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ÉVALUATION

**THE EFFECTS OF SCHOOL HEADS' LEADERSHIP
ON QUALITY EDUCATION IN SOME SECONDARY
SCHOOLS IN YAOUNDÉ VI SUB-DIVISION**

A Dissertation of a Master's Degree of Education defended on 12th of July 2024

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DEDICATION

To my mother

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LIST OF ABBREVIATIONS/ACRONYMS

| | |
|---------------|---|
| ASCO | Association for Supervision of Curriculum Development |
| BAC | Baccalaureat |
| BEPC | Brevet d'Etude Premier Cycle |
| CBA | Competency Base Approach |
| CE | Common Entrance |
| DIPES | Diplôme des Professeurs d'Enseignement secondaire |
| EI | Emotional Intelligence |
| GCE | General Certificate of Education |
| HOD | Head of Department |
| SDG | Sustainable Development Goal |
| SPSS | Statistical Package for the Social Sciences |
| UNESCO | United Nations Education Scientific and Cultural Organization |
| UNICEF | United Nations International Children Emergency Fund |

ABSTRACT

This study aims at verifying the effects of school heads' leadership on quality education in some secondary schools in Yaoundé VI municipality. The problem of this study stems from the observation that some school heads got adamant attitudes to change their authoritative governing style. This study has as main objective to foster school heads' leadership on quality education. From the objectives, we came up with the research hypothesis (RH), the general research hypothesis (GRH) being: school heads' leadership influences quality education. As far as the methodology is concerned, the quantitative approaches as used hereby 310 respondents were selected using the purposive, proportionate and convenient sampling techniques. Data analysis used the SPSS 25 and the Spearman's Rho test to generate quantitative reports through tabulations and bar charts. This study has as foundation the transformational leadership theory, the contingency theory and the participative leadership theory of X and Y. Results revealed that the school heads' managerial qualities have a significant positive and moderate relationship with quality education school heads' pedagogic qualities have a significant positive and moderate relationship with quality education, school heads' administrative qualities have a significant positive and moderate relationship with quality education, school heads' ethical qualities have a significant positive and moderate relationship with quality education. It is therefore necessary for the Government to create specific training programs for school administrators, such as training centres for potential principals, to arm them with the necessary skills for their roles. This work entails that principals should engage in activities that foster a positive climate, create a comfortable school environment, and ensure that appropriate resources are available for instruction. To ensure that school heads and teachers can effectively perform their roles, students should avoid being uncooperative, lazy, unfriendly, inattentive, latecomers, or stubborn and disobedient to school rules and regulations. They should also fulfil their responsibilities as students. Teachers should demonstrate respect and obedience to their superiors while being responsible.

Key words: *Leadership, school heads, quality education, management, quality.*

RESUME

Cette étude vise à vérifier les effets du leadership des chefs d'établissement sur l'éducation de qualité : le cas de quelques écoles secondaires sélectionnées dans la municipalité de Yaoundé VI. Le problème de cette étude découle de l'observation selon laquelle certains chefs d'établissement ont des attitudes obstinées pour changer leur style de gouvernance autoritaire. Cette étude a pour objectif principal de promouvoir le leadership des chefs d'établissement en matière d'éducation de qualité. À partir des objectifs fixés, des hypothèses de recherche ont été établies, l'hypothèse générale étant que le leadership des chefs d'établissement influence l'éducation de qualité. En ce qui concerne la méthodologie, l'approche quantitative a été utilisée et 310 répondants ont été sélectionnés à l'aide des techniques d'échantillonnage délibéré, proportionnel et pratique. L'analyse des données a été effectuée à l'aide du logiciel SPSS 25 et du test de Supermans Rho pour générer des rapports quantitatifs sous forme de tableaux et de graphiques. Cette étude repose sur la théorie du leadership transformationnel, la théorie de la contingence et la théorie du leadership participatif de X et Y. Les résultats ont révélé que les qualités managériales des chefs d'établissement ont une relation positive et modérée significative avec l'éducation de qualité, que les qualités pédagogiques des chefs d'établissement ont une relation positive et modérée significative avec l'éducation de qualité, que les qualités administratives des chefs d'établissement ont une relation positive et modérée significative avec l'éducation de qualité et que les qualités éthiques des chefs d'établissement ont une relation positive et modérée significative avec l'éducation de qualité. Le chercheur recommande que le gouvernement crée des programmes de formation spécifiques pour les administrateurs d'écoles, tels que des centres de formation pour les futurs directeurs, afin de les doter des compétences nécessaires pour leur rôle. Les directeurs d'école devraient s'engager dans des activités qui favorisent un climat positif, créent un environnement scolaire confortable et veillent à ce que les ressources appropriées soient disponibles pour l'enseignement. Pour que les chefs d'établissement et les enseignants puissent remplir efficacement leurs rôles, les élèves devraient éviter d'être non coopératifs, paresseux, peu amicaux, inattentifs, en retard ou têtus et désobéissants aux règles et règlements scolaires. Ils devraient également remplir leurs responsabilités en tant qu'élèves. Les enseignants devraient faire preuve de respect et d'obéissance envers leurs supérieurs tout en étant responsables.

Mots clés : *leadership, chef d'établissement, éducation de qualité, management, qualité.*

CHAPTER ONE

INTRODUCTION

This study has as main focus the investigation on the effects of school heads' leadership on quality education. It will explore and investigate the relationship between effective school leadership and student possible achievement as well as identifying the key factors that contribute to effective leadership. By examining and analysing the roles of the school head's leadership this study aims to contribute to the existing body of knowledge on quality education and effectively provide more data into how school leadership can be improved to better support students learning.

Being a leader entails being capable of uniting, organizing, being capable of bringing out the best in collaborators; this can only be done if the manager or the leader make use of effective leadership or horizontal management style (Fiedler, 1964). For an institution to fulfil and attain its objectives, team work has to be done. For this to happen, the leader or principal has to assign some of his workload to his collaborators, and its effectiveness depends on the level at which the said collaborators work as a team and come together to solve certain problems or given situations (Kothari, 1992). The new way of governing proposes that the more formal way of leading an organization should reduce and more involvement of the subordinate staff in the decision-making process should be implemented (Likert, 1967). The above mentioned gets us to think that the authoritative way of leading troops is far behind us as far as academic institutions are concerned; teachers and others acting members of an institution should be encouraged and well managed for them to note that they are out here to give everything for the betterment of students' academic progression.

The stipulation of quality education is an important and crucial aspect for the improvement and development of nations, communities, and individuals. Quality education offered in schools is sometimes if not always influenced by numerous aspects notably: teaching quality, designs as far as curriculum are concerned and most importantly learning resources. However, one of the most crucial and vital aspect that influence quality education is leadership (Hughes, 2001).

In days before, what reigned and was implemented was the strategic way of leading school but now what is needed are schools, institutions that moves toward active participation, good leaning, growth and most importantly, shared visions.

Quality education lay emphasis on student's well-being but the main actors to this well-being are the teachers since they are in direct contact with the learners; hence, their involvement should be highly taken into consideration for them to really add value to the service they give (Lawyer et al, 1995).

Mabasa & Themane, (2000); Cartwright (2007) hold that teachers, learners and even parents as far as secondary schools are concerned, can promote the achievement of education transformation based on the notion of decentralization of decision-making. Though educational systems and strategic organizations tend and try to make leadership in school milieu a participative one, most schools still hesitate to implement it.

On the other hand, Maritz (1995) holds that the most adequate reason why schools fail to attain objectives or perform is not the shortage or lack of resources but due to the fact that they refute employee's efforts. Implementing a good leadership style is thus the option, the idea, to adopt for, a teacher can be more effective if he or she is involved in majority of activities as far as education and school milieu is concerned (Maritz, 1995).

Background of study

Historical background

Leadership can also be seen as management. It does emanate from write-ups after the Second World War. Scholars like Douglas McGregor, Kurt Lewin, and Chris Argyris give more light on the notion and origins of management of institutions. Carroll and Schuler (1983) brought in the concept and origins of participative leadership or management through their numerous write-ups and even went further to say that management implies the usage of different leadership styles such as: situational, transformational, laissez-faire and participative (Blankstein, 2016).

The principal or school head is the person directly in contact with the hierarchy is implied and understood that the entire staff is under the principal authority. The principal receives directives directly his superior the minister of secondary education as well as other hierarchical being like the regional delegate, divisional delegate and sub-divisional level

that act and represent his/her superior (Ferguson, 1996). The principal is occupying a seat that permit him/her to implement a spirit of cohesion and influence in his institution with an objective of making every one responsible. In these circumstances, he sets the general objectives, guarantee morality and discipline within the school (Fullan, 2001).

Principal are "the key keeper, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader (Farrant, 2000). "Therefore, the role he plays in a school largely affects teachers" effectiveness in general and students' outcome specifically.

Principals are people who walk ahead and are committed to deep changes in themselves and their schools. The delivery of education in any country depends on this. The school principal is the most important person in a school setting. Moe (2010). As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction (Fullan, 2001).

The prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision (Hale, 1996). A key role of the principal is to ensure that each of the element that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements (Hale, 1996).

As seen from the above, the principal holds the post of head as it were institutionalized, he is the architect in chief of the school, the one who has the overview of systems, processes and resources and how they combine to produce aimed student learning outcomes (Clough et al, 2015). Thus, the school head or principal has a vital leadership role of piloting the teacher in the desired direction in agreement with the available resources at his disposal. In the Cameroonian context, all government principals are government teachers who have had some teaching experience and are being appointed by a ministerial decree. Also, in our educational system, secondary education is decentralized. Hence the principal is often the real manager of the institution. He has to manage conflict teams, personality laws, adjust

and present it. He has to pass from average state to that of result making in modern piloting (Terry et al, 2014).

Principals have the greatest indirect impact on student learning (UNESCO, 2009). They have to be leaders of learning who can develop a team to deliver effective instruction. According to Kothari (1992), the interaction with principals and teachers revealed that such factors relating to poor teacher disposition towards quality delivery and consequent administrative constraints both are at play here.

The later needing investigation especially in government secondary schools where the situation seems most deplorably and glaring.

A study conducted by Obidoa (2006) on schools' management and students recommended that other than academic qualification (such as bachelor or master) there was still a need for the inculcation of leadership skills through intensive skills training. Another study conducted by Huges (2001) on the role of school leadership on student's achievement, produced results that, the specialization of head teachers in leadership or management showed significant turnouts in terms of reducing the need of the students to rely only on the resources generated by the family. With the evolution and increasing nature of education, it is important to note that the principals or school heads have the duty and obligation to get acquainted to new skills and new knowledge.

Quality education can only be attained if and only if the personnel is motivated; individuals' motivation increases proportionally with his/her desire to accomplish something in function of an excellent model. Thus, the school head must have the anxiety to motivate and take into consideration their collaborators in ruling terms. Therefore, we want to find out to what extend does school head's leadership influence quality education?

Contextual Background

This study shows its relevance through the current challenges that education is facing in the Cameroonian setting. The COVID-19 pandemic has significantly disrupted learning in several ways, and has highlighted and prompted the need for effective school leadership to support and bring more density to student learning and well-being. The ministry of secondary education came up with distance learning and teaching coupled with digitization to suit the new context (SDG 4, 2020). On the same line, quality education proved to be a

major element and driver of economic growth and development. The United Nations' Sustainable Development Goal 4 (SDG 4) calls for inclusive and equitable quality education for all and effective school leadership is an important component that has to be well put in place for this goal to be attained (SDG 4, 2020).

Our study lay emphasis on Government High Schools and Government Bilingual High Schools in the Centre region more precisely in the Mfoundi division in selected schools in the Yaoundé VI council. It has been noted and observed that government schools in Yaoundé VI have and score the best results at the Brevet d'Etude de Premier Cycle (BEPC), Probatoire, Baccalaureat (BAC) General Certificate of Education Board Ordinary and Advanced levels G.C.E «O and A levels»

Government secondary schools are managed by a dependent management team consisting of the principals, bursar, vice-principals, discipline masters, secretary, head of departments, counselling staff, teachers, cleaner, nurse, support staff, students' government, students and security.

The management structure of government secondary schools is well established with every staff member knowing his or her role. Thus, showing the transparency in every function. Talking about leadership, it is to be noted that everybody in school establishments have a leadership role to play. For instance, the teacher who is the main protagonist and direct actor ensures students learning and performance. The principal ensures the smooth management and running of affairs and curricula and pedagogy application handled by the head teachers or HOD's.

Statement of the problem

The principals hold the major position in the programme of instructional improvement through effective and efficient supervision of teachers' instructional performance through various supervisory techniques, the principal is thus faced with the responsibility of supervising teachers generally to improve their instructional effectiveness make recommendations and also manage both human and material resources towards achievement of fixed goals (Moe, 2010). Thus, it becomes obligatory that principals' supervisory functions must be adequate to influence teachers' instructional performance and even students' academic well-being. This desired expectation on education could be achieved through effective implementation of leadership.

Quality education holds that, every student needs a safe, suiting environment, motivated and qualified teachers not forgetting teaching in languages that learners can easily master and understand. In the setting on our analysis, we discover that many aspects still need to be improved at the level of teacher quality since the latter is the main and direct actor of education (Cartwright, 2007) As mentioned in the introduction, for education to gain quality, teachers who are closely linked to students need to be taken into consideration when decisions are needed and not sent at the background. Achankeng (2014) says that teachers are the most important educational resource and a critical determinant of the quality of education.” Thus, same as educators need and seek quality, teachers’ performance is not the best medium to achieve this alone and there is a high need for participative leadership.

The UNICEF together with the UNESCO and the implementation of the SDG 4 fight for and encourage the government and school leaders to build and make public schools a cosy place for the betterment of students training; but there is still a challenge as far as the creation of positive school climate and culture that support students engagement, motivation and well-being are concerned. School heads’ leadership practices can significantly impact on the overall school culture and climate which in turn will affect or impact student outcome (Bass et al, 1994). However, creating that cosy, positive climate for students can be very challenging especially in our Cameroonian context where schools handle and serve diverse students’ populations with different cultural backgrounds and needs coupled with some secondary school head look-warm and adamant attitude towards change. Results for the official exams in the case study shows that effective leadership is implemented but then why are they not first?

Quality education demands a lot and the principal has a vital role to play in this process. The country under our study is full of school heads whose attitudes shows a lot of lack of training values and morals; being a principal in Cameroon can be attained by everybody and this is done without him/her undergoing a managerial training (Bernard, 2017). How then can a principal be effective, efficient and competent in his job if he is lacking? Educational improvement can only prevail if the principal recognizes the need and try to meet up with the improvement of his ethical, managerial, administrative and pedagogic qualities and capacities. The pleasing situation that everybody needs to see or expect from Principals as instructional leaders is that he lays emphasis on encouraging and helping

teachers to reach the peak of their classroom performance and make academic management their number one task. This isn't what we see in our present day to day setting thus pushing the researcher to realize this study (Bernard, 2017). It is based on this saying that we want to investigate the effects of school head's leadership on quality education in Government Secondary schools.

Objectives of the study

General objective

To foster secondary school heads' leadership on quality education in Yaoundé VI municipality.

Specific objectives

- To study the relationship between the managerial qualities of the principals and quality education.
- To examine the effect of the pedagogic qualities of the principal on quality education.
- To find out the link between the administrative qualities of the principal and quality education.
- To study the relationship between ethical qualities of the principal and quality education.

Research questions

General research question

- What is the impact of school heads' leadership on quality education in Government secondary school in Yaoundé VI municipality?

Specific research questions

- What is the relationship between the managerial qualities of the principals and quality education in Government secondary school in Yaoundé VI municipality?
- To what extent does pedagogic qualities of the principal on quality education in Government secondary school in Yaoundé VI municipality?
- How can administrative qualities of the principal influence quality education in Government secondary school in Yaoundé VI municipality?

- What is the link between principals' ethical qualities and quality education in Government secondary school in Yaoundé VI municipality?

Research hypothesis

General research hypothesis

Ha: School heads' leadership influences quality education.

Ho: School heads' leadership does not influence quality education.

Specific research hypothesis

Ha1: There is a relationship between the principals' managerial qualities and quality education.

Ha2: There is not a relationship between the principals' pedagogic qualities and quality education.

Ha3: There is a relationship between the principals' administrative qualities and quality education.

Ha4: There is a relationship between the principals' administrative qualities and quality education.

Scope of study

There are many factors influencing quality education. These factors could be working conditions, educational policies, environment and students' attitude. This study will focus only on the administrators' influences especially the principals' professional qualities and its effect on quality education. Other influence of different administrators can also be examined in this work. There are many theories that have been used to find the factors influencing quality education.

Significance of study

The following stakeholders will benefit from the findings of this study.

Government

- It will help the authorities to improve the professional training of teachers' training colleges, to provide more training sessions and professional courses for their teachers and to motivate their teachers.
- It will also help the authorities of education to see the necessity to provide in-service training for teachers who are appointed principals.
- Specifically, the findings of this study may help the government to adopt better strategies aimed at increasing the level of efficiency in the country.

Policy Makers

- The findings of this study may help the later in the country to come up with better strategies to improve the quality of education. For instance, curriculum planners and the director of secondary education responsible for the approval of programs may review the unfavourable aspects pertaining to the organization for curriculum implementation.

The Principals

- It could help the principal to learn more about their role and to develop strategies that will aid them to be effective and efficient.
- It may assist the principals in retaining, satisfying, employees since motivation has variety of effects which may be seen in the context of an individual's physical and mental health, productivity, absenteeism and turnover. This helps in retaining and nurturing the teachers to deliver value to the organization.
- It will also reveal interesting insights into the importance of employee motivation and impact on work performance and principals may use this as guide when motivating their employees.

Students

- To students who will continue and would want to work in this field. This study will help them generate data that may be used to develop a model to prompt further research regarding the management of teachers in schools.

Delimitation of the study

Geographical delimitation

The location under this study is Yaoundé in the Mfoundi division in the Centre Region of Cameroon. Yaoundé is the political capital of Cameroon. We decided to choose some schools in Yaounde VI namely: Government Bilingual High School Mendong, Government Bilingual High School Etoug-Ebe, Government Secondary School Mendong and Cetic de Mewoulou.

Thematic Delimitation

This study falls with the field of Educational Administration. It lays emphasis on how school head's leadership influence quality education. School head's leadership is the independent variable and the modalities that shall follow this independent variable are: the school head's administrative, pedagogic, ethical and managerial qualities and the dependent variable is the quality of education.

Justification of the research

School leadership is the key factor and component in students' success and high-quality education outcome. Principals and other school heads play a vital and critical role in shaping and moulding the culture, policies and practices of schools and can have a significant impact on students' outcome such as their social and emotional development, graduation rate and their academic achievements (Bass, 1994).

Also, there is a significant need to identify and locate effective leadership practices and strategies that have been put in place to support and work hand in glove with high-quality education in schools. Though leadership is important, it is also very challenging to identify the types of strategies and practices that can be really effective in different school contexts. Thus, this study will greatly bring light to the types of practices that can be effective and provide evident recommendations for improving the said leadership. On the same line, there is a strong desire for recognition of the importance of equity and social justice in education as far as quality education is concerned. The S.D.G 4 Effective leadership can play a great role in putting forward equity and addressing issues like achievement gaps and disparities in education.

Theoretical framework

Transformational leadership theory

This theory was firstly developed by Burns (1978) and Bass (1985, 1998). Its main objective is to add more personal morals to collaborators in an organization with the ultimate wish to bring a sense of change. It states that leaders, who make use of the transformational leadership focus more on establishing school culture, lead and inspire others by: encourage staff members to undertake professional development and vision to promote and enhance the vision of school teaching and learning, raise the level of moral values and motivation (Shatzer et al., 2014). The above theory has four main items governing it namely: individualized consideration, inspirational motivation, intellectual stimulation and finally idealized influence.

As far as our study is concerned, the choice of the transformational leadership theory is appropriate because it concurs the needs of our current society in terms of management and the quality of education through collaboration, decentralization of workload, and staff development. By so doing, they encourage and promote excellence in teachers who in turn share the said excellence to the learners with whom they are in direct contact. Also, the just and clear application of the transformational leadership by school heads actually will make teachers to understand that they are in collaboration rather than being controlled by their boss. From the above mentioned, we can say that the bottom-up management style is appropriate than the top-down management style in education.

The Contingency Theory

This theory does not have a single pioneer author but rather came up from numerous work of several researchers in the 1960's and 1970's. Some of the key figures around this theory are: Victor Vroom (1973), Paul Hersey (1982), and Fred Fiedler (1967). It lays under 3 different aspects:

- The environment
- The level of technology
- The length of the organization

In other words, leader-member relations, task structure, and position power

This theory is a model that a single appropriate and best leadership style does not exist and add that the most effective leadership style is that that adapt and walk according to the occurring situation (Burns, 1978). According to this theory, situations demands different leadership approach. It got so many strengths and one of those is that it put forward the need for leaders to be flexible and being capable of adapting themselves to every situation rather than being rigid in terms of leadership style.

To our study, this theory is important and relevant due to the fact that we talk about school head's leadership effects on Quality education. To show the effectiveness of school head's leadership, he needs to be capable of adapting himself to every situations ahead of him given he got teachers, students, and so many helping hand coming from different background and cultures thus the need to adapt is to be put forward to show some rationality in his management.

The participative theory of X and Y

The X and Y Theory is a management theory developed by Douglas McGregor in the 1960s. The theory is based on two different types of management styles, which are labeled as X and Y.

The X Theory assumes that people are inherently lazy, dislike work, and will avoid it whenever possible. Managers who subscribe to this theory believe that employees need to be closely monitored and controlled in order to get them to work. They tend to use punishment and coercion to motivate their employees on the other side, the Y Theory, on the other hand, assumes that people are inherently motivated and enjoy working. Managers who subscribe to this theory believe that employees will work hard if they are given the opportunity to do so. They tend to use positive reinforcement and encouragement to motivate their employees (McGregor, 1985).

McGregor argued that the X Theory was outdated and ineffective, and that managers should adopt the Y Theory instead. He believed that this would lead to better employee performance, higher job satisfaction, and a more positive work environment overall.

Today, the X and Y Theory is still widely studied and used in management training programs. It is considered an important tool for understanding how different management styles can impact employee motivation and performance (Maxwell, 2018).

This work will not be efficient if we omit to mention our theories.

Operational definitions of terms

Leadership: It refers to the ability of managers to instill motivation, inspiration and guide collaborators towards a common fixed objective. Often by setting direction, making decisions, and creating supportive environment (Oxford Advanced Dictionary, 2010)

School Head: He is the administrative leader of a school, essentially in charge of the management of day-to-day operations, overseeing staff and students, establish general and specific objectives. (Oxford Advanced Dictionary, 2010)

Leadership practice: leadership practice refers to the specific behaviours, actions, and strategies leaders use to achieve their objectives and goals. The said practices involve: problem-solving, decision-making, communication, delegation of task, and motivation just to name a few. (Managers handbook, 2016).

Quality Education: it refers to education system that provides high quality learning experiences for students, enabling them to develop the skill, knowledge and competencies needed to succeed in their future lives and careers. This include: problem-solving skills, academic rigor, student-centered learning (CBA) (Managers handbook, 2016).

Secondary School: a secondary school is one that provides education to students in the age range of 11-18 years old essentially from 6em - Terminal for the francophone sub-system and from form I to Upper Sixth for the Anglophone sub-system of education. In many countries, secondary school is a stage of education that follows primary or elementary school. (Managers handbook, 2016).

Structure of the work

This work is organized into 5 chapters. Chapter one is titled General introduction and comprises of Background of study that is divided into historical background and context background showing the implication of school heads' and their level of implementation of leadership. The problem statement is specifically organized by the exposure of the research objectives, research hypothesis, scope of study, significance of the study, delimitation of the study, justification of the study, theoretical framework, operational definition of terms and close up with the structure of the work. Chapter two lays emphasis on two major

themes notably, the review of related literature and the theoretical framework. At this level relevant materials collected from books, journals, articles to name a few will be discussed. Relevant theories to the effects of school heads' leadership on quality education will also be discussed. Chapter three focuses on the methodology that will be applied in the development of this study. Here, the researcher will demonstrate the design, the population under study, the sampling method, the instruments used in data collection, the validity and reliability testing, the data analysis tool and recapitulative table of the variables. Chapter four focuses on data interpretation and analysis. Here, the raw data that has been collected during field work will be exposed in tables, frequencies, charts and percentages. Chapter five which is the last chapter involves the discussion of major research findings, suggestions and recommendations for further research will be done.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Conceptual framework

The concept of leadership

The concept named Leadership is one that is said to be complex and multifaceted. Leadership is influence nothing more and nothing less he argues that leadership isn't about the positions or the title but rather about the ability and capacity to inspire and motivate collaborators to achieve their full potentials (John C. Maxwell, 2011). That said, that leader should be that agent who unites, inculcate the sense of unity and team work for the betterment of the structure where they are found; thus, he/she should create a positive and supportive environment that encourages individuals to work toward their full potentials though the provision of recognition and rewards for good performances, as well as offering support and guidance when needed (Hallinger, 2010). The aspects of vision and communication in leadership implementation is seen through the vision showing leadership as the capacity to create a compelling vision, and to succeed in transforming that vision into action (Warren Bennis, 2002). He further mentioned that a good and effective leader should have the capacity, zeal and necessary anxiety to communicate his visions and inspire his supporting staff to work towards it. School leaders then should be able to communicate clearly and effectively with their collaborators taking into consideration the fact that everyone understands the goals and objectives without being authoritative, the need to have the listening capacity and respond appropriately to feedbacks and concerns.

Leaders need to develop the quality of remarks intaking. The importance of character and ethics in leadership has been developed by Stephen Covey (2008) and Jim Collins (2001). Covey says that effective leaders must have a strong sense of personal integrity and be guided by principles such as honesty, fairness, and most importantly respect for others. Collins on the other hand lays emphasis on the high importance of humility, the acceptance and willingness to learn from done mistakes in order to become a great leader.

Leadership is not a fix or static concept, but it is rather a moving, evolving and dynamic one that can be developed and improved as time goes by depending on the willingness of the concerned leader to go towards perfection. Effective leaders are able to adapt to

changing circumstances and challenges and are constantly learning and growing in their roles. They are able to build strong relationships with their followers, and are able to inspire trust, respect and loyalty through their actions and words (Jim Collins, 2001).

Managing institutions can be hectic and complex due to the presence of people from different backgrounds; thus, the need for a flexible leader. They have to take different forms, depending on the context and situation. Some leaders may be more directive or authoritarian and some more collaborative or participative (Stephen Covey, 2008). The most effective leaders are able to tailor their approach to the needs and preferences of their followers and are able to make a perfect equilibrium and balance between the needs of the group and the needs of the individuals.

Leadership is the art of inspiring and guiding a group of individuals towards a common goal. It is a crucial aspect of any organization, as it sets the tone for the culture and direction of the team. Talking about quality education, everything that happens in an organization should and must concur to the benefit and well-being of the children and for this to happen, several principles that are fundamental to effective leadership should be implemented.

1. Vision: Failure to effectively share this vision, the organization will either be stagnant or even fall. Thus, a leader must have a clear vision of where they want to take the organization. This vision should be communicated effectively to the team, so that everyone is aligned towards the same goal (Maxwell,2014).
2. Integrity: A leader must lead by example and demonstrate integrity in their actions. They must be honest, transparent, and ethical in their dealings with the team and other stakeholders (Maxwell,2014).
3. Empathy: A leader must be able to understand and empathize with the needs and concerns of their team members. They must be approachable and willing to listen to feedback, so that they can create a positive work environment (Maxwell,2014).
4. Communication: A leader must be an effective communicator, able to convey their vision and expectations clearly to the team. They must also be able to listen actively, so that they can understand the perspectives of others (Maxwell,2014).

5. Delegation: A leader must be able to delegate tasks effectively, so that team members can take ownership of their work and develop their skills. This also helps to build trust and confidence within the team (Maxwell,2014).

6. Adaptability: A leader must be able to adapt to changing circumstances and make decisions quickly and effectively. They must be flexible and willing to pivot when necessary, while still keeping the overall vision in mind (Maxwell,2014).

7. Continuous Improvement: A leader must be committed to continuous improvement, both for themselves and their team. They must be willing to learn from mistakes and seek out opportunities for growth and development.

These principles are essential for effective leadership, and can help to create a positive and productive work environment where everyone feels valued and motivated to succeed.

8. Accountability: A leader must hold themselves and their team members accountable for their actions and performance. This includes setting clear expectations, providing feedback, and addressing any issues that arise.

9. Trust: A leader must build trust with their team members by demonstrating consistency, reliability, and transparency. They must also trust their team members to take ownership of their work and make decisions independently.

10. Collaboration: A leader must foster a collaborative environment where team members can work together towards common goals. This includes promoting open communication, encouraging diverse perspectives, and recognizing the contributions of each team member.

11. Creativity: A leader must encourage creativity and innovation within their team, by providing opportunities for experimentation and risk-taking. This can help to drive growth and competitiveness within the organization.

12. Resilience: A leader must be resilient in the face of challenges and setbacks, and be able to inspire their team to persevere through difficult times. They must also be able to adapt to change and find new solutions to problems.

13. Inclusivity: A leader must promote inclusivity and diversity within their team, by creating a welcoming and supportive environment for all team members. This includes

recognizing and valuing differences in backgrounds, experiences, and perspectives (Maxwell,2014).

14. Mentorship: A leader must be a mentor and coach to their team members, by providing guidance, support, and opportunities for growth and development. This can help to build a strong and capable team that is motivated to achieve success.

As a concept that is said to be functional, its task is primarily planning, coordinating, motivating and controlling the efforts of all collaborators unto the fixed goals and objectives of the institution (Maxwell, 2018). That notwithstanding, management is what a manager performs. It is process of perpetual and related activities

Another very important concept under management is the leadership and decision-making concept which involves controlling, directing human efforts and materials of nature for the benefit of man. It works with people and other organizational resources and reaches these goals (Maxwell, 2018).

The productive concept is also an important concept of management. It deals with effective and efficient work force so as to secure maximum prosperity and happiness for both employer and employee (Maxwell, 2018).

Management as an integration concept. When human and material resources are well coordinated, they achieve organizational goals as well as securing maximum prosperity with a minimum effort. It involves and focuses on reaching organizational goals (Maxwell, 2018).

Activities of Leadership.

Leadership functions involve 4 basic activities:

Planning is the first step in the management process. It involves setting goals and objectives for the organization and determining the best way to achieve them. This includes developing strategies, creating action plans, and allocating resources. Planning helps managers to anticipate potential problems and develop contingency plans to address them (Terry, 1960).

Organizing is the second activity of ma leadership. It involves coordinating and arranging resources, such as people, materials, and equipment, to achieve the organization's goals.

This includes assigning tasks, establishing roles and responsibilities, and creating a structure that facilitates communication and collaboration. Organizing ensures that everyone knows what they need to do and how their work contributes to the overall success of the organization (Terry, 1960).

Leading It involves guiding and directing employees towards achieving the organization's goals. This includes motivating employees, providing direction, and creating a positive work environment. Effective leaders inspire and influence their team members, encouraging them to perform at their best and contribute to the success of the organization (Terry, 1960).

Motivating It involves understanding and meeting the needs of employees to increase their job satisfaction and productivity. This includes providing recognition and rewards, creating opportunities for growth and development, and fostering a positive work culture. Motivated employees are more likely to be engaged and committed to their work, leading to higher levels of productivity and performance (Terry, 1960).

The four basic activities of management - planning, organizing, leading, and motivating - are essential for the success of an organization. These activities help managers set goals, coordinate resources, guide employees, and create a positive work environment. By effectively carrying out these activities, managers can ensure that their teams are working towards common objectives and contributing to the overall success of the organization (Terry, 1960).

In addition to planning, organizing, leading, and motivating, there are more essential activities of management.

Controlling involves monitoring and measuring the progress towards goals and ensuring that activities are carried out as planned. It includes establishing performance standards, comparing actual results with those standards, and taking corrective actions if necessary. Controlling helps managers identify deviations from the planned course and make necessary adjustments to ensure that objectives are achieved efficiently and effectively (Terry, 1960).

Evaluating is the process of assessing the performance of individuals, teams, and the organization as a whole. It involves gathering feedback, analysing data, and providing

constructive feedback to employees. Evaluation helps managers identify strengths and weaknesses, recognize achievements, and identify areas for improvement. It also aids in making informed decisions regarding promotions, training needs, and organizational changes (Terry, 1960).

Another important activity that can be considered as a subset of leading is **coaching**. Coaching involves providing guidance, support, and feedback to employees to help them develop their skills, enhance their performance, and achieve their full potential. It involves building relationships with employees, understanding their strengths and weaknesses, and providing them with the necessary resources and opportunities to grow professionally. Effective coaching can foster a culture of continuous learning and improvement within an organization (Terry, 1960).

Lastly, **communication** is a crucial activity that cuts across all management functions. Effective communication ensures that information flows smoothly between managers, employees, and other stakeholders. It involves transmitting clear and concise messages, actively listening to others, and fostering open and honest dialogue. Good communication helps in aligning goals, coordinating activities, resolving conflicts, and building strong relationships within the organization (Terry, 1960).

Overall, these six activities planning, organizing, leading, motivating, controlling, evaluating along with effective communication and coaching form the foundation for successful management practices. By balancing these activities and adapting them to the specific needs and circumstances of the organization, managers can drive productivity, foster employee engagement, and achieve organizational goals.

By balancing these activities and adapting them to the specific needs of the organization, managers can drive productivity, engage employees, and achieve goals.

Strategies to implement effective leadership

1. Lead by example: As a leader, it is important to set a positive example for your team. Demonstrate the behaviors and values you expect from your employees, such as integrity, accountability, and professionalism (Fiedler, 1987).

2. **Communicate effectively:** Good communication is essential for effective leadership. Clearly communicate expectations, goals, and objectives to your team. Listen actively to their ideas and concerns, and provide regular feedback and updates (Fullan, 2001).
3. **Build relationships:** Foster positive relationships with your team members. Get to know them on a personal level, show genuine interest in their well-being, and create a supportive and inclusive work environment. Building trust and rapport will help motivate and engage your employees.
4. **Empower and delegate:** Give your team members autonomy and responsibility in their roles. Delegate tasks and projects, allowing them to develop their skills and take ownership of their work. Provide guidance and support when needed, but also trust them to make decisions and contribute to the success of the organization (Fiedler, 1987).
5. **Recognize and reward achievements:** Acknowledge and appreciate the efforts and achievements of your team members. Celebrate milestones and successes, both individually and as a team. This recognition can boost morale, motivation, and loyalty (Fullan, 2001).
6. **Develop and mentor:** Invest in the growth and development of your employees. Provide opportunities for training, learning, and skill-building. Offer mentorship and coaching to help them reach their full potential. Developing your team members will not only benefit them individually but also contribute to the overall success of the organization (Fiedler, 1987).
7. **Adaptability and flexibility:** As a leader, be adaptable and open to change. Embrace new ideas and approaches, and encourage your team to do the same. Adaptability will help navigate challenges and seize opportunities in an ever-changing business environment (Fullan, 2001).

Remember, leadership is not a one-size-fits-all approach. It is important to tailor your leadership style to the needs and dynamics of your team. By implementing these strategies, you can create a positive and productive work environment that fosters growth, engagement, and success.

Types of leadership

There are various types of leadership styles that leaders can adopt based on their personality, values, and the needs of the organization. Some common types of leadership include:

1. **Autocratic Leadership:** This style involves leaders making decisions without consulting their team members. They have full control and authority over the decision-making process (Burns, 2010).
2. **Democratic Leadership:** In this style, leaders involve their team members in the decision-making process and seek their input and feedback. The final decision is made by the leader, but it takes into account the perspectives and ideas of the team (Burns, 2010).
3. **Transformational Leadership:** Transformational leaders inspire and motivate their team members to achieve high levels of performance. They create a compelling vision, set high expectations, and provide support and guidance to help their employees reach their full potential.
4. **Servant Leadership:** Servant leaders prioritize the needs and well-being of their team members above their own. They focus on supporting and empowering their employees, and they are committed to serving the greater good of the organization (Burns, 2010).
5. **Laissez-Faire Leadership:** This style involves leaders providing minimal guidance or direction to their team members. They give their employees a high level of autonomy and trust them to make decisions and complete tasks independently (Burns, 2010).
6. **Transactional Leadership:** Transactional leaders focus on setting clear expectations and providing rewards or punishments based on performance. They use a system of rewards and incentives to motivate their employees to achieve specific goals (Burns, 2010).
7. **Charismatic Leadership:** Charismatic leaders have a magnetic personality and are able to inspire and influence others through their charm, confidence, and persuasive communication skills (Burns, 2010).
8. **Situational Leadership:** Situational leaders adapt their leadership style based on the specific situation or needs of their team members. They are flexible and able to adjust their approach to best support their employees in different circumstances.

It's important for leaders to be aware of their own leadership style and to be able to adapt it as necessary to meet the needs of their team and organization.

Benefits of effective leadership.

Consistently developing the skills and qualities of a school head can have numerous benefits for the overall success and effectiveness of a school. Several authors have highlighted the positive impact of strong leadership in education.

Improved academic achievement: A study by Leithwood et al. (2004) found that effective school leadership has a significant impact on student achievement. School heads that provide clear direction, set high expectations, and create a positive learning environment can positively influence student outcomes thus, talking about quality education.

Enhanced teacher morale and job satisfaction: According to Hargreaves and Fink (2003), effective leadership can improve teacher morale and job satisfaction. School heads who support and empower their staff, provide opportunities for professional growth, and foster a positive school culture can create a more fulfilling and supportive work environment.

Increased parent and community engagement: Fullan (2001) argue that strong leadership is essential for building partnerships with parents and involving the community in the school's activities. A school head who effectively engages with parents and the community can create a sense of ownership and collaboration, leading to improved student outcomes.

Positive school climate and culture: The National School Climate Center (2011) emphasizes the role of school leaders in creating a positive school climate. School heads who promote respect, inclusivity, and a sense of belonging among students and staff can foster a safe and supportive learning environment.

Effective resource allocation: A study by Waters et al. (2003) highlights the importance of effective resource management in schools. School heads who possess strong financial acumen and allocate resources strategically can ensure that the school has the necessary tools and materials to support teaching and learning.

Continuous improvement and innovation: Fullan (2007) argues that effective leadership is crucial for driving continuous improvement and innovation in schools. School heads who

embrace change, encourage experimentation, and promote a culture of ongoing learning can lead their schools towards excellence.

Effective problem-solving and decision-making: School heads who possess strong problem-solving and decision-making skills can effectively address challenges and make informed choices for the benefit of the school. This can lead to more efficient and effective operations, improved student outcomes, and a positive school environment.

Strong communication and collaboration: Effective leadership involves clear and open communication with all stakeholders, including staff, students, parents, and community members. School heads who excel in communication and collaboration can build trust, foster teamwork, and ensure that everyone is aligned towards the school's goals (Waters et al, 2003).

Effective implementation of educational initiatives: School heads play a crucial role in implementing educational initiatives and reforms. By understanding the needs of their school community and effectively leading the implementation process, they can ensure that these initiatives are successful and have a positive impact on teaching and learning.

Building a strong professional learning community: School heads who prioritize professional development and create a culture of continuous learning can foster a strong professional learning community within the school. This allows teachers to collaborate, share best practices, and support each other's growth, leading to improved teaching quality and student outcomes (Fullan, 2001).

Effective management of diverse student populations: Schools today are increasingly diverse, with students from different cultural, linguistic, and socioeconomic backgrounds. School heads that possess cultural competence and understand the unique needs of diverse student populations can create inclusive environments where all students feel valued and supported (Fullan, 2001).

Advocacy for education: Effective school leaders are advocates for education at both the local and national levels. They can effectively communicate the needs of their school and advocate for policies and resources that will benefit their students and staff.

Strong ethical leadership: School heads who demonstrate strong ethical leadership can set a positive example for their staff and students. They prioritize integrity, fairness, and transparency in their decision-making, creating a culture of trust and accountability within the school (Fullan, 2001).

Effective crisis management: In times of crisis or emergencies, school heads play a crucial role in ensuring the safety and well-being of students and staff. Leaders who are prepared, calm under pressure, and able to make quick and effective decisions can effectively manage crises and minimize their impact on the school community (Fullan, 2001).

Long-term strategic planning: School heads that possess strategic thinking skills can develop long-term plans and goals for the school. By considering future trends, analysing data, and involving stakeholders in the planning process, they can guide the school towards sustainable growth and success (Fullan, 2001).

In conclusion, consistently developing the skills and qualities of a school head can have a significant positive impact on various aspects of a school's functioning. The benefits include improved academic achievement, enhanced teacher morale and job satisfaction, increased parent and community engagement, a positive school climate and culture, effective resource allocation, and continuous improvement and innovation.

Challenges for effective school leadership

Maxwell (2018) came up with the following challenges as well as the reasons for failure of effective school leadership:

Limited resources: School leaders often face financial constraints and limited resources that make it difficult to implement their vision for the school

Resistance to change: Teachers, parents, and other stakeholders may resist changes that a school leader wishes to implement, making it challenging to bring about meaningful improvements.

Inadequate training: Many school leaders do not receive adequate training in leadership and management, which can hinder their ability to effectively lead their schools.

High turnover rates: School leaders may face high turnover rates among staff, which can disrupt the continuity of the school's vision and culture.

Demands of the job: The job of a school leader can be demanding, with long hours and high levels of stress, which can lead to burnout and a lack of effectiveness.

Reasons for failure of effective leadership can include:

Lack of vision

School leaders who lack a clear vision for their school may struggle to inspire and motivate their staff, resulting in a lack of progress and improvement.

Poor communication

Effective communication is essential for successful school leadership, but leaders who struggle to communicate effectively may find it difficult to build relationships with staff, parents, and other stakeholders.

Inability to delegate

School leaders who are unable or unwilling to delegate responsibilities may become overwhelmed and unable to effectively manage their schools.

Resistance to feedback

Leaders who are resistant to feedback from others may struggle to identify areas for improvement and make necessary changes.

Lack of accountability

Effective school leaders must hold themselves and their staff accountable for achieving goals and meeting expectations, but those who fail to do so may struggle to make meaningful improvements.

Inflexibility

Leaders who are inflexible and unwilling to adapt to changing circumstances may struggle to lead their schools effectively.

Lack of trust

School leaders who do not establish trust with their staff and other stakeholders may find it difficult to build a collaborative and supportive environment.

Inability to manage conflict

Conflict is inevitable in any organization, but school leaders who are unable to manage conflict effectively may create a toxic environment that hinders progress and improvement.

Micromanagement

Leaders who micromanage their staff may create a culture of mistrust and low morale, which can ultimately lead to poor performance and high turnover rates.

Lack of empathy

Effective school leaders must be able to understand and empathize with the needs and concerns of their staff, students, and parents. Those who lack empathy may struggle to build meaningful relationships and create a positive school culture.

The concept of participative management

It is an imperative for us to talk about participative management which can also be seen as participative leadership style. Being a leader entails being capable of decentralizing task and work accordingly the supporting staff for the attainment of fixed goals.

According to Robbins and Coulter (2019), participative management is a leadership style that involves employees in decision-making processes and encourages collaboration between management and employees. This approach recognizes the value of employees' input and ideas, and aims to create a sense of ownership and engagement among employees. Participative management requires effective communication, trust, and a willingness to share power and responsibility. This leadership style can lead to increased job satisfaction, motivation, and productivity, as well as improved organizational performance. However, it can also be challenging to implement and may require significant changes in organizational culture and management practices.

Practices for implementing participative management

Start small: Implementing participative management can be a significant change for an organization, so it's important to start small and gradually increase employee involvement in decision-making processes (Bowersox & Calantone, 1984).

Provide training: Providing training on communication, conflict resolution, and decision-making can help employees and managers develop the skills needed for effective participative management (Bowersox & Calantone, 1984).

Reward participation: Recognize and reward employees who contribute to the decision-making process, whether through bonuses, promotions, or other incentives (Bowersox & Calantone, 1984).

Be flexible: Participative management requires flexibility and adaptability to changing circumstances and employee needs. Managers should be willing to adjust their approach as needed to ensure the success of the organization and its employees (Bowersox & Calantone, 1984).

Involve all levels of the organization: Participative management should involve employees at all levels of the organization, from entry-level staff to senior executives (Bowersox & Calantone, 1984).

Evaluate and measure success: Regularly evaluate the success of participative management initiatives and measure their impact on employee engagement, productivity, and organizational performance. Use this feedback to make improvements and adjustments as needed (Bowersox & Calantone, 1984).

Below is a cohesive development of the concepts of motivation, inspiration, and collaboration in leadership, citing relevant authors and years to provide a scholarly framework.

Motivation in Leadership

Motivation is a critical aspect of effective leadership, as it drives individuals to achieve their goals and perform at their best. According to Herzberg (1959), motivation can be divided into two factors: hygiene factors and motivators. Hygiene factors prevent dissatisfaction but do not necessarily motivate, while motivators lead to higher levels of job satisfaction and performance. Leaders who understand these factors can create an environment that fosters intrinsic motivation among their team members.

Furthermore, Deci and Ryan (2000) introduced the notion of Self-Determination, which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic

motivation. Leaders who provide their team members with opportunities for autonomy and skill development can enhance motivation and engagement.

Inspire in Leadership

Inspiration is another vital component of effective leadership. Bass (1985) proposed the concept of transformational leadership, which emphasizes the ability of leaders to inspire and motivate followers to exceed their own self-interests for the sake of the organization. Transformational leaders articulate a compelling vision and demonstrate passion, which can ignite enthusiasm and commitment among their followers.

Moreover, Kouzes and Posner (2007) highlight the importance of inspiring a shared vision as one of the five practices of exemplary leadership. They argue that leaders must communicate a clear and appealing vision that resonates with their team members' values and aspirations. This ability to inspire not only enhances motivation but also fosters a sense of belonging and purpose within the team.

Collaborate in Leadership

Collaboration is essential for effective leadership in today's complex and interconnected work environments. Hackman and Oldham (1976) proposed the Job Characteristics Model, which suggests that collaborative work can enhance motivation through increased autonomy and feedback. Leaders who foster collaboration create opportunities for team members to contribute their ideas and skills, leading to greater ownership and commitment to collective goals.

Senge (1990) emphasized the importance of learning organizations, where collaboration is key to innovation and problem-solving. Leaders who encourage a culture of collaboration enable teams to share knowledge, learn from one another, and work together towards common objectives.

In summary, effective leadership encompasses the ability to motivate, inspire, and collaborate with team members. Understanding motivation through notions like Herzberg's Two-Factor and Self-Determination that allows leaders to create environments conducive to high performance. Inspiring followers through transformational leadership practices and a compelling vision fosters commitment and enthusiasm. Finally, promoting collaboration

enhances team dynamics and drives collective success. Together, these elements form the foundation of impactful leadership in contemporary organizations.

The concept of Quality Education

Definition of Quality Education

In every angle of life, school and its surrounding education community, children rights and wellbeing are always put forward. According to (Bernard, 1999) this is to say that the emphasis is on learning which reinforce the abilities and capacities of children to act gradually on their own behalf through the acquirement of relevant knowledge, skills and adapted attitudes; which will permit them to create places of safety, security and healthy interaction.

There are numerous definitions of quality in education, giving evidence to the complexity and multifaceted nature of the concept. To (Adams, 1993), quality education is always coined using the terms effectiveness efficiency and equity. Sizeable treaties exist around the basic dimensions of quality education nowadays. However, quality education got the following components:

- 1) Learners who are in a good health condition, appropriate feeding and ready to learn, participate, and supported in learning by their families and communities;
- 2) Environments that are conducive and healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities (Adam, 2018).
- 3) Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; (Zekoang 2021).
- 4) Activities through which trained teachers use child-centered teaching approaches (in our context CBA is the approached used) in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- 5) Outcomes that encompass knowledge, skills, and attitudes are linked to national goals for education and positive participation in society. This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context (Adam, 2018).

For the Association for Supervision and Curriculum Development (ASCD) and Emotional Intelligence (EI), quality education is one that focuses on the whole child taking into awareness the socio-emotional, physical, and cognitive development of each student not taking into consideration the gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for capacity testing.

Quality education gives resources and directs policy to ensure that each child enters school healthy and learns about and practices a healthy lifestyle; learns in an environment that is physically and emotionally safe for students and adults; is actively engaged in learning and is connected to the school and broader community; has access to personalized learning and is supported by qualified, caring adults; and is challenged academically and prepared for success in college or further study and for employment and participation in a global environment (Zekoang 2021).

According to *the United Nations Fourth Sustainable Development Goal (SDG)*

Focuses on Quality Education, it expands the need for inclusive and equitable quality education and promotes lifelong learning opportunities for all. According to the United Nations Sustainable Development Goal (2016), some of the targets for SDG 4 include ensuring that children have access to pre-primary education, free primary and secondary education, and options for affordable technical, vocational, and higher education options, including college.

Indicators for quality education.

Quality standard regarding the quality of teaching and learning.

a) The Academic skills of teachers.

Students learn more from teachers with strong academic skills (Ballou 1996; Ehrenberg and Brewer 1994; 1995; Ferguson 1991; Ferguson and Ladd 1996; Mosteller and Moynihan 1972). Instructionally speaking, no matter the type of method the teacher use let it be traditional or contemporary efficient use of school time will always have a positive and significant effects on learners' learning. The presence of teachers in class is the focal point in education. Yaoundé VI is at the centre of the ton making it difficult for teachers to find housing in the neighbourhood of their work station; added to that I the transportation

fair that is quiet high in the capital making them to arrive late at work. Also, they most teachers hold second jobs, which may detract from the time and energy they outlay in the classroom. Next, the competency-based approach that is now implemented says that learners should be included in the practice of instructional activities and even if 70% of workload is done by them, teachers should be in class rather than attending to administrative or other non-instructional processes (Fuller, et al., 1999). "The quality of a school and the quality of teaching of the individual teacher is higher in schools that are able (and willing) to make more efficient use of the available time of its teachers and its pupils" (Verwimp, 1999).

b) The quality of teaching.

High school students gain and learn more from teachers who are holders of a bachelor's or master's degree in the subject they are teaching (Darling-Hammond 2000; Monk and King 1994; Goldhaber and Brewer 1997), The initial rule and objective of quality education is to put the student at the centre taking into high esteem his/her achievements and making it the priority of the school. Since schools exist because of students, this would seem palpable. Likeliest because of the intricacy of educational systems, however, many teachers have in mind that the school cannot help the totality of students. For instance, discussions with some teachers in some school teachers shoed that they had limited ideas of the implication and role of school in student's failure and abandonment, instead they turned to censure the students and their environment whereas they are the responsible of the latter.

c) Teacher experience.

Studies suggest that students learn more from experienced teachers than they do from less experienced teachers. The training of these teachers is not only based on the skills but also on the aspect of pedagogy. Reason why a trained teacher will tend to be more effective than an untrained teacher.

d) Professional development.

Before entering a classroom and performing the teaching, every teacher must undergo a certain preparation and this may around the world and even in less developed countries. In Togo, Cape Verde, and Uganda, for example, 35% to 50% of students have teachers who had no teacher training. Yet in Cameroon, Benin, Equatorial Guinea, Madagascar and

Nepal, over 90% of students do have teachers with some form of teacher training. Perhaps as a consequence of too little preparation before embracing the profession, a number of teachers in China, Guinea, India and Mexico were observed to have a mastering neither of the subject matter they taught nor the pedagogical skills required for good presentation of the material (Carron & Chau, 1996).

Quality standard regarding school management.

The value and credibility of an academic institution is not only judged by the quality of teachers and infrastructure but by the quality of school management beginning from the strategic level to the operational level of management. Managers' personality and mentality are criteria to take into consideration. These traits include: transparency, honesty, commitment, assiduity, responsibility, morality, and many other aspects based on good management and ethical leadership (Darling, 2000). Quality education can be ensured in situations where management present quality potentials. This has considerable influence on the transmission of quality values and personality traits to the learners. Equally, management should be developed on ethical base of positive culture, values, mission and vision for the socio-cultural integration of the learners (Darling, 2000).

In majority of Yaoundé VI secondary school, an internal supervision and audit is done toward sustainability, incorporating, teachers, students and staff. Schools organize general assemblies every trimester to discuss on the challenges, the actions to take to remedy; all this done under the governance of the principals.

Quality regarding the reigning climate in school.

The school atmosphere is such every collaborator in can come up or give ideas that goes towards the sense of innovation without being afraid. The school communities, especially parents are informed of the relevance of teachers- students- parents' relationships as stakeholders of the general learning process both on campus and off-campus.

Technology

As technology has rooted its way into our day to day existence, education has been changed. The Ministry of Cameroon working hand in gloves with the Ministry of secondary education came up with the notion of Digitalization of teaching through the

effective use of PowerPoint and projectors. Inspectors practice a field work to check whether the said decision is effectively implemented.

Through technology, parents can make appointments to meet with teachers via web conferencing or other online collaboration tools. With the creation of the distance learning, learners receive teaching through visual learning platforms such as Google classroom, WhatsApp groups, and ZOOM where lessons are made available to learners to ensure continuity in learning process even in-home context.

Class size.

Research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in crowded classes (Hoy, 2004). In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardized assessments. The adapted school class size is 7 on 9 (UNESCO Institute for Statistics (<http://uis.unesco.org/>)). Nonetheless, in government secondary schools for example a normal class size has 50 students per class with large and spacious distribution of benches. Students sit comfortably and can write with ease.

Discipline.

Discipline is the act of teaching and reinforcing acceptable behaviour while unlearning maladaptive behaviour with the help of guidance and direction in managing behaviour. It involves setting limits, clarifying roles, responsibilities, and mutual expectations to create a predictable, orderly, and stable life (Hoy, 2004).. However, in the learning environment, indiscipline can manifest itself in various ways such as disobeying set rules, bullying, truancy, lateness to school, cultism, alcohol and drug abuse, insulting/assaulting, sexual harassment, stealing, rioting, striking, setting school fires, 'gassing of learners, and many other anti-social vices. If allowed to continue, such indiscipline manifests itself later in life.

Clough (2015) holds that, instilling discipline at an early age helps to bring order in different facets of a person's life. A child or young person whose social and spiritual discipline is strong has a high chance of excelling in school. The most important discipline is self-discipline, which the learner should cultivate within by setting standards and determining how far they can go amidst numerous obstacles. Despite their busy working schedules, parents should spend time with their children to discuss such issues.

The quality of education depends on various factors such as teacher skills, students-teacher ratios, and the personal characteristics of the individual teachers. In a government schools, teachers' personal characteristics include academic qualification, pedagogical training, content knowledge, ability or aptitude, as well as years of service/experience. The availability and use of instructional facilities also impact the quality of education being offered in the school. This is because the content of education is critical in determining learning outcomes. The materials that support teaching and learning are also essential (Bernard,2017)

In conclusion, discipline plays a crucial role in shaping a person's life and their success in education. It is essential to instill discipline at an early age and maintain it throughout one's life. The quality of education depends on various factors, and it is crucial to ensure that these factors are adequately addressed to provide quality education to learners.

Challenges in quality education measurement

Quality is at the heart of all education systems as effective learning outcomes is guaranteed good quality teaching and learning environments. Quality influences what students learn, how well they learn and what benefits they draw from their education. Quality is at the heart of all education systems and the quest to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country (Sifuna et al., 2010).

Theoretical framework

The transformational leadership theory

Transformational leadership is a leadership theory that emphasizes the importance of inspiring and motivating followers to achieve their full potential and work towards a common goal. It is a leadership style that focuses on the personal growth and development of followers, rather than simply directing them towards achieving organizational goals. This theory has gained popularity in recent years as a way to improve organizational performance and promote innovation and creativity.

The transformational leadership theory was first introduced by James MacGregor Burns in 1978. Burns argued that transformational leaders inspire followers to transcend their own self-interests and work towards a higher purpose. He identified two types of leadership:

transactional and transformational. Transactional leadership involves the exchange of rewards and punishments for performance, while transformational leadership involves inspiring and motivating followers to achieve their full potential.

Bernard Bass further developed the transformational leadership theory in the 1980s. He identified four key components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These components are often referred to as the "four I's" of transformational leadership.

Research has shown that transformational leadership is associated with a range of positive outcomes, including increased job satisfaction, organizational commitment, and performance. Transformational leaders are also more likely to promote innovation and creativity within their organizations. However, the effectiveness of transformational leadership may depend on various factors, such as the cultural context, the characteristics of the followers, and the specific goals of the organization (Clough, 2010).

The four I's of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Each of these components plays a critical role in inspiring and motivating followers to achieve their full potential and work towards a common goal.

1. Idealized influence: This component refers to the leader's ability to serve as a role model for followers. Transformational leaders are often admired and respected by their followers, who see them as ethical, trustworthy, and competent. By embodying the values and behaviors they want their followers to exhibit, transformational leaders create a sense of trust and respect that inspires their followers to emulate their example (Clough, 2012).

2. Inspirational motivation: Transformational leaders use vision, passion, and enthusiasm to create a sense of shared purpose among their followers. They articulate a clear and compelling vision of the future that inspires their followers to work towards a common goal. By communicating this vision in a way that resonates with their followers' values and aspirations, transformational leaders create a sense of excitement and commitment that motivates their followers to go above and beyond what is expected of them (Clough, 2012).

3. Intellectual stimulation: Transformational leaders challenge their followers to think outside the box and come up with new ideas and solutions. They encourage creativity and innovation by asking thought-provoking questions, promoting brainstorming sessions, and providing opportunities for experimentation and risk-taking. By fostering a culture of intellectual curiosity and exploration, transformational leaders inspire their followers to push the boundaries of what is possible (Clough, 2012).

4. Individualized consideration: Transformational leaders take the time to understand the unique needs and strengths of each follower. They provide personalized support and guidance by offering individualized coaching and feedback, recognizing and rewarding individual achievements, and tailoring their leadership style to fit the needs of each follower. By demonstrating a genuine interest in their followers' personal and professional development, transformational leaders create a sense of loyalty and commitment that fosters long-term relationships and sustained performance (Clough, 2012).

In summary, the four I's of transformational leadership provide a framework for inspiring and motivating followers to achieve their full potential and work towards a common goal. By embodying idealized influence, providing inspirational motivation, fostering intellectual stimulation, and offering individualized consideration, transformational leaders create a culture of excellence that promotes innovation, creativity, and sustained performance.

Relationship with the study

The transformational leadership theory can have a significant link to the effects of school head's leadership on quality education. A school head who exhibits transformational leadership qualities can inspire and motivate their staff and students to achieve their full potential and work towards a common goal of providing quality education. By embodying idealized influence, the school head can serve as a role model for their staff and students, promoting ethical and trustworthy behaviour. Inspirational motivation can help the school head articulate a clear vision of the school's goals and objectives, inspiring their staff and students to work towards achieving them. Intellectual stimulation can encourage creativity and innovation, leading to the development of new teaching methods and approaches that can enhance the quality of education provided by the school. Finally, individualized consideration can help the school head understand the unique needs and strengths of their

staff and students, providing personalized support and guidance that can foster long-term relationships and sustained performance. Overall, the transformational leadership theory can be a powerful tool for school heads to improve the quality of education provided by their schools.

The Contingency Theory by Fred Fiedler

The contingency theory is a leadership theory that emphasizes the importance of adapting leadership styles to suit different situations. According to this theory, there is no one-size-fits-all approach to leadership, and effective leaders must be able to adjust their leadership style to fit the needs of their followers and the demands of the situation.

The contingency theory was first introduced in the 1960s by management scholars Fred Fiedler and Victor Vroom. Fiedler's contingency model of leadership posits that effective leadership depends on three key factors: leader-member relations, task structure, and position power. Leader-member relations refer to the degree of trust and respect between the leader and their followers. Task structure refers to the extent to which tasks are clear and well-defined. Position power refers to the degree of authority and control the leader has over their followers.

Fiedler's model suggests that leaders who have good leader-member relations, clear task structures, and high position power are more likely to be effective in their leadership roles. However, leaders who do not have these factors in their favour may struggle to be effective, even if they possess other leadership qualities.

Vroom's contingency model of leadership, on the other hand, focuses on decision-making processes. According to this model, effective leaders must be able to make decisions that are appropriate for the situation at hand. Vroom's model proposes that leaders must consider three key factors when making decisions: the quality of the decision, the acceptance of the decision by followers, and the time available to make the decision.

Vroom's model suggests that leaders who are able to make high-quality decisions that are accepted by their followers are more likely to be effective in their leadership roles. However, leaders who struggle to make effective decisions or who are not able to gain acceptance from their followers may struggle to be effective in their roles.

Another important aspect of contingency theory is the concept of situational favourableness. This refers to the degree to which a particular situation is favourable for a leader to exert their influence and achieve their goals.

However, in situations where leader-member relations are poor, tasks are unclear or ambiguous, and the leader has low position power, the situation is considered less favourable for the leader. In these situations, the leader may struggle to exert their influence and achieve their goals.

Contingency theory also recognizes that different leadership styles may be more effective in different situations. For example, a directive leadership style may be more effective in situations where tasks are unclear or ambiguous, while a supportive leadership style may be more effective in situations where leader-member relations are poor (Fiedler, 1987).

Overall, Overall, the contingency theory emphasizes the importance of flexibility and adaptability in leadership. Effective leaders must be able to adjust their leadership style to fit the needs of their followers and the demands of the situation. By doing so, they can maximize their effectiveness and achieve positive outcomes for their organizations.

Relationship with the study

Contingency theory can be applied to the topic of the effects of school head's leadership on quality education by emphasizing the importance of understanding the unique needs and demands of each school situation. School leaders must recognize the situational favourableness of their school environment, including leader-member relations, task structure, and position power, in order to effectively exert their influence and achieve their goals.

For example, if a school has poor leader-member relations, a directive leadership style may be more effective in providing clear guidance and expectations for teachers and staff. On the other hand, if a school has well-structured tasks and high position power, a more supportive leadership style may be effective in fostering positive relationships and building trust with teachers and staff.

By applying contingency theory to the topic of school leadership, school heads can adapt their leadership style to meet the specific needs of their school environment and ultimately improve the quality of education for their students.

Furthermore, contingency theory highlights the importance of flexibility in leadership. School heads must be able to adjust their leadership style as the situation changes. For instance, if a school faces a crisis, such as a natural disaster or a student safety issue, a more directive leadership style may be necessary to ensure the safety and well-being of students and staff.

Moreover, contingency theory emphasizes the role of communication in effective leadership. School heads must communicate clearly and effectively with teachers, staff, and other stakeholders to build trust and foster positive relationships. Effective communication can also help school leaders better understand the unique needs and demands of their school environment, allowing them to make informed decisions and take appropriate actions.

In fine, contingency theory provides a valuable framework for understanding the complex relationship between school leadership and quality education. By recognizing the situational favourableness of their school environment and adapting their leadership style accordingly, school heads can effectively influence and achieve their goals, ultimately improving the quality of education for their students.

It is impossible to talk about leadership and the quality of education without mentioning a theory that focuses on participative management.

The participative theory of X and Y by Mc Gregor

Douglas McGregor was an American social psychologist who developed two contrasting theories of human behaviour in the workplace. These theories, known as Theory X and Theory Y, were first introduced in his book "The Human Side of Enterprise" in 1960. McGregor's theories have had a significant impact on management and leadership practices, and they continue to be relevant today.

Theory X is a traditional and authoritarian approach to management that assumes that employees are inherently lazy, dislike work, and need to be coerced or threatened with punishment to achieve results. According to this theory, employees are motivated primarily

by financial rewards and are not interested in taking on additional responsibilities or contributing to the success of the organization. Managers who subscribe to Theory X tend to micromanage their employees, closely monitoring their work and providing strict guidelines and rules.

McGregor argued that Theory X management is ineffective because it creates a negative work environment that stifles creativity and innovation. Employees who are treated in this way are likely to become demotivated and disengaged, leading to low productivity and high turnover rates. Additionally, managers who adopt a Theory X approach tend to create a self-fulfilling prophecy by assuming that their employees are lazy and uninterested in their work.

Controversially, Theory Y is a more participative and democratic approach to management that assumes that employees are inherently motivated to work and can be trusted to take on additional responsibilities. According to this theory, employees are interested in personal growth and development and are willing to contribute to the success of the organization if given the opportunity. Managers who subscribe to Theory Y tend to empower their employees by delegating tasks and providing them with autonomy and flexibility.

McGregor argued that Theory Y management is more effective than Theory X management because it creates a positive work environment that encourages creativity, innovation, and collaboration. Employees who are treated in this way are likely to become more engaged and motivated, leading to higher productivity and lower turnover rates. Additionally, managers who adopt a Theory Y approach tend to create a self-fulfilling prophecy by assuming that their employees are motivated and interested in their work.

Implications for Leadership

McGregor's theories have important implications for leadership practices. Leaders who adopt a Theory X approach tend to be authoritarian and controlling, while those who adopt a Theory Y approach tend to be more participative and democratic. Leaders who subscribe to Theory X tend to micromanage their employees, closely monitoring their work and providing strict guidelines and rules. In contrast, leaders who subscribe to Theory Y tend to empower their employees by delegating tasks and providing them with autonomy and flexibility.

Leaders who adopt a Theory Y approach tend to be more effective than those who adopt a Theory X approach because they create a positive work environment that encourages creativity, innovation, and collaboration. They also tend to have higher levels of employee engagement and motivation, leading to higher productivity and lower turnover rates.

In conclusion, McGregor's theories of Theory X and Theory Y have had a significant impact on management and leadership practices. These theories highlight the importance of creating a positive work environment that encourages creativity, innovation, and collaboration. They also emphasize the importance of empowering employees by delegating tasks and providing them with autonomy and flexibility. By adopting a Theory Y approach, leaders can create a more engaged and motivated workforce that is better equipped to contribute to the success of the organization.

Relationship with the study

McGregor's theories of Theory X and Theory Y can be linked to the topic of the effects of school head's leadership on quality education. A school head who adopts a Theory X approach may be authoritarian and controlling, closely monitoring teachers' work and providing strict guidelines and rules. This can create a negative work environment that stifles creativity and innovation among teachers, leading to low morale and poor-quality education.

On the other hand, a school head who adopts a Theory Y approach may empower teachers by delegating tasks and providing them with autonomy and flexibility. This can create a positive work environment that encourages creativity, innovation, and collaboration among teachers, leading to higher morale and better-quality education.

Therefore, school heads who adopt a Theory Y approach are more likely to have a positive impact on the quality of education in their schools. They are more likely to create an engaged and motivated workforce of teachers who are better equipped to contribute to the success of the school.

In addition to empowering teachers, school heads who adopt a Theory Y approach are also more likely to prioritize the needs of their students. They understand that students have different learning styles and needs, and they work to create an inclusive and supportive environment that meets those needs.

Furthermore, a Theory Y approach to leadership can also lead to better communication and collaboration between the school head, teachers, and other stakeholders. This can lead to a more cohesive and effective approach to achieving the school's goals and objectives.

Overall, McGregor's theories of Theory X and Theory Y highlight the importance of leadership styles in creating a positive work environment and improving the quality of education in schools. By adopting a Theory Y approach, school heads can empower teachers; prioritize the needs of students, and foster communication and collaboration among stakeholders, ultimately leading to better outcomes for everyone involved.

Hypothesis development

Managerial qualities and quality education.

Several authors have explored the relationship between school head's managerial qualities and quality education. For instance, Leithwood and Jantzi (2000) found that transformational leadership, instructional leadership, and shared leadership were positively associated with student achievement. Similarly, Hallinger and Heck (2010) identified instructional leadership, distributed leadership, and supportive leadership as key factors in improving school effectiveness and student outcomes. Other authors, such as Day and Leithwood (2007) and Bush and Glover (2014), have also emphasized the importance of school leaders' emotional intelligence, communication skills, and ability to build positive relationships with stakeholders in promoting quality education.

Furthermore, research has shown that effective school leadership is crucial in creating a positive school culture and climate, which in turn contributes to student success. School leaders who prioritize creating a safe and inclusive learning environment, promoting high expectations and academic rigor, and fostering collaboration and teamwork among staff and students have been found to have a significant impact on student achievement (Goddard et al., 2010; Blankstein & Noguera, 2016).

Moreover, school leaders who are able to effectively manage resources, such as budget and personnel, have also been found to positively influence student outcomes. For example, Hitt and Tucker (2016) found that principals who effectively managed their school's budget were able to allocate resources to support instructional programs and improve student achievement.

Overall, the research suggests that school leaders play a critical role in promoting quality education. Effective school leadership involves a combination of instructional, transformational, and distributed leadership styles, as well as strong emotional intelligence, communication skills, and the ability to build positive relationships with stakeholders. Additionally, effective school leaders prioritize creating a positive school culture and climate, managing resources effectively, and promoting high expectations and academic rigor.

The ethical qualities of school leaders and Quality education

The ethical qualities of school leaders also play a significant role in promoting quality education. According to Starratt (2004), ethical leadership involves modeling ethical behavior, promoting ethical decision-making, and creating a culture of ethical responsibility. School leaders who prioritize ethics have been found to positively impact student outcomes, such as academic achievement and social-emotional development (Starratt, 2011).

Furthermore, authors such as Sergiovanni (1992) and Greenfield and Ribbins (1993) argue that ethical leadership is essential for creating a shared vision and values within a school community, which can lead to improved student outcomes. School leaders who prioritize ethics are also more likely to foster a culture of trust and collaboration among staff and students, which has been linked to positive school climate and student success (Bryk & Schneider, 2002).

Additionally, ethical school leaders are more likely to prioritize equity and social justice in their decision-making and policies. They recognize the importance of addressing systemic inequalities and providing equal opportunities for all students, regardless of their background or circumstances. This can lead to a more inclusive and diverse school environment, which has been shown to benefit all students and improve academic outcomes (Borman & Dowling, 2010).

Moreover, ethical leadership can also have a positive impact on teacher retention and job satisfaction. School leaders who prioritize ethics are more likely to create a supportive and empowering work environment for teachers, which can lead to increased job satisfaction and motivation (Hoy & Tarter, 2004). This, in turn, can lead to improved teacher retention rates and a more stable and experienced teaching staff.

In summary, the ethical qualities of school leaders are an important factor in promoting quality education. Ethical leadership involves modeling ethical behavior, promoting ethical decision-making, and creating a culture of ethical responsibility. School leaders who prioritize ethics are more likely to foster a positive school culture and climate, build trust and collaboration among stakeholders, and positively impact student outcomes.

The administrative qualities of school heads and quality education

The administrative qualities of school heads have a significant impact on the quality of education provided by a school. According to Hoy and Tarter (2004), effective school leaders exhibit traits such as vision, collaboration, communication, and decision-making skills. These qualities enable them to create a positive school culture and climate that supports student learning and teacher development.

Similarly, Borman and Dowling (2010) highlight the importance of ethical leadership in promoting equity and social justice in schools. Ethical school leaders prioritize fairness and equal opportunities for all students, regardless of their background or circumstances. This can lead to a more inclusive and diverse school environment, which has been shown to benefit all students and improve academic outcomes.

Furthermore, research has shown that school leaders who prioritize professional development for teachers and staff can also have a significant impact on student achievement (Leithwood et al., 2004). By providing opportunities for ongoing learning and growth, school leaders can help teachers improve their instructional practices and better meet the needs of their students.

Additionally, effective school leaders are able to build strong relationships with parents and community members, creating a sense of partnership and collaboration that can benefit the entire school community (Epstein et al., 2009). This can lead to increased parent involvement and support, as well as greater community engagement and investment in the success of the school.

Overall, the administrative qualities of school heads play a critical role in shaping the educational experiences of students, teachers, and the broader school community. By prioritizing ethical leadership, effective management, professional development, and

community engagement, school leaders can create a positive and inclusive learning environment that supports student success.

The pedagogic qualities of school heads and quality education

In addition to administrative qualities, the pedagogic qualities of school heads also play a crucial role in promoting quality education. According to Fullan (2001), effective school leaders are able to create a shared vision of high-quality teaching and learning, and they are skilled at supporting teachers in implementing this vision.

Furthermore, Hargreaves and Fink (2006) argue that effective school leaders are able to foster a culture of continuous improvement, where teachers are encouraged to experiment with new teaching strategies and reflect on their practice in order to improve student outcomes.

Also, Sergiovanni (1992) emphasizes the importance of moral leadership in promoting quality education. School leaders who prioritize ethical decision-making and create a culture of respect and inclusivity can help to create a positive learning environment that supports the academic and social-emotional growth of all students.

Moreover, effective school leaders also understand the importance of personalized learning and differentiated instruction. They recognize that every student has unique needs and abilities, and they work with teachers to develop strategies that meet these diverse learning needs. This approach helps to ensure that all students are engaged in their learning and are able to make progress towards their academic goals.

In addition, effective school leaders also prioritize teacher professional development. They provide opportunities for teachers to participate in ongoing training and development programs, which help them to stay up-to-date with the latest teaching methodologies and best practices. This, in turn, helps to improve the quality of teaching in the school and supports the academic success of all students (Hargreaves and Fink, 2006)

In conclusion, the pedagogic qualities of school heads are critical in promoting quality education. By creating a shared vision of high-quality teaching and learning, fostering a culture of continuous improvement, prioritizing ethical leadership, supporting personalized learning, and investing in teacher professional development, school leaders can help to

ensure that all students receive a high-quality education that prepares them for success in life.

Figure 3: Empirical literature review

It is based on our objectives as seen below:

- To study the relationship between the managerial qualities of the principals and quality education.
- To examine the effect of the pedagogic qualities of the principal on quality education.
- To find out the link between the administrative qualities of the principal and quality education.
- To study the relationship between ethical qualities of the principal and quality education.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

A research design is a plan and structure of investigating data to obtain answers to research questions. Creswell (2009) holds that a research design functions as the research blue print for measurement and analysis of data. Furthermore, Cooper and Schindler (2011) defined a research design as a plan that describes the processes data gathering, describing of phenomenon and organizing the data, in order to help the reader, understand the distribution of data. In the context of the study, the survey research design particularly the cross sectional was adopted for the study. The cross-sectional survey research design was used because data were collected at once and analysed unlike longitudinal which demand periodic collection of data for an extensive period of time.

Area of the Study

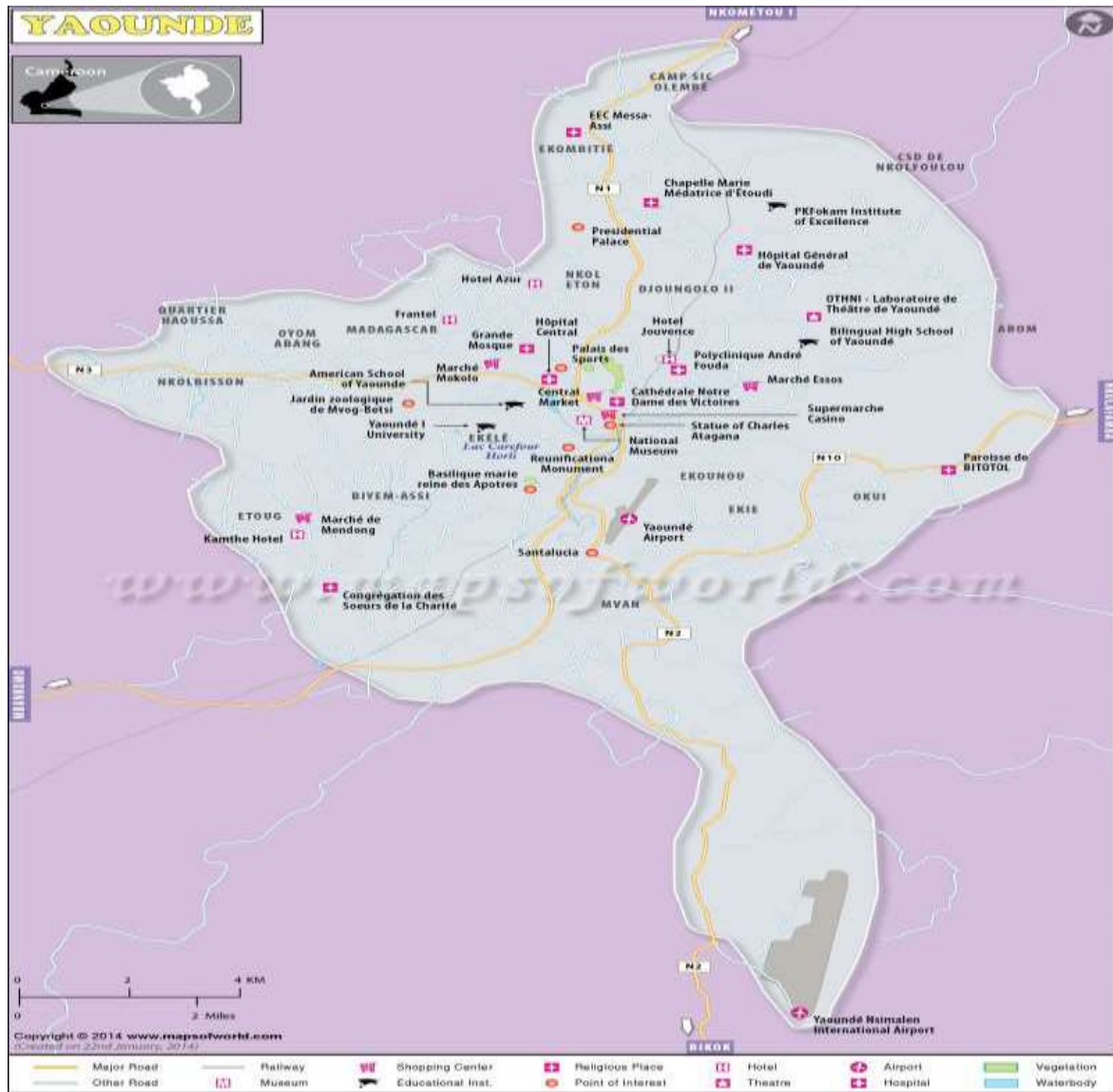
Generally, the study was centred on Government Secondary Schools in the Mfoundi division and specifically, the study is delimited to Yaoundé VI sub-division. The inhabitants of Yaoundé VI are about 268,428 on an area of (22.2km²) and it extent from the Centre to the South West of the city (Yaoundé) with a neighbourhood that comprises of: Mendong camp-sic, Biyem-assi, Etoug-Ebe I and II, Nkol-Bikok I and II, Melen I, III, IV, V, VI, VIIA and B, Mvog-Betsi, Eba-Biyem-Assi, Melen VIII C. Yaoundé VI, is known for having the best schools in terms of results and governing qualities.

Talking about education, Yaoundé has several educational institutions in the Country ranging from primary to tertiary level run by government, private individuals and mission. With reference to government schools, Yaoundé has over 20 government secondary schools with each school having a principal and vice principal(s) responsible for four main functions namely pedagogic functions, administrative functions, financial function and social function. Secondary education in Cameroon is managed by the Ministry of Secondary Education which is located in Yaoundé.

Retrieve from google Wikipedia.

Figure 1: The Map of Yaoundé Municipality

Source: Cameroon geographical review (1999) and the Ministry of plan and regional development



Population of the Study

Kenton (2020) defined population in statistics as an entire pool from which a statistical sample is drawn. Furthermore, a population is an aggregate observation of subjects grouped together by a common feature Kothari (2004). The population of the study is that to which the findings can be generalised and from which the sample are taken. In the context of the study, the population of the study comprised of 766 teachers of government secondary and high schools in the Yaoundé VI sub-division. The Yaoundé VI sub-division has a total of 4 government schools. Three are general and one is technical. Table 1

presents the name of the government secondary schools in the sub-division and number of teachers.

Table 1: Distribution of Study Population

| Sub-division | S/N | Establishment | School type | Number of teachers | Number of principals |
|--------------|-----|----------------------------|-------------|--------------------|----------------------|
| Yaoundé 6 | 1 | Lycee Bilingue de Mendong | General | 268 | 1 |
| | 2 | Lycee Bilingue d'Etoug-Ebe | General | 314 | 1 |
| | 3 | GSS Mendong | General | 44 | 1 |
| | 4 | CETIC Mewoulou | Technical | 140 | 1 |
| Total | | | | 766 | 4 |

Source: Divisional Delegation of Secondary Education, Centre Region of Cameroon, 2023.

Statistics on table 1 showed that there are 766 teachers and 4 principals from the four government schools in the Yaoundé VI sub-division which make up the study population. Among the four schools, Lycee Bilingue d'Etoug-Ebe has the highest number of teachers, followed by Lycee Bilingue de Mendong, CETIC Mewoulou and GSS Mendong.

Target Population of the Study

A target population is a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). Larakas (2008) defined target population for a survey as the set of units for which the survey data to be used to make inferences. In the context of the study, the target population of the study is delimited only to teachers of the three general government schools in the Yaoundé VI sub-division with the exclusion of the technical school. Table 2 below presents the target population of the study.

Table 2: Distribution of Study Target Population

| Sub-division | S/N | Establishment | School type | Number of teachers |
|--------------|-----|----------------------------|-------------|--------------------|
| Yaoundé 6 | 1 | Lycee Bilingue de Mendong | General | 268 |
| | 2 | Lycee Bilingue d'Etoug-Ebe | General | 314 |
| | 3 | GSS Mendong | General | 44 |
| Total | | | | 626 |

Source: Divisional Delegation of Secondary Education, Centre Region of Cameroon, 2023.

In the 3 general government schools in the Yaoundé VI sub-division that made the target population of the study, there are 626 teachers.

Accessible Population of the Study

Accessible population is defined as the population to which the researcher has reasonable access (Creswel, 2009). Larakas (2008) defined accessible population as the subset of the target population and the study population. Asiamah (2017) defined accessible population as those individuals, groups and events that are to be studied. In the context of the study, the accessible population of the study comprised 626 teachers of Lycee Bilingue de Mendong, Lycee Bilingue d'Etoug-Ebe and GSS Mendong.

Tableau 3: Distribution of Study Accessible Population

| Sub-division | S/N | Establishment | School type | Number of teachers |
|--------------|-----|----------------------------|-------------|--------------------|
| Yaoundé 6 | 1 | Lycee Bilingue de Mendong | General | 268 |
| | 2 | Lycee Bilingue d'Etoug-Ebe | General | 314 |
| | 3 | GSS Mendong | General | 44 |
| Total | | | | 626 |

Sampling Technique and Sample

Sample

According to Best and Kahn (2006), an ideal sample for any study is large enough to serve as an adequate representation so as to generalize the findings of the study. A sample is the subset of individuals from a larger population. The sample size of the study consisted of 310 teachers. The sample size for teachers was estimated using sample calculation for one proportion with the formula stated below as well as with the support of Epi-Info 7.0, using a design effect of 1.3.

EQUATION 1

$$\frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$$

Where:

N=Total number of participants (teachers; 626)

Z= Z value corresponding to the confidence level, =95%

d= absolute precision =5% (It should be noted that the smaller the precision, the higher the sample size and the more reliable the findings). A precision value of 5% was then considered acceptable for a good statistical significance.

P=expected proportion in the population =50% for optimal sample size estimation.

Design effect=1.3 (A higher design effect of 1.3 and not 1.0 was used to technically increase the sample size and thereby, sampling more teachers for the study. This higher design effect also contributes to improve on the external validity for the study).

Table 4 below presents the sample frame of the study.

Tableau 4: Sample Frame of the Study

| S/N | Establishment | Number of teachers | Sample |
|-------|----------------------------|--------------------|--------|
| 1 | Lycee Bilingue de Mendong | 268 | 133 |
| 2 | Lycee Bilingue d'Etoug-Ebe | 314 | 155 |
| 3 | GSS Mendong | 44 | 22 |
| Total | | 626 | 310 |

The sample size per school for teachers was estimated by multiplying the overall sample size for teachers 310 with the number of teachers per school and then divided by the overall number of teachers in all three schools (626). With this simple proportion rule, there was no bias in the sample distribution per school.

Sampling Techniques

Sampling is the process of selecting a smaller group of participants to essentially communicate what the larger population might provide (Best and Kahn, 2006). The purposive, proportionate, and convenient sampling techniques are adopted for the study. The purposive sampling was used because among the seven sub- divisions in the Mfoundi division, the Yaoundé VI sub-division was purposely selected for the study because it has the best schools. Therefore, this prompted the researcher to focus on the government schools in the sub-division to examine the nature of leadership from school heads in relation to quality education.

In addition to the purposive sampling technique, the proportionate sampling was also used because the sample size for each school was systematically estimated from the overall sample by ensuring that there is no bias in the sample size estimation per school. Finally, the convenient sampling which is some form of random sampling was adopted in administering the questionnaire to the participants.

Instrument for Data Collection

Questionnaire is the instrument utilised for the study. The questionnaire was structured into cluster A to G. The cluster ‘A’ captures the teachers’ demographic data such; gender, name of school, highest qualification (academic and professional) and, longevity in service. Cluster B consisted of five test items on the managerial qualities of the principal. Equally, cluster C has five test items on the pedagogic qualities of the principal. Cluster D also has seven test items on the administrative qualities of the principal. Cluster E has three test items on the ethical qualities of the principal. Finally, cluster G has ten test items on quality education. In total, the questionnaire has 31 close ended items rated using a four-point-Liker scale (Strongly Agree, Agree, Disagree and Strongly Disagree).

Table 5: Weighted values for Response Options

| Test items | Response options | | | |
|-------------------------|-------------------------|--------------|-----------------|--------------------------|
| | Strongly agree | Agree | Disagree | Strongly disagree |
| Positively worded items | 4 | 3 | 2 | 1 |
| Negatively worded items | 1 | 2 | 3 | 4 |

Validation of Instruments

Validity and reliability are two important concepts in the acceptability of the use of an instrument for research purposes (Amin, 2005). Validity is the accuracy and meaningfulness of inferences, which is based on the research results. It is a degree to which results obtained from the analysis of the data actually represented the phenomenon under study. Also, validity is concerned with the extent to which the instrument measures what it was supposed or intended to measure. In this study, three forms of validity are addressed in the study to ensure that the instruments measured what they intended to measure, and the findings of the study valid and reliable.

Face Validity

After constructing the instrument, they are presented to the supervisor to read through, to check on the clarity of the language used, instructions and manner of presentation of the questions and to ensure that the instrument is well organised and reader friendly.

Content Validity

Content validity focused on the extent to which the content of the instrument corresponded to the concepts/ sub-variables of the study. To ensure that the content validity of the instrument was attained, the instrument was designed with the aid of related literature reviewed for the study. This was to ensure that the test items on the instrument correspond to the indicators of the variables under the study and subject matter.

Construct Validity

In order to ensure that the test items are valid for the study and are true characteristics or attributes of the variables, a draft copy of the questionnaire was submitted to other lecturers to check on the appropriateness of the test items and even the language used. The corrections made by different category of persons are taken into consideration. From the responses to the test items, the construct validity index (CVI) for each of the test items was calculated. This was done by dividing the number of times that an item was declared valid by the total number of persons who reviewed the instrument. During this process, the test items that score validity index of less than 0.7 which is the recommended threshold, will be either modified or discarded from the questionnaire.

EQUATION 2

$$\text{Formula for CVI} = \frac{\text{Number of judges that declared an item valid}}{\text{Total number of judges}}$$

Reliability of the Study

Reliability measures the extent to which the respondents are consistent and objective in their responses. Reliability analysis is an important indicator that determines a good quantitative research instrument. To ensure that the questionnaire is reliable for the study, a pilot study has to be carried out on 7 teachers. Data collected from the participants were tested using the Cronbach Alpha test for each of the construct. Furthermore, a detail item-by-item statistics was computed so that one could clearly see the reliability coefficient

value for each item. With this additional step, it becomes easier to identify items which are problematic based on their coefficient value. The Cronbach Alpha test was preferable for the study because first, the test items were to a greater extent link to one another and second because the test items are designed using same Likert Scale and response option. Using this test, a Coefficient value of 0.7 and above will imply that the respondents are objective and consistent in their responses meanwhile a coefficient value of less than 0.7 will imply that some of the test items or all are problematic. Below is a classification table of Cronbach Alpha coefficient for the acceptability of a quantitative instrument.

Table 6: Cronbach Alpha Coefficient(r)

| No | Cronbach Alpha Coefficient(r) | Judgment |
|----|-------------------------------|--------------|
| 1 | More than 0.9 | Excellent |
| 2 | 0.80-0.90 | Good |
| 3 | 0.70-0.79 | Acceptable |
| 4 | 0.6-0.69 | Questionable |
| 5 | 0.5-0.59 | Poor |
| 6 | Less than 0.59 | Unacceptable |

Source: Khairul, Ismail, and Saleh, (2018)

The normal range of the coefficient alpha values is between 0.00 and +1; the higher the value, the better the internal consistency with participants' responses. The reliability statistics of teachers is presented below.

Table 7: Reliability Analysis Report for Pilot Test

| Variables | Cronbach Alpha Coefficients | Variance | No of items |
|--------------------------------------|-----------------------------|--------------|-------------|
| Principals' managerial qualities | 0.787 | 0.033 | 5 |
| Principals' pedagogic qualities | 0.747 | 0.050 | 5 |
| Principals' administrative qualities | 0.732 | 0.002 | 8 |
| Principals' ethical qualities | 0.716 | 0.005 | 3 |
| Quality education | 0.791 | 0.000 | 9 |
| Overall coefficient value | 0.765 | 0.004 | 30 |

Statistical reliability results showed that internal consistency of the participants was satisfactory for all the sub-variables with the coefficient values ranging from 0.716 being the lowest to 0.791 as the highest value. The overall coefficient value of the questionnaire is 0.765 above the recommended threshold of 0.7 which implies good. (Detail reliability statistics per item is presented on appendix including case summary statistics).

Administration of Instrument

The data for the study is collected using the face-to-face method, that is direct delivery method and Kobo method (Online approach). With the face-to-face method, the questionnaire was administered to the teachers, in their schools during their free period, in staff room, and even in classrooms depending on the respondent's preferences. With reference to the online method, the link of the electronic questionnaire was sent to teachers in different social media platforms of the school of interest. The questionnaire was then access by the respondents and the filled questionnaire and its data were saved. During encounter with each participant, the researcher did a self-introduction by starting his/her name, the purpose of the study and how is important for them to participate in the study.

Method of Data Processing and Analysis

The data collected from the field was first processed using Excel Spreadsheet whereby, all the participants' responses were keyed, in accordance with each of the test items. During this process of data entering, the demographic information and the test items were coded with numbers to facilitate the data entering and the questionnaires were also be assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure that on the data base, one should easily trace the individual responses of participants and to carry out any verification in areas of uncertainty if arise. After the data were completely entered for all the participants, the data based were exported to SPSS version 25 for further consistency, data range and validation checks with the purpose to first identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data were thoroughly checked for possible errors, the quantitative data were analysed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count, percentages, mean, standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of the overall findings. In addition to the descriptive statistics, the Spearman's rho test was used to test hypotheses one of the study because the data were not approximately normally distributed as revealed by the test of normality below. Finally, findings were presented using frequency distribution tables and on charts with all

inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels, accepting 5% margin of error.

Table 8: Test of Normality

| Variables | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------------------------|---------------------------------|-----|---------|--------------|-----|---------|
| | Statistic | df | p-value | Statistic | df | p-value |
| Managerial qualities | 0.139 | 295 | 0.015 | 0.927 | 295 | 0.004 |
| Pedagogic qualities | 0.184 | 295 | 0.000 | 0.899 | 295 | 0.000 |
| Administrative qualities | 0.194 | 295 | 0.000 | 0.885 | 295 | 0.000 |
| Ethical qualities | 0.164 | 295 | 0.002 | 0.945 | 295 | 0.020 |
| Quality education | 0.177 | 295 | 0.000 | 0.916 | 295 | 0.001 |

a. Lilliefors Significance Correction

Kolmogorov-Smirnov test was used in testing the normality trend of the data because the sample size is above 50. With less than 50%, the Shapiro-Wilk test is used. As earlier mentioned, statistics from the test of normality (Kolmogorov-Smirnov) revealed that the data were not normally distributed. In other words, the data significantly deviate from the normal distribution pattern ($p\text{-value} < 0.05$). With the above statistics, using the Spearman's rho test (non-parametric test applicable of data not normally distributed) for further analysis over the parametric Pearson test (parametric test applicable only for data normally distributed) in testing the hypotheses was appropriate.

A conceptual formula for Cronbach Alpha is as follow:

EQUATION 3

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

Where α = Cronbach Alpha

K= number of items

EQUATION 4

Formula for calculating Percentage (%) $= \frac{\text{Frequencycount (n)}}{\text{Totalnumberofpersons (N)}} \times \frac{100}{1}$

EQUATION 5

Conceptual formula for calculating Spearman’s Rho

$$\text{Spearman's rho} = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where;

Σ =Summation

D=difference in rank

N=Number of observations

Formula to calculate Multiple Response Set (MRS):

For the conceptual component having X labeled $X_1, X_2, X_3, \dots, X_i$ indicators and the study having a sample size N , using a Likert Scale at four levels $L1, L2$ and $L3$, MRS can be computed for each of the Likert scale levels following the steps described on the table below.

Table 9: Mathematical Expression Used for Calculating Multiple Response Set

| Conceptual Component | L1 | L2 | L3 | N |
|--------------------------------------|--|---|--|---|
| X_1 | $n_{L1} X_1$ | $n_{L2} X_1$ | $n_{L3} X_1$ | $N X_1 = n_{L1} X_1 + n_{L2} X_1 + n_{L3} X_1$ |
| X_2 | | | | $N X_2$ |
| X_3 | | | | $N X_3$ |
| X_4 | | | | $N X_4$ |
| X_5 | | | | $N X_5$ |
| X_6 | | | | $N X_6$ |
| X_7 | $n_{L1} X_7$ | $n_{L2} X_7$ | $n_{L3} X_7$ | $N X_7$ |
| Aggre- gat- e (M RA) | $n_{L1} X_1 + \dots + n_{L1} X_7$ | $n_{L2} X_1 + \dots + n_{L2} X_7$ | $n_{L3} X_1 + \dots + n_{L3} X_7$ | $N_{\text{responses}} = \Sigma (n_{L1} X_1 + \dots + n_{L1} X_7) + (n_{L2} X_1 + \dots + n_{L2} X_7) + (n_{L3} X_1 + \dots + n_{L3} X_7)$ |
| % | $(n_{\text{responses}} L1 / N_{\text{responses}}) * 100$ | $(n_{\text{response}} L2 / N_{\text{responses}}) * 100$ | $(n_{\text{responses}} L3 / N_{\text{responses}}) * 100$ | $\% L1 + \% L2 + \% L3 = 100.0 \%$ |

Ethical Considerations

Acting ethically in research ensures that the subjects are treated with respect and sensitivity beyond what the law may require. Administrative approval to carry out this study was

obtained from the Faculty of Education through the Head of Department. While on the field, the authorization from the University to carry out research was presented to everyone concern (Creswel, 2009). Verbal consent of each category of participants (teachers, principals and pedagogic inspectors) was duly sought. Participants who took part were verbally appreciated. The participants were also given assurance that their responses would be treated with utmost confidentiality. In this line, the researcher made sure the participants were adequately aware of the information needed from them, why the information was sought from them, what purpose it was used, how they were to respond and how it would directly and indirectly affect them without pressurizing them to consent (Asiamah, 2017).

Chapter Summary

The survey research design, precisely, the cross-sectional survey. The target population of the study comprised of teachers of general government secondary schools in the Yaoundé VI sub-division in the Mfoundi Division. The participants (teachers) were sample using the purposive, proportionate technique and, convenient sampling technique. Questionnaire is the instrument adopted for the study designed into seven clusters with a total of 36 attributes. The close ended test items were rated using a four-point Likert scale (Strongly Agree, Agree, Disagree and Strongly Disagree). The sample size consisted of 310 teachers. This chapter equally saw the techniques used to ensure the validity and reliability of the instruments and method of data collection. Finally, SPSS version 25 (Statistical Package for Social Science) with the aid of descriptive and inferential statistical tools are statistical techniques chosen to analyse the data. Lastly, the ethical considerations guiding the study are also explained

Table 10: Synoptic table of variables, hypothesis, indicators and modalities

| Topic: School head Leadership and Implication on Quality Education in Government Secondary Schools in Yaoundé VI. | | | | | | | |
|--|--|--|-------------------------|-------------------------|---------------------------------------|---|------------------|
| General Hypothesis | Specific Research Hypotheses | Variables | Modalities | Dependent Variable | Measuring scale for quantitative data | Measurement Instruments | Statistical Test |
| | Ha: School heads' leadership influences quality education. | Ha1: There is a relationship between the principals' managerial qualities and quality education. | Managerial qualities | High Moderate Low | Quality of education | Strongly Agree, Agree Disagree Strongly Disagree | Questionnaire |
| Ha2: There is a relationship between the principals' pedagogic qualities and quality education. | | Pedagogic qualities | High Moderate Low | | | | |
| Ha3: There is a relationship between the principals' administrative qualities and quality education. | | Administrative qualities | High Moderate Low | | | | |
| Ha4: There is a relationship between the principals' administrative qualities and quality education. | | Ethical qualities | High Moderate Low | | | | |

CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter presents findings of the study from data successfully collected from 295 teachers out of the 310 questionnaires administered. The returned rate of questionnaire is 95.2% far above the threshold 70%. The purpose of the study is to find out the extent school head leadership impact education quality among some government secondary school schools in Yaoundé VI sub-division located in Mfoundi Division, in the Centre Region of Cameroon. The findings of the study are presented based on the specific research questions stated in chapter one and hypotheses. All statistics are presented at 95% confidence interval with error margin set at 0.05. The specific research questions are as follows;

- What is the relationship between the managerial qualities of the principals and quality education in Government secondary school in Yaoundé VI municipality?
- To what extend does pedagogic qualities of the principal on quality education in Government secondary school in Yaoundé VI council?
- How can administrative qualities of the principal influence quality education in Government secondary school in Yaoundé VI council?
- What is the link between principals' ethical qualities and quality education in Government secondary school in Yaoundé VI council?

Demographic Information

Table 11: Demographic Information for Teachers

| Demographic information | | Frequency | Percentage |
|--------------------------------|-----------------|-----------|------------|
| Sex | Male | 196 | 66.4 |
| | Female | 99 | 33.6 |
| Professional qualification | PCEG | 12 | 4.1 |
| | DIPCO | 14 | 4.7 |
| | DIPES I | 115 | 39.0 |
| | DIPES II | 154 | 52.2 |
| Highest academic qualification | Advanced Level | 48 | 16.3 |
| | Bachelor Degree | 128 | 43.4 |
| | Master's Degree | 119 | 40.3 |
| Teaching experience | 0-5 years | 131 | 44.4 |
| | 6-10 years | 125 | 42.4 |
| | 11-15 years | 29 | 9.8 |
| | 16 years plus | 10 | 3.4 |

Among the 295 teachers successfully sampled for the study, majority 66.4% (196) are male and 33.6% (99) are female. Based on professional qualification, 52.2% (154) have DIPES II, 39.0% (115) have DIPES I, and a few 4.7% (14) have DIPCO and 4.1% (12) have PCEG. With reference to highest academic qualification, 43.4% (128) have Bachelor's Degree, 40.3% (119) have Masters' Degree and 16.3% (48) have advanced level/baccalaureate. Finally, based on teaching experience, 44.4% (131) have been in service for 0-5 years, 42.4% (125) for 6-10 years, 9.8% (29) for 11-15 years and 3.4% (10) for 16 years and above.

Findings by research questions

The presentation of the findings started first with the dependent variable quality quality before presentation by the independent variable that constitutes the different research questions. The finding for each item was stretched for first reflect the four-point scale and later on, responses for strongly agree and agree were merged and disagree and strongly disagree merged as well. The purpose for collapsing the response option was to facilitate

the interpretation of the findings and for readers to better appreciate the weight of participant responses.

Table 12: Teachers' Opinion on Quality Education

| Statements | Stretched | | | | Collapsed | |
|---|------------------------------|-------------------------------|----------------------------|---------------------------|-------------------------------|----------------------------|
| | SA | A | D | SD | SA/A | D/SD |
| I sign in registers when I report to work and when leaving | 101 (34.2%) | 188 (63.7%) | 6 (2.0%) | 0 (0.0%) | 289 (98.0%) | 6 (2.0%) |
| I prepare lessons and schemes of work before teaching | 99 (33.6%) | 196 (66.4%) | 0 (0.0%) | 0 (0.0%) | 295 (100%) | 0 (0.0%) |
| I state the objectives and student responsibilities at the beginning of the lesson. | 98 (33.2%) | 197 (66.8%) | 0 (0.0%) | 0 (0.0%) | 295 (100%) | 0 (0.0%) |
| I organize and present my lessons well. | 95 (32.2%) | 200 (67.8%) | 0 (0.0%) | 0 (0.0%) | 295 (100%) | 0 (0.0%) |
| I explain the content of my lessons very well. | 108 (36.6%) | 187 (63.4%) | 0 (0.0%) | 0 (0.0%) | 295 (100%) | 0 (0.0%) |
| I encourage students to think independently, critically and/or analytically. | 103 (34.9%) | 192 (65.1%) | 0 (0.0%) | 0 (0.0%) | 295 (100%) | 0 (0.0%) |
| I cover the contents of my course | 100 (33.9%) | 189 (64.1%) | 6 (2.0%) | 0 (0.0%) | 289 (98.0%) | 6 (2.0%) |
| I give appropriate and valuable assignments for a better understanding of the subject matter. | 88 (29.8%) | 204 (69.2%) | 0 (0.0%) | 3 (1.0%) | 292 (99.0%) | 3 (1.0%) |
| I use not too simple nor too complex teaching and aids suitable for the lesson and the level | 113 (38.3%) | 182 (61.7%) | 0 (0.0%) | 0 (0.0%) | 295 (100%) | 0 (0.0%) |
| Total response | 905 (34.1%) | 1735 (65.3%) | 12 (0.5%) | 3 (0.1%) | 2640 (99.4%) | 15 (0.6%) |

In overall, 99.4% of the teachers reported quality education in their school while less than 1% did not. Specifically, all the teachers 100% (295) accepted to prepare lesson notes scheme of work before teaching, explain lesson content well, organize and present their

lesson well and encourage students to think independently. Furthermore, 99.0% (292) of the teachers agreed to give appropriate and valuable assignments to students for better understanding of the subject matter. Similarly, 98.0% (289) of the teachers accepted to cover their syllabus while 2.0% (6) disagreed. Finally, another 98.0% (289) of teachers agreed to sign the register after teaching while 2.0% (6) disagreed. This overall finding is also presented on the figure below.

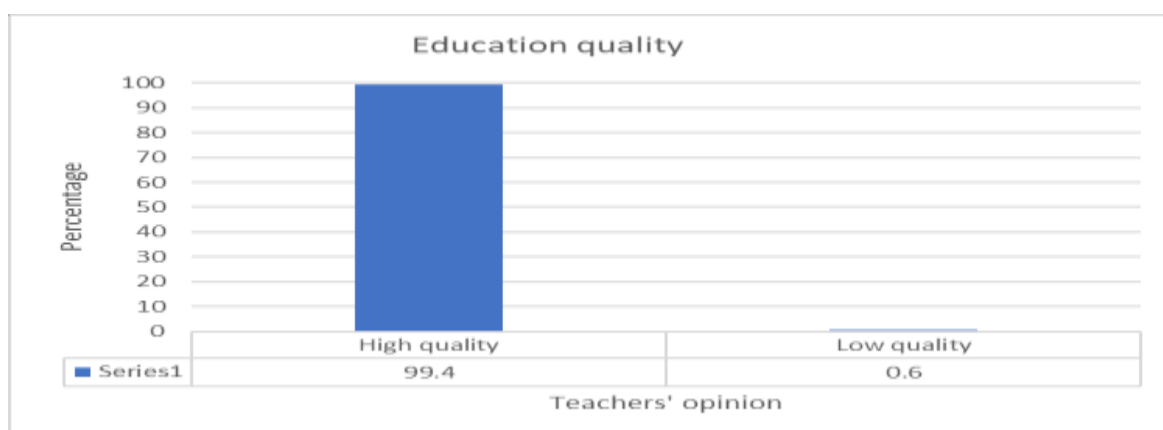


Figure 2: Teachers' Opinion on Education Quality

Research Question One: Does a relationship exist between the managerial qualities of the principals and quality education in Government secondary school in Yaoundé VI council?

Table 13: Teachers' Opinion on Principals' Managerial Qualities

| Statements | Stretched | | | | Collapsed | |
|---|------------------------------|------------------------------|------------------------------|----------------------------|-------------------------------|------------------------------|
| | SA | A | D | SD | SA/A | D/SD |
| The principal consults with the staff members before making decision that affects the staff | 139 (47.1%) | 150 (50.8%) | 6 (2.0%) | 0 (0.0%) | 289 (98.0%) | 6 (2.0%) |
| The principal evaluates teachers' performance judiciously | 112 (38.0%) | 163 (55.3%) | 20 (6.8%) | 0 (0.0%) | 275 (93.2%) | 20 (6.8%) |
| The principal controls pedagogic tools (punctuality records, cahier de text, etc.) | 18 (6.2%) | 53 (18.2%) | 136 (46.6%) | 85 (29.1%) | 71 (24.3%) | 221 (75.7%) |
| Teachers are recognized for a job well done | 86 (29.2%) | 197 (66.8%) | 12 (4.1%) | 0 (0.0%) | 283 (95.9%) | 12 (4.1%) |
| The principal delegates powers to teachers appropriately | 107 (36.3%) | 165 (55.9%) | 20 (6.8%) | 3 (1.0%) | 272 (92.2%) | 23 (7.8%) |
| Total response | 462 (31.4%) | 728 (49.5%) | 194 (13.2%) | 88 (6.0%) | 1190 (80.8%) | 282 (19.2%) |

In aggregate, 80.8% of teachers opined that their principals' managerial qualities are good while 19.2% disagreed. Specifically, 98.0% (289) of the teachers attest that their principal consults with the staff members before making decision that affects the staff while 2.0% (6) disagreed. Furthermore, 93.2% (275) of teachers agreed that their principal evaluates teachers' performance judiciously while 6.8% (20) disagreed. Similarly, 95.9% (283) of teachers opined that their principal recognized them for job well done while 4.1% (12) denied. Also, 92.2% (272) of teachers attest that their principal delegates powers to teachers appropriately while 7.8% (23) disagreed. Finally, only 24.3% (71) of teachers indicated that their principal control pedagogic tools while 75.7% (221) disagreed. The figure also presents the overall findings on principals' managerial qualities as rated by teachers.

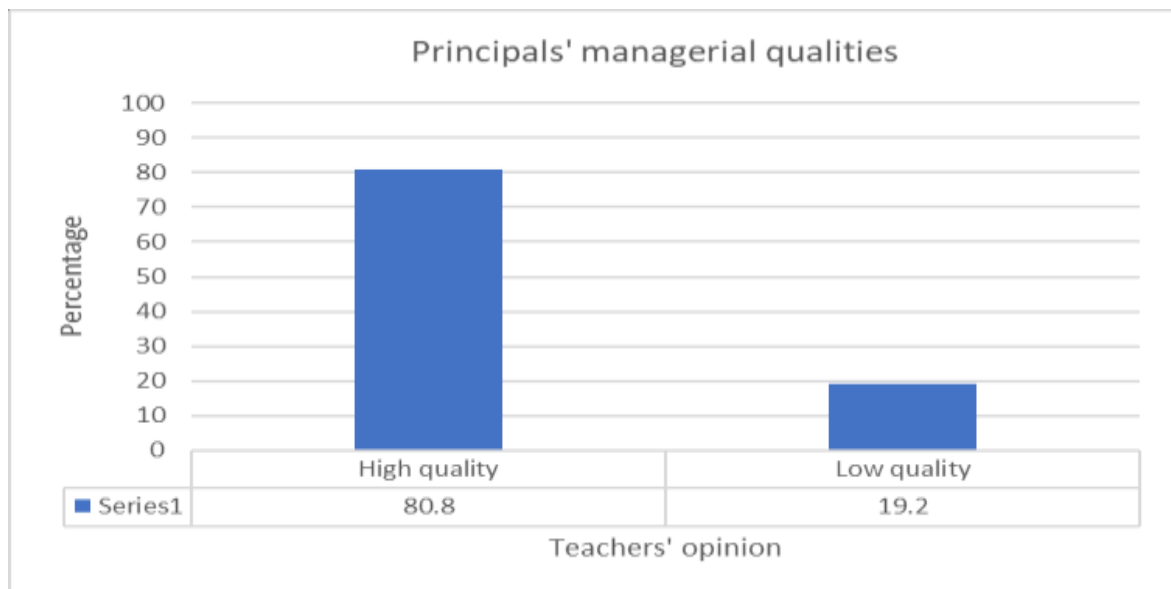


Figure 3: Teachers' Opinion on Principals' Managerial Qualities

Testing of Hypothesis One (Ha1): There is a relationship between the principals' managerial qualities and quality education.

Table 14: Relationship between Principals' Managerial Qualities and Quality

| | | | Principals' managerial qualities | Quality education |
|----------------|----------------------------------|---------|----------------------------------|-------------------|
| Spearman's rho | Principals' managerial qualities | R-value | 1 | 0.425** |
| | | p-value | | 0.001 |
| | Quality education | R-value | 0.425** | 1 |
| | | p-value | 0.001 | |
| | | n | 295 | 295 |

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

Statistically, findings showed that principals' managerial qualities have a significant, positive and moderate relationship with quality education (R-value = 0.425**, p -value $0.001 < 0.05$). The positive sign of the correlation value implies that education quality is more likely to be guarantee when principals' managerial qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' managerial qualities and quality education was accepted.

Research Question Two: To what extend does pedagogic qualities of the principal on quality education in Government secondary school in Yaoundé VI council?

Table 15: Teachers' Opinion on Principals' Pedagogic Qualities

| Statements | Stretched | | | | Collapsed | |
|--|------------------------------|------------------------------|-----------------------------|----------------------------|-------------------------------|------------------------------|
| | SA | A | D | SD | SA/A | D/SD |
| The principal distributes resources (for example didactic materials,) in this school | 171 (58.0%) | 112 (38.0%) | 12 (4.1%) | 0 (0.0%) | 283 (95.9%) | 12 (4.1%) |
| The principal checks lesson notes of teachers | 102 (34.6%) | 137 (46.4%) | 47 (15.9%) | 9 (3.1%) | 239 (81.0%) | 56 (19.0%) |
| The principal produces time tables that support the achievement of school objectives | 96 (32.5%) | 173 (58.6%) | 26 (8.8%) | 0 (0.0%) | 269 (91.2%) | 26 (8.8%) |
| Teachers are assigned to teach subjects they are not trained professionally** | 20 (6.8%) | 35 (11.9%) | 116 (39.3%) | 124 (42.0%) | 55 (18.6%) | 240 (81.4%) |
| The principal encourages professional development for teachers | 75 (25.4%) | 208 (70.5%) | 12 (4.1%) | 0 (0.0%) | 283 (95.9%) | 12 (4.1%) |
| Total response | 568 (38.5%) | 746 (50.6%) | 132 (8.9%) | 29 (2.0%) | 1314 (89.1%) | 161 (10.9%) |

** *Item with coding reversed during calculation of total response*

With respect of pedagogic qualities, in overall, 89.1% of teachers reported high pedagogic qualities by their principal while 10.9% did not. Specifically, 95.9% (283) of teachers

opined that their principal distributes resources (for example didactic materials,) in this school while 4.1% (12) disagreed. On the same weight, another 95.9% (283) of teachers agreed that their principal encourages professional development for teachers while 4.1% (12) disagreed. Similarly, 91.2% (269) of teachers accepted that their principal produces time tables that support the achievement of school objectives while 8.8% (26) disagreed. Furthermore, 81.4% (240) of teachers indicate that their principal does not assign untrained teachers to teach while 18.6% (55) accepted. Finally, 81.0% (239) of teachers agreed that their principal check teachers' lesson notes while 19.0% (56) disagreed. The figure below equally presents the overall findings on principals' pedagogic qualities as rated by teachers.

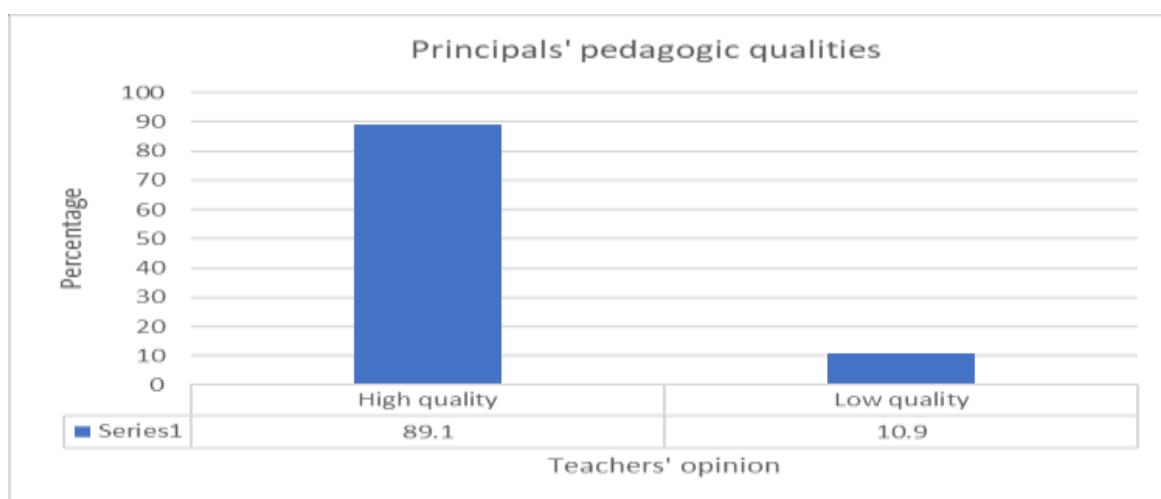


Figure 4: Teachers' Opinion on Principals' Pedagogic Qualities

Testing of Hypothesis Two (Ha2): There is a relationship between the principals' pedagogic qualities and quality education.

Table 16: Relationship between Principals' Pedagogic Qualities and Quality Education

| | | | Principals' pedagogic qualities | Quality education |
|----------------|---------------------------------|-----------------|---------------------------------|-------------------|
| Spearman's rho | Principals' pedagogic qualities | R-value | 1 | 0.382** |
| | | <i>p</i> -value | | 0.004 |
| | Quality education | R-value | 0.382** | 1 |
| | | <i>p</i> -value | 0.004 | |
| | | n | 295 | 295 |

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

Statistically, findings showed that principals' pedagogic qualities have a significant, positive and moderate relationship with quality education (R-value = 0.382**, p -value 0.004 < 0.05). The positive sign of the correlation value implies that education quality is more likely to be guaranteed when principals' pedagogic qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' pedagogic qualities and quality education was accepted.

Research Question Three: How can administrative qualities of the principal influence quality education in Government secondary school in Yaoundé VI council?

Table 17: Teachers' Opinion on Principals' Administrative Qualities

| Statements | Stretched | | | | Collapsed | |
|---|------------------------------|-------------------------------|----------------------------|---------------------------|-------------------------------|----------------------------|
| | SA | A | D | SD | SA/A | D/SD |
| The principal considers the cases brought by teachers. | 149 (50.5%) | 143 (48.5%) | 3 (1.0%) | 0 (0.0%) | 292 (99.0%) | 3 (1.0%) |
| The facilities of this school such as blackboard, laboratory, and classroom are conducive and adequate for effective teaching and learning. | 128 (43.4%) | 152 (51.5%) | 15 (5.1%) | 0 (0.0%) | 280 (94.9%) | 15 (5.1%) |
| The principal reinforced clear rules and regulations and procedures to teachers | 99 (33.6%) | 190 (64.4%) | 6 (2.0%) | 0 (0.0%) | 289 (98.0%) | 6 (2.0%) |
| The administrative structure of our school is bureaucratic. | 88 (29.8%) | 198 (67.1%) | 9 (3.1%) | 0 (0.0%) | 286 (96.9%) | 9 (3.1%) |
| The school environment is clean | 70 (23.7%) | 204 (69.2%) | 21 (7.1%) | 0 (0.0%) | 274 (92.9%) | 21 (7.1%) |
| The principal ensures that the buildings of the school are maintained. | 92 (31.5%) | 188 (64.4%) | 12 (4.1%) | 0 (0.0%) | 280 (95.9%) | 12 (4.1%) |
| The principal respects the teacher / student ratio during admission | 107 (36.6%) | 164 (56.2%) | 21 (7.2%) | 0 (0.0%) | 271 (92.8%) | 21 (7.2%) |
| Total response | 835 (35.5%) | 1429 (60.7%) | 87 (3.8%) | 0 (0.0%) | 2264 (96.2%) | 87 (3.8%) |

In overall, 96.2% of teachers perceive their principals' administrative qualities high while 3.8% perceived it low. Specifically, 99.0% (292) of teachers attest that the principal considers the cases brought by teachers while 1.0% (3) disagreed. Similarly, 98.0% (289) of teachers also agreed that their principal reinforced clear rules and regulations and procedures to teachers while 2.0% (6) disagreed. Furthermore, 96.9% (286) of teachers agreed that the administrative structure of their school is bureaucratic while 3.1% (9) disagreed. Furthermore, 95.9% (280) of teachers accepted that principal ensures that the buildings of the school are maintained while 4.1% (12) disagreed. Furthermore, 92.9%

(274) of teachers opined that the school environment is clean while 7.1% (21) disagreed. Finally, 92.8% (271) of teachers agreed that their principal respects the teacher / student ratio during admission while 7.2% (21) disagreed. The figure below equally presents the overall findings on principals' administrative qualities as rated by teachers.

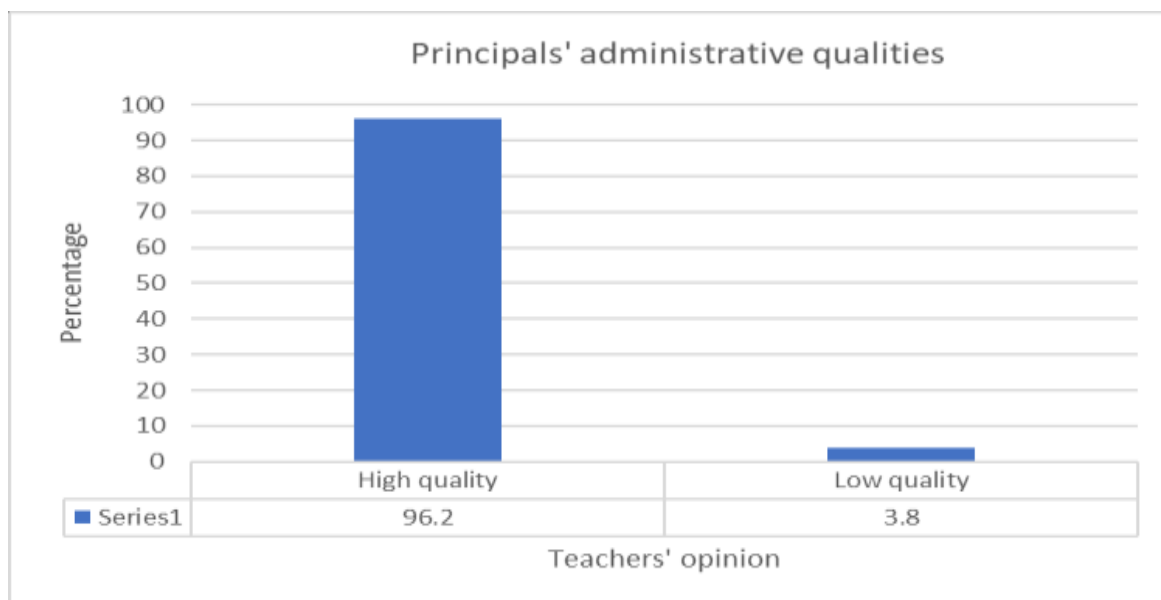


Figure 5: Teachers' Opinion on Principals' Administrative Qualities

Testing of Hypothesis Three (Ha3): There is a relationship between the principals' administrative qualities and quality education.

Table 18: Relationship between Principals' Administrative Qualities and Quality Education

| | | Principals' administrative qualities | Quality education |
|----------------|--------------------------------------|--------------------------------------|-------------------------|
| Spearman's rho | Principals' administrative qualities | R-value <i>p</i> -value n | 1 0.477** 295 |
| | Quality education | R-value <i>p</i> -value n | 0.382** 0.000 295 |

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

Statistically, findings showed that principals' administrative qualities have a significant, positive and moderate relationship with quality education (R-value = 0.477**, *p*-value 0.000 < 0.05). The positive sign of the correlation value implies that education quality is

more likely to be guarantee when principals' administrative qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' administrative qualities and quality education was accepted.

Research Question Four: What is the link between principals' ethical qualities and quality education in Government secondary school in Yaoundé VI council?

Table 19: Teachers' Opinion on Principals' Ethical Qualities

| Statements | Stretched | | | | Collapsed | |
|--|------------------------|------------------------|----------------------|---------------------|------------------------|----------------------|
| | SA | A | D | SD | SA/A | D/SD |
| The principal's behavior towards the staff is supportive and encouraging | 89 (30.2%) | 203 (68.8%) | 3 (1.0%) | 0 (0.0%) | 292 (99.0%) | 3 (1.0%) |
| The principal treats everyone equally and fairly | 100 (33.9%) | 177 (60.0%) | 18 (6.1%) | 0 (0.0%) | 277 (93.9%) | 18 (6.1%) |
| The principal is a role model | 130 (44.1%) | 153 (51.9%) | 9 (3.1%) | 3 (1.0%) | 283 (95.9%) | 12 (4.1%) |
| Total response | 319 (36.0%) | 533 (60.2%) | 30 (3.4%) | 3 (0.3%) | 852 (96.3%) | 33 (3.7%) |

In overall, 96.3% of respondents opined that their principals' ethical qualities are high while 3.7% rated it low. Specifically, 99.0% (292) of the teachers agreed that their principal's behavior towards the staff is supportive and encouraging while 1.0% (3) disagreed. Similarly, 95.9% (283) agreed that their principal is a role model while 4.1% (12) disagreed. Finally, 93.9% (277) of teachers agreed that their principal treats everyone equally and fairly while 6.1% (18) disagreed. The figure below equally presents the overall findings on principals' ethical qualities as rated by teachers.

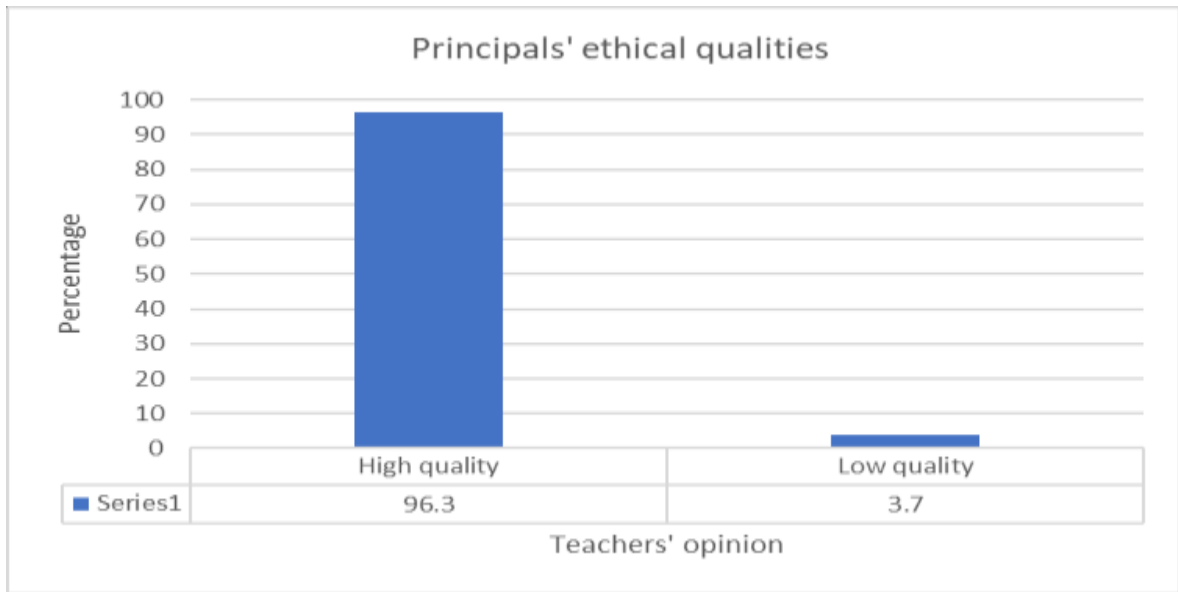


Figure 6: Teachers' Opinion on Principals' Ethical Qualities

Testing of Hypothesis Four (Ha4): There is a relationship between the principals' ethical qualities and quality education.

Table 20: Relationship between Principals' Ethical Qualities and Quality Education

| | | Principals' ethical qualities | Quality education |
|-------------------|-------------------------------|-------------------------------|-------------------|
| Spearman's rho | Principals' ethical qualities | R-value | 1 |
| | | <i>p</i> -value | 0.348* |
| | n | 295 | |
| Quality education | Quality education | R-value | 0.348* |
| | | <i>p</i> -value | 0.012 |
| | n | 295 | |

*. Correlation is significant at the 0.05 level (2-tailed).

Statistically, findings showed that principals' ethical qualities have a significant, positive and moderate relationship with quality education ($R\text{-value} = 0.348^*$, $p\text{-value } 0.012 < 0.05$). The positive sign of the correlation value implies that education quality is more likely to be guaranteed when principals' ethical qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' ethical qualities and quality education was accepted.

Table 21: Summary of Descriptive Statistics

| Variables | n | Min- value | Max- value | Mean | Standard deviation |
|---|-----|---------------|---------------|------|-----------------------|
| Principals' managerial qualities | 295 | 1 | 4 | 3.06 | 0.626 |
| Principals' pedagogic qualities | 295 | 1 | 4 | 3.27 | 0.608 |
| Principals' administrative qualities | 295 | 1 | 4 | 3.32 | 0.534 |
| Principals' ethical qualities | 295 | 1 | 4 | 3.32 | 0.550 |
| Quality education | 295 | 1 | 4 | 3.33 | 0.488 |

Result from the descriptive statistics showed that on a mean scale of 1-4 and with a cut-off point of 2.5, the mean value for all variables is above 3.0. Specifically, the mean value for principals' managerial qualities is 3.06, principals' pedagogic qualities 3.27, principals' administrative qualities 3.32 and, principals' ethical qualities is 3.32. This implies that the leadership qualities of the principals from the school sample are high. The mean value for education quality is the highest 3.33. The high quality of education from the schools sample could be as a result of the fact that the leadership qualities of the school head is high (Detail descriptive statistics per items is presented in the appendix).

Table 22: Summary of Findings

| Research questions | Statistical techniques | Findings |
|--|--|---|
| <p>Research Question One:</p> <p>Does a relationship exist between the managerial qualities of the principals and quality education in Government secondary school in Yaoundé VI council?</p> | <p>Frequency, percentage, mean and Spearman's rho test</p> | <p>Descriptively, 80.8% of teachers opined that their principals' managerial qualities are good while 19.2% disagreed. The mean value of 3.06 above 3.0 on a scale of 1-4 implies that the managerial qualities of their principals are high. And, further analysis showed that principals' managerial qualities have a significant, positive and moderate relationship with quality education (R-value = 0.425^{**}, <i>p</i>-value 0.001 < 0.05). The positive sign of the correlation value implies that education quality is more likely to be guarantee when principals' managerial qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' managerial qualities and quality education was accepted.</p> |
| <p>Research Question Two:</p> <p>To what extend does pedagogic qualities of the principal on quality education in Government secondary school in Yaoundé VI council?</p> | <p>Frequency, percentage, mean and Spearman's rho test</p> | <p>Descriptively, 89.1% of teachers reported high pedagogic qualities by their principal while 10.9% did not. The mean value of 3.27 above 3.0 on a scale of 1-4 implies that the pedagogic qualities of their principals are high. And, further analysis showed that principals' pedagogic qualities have a significant, positive and moderate relationship with quality education (R-value = 0.382^{**}, <i>p</i>-value 0.004 < 0.05). The positive sign of the correlation value implies that education quality is more likely to be guarantee when principals' pedagogic qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' pedagogic qualities and quality education was accepted.</p> |
| <p>Research Question Three:</p> <p>How can administrative qualities of the principal influence quality education in Government secondary school in Yaoundé VI council?</p> | <p>Frequency, percentage, mean and Spearman's rho test</p> | <p>Descriptively, 96.2% of teachers perceive their principals' administrative qualities high while 3.8% perceived it low. The mean value of 3.32 above 3.0 on a scale of 1-4 implies that the administrative qualities of their principals are high. And, further analysis showed that principals' administrative qualities have a significant, positive and moderate relationship with quality education (R-value = 0.477^{**}, <i>p</i>-value 0.000 < 0.05). The positive sign of the correlation value implies that education quality is more likely to be guarantee when principals' administrative qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' administrative qualities and quality education was accepted.</p> |

Research Question Four: What is the link between principals' ethical qualities and quality education in Government secondary school in Yaoundé VI council?

Frequency, percentage, mean and Spearman's rho test

Descriptively, 96.3% of respondents opined that their principals' ethical qualities are high while 3.7% rated it low. The mean value of 3.32 above 3.0 on a scale of 1-4 implies that the ethical qualities of their principals is high. And, further analysis showed that principals' ethical qualities have a significant, positive and moderate relationship with quality education (R-value = 0.348*, p -value $0.012 < 0.05$). The positive sign of the correlation value implies that education quality is more likely to be guarantee when principals' ethical qualities is good. Therefore, the hypothesis that states there is a relationship between the principals' ethical qualities and quality education was accepted.

Quality education

Findings showed that 99.4% of the teachers reported quality education in their school while less than 1% did not. The mean value of 3.33 on a scale of 1-4 simply attests quality education in the school's sample. The high quality of education from the school's sample could be as a result of the fact that the leadership qualities of the school head are high.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

Discussion of Findings

The discussion of findings was done in accordance with the specific research questions as stated in chapter one using the main findings derived for the study. In doing the discussion of findings, results obtained from the study were first presented and then compare or contrast with that from previous research, followed by theoretical implication and finally backed with some conceptual review.

Ha1: There is a relationship between the principals' managerial qualities and quality education.

The findings showed that principals' managerial qualities have a significant, positive and moderate relationship with quality education. The positivity of the relationship implies that education quality is more likely to be guarantee when principals' managerial qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' managerial qualities and quality education was accepted. Despite the positive effect the good principals' managerial qualities have on quality education, descriptively, the findings of our study revealed that majority of the teachers attested that their principals' managerial qualities are good while a few disagreed.

The findings of our study tie with that of several authors have explored the relationship between school head's managerial qualities and quality education. For instance, Leithwood and Jantzi (2000) found that transformational leadership, instructional leadership, and shared leadership were positively associated with student achievement. This simply implies that good managerial qualities positively correlate with good students' academic performance which is one of the indicators of quality as depicted in our study. Furthermore, Hallinger and Heck (2010) in their study identified instructional leadership, distributed leadership, and supportive leadership as key factors in improving school effectiveness and student outcomes. Other authors, such as Day and Leithwood (2007) and Bush and Glover (2014), have also emphasized the importance of school leaders' emotional intelligence, communication skills, and ability to build positive relationships with stakeholders in promoting quality education.

Furthermore, research has shown that effective school leadership is crucial in creating a positive school culture and climate, which in turn contributes to student success. School leaders who prioritize creating a safe and inclusive learning environment, promoting high expectations and academic rigor, and fostering collaboration and teamwork among staff and students have been found to have a significant impact on student achievement (Goddard et al., 2010; Blankstein & Noguera, 2016). Moreover, school leaders who are able to effectively manage resources have also been found to positively influence student outcomes. With all these, it is imperative that principals of all schools should practice good managerial qualities because it has proven to promote quality education.

It should be noted that every school head has to play a critical role in promoting quality education but, this cannot happen on its own without quality leadership. For instance, effective school leadership involves a combination of instructional, transformational, and distributed leadership styles, as well as strong emotional intelligence, communication skills, and the ability to build positive relationships with stakeholders. By this, we expect that every principal should be endowed with the above managerial qualities listed if quality education is to be promoted.

In support of the above, McGregor's theory X and Y have important implications for leadership practices. Leaders who adopt a theory X approach tend to be authoritarian and controlling, while those who adopt a Theory Y approach tend to be more participative and democratic. Leaders who subscribe to Theory X tend to micromanage their employees, closely monitoring their work and providing strict guidelines and rules. In contrast, leaders who subscribe to Theory Y tend to empower their employees by delegating tasks and providing them with autonomy and flexibility. It should be noted that no leadership approach is bad. However, leaders need to be flexible and apply the appropriate style depending on the situation or contingencies at hand. By, we can see that McGregor's theories of Theory X and Theory Y have had a significant impact on management and leadership practices.

Ha2: There is not a relationship between the principals' pedagogic qualities and quality education.

The findings also showed that principals' pedagogic qualities have a significant, positive and moderate relationship with quality education. The positivity of the relationship implies that education quality is more likely to be guaranteed when principals' pedagogic qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' pedagogic qualities and quality education was accepted. Take into cognizance the fact that good pedagogic qualities of a principal have immense positive effect on quality education, descriptively, majority of the teachers reported high pedagogic qualities by their principal while a few did not.

The pedagogic qualities of school heads as depicted in our study to play a crucial role in promoting quality education. In the opinion of Fullan (2001), effective school leaders are able to create a shared vision of high-quality teaching and learning, and they are skilled at supporting teachers in implementing this vision. This Fullan description of effective school leaders is clearly reflected in our study whereby majority of the teachers sampled described their principals to have good pedagogic qualities. Hargreaves and Fink (2006) have also argued that effective school leaders are able to foster a culture of continuous improvement, where teachers are encouraged to experiment with new teaching strategies and reflect on their practice in order to improve student outcomes. This aspect is also clearly reflected in our study with majority of the teachers attested that their principal encourages their teachers.

Effective school leaders who also understand the importance of personalized learning and differentiated instruction which is an important aspect of pedagogic function of the principal are equally able to recognize that every student has unique needs and abilities, and they work with teachers to develop strategies that meet these diverse learning needs. This approach helps to ensure that all students are engaged in their learning and are able to make progress towards their academic goals which is an important dimension of quality education. Aside the above pedagogic qualities, effective school leaders also need to prioritize teachers' professional development, provide opportunities for teachers to participate in ongoing training and development programs, which help them to stay up-to-date with the latest teaching methodologies and best practices. By putting this into practice, this also helps to improve the quality of teaching in the school and supports the academic

success of all students. As realized and empirically proven by the findings of our study, the pedagogic qualities of school heads are critical in promoting quality education. By creating a shared vision of high-quality teaching and learning, fostering a culture of continuous improvement, prioritizing ethical leadership, supporting personalized learning, and investing in teacher professional development, school leaders can help to ensure that all students receive a high-quality education that prepares them for success in life.

According to the Transformational leadership theory by Burns 1978, is emphasizes the importance of inspiring and motivating followers to achieve their full potential and work towards a common goal. It is a leadership style that focuses on the personal growth and development of followers, rather than simply directing them towards achieving organizational goals. This theory has gained popularity in recent years as a way to improve organizational performance and promote innovation and creativity. It should be noted that transformational leadership theory can is apply to all spheres of educational leadership and functions. This is to say even with the pedagogic functions, a good principal should be transformational be ensuring that his/her teachers experience professional growth to higher heights for the benefits of the organisation like school as seen in our study context.

Ha3: There is a relationship between the principals' administrative qualities and quality education.

The findings also the study equally showed that principals' administrative qualities have a significant, positive and moderate relationship with quality education. The positivity of the relationship also implies that education quality is more likely to be guarantee when principals' administrative qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' administrative qualities and quality education was accepted. In support of the above results, majority of the teachers perceive their principals' administrative qualities high while a very few of them perceived it low.

As depicted in the findings of our study, the administrative qualities of school heads have a significant impact on the quality of education provided by a school. According to Hoy and Tarter (2004), effective school leaders exhibit traits such as vision, collaboration, communication, and decision-making skills. These qualities are important administrative traits that every school head like a principal supposed to possess. This is so because these qualities enable them to create a positive school culture and climate that supports student

learning and teacher development. It has been argued that the primary function of the principals is the administrative and every other functions of the principal depend heavily on the administrative qualities. Thus, this is to say that when a principal does not have good administrative qualities, every other function of the school is more likely to suffer.

Effective school leaders are able to build strong relationships with parents and community members, creating a sense of partnership and collaboration that can benefit the entire school community (Epstein et al., 2009). However, the attainment of this depends on the administrative qualities of the principal for; it has been proven to lead to increased parent involvement and support, as well as greater community engagement and investment in the success of the school.

The administrative qualities of school heads play a critical role in shaping the educational experiences of students, teachers, and the broader school community. Therefore, it's imperative that every school principal should put in place good administrative principles for the growth of the school as well as ensuring quality education. According to the Contingency Theory by Fred Fiedler, a good school head should know the importance of adapting it leadership styles to suit different situations. This is so because there is no one-size-fits-all approach to leadership, and effective leaders must be able to adjust their leadership style to fit the needs of their followers and the demands of the situation. Effective leaders must be able to make decisions that are appropriate for the situation at hand.

The contingency theory emphasizes the importance of flexibility and adaptability in leadership. The administrative function of the principal entails a lot and drives the entire school. The administrative function of the school head is fast and therefore, every school head must be flexible in their administrative function for effective management of the students, teachers, support staff and the community as well. It has been outlined that good and effective leader should have the capacity, zeal and necessary anxiety to communicate his visions and inspire his supporting staff to work towards it. It is on this note that every school leader communicate clearly and effectively with their collaborators taking into consideration the fact that everyone understands the goals and objectives without being authoritative.

Ha4: There is a relationship between the principals' administrative qualities and quality education.

Finally, the findings also showed that principals' ethical qualities have a significant, positive and moderate relationship with quality education. The positivity of the relationship denotes that education quality is more likely to be guaranteed when principals' ethical qualities are good. Therefore, the hypothesis that states there is a relationship between the principals' ethical qualities and quality education was accepted. In support of the above hypothesis results, descriptively, majority of the teachers indicated that their principals' ethical qualities are high while a few rated it low. With above findings, it is evident that ethical qualities for majority of the principals are good.

As revealed in the findings of our study, the ethical qualities of school leaders also play a significant role in promoting quality education just like the managerial, pedagogic and administrative qualities. In the opinion of Starratt (2004), ethical leadership involves modeling ethical behavior, promoting ethical decision-making, and creating a culture of ethical responsibility. School leaders who prioritize ethics have been found to positively impact student outcomes, such as academic achievement and social-emotional development (Starratt, 2011). This again is to say that ethical qualities are a very important leadership trait that every school head should exhibit.

Long time ago, Sergiovanni (1992) and Greenfield and Ribbins (1993) argued that ethical leadership is essential for creating a shared vision and values within a school community, which can lead to improved student outcomes. School leaders who prioritize ethics are also more likely to foster a culture of trust and collaboration among staff and students, which has been linked to positive school climate and student success (Bryk & Schneider, 2002). This again simply revealed how ethical qualities are needed from every school head.

Furthermore, it has been outlined that ethical school leaders are more likely to prioritize equity and social justice in their decision-making and policies which is an important aspect as depicted in equity theory. Leaders need to treat their subordinates and students with good ethics. This is to say that the ethical behaviours of a school head can either make or mar the success of the school. As reiterated by Borman and Dowling (2010), all principals need to recognize the importance of addressing systemic inequalities and providing equal opportunities for all students and staff regardless of their background or circumstances.

Aside quality education, ethical leadership have been outlined to also have a positive impact on teacher retention and job satisfaction and school leaders who prioritize ethics are more likely to create a supportive and empowering work environment for teachers, which can lead to increased job satisfaction and motivation (Hoy & Tarter, 2004). In overall, ethical qualities of school leaders are equally an important factor in promoting quality education. This is so because ethical leadership involves modelling ethical behaviour, promoting ethical decision-making, and creating a culture of ethical responsibility. Therefore, we call on all principals to put forward good ethics in the day-to-day administration of their school.

Conclusion

The overall objective of the study was to examine the effect of school leadership on education quality in secondary schools in the Yaoundé VI sub-division, in the Mfoundi Division, Centre Region of Cameroon. The study was guided by four specific objectives which were to examine the nature of principals' managerial qualities, pedagogic qualities, administrative qualities and ethical qualities. Data were collected from teachers and, the findings revealed that all four leadership qualities do have a significant, positive and moderate relationship with quality education. In addition to the inferential results, descriptively, majority of the teachers indicated that their principals' leadership qualities are good while only a few of them said is low. Furthermore, majority of the teachers equally reported that quality of education in their school is high while a very few of them said is low. The high quality of education from the schools sample could be as a result of the fact that the leadership qualities of the school head are high. Administrative qualities of the principals were found to impact quality education more followed by managerial qualities, pedagogic qualities and finally ethical qualities. Administrative qualities appear to have the highest effect because every other functions or success of the school lies heavily on the administrative function of the school head. Based on transformational leadership theory of Burns 1978 every school head must push his/her subordinate to higher heights for the growth of the school.

Recommendations of the Study

Based on the above findings, it was generally recommended that every school head should practice good leadership practices for the growth of the organization and all it staff.

Specifically, the following recommendations were stated with a target on various stakeholders, including the Government, policy makers, international organizations, principals, parents, and teachers.

Government:

This research highlights the significant impact of principals' leadership on quality education, which has been overlooked by the Government. Therefore, it is recommended that the Government creates specific training programs for school administrators, such as training centres for potential principals, to equip them with the necessary skills for their roles. The Government can identify qualified individuals for administrative positions and send them to these training centres.

Additionally, mentorship and coaching programs should be established to pair new principals with experienced ones. The Government and professional bodies in education should organize regular capacity development workshops for educational managers on institutional management and instructional supervision. This will keep the principals up-to-date with the latest changes in their profession.

Furthermore, the Government should implement policies and procedures that attract, recruit, retain, develop, compensate, and promote quality education. They should provide principals with current regulatory text, articles, free textbooks, and other resources to enhance their knowledge. Adequate didactic materials, laboratory equipment, practical equipment, computers, and good infrastructure should also be provided to schools.

International organizations and non-governmental organizations:

It is suggested that they assist in improving the quality education by providing supplementary support to the formal schooling system. This can be achieved through various methods, such as offering training programs, providing resources and materials, and financing initiatives that promote professional development for teachers. Additionally, they can collaborate with the Government and other stakeholders to identify the areas where their support is most required.

To Principals:

Principals should engage in activities that foster a positive climate, create a comfortable school environment, and ensure that appropriate resources are available for instruction. For instance, they can accomplish this by developing their staff. They should encourage in-service training for their teachers to retain them by providing opportunities for growth, motivating them by sharing decision-making responsibilities and offering encouragement.

Furthermore, principals should ensure that teachers are qualified to teach their respective subjects. In cases where there is a shortage of teachers in specific fields of study, graduates in those disciplines should be employed as P.T. A. teachers. Support staff should be hired from outside the pool of teachers. Teachers should respect their allocated teaching hours to cover the actual program. Experienced teachers or heads of departments should be appointed to supervise lesson notes. Didactic materials such as chinks, geographical materials, laboratory equipment, etc., should be provided and made available. Principals should report any teacher who has stopped teaching or any ghost worker sincerely to the hierarchy.

They should respect the hours (4 hours per week for principals and 6 hours per week for vice-principals) allocated for teaching. Principals should manage all the various services under their control so that teachers can work effectively. They should also respect the norms from MINESEC, such as the teacher-student ratio during admission.

To Parents

It is important for parents to cultivate positive relationships with both school principals and teachers. Additionally, they should offer their children moral and financial support to aid in their academic pursuits.

For Students

To ensure that school heads and teachers can effectively perform their roles, students should avoid being uncooperative, lazy, unfriendly, inattentive, latecomers, or stubborn and disobedient to school rules and regulations. They should also fulfill their responsibilities as students.

For Teachers

Teachers should demonstrate respect and obedience to their superiors while being responsible. They should be diligent in their work, utilize the allocated teaching hours, and use teaching approaches that prioritize the learner. Finally, they should have a deep passion for their profession like a husband loves his wife.

5. Restrictions of the Research

We encountered financial challenges when it came to commuting within Yaoundé to gather reliable data. Additionally, printing, internet usage, and phone communication incurred significant expenses.

Furthermore, we encountered obstacles in obtaining certain information from the Ministry of Secondary Education due to bureaucratic procedures.

6. Suggestions for Further Research

Moving forward, there are several perspectives that could be explored further. While this study focused on the impact of principals' leadership qualities on quality education, other factors such as parental income and education level, government policies, student and teacher health, working conditions, and educational policies could also be examined.

Furthermore, future research could investigate the influence of other administrators, such as discipline masters, counsellors, and departmental heads on quality education.

Finally, this study could be extended to universities and higher institutes of learning to explore the impact of school administrators on quality education at those levels

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APPENDICES

Appendix: Calculation for Total Response by Research Questions

Principals' managerial qualities

SRQ1 Frequencies

| | Responses | | Percent of Cases | |
|---|-------------------|---------|------------------|--------|
| | N | Percent | | |
| Principals' managerial qualities ^a | Strongly Disagree | 88 | 6.0% | 29.8% |
| | Disagree | 194 | 13.2% | 65.8% |
| | Agree | 728 | 49.5% | 246.8% |
| | Strongly Agree | 462 | 31.4% | 156.6% |
| Total | 1472 | 100.0% | 499.0% | |

a. Group

Principals' pedagogic qualities

SRQ2 Frequencies

| | Responses | | Percent of Cases | |
|--|-------------------|---------|------------------|--------|
| | N | Percent | | |
| Principals' pedagogic qualities ^a | Strongly Disagree | 29 | 2.0% | 9.8% |
| | Disagree | 132 | 8.9% | 44.7% |
| | Agree | 746 | 50.6% | 252.9% |
| | Strongly Agree | 568 | 38.5% | 192.5% |
| Total | 1475 | 100.0% | 500.0% | |

a. Group

Principals' administrative qualities

SRQ3 Frequencies

| | Responses | | Percent of Cases | |
|---|----------------|---------|------------------|--------|
| | N | Percent | | |
| Principals' administrative qualities ^a | Disagree | 90 | 3.8% | 30.5% |
| | Agree | 1429 | 60.7% | 484.4% |
| | Strongly Agree | 835 | 35.5% | 283.1% |
| Total | 2354 | 100.0% | 798.0% | |

a. Group

**Principals' ethical qualities
SRQ4 Frequencies**

| | Responses | | Percent of Cases |
|--|-------------------|---------|------------------|
| | N | Percent | |
| Principals' ethical qualities ^a | Strongly Disagree | 3 | 0.3% |
| | Disagree | 30 | 3.4% |
| | Agree | 533 | 60.2% |
| | Strongly Agree | 319 | 36.0% |
| Total | | 885 | 100.0% |

a. Group

**Quality education
SD Frequencies**

| | Responses | | Percent of Cases |
|--------------------------------|-------------------|---------|------------------|
| | N | Percent | |
| Quality education ^a | Strongly Disagree | 3 | 0.1% |
| | Disagree | 12 | 0.5% |
| | Agree | 1735 | 65.3% |
| | Strongly Agree | 905 | 34.1% |
| Total | | 2655 | 100.0% |

a. Group

Appendix: Descriptive Statistics per Item

Principals' managerial qualities

Descriptive Statistics

| Items | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|--------|----------------|
| 6.The principal consults with the staff members before making decision that affects the staff | 295 | 2.0 | 4.0 | 3.451 | .5378 |
| 7. The principal evaluates teachers' performance judiciously | 295 | 2.0 | 4.0 | 3.312 | .5928 |
| 8. The Principal controls pedagogic tools (punctuality records, cahier de text, etc.) | 292 | 1.0 | 4.0 | 2.014 | .8494 |
| 9. Teachers are recognized for a job well done | 295 | 2.0 | 4.0 | 3.251 | .5198 |
| 10. The principal delegates powers to teachers appropriately | 295 | 1.0 | 4.0 | 3.275 | .6302 |
| Valid N (listwise) | 292 | | | 15.303 | 3.13 |

Principals' pedagogic qualities

Descriptive Statistics

| Items | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|--------|----------------|
| 11. The principal distributes resources (for example didactic materials,) in this school | 295 | 2.0 | 4.0 | 3.539 | .5753 |
| 12. The principal checks lessons notes of teachers | 295 | 1.0 | 4.0 | 3.125 | .7832 |
| 13. The principal produces time tables that support the achievement of school objectives | 295 | 2.0 | 4.0 | 3.237 | .5987 |
| 14. Teachers are assigned to teach subjects they are not trained professionally | 295 | 1.0 | 4.0 | 3.234 | .5861 |
| 15. The principal encourages professional development for teachers | 295 | 2.0 | 4.0 | 3.214 | .5002 |
| Valid N (listwise) | 295 | | | 16.349 | 3.0435 |

Principals' administrative qualities

Descriptive Statistics

| Items | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|-------|----------------|
| 16. The principal considers the cases brought by teachers. | 295 | 2.0 | 4.0 | 3.495 | .5208 |
| 17. The facilities of this school such as blackboard, laboratory, and classroom are conducive and adequate for effective teaching and learning. | 295 | 2.0 | 4.0 | 3.383 | .5824 |
| 18. The principal reinforce clear rules and regulations and procedures to teachers | 295 | 2.0 | 4.0 | 3.315 | .5074 |
| 18. The principal reinforce clear rules and regulations and procedures to teachers | 295 | 2.0 | 4.0 | 3.268 | .5079 |
| 19. The administrative structure of our school is bureaucratic? | 295 | 2.0 | 4.0 | 3.166 | .5309 |
| 20. The school environment is clean | 295 | 2.0 | 4.0 | 3.336 | .4941 |
| 21. The principal ensures that the buildings of the school are maintained. | 292 | 2.0 | 4.0 | 3.274 | .5311 |
| 22. The principal respects the teacher / student ratio during admission | 292 | 2.0 | 4.0 | 3.295 | .5940 |

| | | | | | |
|--------------------|-----|--|--|--------|--------|
| Valid N (listwise) | 292 | | | 26.532 | 4.2686 |
|--------------------|-----|--|--|--------|--------|

Principals' ethical qualities
Descriptive Statistics

| Items | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|-------|----------------|
| 23. The principal's behavior towards the staff is supportive and encouraging | 295 | 2.0 | 4.0 | 3.292 | .4771 |
| 24. The principal treats everyone equally and fairly | 295 | 2.0 | 4.0 | 3.278 | .5691 |
| 25. The principal is a role model | 295 | 1.0 | 4.0 | 3.390 | .6009 |
| Valid N (listwise) | 295 | | | 9.96 | 1.6471 |

Quality education
Descriptive Statistics

| Items | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|--------|----------------|
| 26. I sign in registers when I report to work and when leaving | 295 | 2.0 | 4.0 | 3.322 | .5098 |
| 28. I prepare lessons and schemes of work before teaching | 295 | 3.0 | 4.0 | 3.332 | .4718 |
| 29. I state the objectives and student responsibilities at the beginning of the lesson. | 295 | 3.0 | 4.0 | 3.322 | .4680 |
| 30. I organize and present my lessons well. | 295 | 3.0 | 4.0 | 3.366 | .4826 |
| 31. I explain the content of my lessons very well. | 295 | 3.0 | 4.0 | 3.349 | .4775 |
| 32. I encourage students to think independently, critically and/or analytically. | 295 | 3.0 | 4.0 | 3.336 | .4730 |
| 33. I cover the contents of my course | 295 | 2.0 | 4.0 | 3.319 | .5086 |
| 34. I give appropriate and valuable assignments for a better understanding of the subject matter. | 295 | 1.0 | 4.0 | 3.278 | .5125 |
| 35. I use not too simple nor too complex teaching and aids suitable for the lesson and the level | 295 | 3.0 | 4.0 | 3.383 | .4870 |
| Valid N (listwise) | 295 | | | 30.007 | 4.3908 |

Appendix: Reliability Statistics per Item

Principals' managerial qualities

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .704 | .787 | 5 |

Summary Item Statistics

| Item | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|-----------|------|---------|---------|-------|-------------------|----------|------------|
| Variances | .407 | .272 | .721 | .449 | 2.649 | .033 | 5 |

Item-Total Statistics

| Items | Scale Mean | Scale Variance | Cronbach's Alpha |
|--|------------|----------------|------------------|
| 6. The principal consults with the staff members before making decision that affects the staff | 11.860 | 2.204 | .776 |
| 7. The principal evaluates teachers' performance judiciously | 11.990 | 2.024 | .724 |
| 8. The Principal controls pedagogic tools (punctuality records, cahier de text, etc.) | 13.291 | 2.461 | .721 |
| 9. Teachers are recognized for a job well done | 12.051 | 2.186 | .757 |
| 10. The principal delegates powers to teachers appropriately | 12.027 | 2.192 | .738 |

Principals' pedagogic qualities

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .710 | .747 | 5 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|----------------|------|---------|---------|-------|-------------------|----------|------------|
| Item Variances | .468 | .250 | .785 | .535 | 3.139 | .050 | 5 |

Item-Total Statistics

| Items | Scale Mean | Scale Variance | Cronbach's Alpha |
|--|------------|----------------|------------------|
| 11. The principal distributes resources (for example didactic materials) in this school | 11.410 | 1.848 | .715 |
| 12. The principal checks lessons notes of teachers | 11.824 | 1.533 | .766 |
| 13. The principal produces time tables that support the achievement of school objectives | 11.712 | 2.090 | .770 |
| 14. Teachers are assigned to teach subjects they are not trained professionally | 13.115 | 3.014 | .646 |
| 15. The principal encourages professional development for teachers | 11.736 | 2.284 | .714 |

Principals' administrative qualities

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .728 | .732 | 8 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|----------------|------|---------|---------|-------|-------------------|----------|------------|
| Item Variances | .282 | .240 | .356 | .116 | 1.483 | .002 | 8 |

Item-Total Statistics

| | Scale Mean | Scale Variance | Cronbach's Alpha |
|---|------------|----------------|------------------|
| 16. The principal considers the cases brought by teachers. | 23.042 | 4.880 | .692 |
| 17. The facilities of this school such as blackboard, laboratory, and classroom are conducive and adequate for effective teaching and learning. | 23.156 | 4.937 | .714 |
| 18. The principal reinforce clear rules and regulations and procedures to teachers | 23.215 | 5.114 | .707 |
| 18. The principal reinforce clear rules and regulations and procedures to teachers | 23.263 | 5.111 | .707 |
| 19. The administrative structure of our school is bureaucratic? | 23.377 | 4.937 | .700 |
| 20. The school environment is clean | 23.204 | 4.885 | .686 |
| 21. The principal ensures that the buildings of the school are maintained. | 23.260 | 4.866 | .694 |
| 22. The principal respects the teacher / student ratio during admission | 23.239 | 4.856 | .710 |

Principals' ethical qualities

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .713 | .716 | 3 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|----------------|------|---------|---------|-------|-------------------|----------|------------|
| Item Variances | .304 | .228 | .361 | .133 | 1.586 | .005 | 3 |

Item-Total Statistics

| Items | Scale Mean | Scale Variance | Cronbach's Alpha |
|--|------------|----------------|------------------|
| 23. The principal's behavior towards the staff is supportive and encouraging | 6.668 | .944 | .748 |
| 24. The principal treats everyone equally and fairly | 6.681 | .748 | .727 |
| 25. The principal is a role model | 6.569 | .763 | .754 |

Quality education

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .789 | .791 | 9 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|----------------|------|---------|---------|-------|-------------------|----------|------------|
| Item Variances | .238 | .219 | .263 | .044 | 1.199 | .000 | 9 |

Item-Total Statistics

| Items | Scale Mean | Scale Variance | Cronbach's Alpha |
|--|------------|----------------|------------------|
| 26.I sign in registers when I report to work and when leaving | 26.685 | 6.230 | .797 |
| 28.I prepare lessons and schemes of work before teaching | 26.675 | 5.574 | .749 |
| 29.I state the objectives and student responsibilities at the beginning of the lesson. | 26.685 | 5.747 | .760 |
| 30.I organize and present my lessons well. | 26.641 | 5.782 | .765 |
| 31.I explain the content of my lessons very well. | 26.658 | 5.865 | .769 |
| 32.I encourage students to think independently, critically and/or analytically. | 26.671 | 6.058 | .780 |
| 33.I cover the contents of my course | 26.688 | 5.671 | .763 |
| 34.I give appropriate and valuable assignments for a better understanding of the subject matter. | 26.729 | 5.661 | .763 |
| 35.I use not too simple nor too complex teaching and aids suitable for the lesson and the level | 26.624 | 5.841 | .770 |

Appendix: Correlation Coefficient Analysis

| | | | Managerial qualities | Pedagogic qualities | Administrative qualities | Ethical qualities | Quality education |
|-----------------------------|-----------------------------|----------------------------|-------------------------|------------------------|-----------------------------|----------------------|----------------------|
| Spearman's rho | Managerial qualities | Correlation Coefficient | 1.000 | .215** | .391** | .261** | .425** |
| | | Sig. (2- tailed) | . | .000 | .000 | .000 | .001 |
| | | N | 295 | 295 | 295 | 295 | 295 |
| | | | | | | | |
| Pedagogic qualities | Pedagogic qualities | Correlation Coefficient | .215** | 1.000 | .314** | .425** | .382** |
| | | Sig. (2- tailed) | .000 | . | .000 | .000 | .004 |
| | | N | 295 | 295 | 295 | 295 | 295 |
| | | | | | | | |
| Administrative qualities | Administrative qualities | Correlation Coefficient | .391** | .314** | 1.000 | .385** | .477** |
| | | Sig. (2- tailed) | .000 | .000 | . | .000 | .000 |
| | | N | 295 | 295 | 295 | 295 | 295 |
| | | | | | | | |
| Ethical qualities | Ethical qualities | Correlation Coefficient | .261** | .425** | .385** | 1.000 | .348* |
| | | Sig. (2- tailed) | .000 | .000 | .000 | . | .012 |
| | | N | 295 | 295 | 295 | 295 | 295 |
| | | | | | | | |

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

* . Correlation is significant at the 0.05 level (2-tailed).

Results of competitive exams in Government Bilingual High School Etoug-Ebe

GCE ORDINARY AND ADVANCED LEVEL

| | |
|----------------|---------------|
| O LEVEL | 86.81% |
| A LEVEL | 83.30% |

BEPC

| | |
|--------------------|---------------|
| GERMAN | 96.09% |
| SPANISH | 95.74% |
| CHINESE | 100% |
| BIL GERMAN | 100% |
| BIL SPANISH | 95.65% |
| BIL CHINESE | 100% |

PROBATOIRE

| | |
|--------------------|---------------|
| GERMAN | 80.64% |
| SPANISH | 83.73% |
| BIL GERMAN | 100% |
| BIL SPANISH | 100% |
| CHINESE | 66.66% |
| C | 82.02% |
| D | 83.33% |

BACC

| | |
|----------------|---------------|
| GERMAN | 89.2% |
| SPANISH | 95.17% |
| BIL | 98.91% |
| C | 94.44% |
| D | 83.86% |

Results of competitive exams in Government Secondary school MENDONG

| | |
|----------------|---------------|
| GERMAN | 100% |
| SPANISH | 97.22% |

Results of competitive exams in Government Bilingual High School Etoug-Ebe**BEPC**

| | |
|----------------|---------------|
| GERMAN | 99.64% |
| SPANISH | 94.09% |
| CHINESE | 95.65% |
| ITALIAN | 100% |
| LATIN | 100% |

BEPC BIL

| | |
|--------------------|-------------|
| BIL GERMAN | 100% |
| BIL SPANISH | 100% |

PROBATOIRE

| | |
|---------------|---------------|
| A4 ALL | 89.28% |
| A4 ESP | 79.52% |
| A4 CHI | 81.81% |
| A4 ITA | 100% |
| C | 75.83% |
| D | 90.99% |

PROBATOIRE BIL

| | |
|----------------|---------------|
| ABI ALL | 83.33% |
| ABI ESP | 100% |

BACCALAUREAT

| | |
|----------------|---------------|
| A4 ALL | 98.80% |
| A4 ESP | 92.68% |
| A4 CHI | 77.77% |
| A4 ITA | 100% |
| C | 86.33% |
| D | 98.64% |
| ABI ALL | 85.71% |
| ABI ESP | 100% |

GCE 2023

| | |
|---------------------|---------------|
| GCE O/ LEVEL | 68.91% |
| GCE A/ LEVEL | 83.37% |

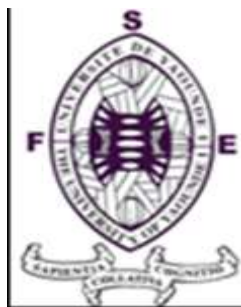
REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE DIDACTIQUE DES
DISCIPLINES



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTEMENT DE DIDACTICS

QUESTIONNAIRE IN ENGLISH

Dear Teachers,

I am a master 2 student of the University of Yaoundé 1, carrying out a research on the topic **"The Effects of school heads' leadership on quality education in some selected Government High Schools in Yaounde 6"**

Please this work is purely for academic reasons and has no hidden intention. The answers are strictly confidential. The reliability of the result of this study depends on the frankness of your responses. I thank you for your understanding.

Fill the blank spaces, by marking an **X** on the right answer where necessary

CLUSTER A: DEMOGRAPHY INFORMATION

1. Sex 1. Male 2. Female

2. Name of school GBHS Mendong GSS Mendong GBHS Etoug-Ebe

3. Professional Qualifications _____

4. Academic qualification _____

5. Teaching experiences

0-5 years 6-10 11-15 16 and above

CLUSTER B

THE MANAGERIAL QUALITIES OF THE PRINCIPAL

6. The principal consults with the staff members before making decision that affects the staff

Strongly agree Agree Disagree Strongly disagree

7. The principal evaluates teachers' performance judiciously

Strongly agree Agree Disagree Strongly disagree.

8. The Principal controls pedagogic tools (punctuality records, cahier de text, etc.)

Strongly agree Agree Disagree Strongly disagree.

9. Teachers are recognized for a job well done

Strongly agree Agree Disagree Strongly disagree.

10. The principal delegates powers to teachers appropriately

Strongly agree Agree Disagree Strongly disagree

CLUSTER C

THE PEDAGOGIC QUALITIES OF THE PRINCIPAL

11. The principal distributes resources (for example didactic materials,) in this school

Strongly agree Agree Disagree Strongly disagree

12. The principal checks lessons notes of teachers

Agree Disagree Strongly disagree. Strongly agree

13. The principal produces time tables that support the achievement of school objectives

Agree Disagree Strongly disagree. Strongly agree

14. Teachers are assigned to teach subjects they are not trained professionally

Agree Disagree Strongly disagree Strongly agree

15. The principal encourages professional development for teachers

Agree Disagree Strongly disagree. Strongly agree

CLUSTER D

THE ADMINISTRATIVE QUALITIES OF THE PRINCIPAL

16. The principal considers the cases brought by teachers.

Strongly agree Agree Disagree Strongly disagree.

17. The facilities of this school such as blackboard, laboratory, and classroom are conducive and adequate for effective teaching and learning.

Strongly agree Agree Disagree Strongly disagree.

18. The principal reinforce clear rules and regulations and procedures to teachers

Strongly agree Agree Disagree Strongly disagree.

19. The administrative structure of our school is bureaucratic?

Strongly agree Agree Disagree Strongly disagree.

20. The school environment is clean

Strongly agree Agree Disagree Strongly disagree.

21. The principal ensures that the buildings of the school are maintained.

Strongly agree Agree Disagree Strongly disagree.

22. The principal respects the teacher / student ratio during admission

Strongly agree Agree Disagree Strongly disagree.

CLUSTER F

THE ETHICAL QUALITIES OF THE PRINCIPAL

23. The principal's behavior towards the staff is supportive and encouraging

Strongly agree Agree Disagree Strongly disagree.

24. The principal treats everyone equally and fairly

Strongly agree Agree Disagree Strongly disagree.

25. The principal is a role model

Strongly agree Agree Disagree Strongly disagree.

CLUSTER G

QUALITY EDUCATION.

26. I sign in registers when I report to work and when leaving

Strongly agree Agree Disagree Strongly disagree.

28. I prepare lessons and schemes of work before teaching

Strongly agree Agree Disagree Strongly disagree.

29.I state the objectives and student responsibilities at the beginning of the lesson.

Strongly agree Agree Disagree Strongly disagree.

30.I organize and present my lessons well.

Strongly agree Agree Disagree Strongly disagree.

31.I explain the content of my lessons very well.

Strongly agree Agree Disagree Strongly disagree.

32.I encourage students to think independently, critically and/or analytically.

Strongly agree Agree Disagree Strongly disagree.

33.I cover the contents of my course

Strongly agree Agree Disagree Strongly disagree.

34.I give appropriate and valuable assignments for a better understanding of the subject matter.

Strongly agree Agree Disagree Strongly disagree.

35.I use not too simple nor too complex teaching and aids suitable for the lesson and the level

Strongly agree Agree Disagree Strongly disagree.

36.I accomplish my objectives at the end of the lesson with evaluations and remediation

Strongly agree Agree Disagree Strongly disagree.

Thank you very much for your time.

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

CENTRE DE RECHERCHE EN SCIENCES
SOCIALES ET EDUCATIVES



THE UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF
EDUCATION

POST GRADUATE SCHOOL FOR SOCIAL
AND EDUCATIONAL SCIENCES

QUESTIONNAIRE IN FRENCH

Etudiant en MASTER II de la Faculté des Sciences et de L'éducation à université de Yaoundé. Entrepris une recherche en éducation sous le thème : **les effets du leadership des chefs d'établissement sur l'éducation de qualité. Cas de certain lycée de la commune de Yaoundé VI.** Cette recherche étant purement académique ne saurait avoir autre intention que celle liée à l'éducation des jeunes camerounais. Les réponses liées aux questions posées seront strictement confidentielles et d'éthique professionnelle. Le résultat de ces travaux de recherche dépendra largement de la franche collaboration de vos réponses. Je vous remercie d'emblée de votre sincère collaboration. Complétez les vides suivants en cochant x à les réponses exacte parmi les réponses proposées dans les quatre cases.

SECTION I : INFORMATION DEMOGRAPHIQUE

1. Sexe : Masculin | Féminin

2. Le nom de l'établissement scolaire

Lycée Bilingue de Mendong CES de Mendong Lycée Bilingue Etoug-Ebe

3. La qualification professionnelle _____

4. La qualification académique _____

5. L'expérience pédagogique

0_5 ans 6-10ans 11-15 ans 16ans et plus

SECTION II : LES QUALITES MANAGERIALE D'UN CHEF D'ETABLISSEMENT

6. Un chef d'établissement doit consulter son corps enseignant afin de prendre une quelconque décision qui les concerne

Tout à fait D'accord D'accord En désaccord Très en désaccord

7. Un chef d'établissement doit évaluer judicieusement la performance de ses enseignants.

Tout à fait D'accord D'accord En désaccord Très en désaccord

8. Un chef d'établissement doit contrôler les outils pédagogiques tels que registre d'assiduité cahiers de texte et autres.

Tout à fait D'accord D'accord En désaccord Très en désaccord

9. Les enseignements doivent avoir leur mérite selon leurs tâches respectives bien faites.

Tout à fait D'accord D'accord En désaccord Très en désaccord

10. Un chef d'établissement peut correctement déléguer ses pouvoirs aux enseignants.

Tout à fait D'accord D'accord En désaccord Très en désaccord

SECTION III : LES QUALITES PEDAGOGIQUES D'UN CHEF ETABLISSEMENT.

11. le chef d'établissement distribuer les ressources à l'instar du matériel didactique.

Tout à fait D'accord D'accord En désaccord Très en désaccord

12. Le chef d'établissement contrôlé le cahier de préparation de cours des enseignants.

Tout à fait D'accord D'accord En désaccord Très en désaccord

13. Le chef d'establishment fournir un emploi de temps qui être en droite ligne avec les objectifs fixes

Tout à fait D'accord D'accord En désaccord Très en désaccord

14. les enseignants peuvent être assignés de dispenser des disciplines donc ils n'ont pas été formés.

Tout à fait D'accord D'accord En désaccord Très en désaccord

15. Le chef d'établissements encourage le développement personnel des enseignants.

Tout à fait D'accord D'accord En désaccord Très en désaccord

SECTION IV : LES QUALITES ADMINISTRATIVE D'UN CHER ETABLISSEMENT.

16. Le chef d'établissement considère les cas d'admission apportés par les enseignants

Tout à fait D'accord D'accord En désaccord Très en désaccord

17. Le matériel de l'école tel que tableau laboratoire et salles de classes sont très adéquats pour l'apprentissage et l'enseignement

Tout à fait D'accord D'accord En désaccord Très en désaccord

18. Le chef d'établissement réitère les règles et procédures de fonctionnement aux enseignants.

Tout à fait D'accord D'accord En désaccord Très en désaccord

19. la structure administrative est bureaucratique.

Tout à fait D'accord D'accord En désaccord Très en désaccord

20. l'environnement scolaire est bien propre

Tout à fait D'accord D'accord En désaccord Très en désaccord

21. Le chef d'établissement assure que les bâtiments de l'école sont toujours entretenus.

Tout à fait D'accord D'accord En désaccord Très en désaccord

22. Le chef d'établissement lors d'une inscription tient compte du ratio enseignant /élèves.

Tout à fait D'accord D'accord En désaccord Très en désaccord

SECTION V. LES QUALITES ETHIQUE DU CHEF D'ETABLISSEMENT

23. L'attitude d'un chef d'établissement vis-à-vis de son personnel est encourageant.

Tout à fait D'accord D'accord En désaccord Très en désaccord

24. Le chef d'établissement traite bien et équitable le personnel

Tout à fait D'accord D'accord En désaccord Très en désaccord

25. Le chef d'établissement est un modèle.

Tout à fait D'accord D'accord En désaccord Très en désaccord

SECTION VI : QUALITY EDUCATION

26. je signe le registre chaque fois après la leçon

Tout à fait D'accord D'accord En désaccord Très en désaccord

27. je prépare les leçons et les programme de cours avant d'enseigner.

Tout à fait D'accord D'accord En désaccord Très en désaccord

28. j'énonce les objectifs et les taches alloués aux apprenants au début de chaque leçon.

Tout à fait D'accord D'accord En désaccord Très en désaccord

29. j'organise et je présent bien ma leçon.

Tout à fait D'accord D'accord En désaccord Très en désaccord

30. j'explique bien et de manière détaillée ma leçons.

Tout à fait D'accord D'accord En désaccord Très en désaccord

31. j'encourage les apprenant a penser de manière indépendante, critique et analytique.

Tout à fait D'accord D'accord En désaccord Très en désaccord

32. je couvre et termine le programme de cours en entier.

Tout à fait D'accord D'accord En désaccord Très en désaccord

33. je donne des devoirs adéquats dans le but d'avoir une meilleure compréhension par les élèves

Tout à fait D'accord D'accord En désaccord Très en désaccord

34. je fais usage d'outils pas trop simple ni trop complexe adapter à la leçon et au niveau.

Tout à fait D'accord D'accord En désaccord Très en désaccord

35. j'atteins mes objectifs a la fin de ma leçon a laide dune évaluation et d'une remédiation.

Tout à fait D'accord D'accord En désaccord Très en désaccord

Merci pour votre temps