationships

between two variables, the researcher used the Pearson's r correlation coefficient because the purpose of this study is to predict the dependent variable from the independent variable.

In so doing, the Pearson Product Moment Correlation coefficient was used because the data in this study are parametric, that is, its interpretation does depend on the population fitting a parameterized distribution. This means that the quantitative data in this study numerical interpretation. The researcher also preferred to use parametric statistics because there is generalization of the results of this study to a larger population.

Interpreting Pearson's Product Moment Correlation Coefficient

The usefulness of the correlation depends on its size and significance (Muijs, 2004). If r reliably differs from 0.00, the r -value is statistically significant, that is, does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar r -value would result. If r achieves significance, it is possible to conclude that the relationship between the two variables was not due to chance. According to Muijs (2004), the size of any correlation generally evaluates as follows:

Table 4: Table showing correlation values and their interpretation

Correlation value	Interpretation
0.00 to 0.10	Weak
0.11 to 0.29	Low
0.30 to 0.59	Modest
0.60 to 0.79	Moderate
0.80 to 0.89	Strong
0.90 to 1.00	Very strong

Source: Class work (2021)

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another variable does not mean that changes in one cause changes in the other. In other words, other variables may be acting on one or both of the related variables and affect them in the same direction. Cause-and-effect may be present, but correlation does not prove cause (Fraenkel and Wallen, 2000). In this study, the researcher was not interested in verifying if the occurrence of one variable caused or increased the occurrence of the other variable. The researcher was only interested in determining the strength of the correlation between the variables.

Coefficient of Determination (r^2): The relationship between two variables can be represented by the overlap of two circles representing each variable. If the circles do not overlap, no relationship exists. The area of overlap represents the amount of variance in the dependent (y-variable) than can be explained by the independent (x-variable). The area of overlap called the percent common variance, calculates as $r^2 \cdot 100$

Variables and operational definitions

The major variables employed in this study are the dependent and independent variables.

Dependent variable

The dependent variable is also known as the criterion variable. The researcher's goal is the dependent variable to the independent variable; explain its variability and make predictions. In our study, the dependent variable is teachers' effectiveness.

Independent variable

An independent variable on the other hand is also known as the predictor variable or explanatory or causal variable. It is the one that influences the dependent variable and it is the presumed cause of the variation in the dependent variable(s). It thus explains or accounts for variation (s) in the dependent variable. The independent variable in this study is principals' reinforcement strategies.

Table 5: Recapitulative Table Engulfing Research Hypotheses, Variables, Modalities, Indicators and Indices

General Hypothesis	Specific hypotheses	Variables	Indicators	Modalities	Method of Analysis
Principals' reinforcement strategies influence teachers'	RH₁: tangible reinforcement affects teachers' effectiveness in government	V1 Tangible reinforcement	like a gift, or a snack, gift frame, or money, fringe benefits, paid time off, certificate launch.	4-point Likert: -Strongly disagree, - Disagree, -Agree,	Pearson correlation

effectiveness in government secondary schools in Mfoundi	secondary schools in Mfoundi.	DV Teachers' effectiveness	Students' performance, promotion, coverage of syllabus, assiduity, availability	-Strongly agree,	
	RH₂ : social reinforcement influence teachers' effectiveness in government secondary schools in Mfoundi division.	V2 Social reinforcement	Smiles, tickles, high fives, and praise, warm greetings, appreciations, staff socials, matches, games., hand shake.	-Strongly disagree, - Disagree, - Agree	
		DV Teachers' effectiveness	Students' performance, promotion, failure, coverage of syllabus, assiduity, availability	-Strongly agree,	
	RH₃ : Activity-based reinforcement influence teachers' effectiveness in government secondary schools in Mfoundi.	V3 Activity-based reinforcement	Leadership role, delegation of power, send on paid errands, invigilating and marking national exams, exams secretariat. Participation in meetings. Decision making	-Strongly disagree, - Disagree, -Agree, -Strongly disagree,	Pearson correlation
		DV Teachers' effectiveness	Students' performance, promotion, failure, coverage of syllabus, assiduity, availability		

Where: **R.H**=Research Hypothesis, **V**= Variable, **D. V**=Dependent Variable.

Source: field data (2023).

Referencing system

The referencing system to be used in this work is tapped from the norms of the American Psychology Association (APA); specifically, the French adapted version written by Marc Couture (2012) that was published in the 7th edition of the APA manual in 2010 and which as of 2015 that the researcher is officially launching this research project is the latest and most updated. The materialization of this referencing system will be seen in the different quotations made in the work and more importantly at the level of the bibliographical source.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS AND INTERPRETATION OF RESULTS

Introduction

This chapter focuses on the presentation and analyses of the data from the field. The data were sorted out and presented on tables bearing the questions posed. This chapter deals with the findings from the questionnaire and interview carried out by the researcher. The first phase of this chapter deals with the presentation of data and description of the sampled population with

respect to the background characteristics of the respondents. The data obtained from the opinions of teachers are presented in percentages and frequencies on tables. The second phase deals with testing of hypotheses and the third phase deals with analysis of interviews with the use of content analysis.

DATA ANALYSIS FREQUENCY TABLES

Analysis of General Information

Presentation of Respondents' Personal Information

Table 6: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	57	38.5	38.5	38.5
	Female	91	61.5	61.5	100.0
	Total	148	100.0	100.0	

Source: field data (2024)

Table 5 is titled Gender. According to this table, 57 participants were male, making 38.5 percent, 91 participants were female, making 61.5 percent participation. These make up 148 participants and 100% participation of the sample size.

Table 7: Highest Certificate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advanced Level	108	73.0	73.0	73.0
	Bachelors	34	23.0	23.0	95.9
	PhD	6	4.1	4.1	100.0
	Total	148	100.0	100.0	

Source: field data (2023)

Table 6 is named highest certificate. According to this table, 108 participants had advance level certificate, making 73.0 percent participation. 34 participants have bachelor's degree, making 23.0 percent participation and 6 participants had PhD making 6percent participation. These culminates to 148 participants and 100 percent participation of the sample size.

Table 8: Professional Certificate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIPES 1	97	65.5	65.5	65.5
	DIPES 2	51	34.5	34.5	100.0

Total	148	100.0	100.0
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Source: field data (2023)

Table 7 is titled professional certificate. According to this table, 97 participants had DIPES I certificate, making 65.5 percent participation. 51 participants had DIPES 2 certificate, making 34.5 percent participation. These culminates to 148 percent participation and 100 percent participation of the sample size.

Table 9: Longevity in service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	67	45.3	45.3	45.3
	6-10 years	56	37.8	37.8	83.1
	11-15 years	25	16.9	16.9	100.0
	Total	148	100.0	100.0	

Source field data (2023)

Table 8 is called longevity in service. According to this table, 67 participants had been serving for 1 to 5 years, making 45.3 percent, 56 participants had 6 to 10 years' experience, making 37.8 percent and 25 participants had 11-15 years of teaching experience, making 16.9 percent. These makes 148 participants and 100 percent participation of the sample size.

Analyses of the Independent Variable

Table 10: My principal presents me gift when I work better and harder

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	12.2	12.2	12.2
	Disagree	125	84.5	84.5	96.6
	Agree	5	3.4	3.4	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 9 is labelled my principal presents me gift when I work better and harder. According to the table, 18 participants strongly disagree that my principal presents me gift when I work better and harder, making 12.2 percent. 125 participants disagree that my principal presents me gift when I work better and harder, making 84.5 percent, and 5 participants agree that my principal presents me gift when I work better and harder, making 3.4 percent. These culminated to 148 participants and 100 percent participation of the sample size.

Table 11: My principal gives me prizes of encouragement at the end of every academic year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	8.8	8.8	8.8
	Disagree	121	81.8	81.8	90.5
	Agree	14	9.5	9.5	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 10 is labelled my principal gives me prices of encouragement at the end of every academic year. According to the table, 13 participants strongly disagree that my principal gives me prices of encouragement at the end of every academic year, making 8.8 percent. 121 participants disagree that my principal gives me prices of encouragement at the end of every academic year, making 81.8 percent, and 14 participants agree that my principal gives me prices of encouragement at the end of every academic year, making 9.5 percent. These culminated to 148 participants and 100 percent participation of the sample size.

Table 12: My principal gives me money sometimes for my personal use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	17.6	17.6	17.6
	Disagree	88	59.5	59.5	77.0
	Agree	34	23.0	23.0	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 11 is labelled my principal gives me money sometimes for my personal use. According to the table, 26 participants strongly disagree that my principal gives me money sometimes for my personal use, making 17.6 percent. 88 participants disagree that my principal gives me money sometimes for my personal use, making 59.5 percent, and 34 participants agree that my principal gives me money sometimes for my personal use, making 23.0 percent. These culminated to 148 participants and 100 percent participation of the sample size.

Table 13: My principal sometimes takes me out for lunch to encourage me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	77	52.0	52.0	52.0
	Disagree	56	37.8	37.8	89.9
	Agree	15	10.1	10.1	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 12 is labelled my principal sometimes takes me out for lunch to encourage me. According to the table, 77 participants strongly disagree that my principal sometimes takes me out for lunch to encourage me, making 52.0 percent. 56 participants disagree that my principal sometimes takes me out for lunch to encourage me, making 37.8 percent, and 15 participants agree that my principal sometimes takes me out for lunch to encourage me, making 10.1 percent. These culminated to 148 participants and 100 percent participation of the sample size.

Table 14: My principal always gives certificate to meritorious teachers at the end of each term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	15.5	15.5	15.5
	Disagree	116	78.4	78.4	93.9
	Agree	9	6.1	6.1	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 13 is labelled my principal always give certificate to meritorious teachers at the end of each term. According to the table, 23 participants strongly disagree that my principal always give certificate to meritorious teachers at the end of each term, making 15.5 percent. 116 participants disagree that my principal always give certificate to meritorious teachers at the end of each term, making 78.4 percent, and 9 participants agree that my principal always give certificate to meritorious teachers at the end of each term, making 6.1 percent. These culminated to 148 participants and 100 percent participation of the sample size.

Table 15: My principal always smiles with me every time we meet in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	140	94.6	94.6	94.6
	Disagree	8	5.4	5.4	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 14 is labelled my principal always smiles with me every time we meet in school. According to the table, 140 participants strongly disagree that my principal always smiles with me every time we meet in school, making 94.6 percent. 8 participants disagree that my principal always smiles with me every time we meet in school, making 5.4 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 16: My principal shakes hands with me and encourages me to work harder

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	125	84.5	84.5	84.5
	Disagree	23	15.5	15.5	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 15 is labelled my principal shakes hands with me and encourage me to work harder. According to the table, 125 participants strongly disagree that my principal shakes hands with me and encourages me to work harder, making 84.5 percent participation. 23

participants disagree that my principal shakes hands with me and encourages me to work harder, making 15.5 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 17: My principal constantly praises me when i am constantly doing my work as a teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	98	66.2	66.2	66.2
	Disagree	50	33.8	33.8	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 16 is labelled my principal constantly praises me when i am constantly doing my work as a teacher. According to the table, 98 participants strongly disagree that my principal constantly praises me when i am constantly doing my work as a teacher, making 66.2 percent participation. 50 participants disagree that my principal constantly praises me when i am constantly doing my work as a teacher, making 33.8 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 18: My principal always gives me a very warm welcome to his/her office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	5.4	5.4	5.4
	Disagree	101	68.2	68.2	73.6
	Agree	39	26.4	26.4	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 17 is labelled my principal always gives me a very warm welcome to his/her office. According to the table, 8 participants strongly disagree that my principal always gives me a very warm welcome to his/her office, making 5.4 percent participation. 101 participants disagree that my principal always gives me a very warm welcome to his/her office, making 68.2 percent participation, 39 participants agree that my principal always gives me a very warm welcome to his/her office, making 26.4 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 19: My principal always appreciates my teaching and the way I dress to school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.6	21.6	21.6
	Disagree	87	58.8	58.8	80.4
	Agree	29	19.6	19.6	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 18 is labelled my principal always appreciates my teaching and the way I dress to school. According to the table, 32 participants strongly disagree that my principal always appreciates my teaching and the way I dress to school, making 21.6 percent participation. 87 participants disagree that my principal always appreciates my teaching and the way I dress to school, making 58.8 percent participation, 29 participants agree that my principal always appreciates my teaching and the way I dress to school, making 19.6. These culminated to 148 participants and 100 percent participation of the sample size.

Table 20: My principal always gives me leadership position in the school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	9.5	9.5	9.5
	Disagree	116	78.4	78.4	87.8
	Agree	18	12.2	12.2	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 19 is labelled my principal always gives me leadership position in the school. According to the table, 14 participants strongly disagree that my principal always organises fun fill activities among teachers in the school, making 9.5 percent participation. 116 participants disagree that my principal always gives me leadership position in the school, making 78.4 percent participation, 18 participants agree that my principal always gives me leadership position in the school, making 12.5 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 21: My principal always invites me for the invigilating of national exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	10.1	10.1	10.1
	Disagree	130	87.8	87.8	98.0
	Agree	3	2.0	2.0	100.0

Total	148	100.0	100.0
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Source: Field data (2023)

Tale 20 is labelled my principal always invites me for the invigilating of national exams. According to the table, 15 participants strongly disagree that my principal always mobilises and sponsor staff socials, making 10.1 percent participation. 130 participants disagree that my principal always invites me for the invigilating of national exams, making 87.8 percent participation, 03 participants agree that my principal always invites me for the invigilating of national exams, making 2.0 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 22: My principal always involves me in decision making processes in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	10.8	10.8	10.8
Disagree	115	77.7	77.7	88.5
Agree	17	11.5	11.5	100.0
Total	148	100.0	100.0	

Source: Field data (2023)

Tale 21 is labelled: My principal always involves me in decision making processes in school. According to the table, 16 participants strongly disagree that My principal always involves me in decision making processes in school, making 10.8 percent participation. 115 participants disagree that My principal always involves me in decision making processes in school, making 77.7 percent participation, 17 participants agree, that: My principal always involves me in decision making processes in school, making 11.5 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 23: The principal usually delegates some of his duties to me in and out of school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	2.7	2.7	2.7
Disagree	105	70.9	70.9	73.6
Agree	39	26.4	26.4	100.0
Total	148	100.0	100.0	

Source: Field data (2023)

Tale 22 is labelled the principal usually delegates some of his duties to me in and out of school. According to the table, 4 participants strongly disagree that the principal usually delegates some of his duties to me in and out of school, making 2.7 percent participation. 105 participants disagree that the principal usually delegates some of his duties to me in and out of school, making 70.9 percent participation, 39 participants agree that the principal usually delegates some of his duties to me in and out of school, making 26.4 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Analyses of the Dependent Variable

Table 24: Encouragement certificate makes me to become more effective at work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	7.4	7.4	7.4
	Agree	77	52.0	52.0	59.5
	Strongly Agree	60	40.5	40.5	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 23 is labelled the encouragement certificate makes me to become more effective at work. According to the table, 11 participants disagree that encouragement certificate makes me to become more effective at work, making 7.4 percent participation. 77 participants agree that encouragement certificate makes me to become more effective at work, making 52.0 percent participation, 60 participants strongly agree encouragement certificate makes me to become more effective at work, making 40 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 25: Praises makes me to become more effective in what i do at work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	101	68.2	68.2	68.2
	Strongly Agree	47	31.8	31.8	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 24 is labelled the praises makes me to become more effective in what i do at work. According to the table, 101 participants agree that the praises make me to become more

effective in what i do at work, making 68.2 percent participation. 47 participants strongly agree the praises makes me to become more effective in what i do at work, making 31.8 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Table 26: When my principal gets me involved in school activities it enables me to become more effective with my teaching work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	76	51.4	51.4	51.4
	Strongly Agree	72	48.6	48.6	100.0
	Total	148	100.0	100.0	

Source: Field data (2023)

Tale 25 is labelled the when my principal gets me involved in school activities it enables me to become more effective with my teaching work. According to the table, 76 participants agree that when my principal gets me involved in school activities it enables me to become more effective with my teaching work, making 51.4 percent participation. 72 participants strongly agree that when my principal gets me involved in school activities it enables me to become more effective with my teaching work, making 48.6 percent participation. These culminated to 148 participants and 100 percent participation of the sample size.

Verification of Research Hypotheses.

Research hypothesis 1

Ha1: There exist a positive correlation between tangible reinforcers and teachers’ effectiveness in some secondary schools in Mfoundi division

Ha: There is a strong relationship between tangible reinforcers and teachers’ effectiveness in some secondary schools in Mfoundi division.

Table 27: Correlation matrix between Tangible Reinforcers and Teachers Effectiveness Correlations

		Tangible Reinforcers	Teachers Effectiveness
Tangible Reinforcers	Pearson Correlation	1	.612**
	Sig. (2-tailed)		.000
	N	148	148

Teachers Effectiveness	Pearson Correlation	.612**	1
	Sig. (2-tailed)	.000	
	N	148	148

Source: field data (2023)

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

From the table above, we noticed that the Pearson correlation index (r_{xy}) is 0.612 at 0.01 level of significance and $(n-2) 148-2=146$ degree of freedom. This shows that there is correlation between Tangible Reinforcers and Teachers Effectiveness ($r_{148} = .612$, $p\text{-value} = .000$). With the sig. value 0.000, we thus reject the null hypothesis that is to say that there is no relation between Tangible Reinforcers and Teachers Effectiveness. We can therefore conclude that the correlation is significantly different from zero, that is we accept the research hypothesis that states that there is a link between Tangible Reinforcers and Teachers Effectiveness; $r_{xy}=0.612$ implying that there is a positive linear correlation between Tangible Reinforcers and Teachers Effectiveness. The correlation falls within the range of a strong correlation since it's moderate and moves towards 1. Therefore, the disturbing Teachers Effectiveness observed is statistically related to Tangible Reinforcers.

Research hypothesis 2

RH2: There exist a relationship between social reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

Ha: There is a Strong relationship between social reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division.

Table 28: Correlation matrix between Social Reinforcers and Teachers Effectiveness Correlations.

	Social Reinforcers	Teachers Effectiveness
Social Reinforcers Pearson Correlation	1	.683**
Sig. (2-tailed)		.000
N	148	148
Pearson Correlation	.683**	1

Teachers	Sig. (2-tailed)	.000	
Effectiveness	N	148	148

Source: field data (2023)

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

The table above shows that the Pearson correlation index (r_{xy}) is 0.683 at 0.01 level of significance and $(n-2)$ $148-2=146$ degree of freedom. This shows that there is correlation between Social Reinforcers and Teachers Effectiveness ($r(148) = .683$, $p\text{-value} = .000$). With the sig. value 0.000, we thus reject the null hypothesis which says that, there is no relation between Social Reinforcers and Teachers Effectiveness. We can therefore conclude that the correlation is significantly different from zero, that is we accept the alternative research hypothesis that states that there is a link between Social Reinforcers and Teachers Effectiveness; $r_{xy}=0.683$ implying that there is a positive linear correlation between Social Reinforcers and Teachers Effectiveness. The correlation falls within the range of a strong correlation since it's moderate and moves towards 1. Therefore, the disturbing Teachers Effectiveness observed is statistically related to Social Reinforcers

Research hypothesis 3

RH3: There is a relationship between Activity-based reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division

Ha: There is a strong relationship between social reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

Table 29: Correlation matrix between Activity- Based Reinforcers and Teachers Effectiveness Correlations

		Activity Based Reinforcers	Teachers Effectiveness
Activity Based Reinforcers	Pearson Correlation	1	.769**
	Sig. (2-tailed)		.000
	N	148	148
Pearson Correlation		.769**	1

Teachers	Sig. (2-tailed)	.000	
Effectiveness	N	148	148

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

From the table above, we noticed that the Pearson correlation index (r_{xy}) is 0.769 at 0.01 level of significance and $(n-2) 148-2=146$ degree of freedom. This shows that there is correlation between Activity Based Reinforcers and Teachers Effectiveness ($r(148) = .769$, $p\text{-value} = .000$). With the sig. value 0.000, we thus reject the null hypothesis that is to say that there is no relation between Activity Based Reinforcers and Teachers Effectiveness. We can therefore conclude that the correlation is significantly different from zero, that is we accept the alternative research hypothesis that states that there is a link between Activity Based Reinforcers and Teachers Effectiveness; $r_{xy}=0.769$ implying that there is a positive linear correlation between Activity Based Reinforcers and Teachers Effectiveness. The correlation falls within the range of a strong correlation since it's moderate and moves towards 1. Therefore, the manner in which Activity Based Reinforcers was seen highly predicts Teachers Effectiveness worries observed.

Conclusively, since all three specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the disturbing Teachers Effectiveness situation is strongly blamed on Principal's reinforcement strategies in Some secondary schools in Mfoundi Division studied. (McGregor, 1960). Thus, organizational productivity and efficiency is achieved through employee satisfaction and attention to employees' physical as well as socio-emotional needs. Human relations researchers further argue that employee satisfaction sentiments are best achieved through maintaining a positive social organizational environment, such as by providing autonomy, participation, and mutual trust (Likert, 1961). Based on this logic, employee satisfaction is believed to influence the development of routine patterns of interaction within organizations. Through mutual interactions, employees develop relationships with co-workers that also prescribe behavioural expectations and influence behaviours (e.g., norms or informal standards of acceptable behaviour). For example, an unhappy employee could be prevented from lowering their performance by control mechanisms.

PRESENTATION OF QUALITATIVE DATA

S/N	Interview Items	Interviewee responses
1	In your opinion, how do tangible reinforcers influence teachers' effectiveness?	<p>Principals 1: Thank you for this question. As a principal of a government secondary school, I have my responsibilities that are stipulated. I however believe that apart from those responsibilities, I am supposed to create initiatives and reinforce my teachers. I know that it will enhance their effectiveness.</p> <p>Principal 2: Yeah of course. The way you treat your employees or workers under you determine how they perform. The more you reinforce the workers positive action, the more they produce</p> <p>Principal 3: exactly, the fact is that no one works in an adverse environment. Most importantly, if you provide tangible reinforcers like gifts, it encourages teachers to work.</p> <p>Principal 4: sometimes I give them presents, even extra cash gift. I discovered that it makes many teachers to give in their best. I have been practicing that for a couple of years and it has paid off very well.</p>
2	In your opinion, how do social reinforcers influence teachers' effectiveness	<p>Principals 1: in my opinion, it is very effective. It really pays off if it is well practiced. The challenge with motivation of teachers is that it encourages jealousy. But truly speaking when I was still teaching, each time principals smiles with me it encourages me to work extra.</p> <p>Principal 2: Yeah, motivation, or even reinforcement makes teachers to work harder. With the social reinforcement, I tried it and my teachers got so motivated. I always associate with staff in my school. We play football together</p> <p>Principal 3: Thank madam researcher, I must say in my opinion, it works perfectly. When I socialise with my teacher's they fill very useful and want to do better.</p> <p>Principal 4: I socialise with my teachers. We have our union, and we mostly talk about academic there. I realised that it makes most teachers feel at home, Exchange ideas and their teaching improves.</p>

<p>3</p>	<p>In your opinion, how do activity-based reinforcers influence teachers' effectiveness</p>	<p>Principal 1: in my opinion on this, I will say it works. It works very well because when you delegate teachers to do some your duties, they become happy. They will even want to do more after which they will use that enthusiasm in their class.</p> <p>Principal 2: it is of course a positive vector. There is no one that will not be happy to have a leadership post. For instance, my vice principals never take absent from their class. They are very effective because they are leading and controlling others.</p> <p>Principal 3: yeah, managing people these days does not warrant arrogance of dictatorship. You need to persuade some the teachers with reinforcement strategies. But one challenge too is to be always available to identify the positive behaviours or actions. But when you do, it helps many teachers.</p> <p>Principal 4: the process of school management is not an easy task. The teachers sometime get stress up and fate up with the whole system, especially the politics. It is left for the principal to ignite them to full functioning again. Personally, I use to involve my teachers in decisions, especially concern student's discipline and other academic related issues. Although it attracts much attention from other colleague because you cannot use everyone at the same time. But the essential thing is for the students to learn better.</p>
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CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATION AND PROPOSALS FOR FURTHER STUDIES

Introduction

This section is based on the description of each hypothesis based on findings which is backed by the views of other authors with respect to the relevant theories and the researcher's

perception on the reality on ground. The findings have gained grounds based on findings from research instruments.

Summary of the Findings

This study was conducted to find out the influence of principals' reinforcement strategies on teachers' effectiveness in some secondary schools in Mfoundi Division. Three research hypotheses were drawn which help to guide this research work. After the analysis, all the three research hypotheses were validated and are presented as follows:

Ha1: There exist a positive relationship between tangible reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division

Ha2: There exist a relationship between social reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

Ha3: There is a relationship between activity-based reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

Discussion of Findings according to the Demographic information

During the study, it was revealed that less male participated in the study than female. 57 participants were male, making 38.5 percent, 91 participants were female, making 61.5 percent participation. We verified further and we discovered that most men shy away from the research due to busy schedule. More women created time and participated in the study. Moreover, given that there are more women than men in every society, the majority of the teachers were female and it reflected in the study.

The study also investigated on the teacher's highest certificate. It was revealed that 108 participants had advance level certificate, making 73.0 percent participation. 34 participants have bachelor's degree, making 23.0 percent. The majority of the participants were those with advance levels. This affirms the system's policy that states that the Advance levels is the lowest certificate to enter the teachers training Cameroon. The 34 participants who had first degree also implies that some teachers entered ENS at the 4th year. This implies that they mastered what is research. These certifications help these findings by enhancing its truthfulness since well school participants gave their thoughts on the case at hand.

The study further looks at the professional certifications. It holds that 97 participants had DIPES I certificate, making 65.5 percent participation. 51 participants had DIPES 2 certificate, making 34.5 percent. This shows the level of professionalism of the teachers. With professional teachers, they gave exactly what they have lived as teachers. Their participation strengthened the reliability of the findings.

Another element of interest to the study was longevity in service. It shows that 67 participants had been serving for 1 to 5 years, making 45.3 percent, 56 participants had 6 to 10 years' experience, making 37.8 percent and 25 participants had 11-15 years of teaching experience, making 16.9 percent. All the participant has had at least one year under a principal; therefore, they gave exactly what they have lived. This longevity gave the teachers considerable background. Having served principals, their responses were more accurate.

Table 30: Presentation of summary discussion of findings

Variable	Indicators	Hypothesis	Findings Confirmation	Relevant Theory
Ha: There is a relationship between tangible reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division	Tangible reinforcers	Ha1: There exist a positive correlation between tangible reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division	Ha retained (There is a significant relationship)	Reinforcement Theory
	Social reinforcer	Ha2: There exist a relationship between social reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division	Ha retained (There is a significant relationship)	System theory
	Activity-based reinforcer	Ha3: There is a relationship between Activity-based reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division	Ha retained (There is a significant relationship)	Motivational theory

Source: this Study (2023)

DISCUSSION OF FINDINGS ACCORDING TO HYPOTHESIS

Research hypothesis 1.

Research objective I: To examine the effects of tangible reinforcers on teachers' effectiveness in some secondary schools in Mfoundi division

RH1: There exist a positive correlation between tangible reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division

Ha: There is a strong relationship between tangible reinforcers and teachers' effectiveness in some secondary schools in Mfoundi division

After the data was analysed, it was revealed that, Ha was retained and Ho rejected. This is based on the findings that the Pearson correlation index (r_{xy}) is 0.612 at 0.01 level of significance and $(n-2)$ $148-2=146$ degree of freedom. This shows that there is correlation between Tangible Reinforcers and Teachers Effectiveness ($r_{148} = .612$, $p\text{-value} = .000$). With the sig. value 0.000, we thus reject the null hypothesis that is to say that there is no relation between Tangible Reinforcers and Teachers Effectiveness. We can therefore conclude that the correlation is significantly different from zero, that is we accept the research hypothesis that states that there is a link between Tangible Reinforcers and Teachers Effectiveness. Based on this analysis, we therefore confirm that there is significant relationship between tangible reinforcer and teachers' effectiveness. This implies that among other elements of the principals' reinforcement strategies, tangible reinforcers influence teachers' effectiveness by 61percent. So relatively, observed teachers' ineffectiveness, laxity and laissez-fair attitude is blamed on lack of tangible reinforcers.

This finding is positive and strong; however, the findings does not exist in isolation. This is based on the fact that many earlier researchers have conducted related studies from different geographical locations and with different perspectives and similar findings have been reached. For instance, Kang et al (2012) conducted a related study in Texas. According to them, people with autism spectrum disorders (ASDs) are more likely to engage in inappropriate play (e.g., stereotypy, repetitive behaviour) with their preferred items given as reinforcers. The results suggest that the reinforcers were equally effective; however tangible reinforcers resulted in high levels of stereotyped behaviour. Again, Amuma in (2013) conducted another study. This study examined effects of material and non-material reinforcers on academic performance of Abia State Senior Secondary Schools girls on health science. Some of these findings were made; that the mean scores of students materially reinforced and students that were non-materially reinforced differ significantly, meaning that the former had higher achievement score more than the later and the mean scores of students taught using material reinforcement differ significantly from the control group.

The theory adopted to explain this concept is the reinforcement theory by BF Skinner. It enables the researcher to understand the important implication of reinforcement theory in that the timing of pay-outs to employees is very important. Maslow's theory suggests that performance-based pay can be demotivating if it impinges upon employees' capacity to meet

daily living needs. Positive reinforcement clearly defines and communicates desired behaviours while strengthening the relationship between performance and recognition. Employees whose performance is rewarded or recognized are more open to learning new techniques, skills, and taking on additional responsibility. However, reinforcement theory describes specifically how people learn behaviour and learn how to act. Also, different principals who attempt to bring motivation for the workers should make sure that these principals will not give reward to all teachers at the same time. They should say to the teachers who are not acting well in the course of teaching and they are not leading a correct way in this process. Principals basically should bring awareness to the teachers and encourage them in what they are able to gain positive reinforcement.

Teachers' effectiveness has a very important role in the school, especially on the learners. Teachers may be effective or less effective depending on the principals. The principal's attitude has a strong influence on teachers. This implies that within the school system, principals who motivate or reinforce their staff in one way or the other comparatively make them love the job and sacrifice better. According to (Goe, et al. 2008). Effective teachers have high expectations from the students and help students learn, as measured by the value added or other test-based growth measures or by alternative measures. Effective teachers render their wholehearted contribution to positive academic, attitudinal and social effects for students such as regular attendance, promotion to the next grade, on-time graduation, self-efficacy and cooperative behaviour. Effective teacher makes diverse use of resources and material to make learning fruitful; to plan and structure engaging learning opportunities, scrutinize the progress of the students, modifying instruction as required and evaluate learning making use of multiple sources of evidence. These practices become activated depending on the environment, headed by the principal.

When teachers are not reinforced, it leads to ineffectiveness. Ineffective teachers are partial in treating students, disorganized, less resourceful, discourage students from asking questions, and authoritarian in class. This also led to poor teaching which can result in a lack of motivation leading to bad study habits and poor grades. Students may become disinterested in learning and develop negative attitudes toward education (Hezborn et al 2011). This can impact their academic progress and limit future opportunities. Poor teaching can have a profound effect on a student's academic performance. For one, students who are exposed to poor teaching may not understand the subject matter, leading to lower grades and test scores. They may also lose interest in learning, become disengaged, and eventually drop out of school.

Research hypothesis 2

Research objective 2: To analyse the effects of social reinforcers on teachers' effectiveness in some secondary schools in Mfoundi division

RH2: There exist a relationship between social reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

Ha: There is a Strong relationship between social reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division.

After the data was analysed, it indicated that Ha was retained and Ho was rejected. This was based on the fact that the Pearson correlation index (r_{xy}) is 0.683 at 0.01 level of significance and $(n-2)$ $148-2=146$ degree of freedom. This shows that there is correlation between Social Reinforcers and Teachers Effectiveness ($r(148) = .683$, $p\text{-value} = .000$). With the sig. value 0.000, we thus reject the null hypothesis that is to say that there is no relation between Social Reinforcers and Teachers Effectiveness. We can therefore conclude that the correlation is significantly different from zero, that is we accept the research hypothesis that states that there is a link between Social Reinforcers and Teachers Effectiveness; $r_{xy}=0.683$ implying that there is a positive linear correlation between Social Reinforcers and Teachers Effectiveness. Based on this analysis, we therefore confirm that there is a relationship between social reinforcers and teachers' effectiveness. This implies that among different reinforcement methods used by the principals in their respective schools, the social reinforcers influence teachers' effectiveness by 68 percent. Thus, the observe ineffectiveness by teachers could be blamed on low social reinforcers.

This finding is significant; however, it does not exist in isolation. It is enhanced by the findings from studies conducted by earlier researchers from different geographical locations and from diverse perspectives. Among them we have studies like Artis (2012). He conducted another study. This study investigated the impact of positive reinforcement strategies on increased job performance. The research found that positive reinforcement has great impact on job performance for this sample population. The study concluded that positive reinforcement is a minimally useful performance feedback tool for both supervisors and employees. Raj and Rao (2006) conducted a related study. Two field experiments were conducted in the Business Information Technology Department of a major retail industry to analyse the impact of positive task performance reinforcers. The findings indicated that positive social reinforcers significantly influence task performance at work. These earlier studies have significant impact

on this study. They show that this study and its findings contribute confidently in the literature of reinforcing teachers' effectiveness from the context.

The theory adopted to explain this concept is the system theory. According to this theory, a whole is better than parts of a whole. This implies that in any system, all the parts have importance and should be considered. The social reinforcers should be given importance as well as any other process in the principals' management process. Teachers being part of the school are very important and indispensable in their contribution towards the realisation of the school's objective therefore should be reinforced socially, which be through; praises smiles, warm welcome, social activities etc This enables the teachers to feel inclusive, concerned and important. Thus motivates them to improve on their teaching style

The concept of teacher's reinforcement is fast gaining grounds in schools today. The principals are progressively thinking on human relationship that rules of work. When the personnel collaborate, commune together, it gives them the opportunity to create that union, and enforce their job consciousness. The more teachers socialise together, they create that familiarity and inculcate academic exchange and collaboration among them. According to Bishop in (1994), field-based teacher-principal reinforcement interactions are mostly perceived by teachers as empowering. In the same light, Kang, et al (2020) opined that being trusted by, and/or having trust in a principal contributes to teachers' feelings of empowerment. Failure by an employing authority or principal to evidence trust in the judgements and skills of teachers to effectively carry out their responsibilities is disempowering for these employees. At a collective and individual level, trust in teachers by an employer or principal needs to be augmented with recognition, respect, support and reliability. A number of influences contribute to principals' decisions to empower some colleagues, prominent among which is a belief that a teacher is capable of successfully responding to, or pursuing an initiative, and that the potential benefits from such an undertaking cohere with the school's philosophy. Teachers in this study suggest that the empowering of colleagues usually results in heightened motivation and a preparedness to commit further efforts in schools.

Research hypothesis 3:

Research objective 3: To examine the effects of activity-based reinforcers on teachers' effectiveness in some secondary schools in Mfoundi division.

RH3: There is a relationship between activity-based reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

Ha: There is a strong relationship between activity-based reinforcer and teachers' effectiveness in some secondary schools in Mfoundi division

After the data was analysed, it was revealed that Ha was retained and Ho rejected. This was based on the fact that the Pearson correlation index (r_{xy}) is 0.769 at 0.01 level of significance and $(n-2)$ $148-2=146$ degree of freedom. This shows that there is correlation between Activity Based Reinforcers and Teachers Effectiveness ($r(148) = .769$, $p\text{-value} = .000$). With the sig. value 0.000, we thus reject the null hypothesis that is to say that there is no relation between Activity Based Reinforcers and Teachers Effectiveness. We can therefore conclude that the correlation is significantly different from zero, that is we accept the research hypothesis that states that there is a link between Activity Based Reinforcers and Teachers' Effectiveness; $r_{xy}=0.769$ implying that there is a positive linear correlation between Activity Based Reinforcers and Teachers Effectiveness. Based from the above analysis, we therefore confirmed that activity-based reinforcer significantly influences teachers' effectiveness in secondary schools. By implication, among other elements within the principal's reinforcement process, activity-based reinforcers influence teachers' effectiveness by 76 percent. Therefore, the observed ineffectiveness, laxity and carefree attitude is blamed on the lack of activity-based reinforcers.

This finding is significant and strong. This is based on the fact that earlier researchers have conducted similar studies from different geographical locations and from diverse perspectives and similar findings have been reached. For instance, Sharma (2018) in India. In a highly complex and competitive organizational world the role of dynamic employees with higher futuristic potentiality cannot be undermined. Organizational efficiency and growth is largely enhanced due to unique attributes and expertise its employees embrace. Elloy (2013). Each employee's performance is important in an organization. A way to motivate it is through the application of reinforcement. One of the most commonly used methods is positive reinforcement in which one's behaviour is strengthened or increased based on consequences. It can be applied by utilizing extrinsic reward or intrinsic reward. Extrinsic rewards include salary, bonus and fringe benefit while intrinsic rewards are praise, encouragement and empowerment. By applying positive reinforcement in these factors, desired positive behaviours are encouraged and negative behaviours are eliminated.

The theory adopted to explain this concept is the motivational theory. The theory demonstrates the five levels of motivation of employees. As teachers in school, when the principal gets them involve in leadership rule, delegates some of his/her rules to them, it

motivates them. The theory connects to this finding from their level which is recognition. By involving the teachers, they feel recognised, important and involved. They turn to sacrifice more time and energy to reach their targets. This theory therefore strengthens the findings of this study and enhance it significance. The findings therefore become more applicable to the reality in the schools.

In school the teachers are influence by recognition and belonging. Apart from teaching, the teachers want to be involved or considered in the activities taking place within the school system. The systems' activities are the responsibilities of the teachers, such activities like teaching, cocurricular activities, conferences, meetings and socialisation. When they are left out, they feel neglected, and minimised. Such category turns to withdraw more and more from the activities.

Recommendations

Based on the results of this study, we therefore recommend that:

The principals should reinforce teachers in a tangible way. By offering gift to enhance positive behaviour.

Principals should constantly reinforce his/her teachers socially. They should socialise, or support teachers' social activities.

Principals should increase the rate at which he/she involves teachers in school activities. Different teachers should be involved at different times and some duties should not be delegated.

Difficulties encountered

The process of this study was threatened by some challenges;

The process of obtaining authorisation from the university and permission to meet different teachers in various secondary schools was challenging and time consuming due to administrative bottlenecks.

The process of getting documentation especially in the Cameroon context was another hard challenge.

Proposals for further studies

A related study could be conducted on principals' reinforcement strategy on teachers' effectiveness in the northern part of Cameroon or any other region

A related study could be conducted on principals' reinforcement strategy on teachers' effectiveness using qualitative or grounded research.

General Conclusion

In secondary schools, the principal is at the helm of the system. He manages the system in line with prescribed guidelines and personal leadership abilities in order to achieve stated goals for the nation. In this light, Notman and Henry (2010), opine that effective principals use multiple leadership strategies for leading teachers to improve teachers' effectiveness and raised levels of student achievement. Some leadership strategies used by principals; vision and purpose, focus on student achievement, school improvement practices, consultation with teachers and community, employment of quality staff, strong senior leadership team, personnel support systems, integration of different cultures, growing other leaders, and "hands on the turbine" (i.e. ecosystem).

In this process of management of the school, the principal has the teachers at the care of the educational activities. The need to manage teachers to extract the best out of them takes some respective strategies like motivation and reinforcement. It is the principal's duty to reinforce the teachers' actions for continuation. Fatmal, et al. (2020) opines that reinforcement is any consequence that strengthens behaviour. The term constituting is the process of increasing the probability of behaviour in the form of response delivered shortly after performing the behaviour. Reinforcement can be praise, symbolic rewards, token rewards, tangible rewards, or activity rewards. These rewards are needed by every employee and the more the principals make available the more the teachers improve on their effectiveness. This study holds on principals' reinforcement strategy conducted in the context of Cameroon education system has proven that teachers' effectiveness depends on principals' reinforcement strategies.

When teachers are reinforced, they developed certain set of characteristics, for instance effective teachers consist of the following characteristics, (Goe, et al. 2008). Effective teachers have high expectations from the students and help students learn, as measured by the value

added or other test-based growth measures or by alternative measures. Effective teachers render their wholehearted contribution to positive academic, attitudinal and social effects for students such as regular attendance, promotion to the next grade, on-time graduation, self-efficacy and cooperative behaviour. Effective teacher makes diverse use of resources and material to make learning fruitful.

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APPENDICES

Appendix 1

RÉPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE

UNIVERSITÉ DE YAOUNDE I

**FACULTÉ DES SCIENCES DE
L'EDUCATION**

**DÉPARTEMENT DE CURRICULA ET
EVALUATION**



REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND

THE UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

**DEPARTMENT OF CURRICULUM
AND EVALUATION**

QUESTIONNAIRE FOR TEACHERS

SECTION A : GENERAL INFORMATION

Dear Respondent

I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting research to examine the effects of principal's reinforcement strategies on teachers' effectiveness in some secondary schools in Mfoundi division. The answers you provide will be

used strictly for this master’s research and your privacy will be highly protected. **Thanks for your participation**

Informant’ information

Instructions: kindly place a tick (✓) on the box that best describes your opinion.

1. Gender: Male Female
2. Highest certificate: Advance Degree Masters PhD
3. Professional certificate: DIPES I DIPES II
4. Longevity in service: 1-5 years , 6-10 years , 11-15 years , 16 years and above

SECTION B:

Instruction: Tick (✓) in one of the boxes labeled (**SD, D, A, SA**) that best suits your opinion

KEY: SD= *strongly disagree*, D=*disagree*, A=*Agree*, SA= *Strongly Agree*

SN	I) Tangible Reinforcers	SD	D	A	SA
5	My principal presents me gift when I work better and harder				
6	My principal gives me prizes of encouragement at the end of every academic year				
7	My principal gives me money sometimes for my personal use				
8	My principal sometimes takes me out for lunch to encourage me				
9	My principal always give certificate to meritorious teachers at the end of each term				
	II) Social reinforcers	SD	D	A	SA
10	My principal always smiles with me every time we meet in school				
11	My principal shakes hands with me and encourage me to work harder				
14	My principal constantly praises me when i am constantly doing my work as a teacher.				

15	My principal always gives me a very warm welcome to his/her office				
16	My principal always appreciates my teaching and the way I dress to school				
	III) Activity – based reinforcers	SD	D	A	SA
17	My principal always gives me leadership role in school				
18	My principal always invites me for invigilation and marking of national exams				
19	My principal always involves me in decision making processes				
20	The principal usually delegates some of duties to me in and out of school.				
	Teachers' effectiveness	SD	D	SA	A
21	Encouragement certificate makes me to become more effective at work				
22	Praises makes me to become more effective in what in do at work				
23	When my principal gets me involved in school activities it enables me to become more effective with my teaching work.				

Thanks for your participation

Interview Guide for principals

1. In your opinion, how does tangible reinforcers influence teachers' effectiveness
 - Presentation of certificates
 - Gifts
 - Financial support

2. In your opinion, how does social reinforcers influence teachers' effectiveness
 - Socializing with teachers
 - Support staff socials

3. In your opinion, how does activity-based reinforcers influence teachers' effectiveness
 - Delegate your duties
 - Give teachers leadership post
 - Involve them in decisions.

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size

Source: Krejcie & Morgan, 1970

MAP OF MFOUNDI DIVISION

