

UNIVERSITE DE YAOUNDE I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE (CRFD) EN
SCIENCES HUMAINES, SOCIALES ET
EDUCATIVES

UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN
SCIENCES DE L'EDUCATION ET
INGENIERIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR SOCIAL
AND EDUCATIONAL SCIENCES

RESEARCH AND DOCTORAL TRAINING
UNIT FOR SOCIAL SCIENCES OF
EDUCATION AND EDUCATIONAL
ENGINEERING

***TRANSACTIONAL LEADERHIP OF SCHOOM
PRINCIAPLS IN THE MANAGEMENT OF HUMAN
RESOURCES IN SOME SELECTED SECONDARY
SCHOOLS IN YAOUNDE VI MUNICIPALITY***

*A Dissertation Submitted and defended on the 11th of March 2023 in Fulfilment of the
Requirements for the Award of a Master's Degree in Educational Sciences*

Option: **Educational Management**

Specialty: **School Administration**

By

NJINTI Junior YEKA

Matricule **20V3210**

DIPES I (HISTORY)

Jury



Quality	Names and grades	university
<i>President</i>	<i>BIKOÏ Félix Nicodème, Pr</i>	<i>UYI</i>
<i>Supervisor</i>	<i>EBANGA Maureen TANYI, Pr</i>	<i>UYI</i>
<i>Examiner</i>	<i>MBEH Adolf TANYI, CC</i>	<i>UYI</i>

DEDICATION

To

My Mother Doris Musah Yeka and my sister Ngalla Elsie.

ACKNOWLEDGMENTS

It is hard to realize an academic work of this nature without the contributions of others. My heartfelt gratitude goes to the following persons who contributed to the realization of this piece of work. I acknowledge my able supervisor, prof, Maureen Ebanga Tanyi to whom I am deeply indebted. She did a great job by constantly calling me to know the level of progress of the research study. In spite of her busy schedule, found time to encourage, advice, make constructive criticisms towards the realization of this work. In fact, from the conception of the research topic right up to the conclusion, she was always present to guide me.

Immense thanks goes to my Head of Department, Prof. Daouda Maingari, I am also indebted to the entire staff of the Faculty of Education, most especially Dr.Teneng Patience(of blessed memory), Prof. Bikoi Felix, Dr.Shaibou A., Dr. Mbeh Tanyi, Prof. Ngamaleu, Dr.Ndjebakal S., Dr. Chaffi C., Dr. Ndjombog R., Dr.Mbanga M., for their academic guidance.

I also feel profoundly indebted to some of my friends and classmates whose support (moral and intellectual) was capital in the realization of this study amongst which: Mr. Bafon Joel who took out time to read my work and do some necessary corrections, provided me with documents, construction of questionnaire and interview guide, Mr. Frank (translated notes for us), Ebonkeng Cynthia, Mbah Joel, Bernice, our class delegate, Mbindi Margaret, Frank, Jonas, Madam Atem Arabella, Itoe Vallery, Bafon Bertrand, Njilah Randa,Mr, Abua Abua Divine, Mr. Abua Linus, Mr.Sabum Humphrey.

I say thanks to my beloved mother Musah Doris, my dear brothers and sisters; Ngala Forti, Yeka Frankline and wife, Yeka Innocent, Yeka Derrick, Ngalla Randy, Sisters; Ngala Elsie, Yeka Blessing, my Uncle and Wife Mr. Ngalla Julius, Dr. Andu Ndi Walters and wife Mrs Magha Anna, Madam Tani Vivian, Mr Adih Kelvin, Mr.Njobe Prosper.

Lastly, my hearty appreciation goes to my spiritual leaders of Holy Ghost Zone Ministries Yde, Rev.Pastor. Mrs Nchanji Therese (Mummy) and Daddy Nchanji John for their spiritual orientations and teachings. I am particularly thankful to my prophet Nchanji Joshua for his words of advice and prayers that has shaped me into a youth with a positive difference.

TABLE OF CONTENTS

DEDICATION	i
DEDICATION	i
ACKNOWLEDGMENTS.....	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
LIST OF APPENDIX.....	xii
ABSTRACT.....	xiii
RÉSUMÉ.....	xiv
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Contextual Background to the study.....	1
Conceptual Background of the Study	5
Transactional Leadership style	6
Human Resource management	7
Theoretical Background	8
Path-Goal Theory of Evans	9
Justification of the study.....	11
Statement of problem	13
Research Objectives	15
General Research Objective	15
Specific Research Objectives	15
Research Questions	15
General Research question.	15
Specific Research Questions.....	15
Research Hypotheses	15
General hypotheses	16
Specific hypotheses	16

Scope of the Study	16
Delimitations.....	16
Significance of the study	17
To the scientific community.	17
To the state and the Ministry of Secondary Education (MINESEC).	18
To Teachers and school Principals.	18
Structure of work	18
CHAPTER TWO: REVIEW OF LITERATURE	19
Overview	19
Conceptual Literature Framework	19
The Concept of Leadership	19
The concept of Transactional leadership.....	22
Qualities of Transactional Leadership	24
Importance of Transactional Leadership	26
Pitfalls of Transactional Leadership	27
Key Features of Transactional Leadership	29
The concept of Contingent reward.....	29
The concept Management by exceptions (active):.....	30
The concept Management by exceptions (passive):	31
Other types of leaderships	31
Charismatic leadership	31
Autocratic Leadership	32
Laissez- faire leadership.....	32
Servant leadership	32
Transformational leadership	33
The importance of leadership in the school context	33
Concept of Human Resource Management	35
The Role of Secondary School Principals	38
Responsibility Guidelines.....	38
Student Safety	38
Student Instruction	39
Student Supervision	39

Staff Supervision.....	39
Staff Evaluation	39
Staff Cooperation	39
School Administration.....	39
Building Maintenance	40
Cooperation with Community	40
School Advisory Group.....	40
Reports to Inspectors/Supervisors.....	40
Conceptual Framework	41
Theoretical Framework	41
Review of Path Goal Theory of leadership	42
Relevance of the theory	44
Limitations of the Path -goal theory	46
Review of Human Relations theory of George Elton Mayo.	46
Importance of Human Relations Theory	49
The Relevance of Human Relation Theory in effective human resource management.....	50
Strengths of the theory.....	50
Limitations of Human Relations Theory.....	51
Review of the Fiedler's Contingency Theory of Leadership.....	52
Review of Empirical Studies	53
Research Gaps.....	57
Summary.....	58
CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN.....	59
Research Design.....	59
Research Approach	59
Area of Study	60
Population of the Study	61
Accessible Population	62
Sampling Size	63
Instruments and Instrumentation	64
Questionnaire	64
Interview Guide	64

Validation of the Instrument.....	66
Administration of Questionnaires	68
Scoring of Instruments	69
Method of Data Analysis.....	69
Ethical Consideration	70
Variables of the Study	70
Independent variable	71
Dependent variable	71
Operationalization of Variables	71
CHAPTER FOUR:.....	74
DATA PRESENTATION AND INTERPRETATION	74
Descriptive Statistics	74
Descriptive statistics on demographic information.....	74
Descriptive statistics for the items of the independent variables.....	77
Inferential Statistics.....	90
Hypothesis testing	94
Analysis of data obtained from the Qualitative Phase (interview)	96
Introduction	96
The principal from school two said the following:	97
The principal from school three said:.....	97
Lastly the principal from school four said:.....	97
CONCLUSION.....	104
CHAPTER FIVE:	105
DISCUSSION OF FINDING, CONCLUSIONS AND RECOMMENDATIONS	105
Summary of findings.....	105
Discussion of findings.....	106
Demographic Information.	106
Active Management from the Path goal approach is an effective instrument for Human Resource management in secondary schools.....	108
Passive Management from the Human Relation approach is an effective instrument for Human Resource management in secondary schools	110
Limitations of the study.....	111

Recommendations	112
To Principals	112
To the Government	113
To policy makers.....	114
To Discipline masters/mistresses	115
To Proprietors/ proprietress	115
To Non-Governmental Organizations (NGOs)	115
To Teachers	115
Suggestions for further studies	116
CONCLUSION	117
REFERENCES.....	119
APPENDIX.....	xvi

LIST OF TABLES

Table 1: Sampled schools, number of principals and number of teachers	63
Table 2: Indicating schools number of principals and sample	63
Table 3: Indicating schools, teachers' enrolment and sample.	64
Table 3: Return Rate of Questionnaires for Teachers	69
Table 4: Synoptic Table or Recapitulative Table of Variables.....	72
Table 5: Demographic Information of Respondents Level of Education	74
Table 7: Classification of Respondents According to Age Distribution.....	75
Table 8: Respondents sex Distribution.....	76
Table 9: Respondents views on "in my school, the principal ensure clarity in setting goals for programmes and activities"	77
Table 10: Respondents views on "at the beginning of each academic year, my principal provide support to the staff programme planning and activities".....	77
Table 11: Respondents views on "the principal gives clear directives to be follow in Programme and activities planning"	78
Table 12: Respondents views on "your principal promote participative involvement in programmes development"	78
Table 13: Respondents views on "your principal ensure effective communication of schools activities and programmes".	79
Table 14: Respondents views on "your principal set us performance goals and rewards us as much as we succeed in achieving the objectives of the school".....	79
Table 15: Respondents views on "your principal motivate teachers in team work to be more productive"	80
Table 16 : Respondents views on "your principal promote excellence through incentives" .	80
Table 17: Respondents views on "your principal recognizes teacher's achievement through rewards"	81
Table 18: Respondents views on "your principal promotes active involvement in decision-making"	82
Table 19: Respondents views on "your principal promotes active involvement in decision-making	82
Table 20: Respondents views on "your principal ensure good working environment"	83

Table 21: Respondents views on “your principal promotes good working human relations”	83
Table 22: Respondents views on “your school principal encourage friendliness among teachers”	84
Table 23: Respondents views on “your principal is open to different views points for better management”	84
Table 24: Respondents views on “Your principal promotes coordinated teacher autonomy”	85
Table 25: Respondents views on “your principal promotes development of personal initiatives”	85
Table 26: Respondents views on “your principal reacts to problems if they are serious”	86
Table 27: Respondents views on ‘your principal is part and parcel of the teaching force’	86
Table 28: Respondents views on “your principal practices the culture tolerance for teacher growth”	87
Table 29: Respondents views on “the principal gives appropriate workload to teachers”	87
Table 30: Respondents views on “teachers in examination classes are selected to teach based on their professional experience”	88
Table 31: Respondents views on “teachers are frequently enriched through seminars, workshops and colloquiums”	88
Table 32 Respondents views on “there is effective Division of labour and collaboration”	89
Table 33: Respondents views on “quarrel letters are often given to teachers when their work is poorly managed”	89
Table 34: Model summary	90
Table 35: ANOVA ^a	90
Table 36: Coefficient Table	91
Table 37: Correlations	92
Table 38: Regression predicted value and regression standardized residual scatter plot of the dependent variable.	92
Table 39: Regression studentised residual and regression studentised deleted (press) residual of the dependent variable.	93
Table 40: Clustered regression standardized residual of the dependent variable effective human resource management.	94
Table 41: Recapitulative Table of Results	96

**LIST OF FIGURES**

Fig 1: Conceptual Framework	41
Fig 2: Diagram of Path Goal Theory	43
Fig 5: Respondents Demographic Data.....	75
Fig 6: Respondents Age Distribution.....	76
Fig 7: Respondents Sex Distribution	76

LIST OF ABBREVIATIONS

DF	Degree of freedom
Ho	Null hypothesis
Ha	Alternative hypothesis
%	Percentage
MINESEC	Ministry of Secondary Education
UNESCO	United Nations Educational Scientific and Cultural Organisation
G.B.H.S	Government Bilingual High School
FCBS	Faith Comprehensive High school
CCHS	Champions Comprehensive High School
FFASSY	Firm Foundation Anointed Secondary School
E.H.S	English High School
DV	Dependent variable
IV	Independent variable
P.T.A	Parent Teacher Association
TL	Transactional Leadership
NGO	Non-Governmental Organisation
GCE	General Certificate of Education
CR	Contingent Reward
AM	Active Management
PM	Passive Management
HRM	Human Resource Management
DIPES	Diplome de Professeur de L'Enseignement Secondaire

LIST OF APPENDIX

APPENDIX A <i>GCE O/L & A/L RESULTS OF 2020 AND 2021</i>	xvii
APPENDIX B	xviii
APPENDIX C	xix
APPENDIX D	xx
APPENDIX E	xxi
APPENDIX F	xxiv
APPENDIX G	xxvi

ABSTRACT

The principal objective of this study was to examine the impact of Principals' Transactional leadership style on human resources management in some selected schools in Yaounde VI Municipality. Transactional leadership is a relatively a new approach which focuses on how a leader influences and motivates his subordinates by giving rewards and punishment with certain performance standards. The research stressed on the fact most principals are appointed without any formal training in leadership and this has contributed to poor utilization of human resources put at their disposal leading to low performance, failing to achieve the goal of the institution. To achieve the aim of this research, the researcher used a sample of 342 teachers of public and lay private secondary schools in Yaounde VI municipality. For clear analysis, the study centers on two broad variables; the dependent variable which is human resources management and the independent variable which is Principal Transactional leadership style. The researcher made use of contingent Reward, Active and Passive management as sub variables. A mixed research design (qualitative and quantitative) was used in the study. In order to effectively collect data, we used closed ended questionnaire and semi-structured interview guide as instruments. The data that was collected and analysed using SPSS20 tool, and reported using a regression for the inferential statistics, and frequency distribution tables, percentages for descriptive statistics. The study findings showed that contingent reward in transactional leadership style impacts positively on human resource management. Coefficient is $r=0.216$, $p < 0.000$, less than 0.05 which is the alpha. Active management does not have a significant impact on human resource management. Coefficient is $r=0.092$, $p > 0.070$ more than 0.05 which is the alpha. It affirms the null. It is the responsibility of principals to ensure that active management does not affect the level of autonomy of staff. Passive management has a positive influence on human resource management. Coefficient is $r=0.553$, $p < 0.217$, less than 0.05 which is the alpha. Transactional leadership style and its components enhance effective human resource management. Monitoring should be at a level that does not affect autonomy of the staff. Based on our findings, we made recommendations to a host of stakeholders to ameliorate the educational sector especially training of principals before appointment so that they can better manage school resources. We ended the study with suggestion for further studies and conclusion.

Keywords: Transactional Leadership-Contingent Reward -Active management-Passive Management- Human Resource Management.

RÉSUMÉ

L'objectif principal de cette étude était d'examiner l'impact du style de leadership transactionnel des directeurs sur la gestion des ressources humaines dans certaines écoles sélectionnées dans la municipalité de Yaoundé VI. Le leadership transactionnel est une approche relativement nouvelle qui se concentre sur la façon dont un leader influence et motive ses subordonnés en leur donnant des récompenses et des punitions en fonction de certaines normes de performance. La recherche a mis l'accent sur le fait que la plupart des directeurs d'école sont nommés sans aucune formation formelle en leadership, ce qui a contribué à une mauvaise utilisation des ressources humaines mises à leur disposition, entraînant une faible performance et l'incapacité à atteindre l'objectif de l'institution. Pour atteindre l'objectif de cette recherche, le chercheur a utilisé un échantillon de 342 enseignants des écoles secondaires publiques et privées laïques de la municipalité de Yaoundé VI. Pour une analyse claire, l'étude est centrée sur deux grandes variables : la variable dépendante qui est la gestion des ressources humaines et la variable indépendante qui est le style de leadership transactionnel du principal. Le chercheur a utilisé la récompense contingente, la gestion active et passive comme sous-variables. Un modèle de recherche mixte (qualitatif et quantitatif) a été utilisé dans cette étude. Afin de collecter efficacement les données, nous avons utilisé un questionnaire fermé et un guide d'entretien semi-structuré comme instruments. Les données ont été collectées et analysées à l'aide de l'outil SPSS20, et rapportées en utilisant une régression pour les statistiques inférentielles, et des tableaux de distribution de fréquence, des pourcentages pour les statistiques descriptives. Les résultats de l'étude montrent que la récompense contingente dans le style de leadership transactionnel a un impact positif sur la gestion des ressources humaines. Le coefficient est $r=0.216$, $p < 0.000$, inférieur à 0.05 qui est l'alpha. Le management actif n'a pas d'impact significatif sur la gestion des ressources humaines. Le coefficient est $r=0.092$, $p > 0.070$ plus de 0.05 qui est l'alpha. Il affirme la nullité. Il est de la responsabilité des directeurs d'école de s'assurer que la gestion active n'affecte pas le niveau d'autonomie du personnel. Le management passif a une influence positive sur la gestion des ressources humaines. Le coefficient est $r=0.553$, $p < 0.217$, inférieur à 0.05 qui est l'alpha. Le style de leadership transactionnel et ses composantes améliorent la gestion efficace des ressources humaines. La surveillance doit être à un niveau qui n'affecte pas l'autonomie du personnel. Sur la base de nos résultats, nous avons formulé des recommandations à l'intention d'un grand nombre de parties prenantes pour améliorer le secteur de l'éducation, en particulier la formation des directeurs avant leur nomination, afin qu'ils puissent mieux gérer les ressources scolaires. Nous avons terminé l'étude en suggérant d'autres études et en concluant.

Mots-clés : Leadership transactionnel-Récompense contingente-Gestion active-Gestion passive-Gestion des ressources humaines.

CHAPTER ONE: INTRODUCTION

Background to the Study

Contextual Background to the study

Education is one of the most important tools for human development. It is through education that a person can change his status and improve on his or her standards of living. UNESCO (2006) describes education as one of the greatest sectors in most countries. Education is a vital point to all initiatives for the establishment of a civilised social system. It gives awareness and identity. It is a tool for struggle against poverty, ignorance, diseases and furnishes the instrument for creation of protective values, norms and for required goods and services (Okombe 2001). For this to be achieved, it requires able and transactional leaders to ensure the realisation of objectives by both teachers and students. This is because the performance of people who are working under many organisations depends on the leader. Pandey (2014) are of the opinion that there is need for effective transactional leadership style in order to provide schools with vision, explicit philosophies based on consultation and team work. This implies that educational achievement, to a larger extent, depends on the School Principal.

Transactional style of leadership is also known as managerial techniques of leadership. This leadership style concerns itself with understanding the function supervision plays in enhancing the performance of an organization. Pandey (2014) points out that a leader who practices this leadership style improves obedience from the followers by rewarding them in case of good performance and punishing them if the results are not good. Leaders who favor this approach are not driven by a strong need to radically change systems or structures. Murphy (2005) notes that transactional leaders focus on maintaining the status quo, that is, they consider on keeping things running in the same direction and are conducted in a similar manner. These leaders are very analytical of the way their staff carry out their tasks and can identify differences and inefficiencies fairly easily. Murphy (2005) further notes that this leadership style is effective in developing good practices and in processes that are mechanical in nature. In this study leaders tend to give a desired direction to their employees with an aim of achieving institutional goals through effective human resource management. Whereas Bass (2017) sees transactional leadership as a leadership style where a person influences and

motivates his subordinates by giving rewards with certain performance standards. In a transaction, a subordinate is given a reward in accordance with the work done based on agreement. Transactional leadership has dimensions such as: contingent reward, passive management and active management.

Contingent reward incorporates the interpretation of the work necessary to obtain rewards and the use of incentives and contingent reward to exert influence (Solomon, 2005). It reflects follower anticipations and offers appreciation when objectives are accomplished. However, contingent punishment is applied in the event of below par or non-performance of given tasks. This leadership style is one in which coercion is vital with the leader holding the follower at ransom. This is despite the fact that the leader is able to articulate clearly what is to be done, how it is done and does not really define why it is done. The follower in this case does not contribute in terms of intellectual contribution of ideas that would define the goals of the organization in a new way. Simply put, this style of leadership is a hybrid between democracy and dictatorship. This style of transactional leadership involves rewards this could be financial through incentives given to teachers, salary increase, promotion to higher post of responsibility, recognition by giving the teacher price of excellence at the end of the academic year, punishment by serving teachers query letters and sanction those who are not serious in the execution of the function or when the teacher fails to perform the required task, it also involves communication by ensuring horizontal flow of information where all teachers can feel involve in school matters and giving of incentives. The absence of this type of leadership style in schools today is the main cause of low student performance, frequent strikes, inters personal relationships, witch-hunting in our school establishment. This is largely attributed to the fact that principals are not recruited and awarded for their leadership potential but for their teaching experience. These principals seldom receive critical training in strategic planning, budgeting, and human resource development. (Sifuna, 2018).

Passive management is a combination of passive management-by-exception and laissez-faire leadership. It is a hybrid type of leadership and the effects of each individual element emphasize the general effect of passive leadership. It is a hands-off approach in which the leader only reacts when things do not go to plan. (Eyal and Roth, 2015) When a school principal uses this style of leadership, there will be no effective supervision of teachers work, he sets no challenging task to teachers, non-participation in what is going on school, avoid mistakes and delay decision making in the school. The lack of this type of leadership will lead to disorder in the school, poor curriculum coverage, there will be laxity

and lukewarm attitude amongst teachers in the execution of their task, absenteeism and late coming will be the order of the day in the school, teachers will tend to do what they think is best for them without little or no supervision from the principal and consequently poor student performance.

Active management is a type of transactional leadership in which the leader continuously evaluates their staff's work in order to identify variations and patterns and help in developing standard operating protocols to enhance uniformity. The principal works through creating clear arrangements whereby it is clear what is required of their juniors, and the rewards that they get for following instructions. (Sifuna, 2018). When a school principal exercise this leadership style in school by closely monitoring the activities of teachers and students, curriculum implementation, makes quick decision and proactive to finding solutions to schools human resources will be efficiently managed but the lack of this style in schools will lead to mistrust between the principal and teachers, conflict relationship, poor curriculum implementation, and consequently poor student academic performance.

The above leadership style indicates that the leader of the school has to master them and choose the one that will be best for the administration. However the leadership style cannot function in isolation as they should be used together to achieve desirable results. Principals need to provide highly valued insights into the daily styles that foster an environment which is highly supportive of teachers' performance. This implies that the principal can make or mar the way human resources are management. Transactional leadership has a lot to play as far as human resources are concerned. This means that principals are supposed to create an enabling environment for teachers through exemplary leadership skills, given that the human being is a rational being whose behaviour is complex and as a result must be handled with care.

Generally most principals are not effective in the transactional leadership style because they treat teachers as tools, believe that teachers can be treated anyhow. As a consequence teachers do not handle their work properly(Mvongi,2013).The above assertion is true in Cameroon context in that, it has been observed most principals lack transactional leadership as some are appointed directly from the classrooms without any formal training on leadership. Principals appointed in such circumstance often tend to have lapses in leadership which affects their behaviour creating adverse effect on the management of human resources. This explains why there is at times a cold war between principals and teachers in some secondary schools in Cameroon. They most often than not tend to see each other as rivals

with each of them working for their interest and not for the good of the students who have been entrusted to their care. Most principals do not even involve teachers in the administration, they are autocratic and take decision without due consultation from subordinate.

According to Simon (1969), decision making is the core of administrative behaviour; thus, if the principals make good decisions, human resource management will be positive. In order to attain this objective, the need for collaboration and cordiality becomes a vital tool for teachers' work attitude because this enables communication to flow between teachers and the administration. However, in its quest to attain its objectives, the school administration seems to always be in conflict with the teachers as they do not always agree with the decisions taken by the administration and sometimes feel exploited by the latter, leading to a cold war between the teachers and the administration and this affects the human resource management. The leadership behaviour of some school principals has made many teachers detest the classroom. Many teachers now in Cameroon want to be administrators. This explains why it is common to see teachers every now and in the corridors of the ministries chasing files and looking for appointment. Those who fail to get appointment prefer to take refuge in others ministries, thereby leaving the classrooms deserted. Furthermore, it is very common to see some teacher's spending huge sums of money just to bribe for transfers from one school to another due to the negative leadership styles of some school principals. The principal post seems to have become a position for settling scores and showing off instead of being a guide to the school administration.

Managing human resources in a school is not an easy task as it deals with human beings. Teachers are the most important resources in the school because the quality of education depends on them. But in schools today we have noticed teacher's inefficiency, teachers ineffectiveness, conflict relationship among workers within the school milieu, demotivational habits, non-incentive remuneration, lack of proper monitoring and evaluation of students' learning outcomes; inadequate training facilities to develop teachers for professional growth, poor working environment, also indiscriminate dismissal of teachers, not paying them salaries at all or on time would have adverse effect on their morale as well as negative effect on their teaching commitment. Esuong, Ekpan and Osika (2010) observed that, the continued exodus of teachers from one school to another or out of the profession are as a result of ineffective/poor human resources management, and that, this development

negatively affect the continuity of Nations' school administrative powers, goals as well as students holistic achievement.

For human resources to be effectively managed, teachers have to be given equal workload according to their abilities to execute them, teachers have to go on frequent refresher courses this could be after three months to get acquainted with new teaching method, and students have to manage properly both in and out of classroom to ensure discipline in school. Also incentive has to share fairly to each and every member of staff and managed conflicts arising in school appropriately.

However, this is not the case looking at our Cameroonian context. The speed at which classroom teachers are turned into principals shows the lack of emphasis on leadership training for current principals in Cameroon. Leadership and managerial competence are needed for principal ship rather than good teaching abilities and longevity alone. Long (1969) attest to this fact and argued that applied knowledge alone does not constitute lawful administrative training. Although prior practical experience is also needed, it is important and necessary that those who are to be principals in schools in Cameroon and elsewhere have to be trained in leadership and management skills. The fact that any teacher who graduates from the (Advanced Teacher Training College (ENS) can become principal in Cameroon without much experience in leadership is a call for concern. Even though teachers are offered courses in administration during training it is not enough and does not justify their appointment without training which has an impact on the manner in which school human resource are effectively managed. They need leadership and competencies training in order to master the different leadership styles before they can be appointed principals. This study intends to find out the impact of Transactional leadership style of principals' and human resource management in some secondary schools in Yaoundé VI municipality.

Conceptual Background of the Study

The study independent variable was transactional leadership styles with dimensions such as: contingent reward, passive management and active management. Human resource management which is a dependent variable was measured using workload distribution, teacher management, student management, incentive utilization. When transactional leadership style is effectively used, school resources will be well managed.

Transactional Leadership style

Transactional leadership: James Macgregor Burns, in his book *Leadership* (1978), identified two types of leadership: transactional and transformational leadership. He explains that transactional leadership occurs when one person makes contact with others for the purpose of exchanging things of value. Jones and Rudd (2017) explain transactional leadership as being the relationship existing between leader and the follower which is forged mainly on the exchange of things of value to both sides. The leader and the follower agree on goals and objectives, the achievement of which is motivated by reward and punishment. It is a type of leadership style where leaders use quid pro quo techniques to enhance compliance and performance. Transactional leadership relies more about "trades" between the leader and follower by which followers are compensated for meeting specific goals or performance criteria. The transactional leader will first validate the relationship between performance and reward and then exchange it for an appropriate response that encourages subordinates to improve performance.

Transactional leadership comprises a wide range of leaders' behaviours, from laissez-faire leadership (barely reacting in any situation) to active or passive management by exception (reacting only toward negative/critique-worthy behaviors), ultimately to provide contingent rewards and punishments (Gilbert and Kelloway, 2018). According to the literature, the attributes of transactional leadership that aim to identify followers' skills and propose compensation if a task is finished successfully (Bass, 1985) impact human resource management. (Eyal and Roth, 2015). However, as specific attributes of school principals' transactional leadership style (i.e., a process whereby the leader motivates his or her followers with rewards and promises while also showing acknowledgment and appreciation for their work; Bass and Steidlmeier, 1999), contingent rewards have been found to impact teachers' motivation and prevent them from low productivity (Eyal and Roth, 2015). Still, there is also evidence that both attributes of transactional leadership styles, contingent rewards, and management by exception contribute to followers' self-determination (Gagné' and Deci, 2005). Transactional leaders react based on their followers' performance and efforts with immediate rewards for the observed behaviours. Such leaders raise awareness regarding the organization's values as well as support followers in transforming their needs to higher levels (Bass, 1997). TL has three main indicators which contingent Reward, Active and passive Management.

- **Active Management**

A type of transactional leadership in which the leader continuously evaluates their staff's work in order to identify variations and patterns and help in developing standard operating protocols to enhance uniformity.

- **Contingent Reward**

A type of transactional leadership in which the leaders connect the goal to some form of rewards. The leader also clarifies expectations, provides necessary resources for the performance of tasks, sets mutually agreed upon objectives, and provides various kinds of rewards for positive performance. These leaders set Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals.

- **Passive Management:**

A type of transactional leadership in which the leaders only actively involve themselves in the processes when they fall below quality thresholds or when targets are not realized. Punishment is often used as an incentive in the event that there is unacceptable performance.

Human Resource management

Human Resource management in the Cameroon education system involves the management of teachers, students, auxiliary staffs in various educational institutions in order to achieve the desired educational objectives. (Daft, 2000 cited by Abasilim, 2014) Human resource management (HRM) is a form of recognition of the importance of organizational members (personnel) as resources that can support the achievement of organizational goals, the implementation of functions and activities of the organization to ensure that they are used effectively and fairly for the benefit of organizations, individuals and society.

Human resources and those in charge of improvement in administration feel increased pressure to show value, especially regarding quantifiable profit for leader advancement, and other education and training activities; advancement of leadership activities are not incorporated with business needs and subsequently are of questionable value to interior clients. This implies that the leader should provide a participatory environment in which the subordinates can learn from them so that replacement of the leader becomes an easy process in the organization in case the leader is leaving. Transactions sometimes result in low compliance to requests by employees because the process did not sufficiently include them in the development of strategies and processes that form the basis of transactional

leadership style. Boehnke et al. (2018) points out that the transactional leader emphasizes on having interior players to carry out roles and responsibilities that facilitate the organization reaching its anticipated objectives without giving consideration to the views of the follower. The goal of the leaders who exercises the transactional leadership style is to establish clear internal best practices procedures that ensure effective goal attainment, and remove potential system inefficiencies and encourage employees to accomplish predefined targets and they might not play a greater part in guaranteeing that the follower has the capacity and resources to perform their tasks effectively.

Organizational goals are formal goals designed to help the organization achieve its goals. The HRM section was formed to assist in realizing organizational goals. School personnel are utilized effectively and efficiently to achieve school education goals. The effectiveness of the school depends on the effectiveness of the existing human resources in the school. (Marzano and al, 2016 cited by Lamothe, 2017). The key to the continuity of the school organization lies in the effectiveness of the principal in fostering and utilizing the expertise of teachers and employees by trying to minimize human resource weaknesses. Arising from the above literature, this study intends to find out the impact of Transactional leadership style of principals' and effective human resource management in some secondary schools in Yaoundé VI municipality.

Theoretical Background

Educational theories are constantly evolving while new curricula and new method of improving the educational programs "are always on the forefront of educational discussions" (Mekelle University, 2010:36-37). Importantly, there are ever-present challenges to find better ways of managing human resources. Since there is consensus among educators that an effective school program depends on the leadership style adopted by the principal (McGhee, 2001:83-97), one of the most fundamental concepts in improving the quality of education is the improvement of how human resources are effectively managed (Rowland, 2008:11). If leaders are to fulfill their roles, they have to use diversified methods that enable them to work with stakeholders and they must find proper leadership styles to perform their roles adequately. As a result, to maintain their roles as leaders and to get people to participate in school activities, it is vital that school leaders should lead the school effectively in terms of improving on how human resources are managed by adopting appropriate leadership styles. Rousmaniere (2007, in Rowland, 2008:82) supports this viewpoint by commenting that "it is now more than twenty years since leadership was identified as one of the key components of

good schools." Our research work delved on some leadership and motivational theories of the human relation theory by Elton Mayo, Path Goal theory, the Contingency Theory of Leadership by Fred E. Fiedler .

Human Relation Theory by Elton Mayo

The human relations theory was a theory created by Professor George Elton Mayo in the early 1920s, who was an Australian Psychologist. He developed this theory in reaction to the classical approach which laid emphasis on formal structure (Mulder.2017). Elton Mayo and his colleague Fritz Roethlisberger, were interested to find ways to increase productivity in organizations. This study was carried out at the Western Electric factory, Hawthorne Works in Chicago. After three years of studying lighting, Elton Mayo and his colleague noticed that lighting has no effect on their test groups. As a result of this, they embarked on to evaluate workers resting and working periods. These findings were Baptist, the 'Hawthorne effect' and is credited with being the first of its kind to prove that the way a person is treated directly affects their job satisfaction and productivity (Ibrahim, 2017).

Human relations theory stress on the fact that a happy worker is an efficient one. It means that, if an organization can keep its workforce happy, it would bring more productivity and more beneficial because if a worker is happy with the salary and all the benefits that he deserves and the organization provides, he shall have a sense of belongingness towards the organization and would do utmost efforts to lift the organization up in the market (Peak. 2020). The human relations theory has five skills which are: - communication, conflict resolution, Multitasking Negotiation and organization (Ibrahim, 2017).

Path-Goal Theory of Evans

The Path-Goal theory is also known as the Path – Goal theory of leader effectiveness. The theory was developed in 1971 and revised in 1996 by Robert House. The development of this theory was inspired by the work of Martin G. Evans in 1970. According to the theory, the aims of the leader's work is to guide support and orientate his workers so that they can choose the best paths to follow in order to attend their set objectives as well as the objectives of the institution. According to Robbins et al (2000). As cited by Syed Muhammad & Javedlghal 2015 the important of Path-goal theory is that leader's job is to provide followers with support information or any other resources needed for the achievement of goals. It argues that managers will have to engage in their different types of leadership behaviour depending on the nature and the demands of a particular situation. In this light, it is the

responsibility of the leader to assist his workers to attain their goals and to provide the direction and support needed to ensure that their set objectives are compatible with that of the institution.

The theory suggests four different types of leadership styles which include participative, supportive, directive and achievement-oriented leadership styles. Directive leader explains what is needed from the subordinates, guide them and ensure procedures and rules implementation. Supportive leader highly focus attention to the needs and wellbeing of the workers. Participative leader encourages the participation of subordinates in decision making. Achievement-oriented leader attempts to enhance the effectiveness, defines the standards and ensures that the subordinates achieve the standards. The Path- Goal theory debates that a manager or leader should be task oriented according to the requirements of a particular situation (Clark 2015).

The Contingency Theory of Leadership

The Contingency Theory of Leadership was first put forward by Fred E. Fiedler (1964) in an article entitled A Contingency Model of Leadership Effectiveness. The basis of the approach to The Contingency Theory of Leadership is that the right type of leadership depends on the environmental situation that arises in the context of a particular action or behavior (Saha, 1979). According to Hernandez et al (2011), the emergence of the contingency theory approach in the 1960s and 1970s was an attempt to define the effects of leadership and explain more variations on the effectiveness of leaders that take into account situational factors more precisely. Leadership theory developed previously is usually based on a paradigm derived from traits, especially for the 1900s and behavioural for the 1930s (Vroom and Jago, 2007; Hernandez et al, 2011). Fiedler (1964) attempted to clarify that task-oriented leaders are more viable in exceedingly favourable or exceedingly unfavourable circumstances, whereas relationship-oriented leaders are more compelling in tolerably favourable circumstances, so that certain authority styles will be more successful depending on the circumstance in which they are set, not over time and circumstance. In line with Fiedler (1964), House (1971) also proposed The Path Goal Theory which is included in the contingency theory group.

This theory focuses on situational moderators on leader effectiveness. House (1971) developed this theory based on Vroom's (1964) theory of expectation motivation which in

substance proposes that individuals are more likely to lock in in certain behaviors in the event that they see a tall probability that the behavior will lead to compensated results. Saha (1979) further explains the development of The Contingency Theory of Leadership, that Osborn (1975) in Saha (1979) broadens the applicable scope with the adaptive-reactive theory of leadership which sees “macro” variables that are rarely considered in a leadership approach. The "macro" variable consists of characteristics such as external environment, organizational size, technology, and various aspects of the organizational structure. Furthermore, Levine (1975) in Saha (1979) shows that leadership should not be conceptualized only as adaptive-reactive, but also proactive and entrepreneurial. The Contingency Theory of Leadership has proven to be one of the most valid and reliable measures of individual leadership potential (Waters, 2013). This variety of evidence makes experts admit that the context of the situation affects the effectiveness of a leader

Justification of the study

As a teacher in Cameroon, the researcher has always been interested in finding ways of improving education for all learners. The researcher believes that the success of a school starts with the principal. The researcher want to explore ways in which the principal can be empowered as a leader to enhance the teaching and learning process in this country, in order to provide equal and quality education to all learners. Due to the fact that teachers are not satisfied at their job, conflict relationship among workers within the school milieu, demotivational habits, non-incentive remuneration, lack of proper monitoring and evaluation of students' learning outcomes; inadequate training facilities to develop teachers for professional growth, poor working environment, also indiscriminate dismissal of teachers, not paying them salaries at all or on time, which is attributed to poor management of human resources by the principals which subsequently leads to poor performance of students at class examination and official exams. It is against this thought that the researcher wants to base his justification of this study.

According to report from the World Bank (2001), secondary education is crucial for economic growth since it provides countries with human skills and knowledge needed for economic growth. Again secondary education increases further learning and training to become skillful in different domains such as medical Doctors, engineers and entrepreneurs. For the past years secondary schools have continue to develop and growing larger in their numbers in Yaoundé VI sub- division. Despite critics about some of these schools as they are

so money minded, and high tuition as compare to government schools, the number of students keeps on increasing due to the alarming rate of population. We have to understand that, private schools are out for profit making and therefore careless about the well-being of their students and the community at large. Despite the fact that most of the teachers in these schools are not trained (pedagogue), the amount of money paid to them by the proprietors/proprietress is very minimal. As a result of poor salaries in such schools, the teachers are moving from one school to another in search of better payment. The case of the government school teachers are not different as they keep complaining about the poor working conditions, large classroom size that does not favor effective teaching and learning.

Following the difficulties and hardship faced by our beloved country today, some schools proprietors /proprietress have taken advantage of it to exploit human resources in their various schools like the teachers, administrators as well as the auxiliary staff. Most workers too, have developed less interest in carrying out their duties. There's a say that "since birds have learned to fly without perching, hunters have also learned to shoot without missing". It means that, since school owners have taken advantage on unemployment in the country and the fact that majority of the workers are untrained, they have decided not to be serious on their work since there is no financial motivation and remuneration. The government school teachers have a fixed salary at the end of the month but they are not satisfied, they still desire that the government should do something about and the prime they receive at the end of the term which is degrading their status.

As researchers, we are interested in this study to find out why human resources are not efficiently managed in some secondary schools in Yaoundé VI sub- division. The research questions will provide these selected schools owners with numerous ideas to transform their teachers and start treating them fairly so that they will make use of minimal resources to maximize output and eventually, the schools will achieve their goals by giving good education to their students which will make the Students to benefit human capital as well as the society.

This work is important because if secondary school principals do not exercise good transactional leadership in the management of scarce human resources put at their disposal, teachers will be less motivated to carry out their task and as a consequence the secondary school system in Cameroon will suffer. Thus this work creates awareness of the importance of good transactional leadership by school principals in secondary schools in Cameroon.

Statement of problem

The main problem why we are carrying out this research study is the inefficiency of some principals in the management of human resources in some secondary schools in Yaounde VI. Transactional leadership is most often explained as a cost-benefit exchange between leaders and their followers (Lea, 2020). The transaction or exchange involves something of value between what the leader possesses or controls and what the follower wants in return for his/her services (Becker, 2020).

Teachers in schools in Cameroon are appointed principals without any verification of their leadership skills. In other words, when teachers graduate from their training schools to become teachers of various fields, they are equally sent to various schools to become principals. Due to the fact that they were trained as teachers and not to assume leadership positions in their various schools, they tend to fall short of decision making skills, follow up skills, conflict management skills, personnel relationship and motivational strategies. This state of affairs in effect leads to poor quality in terms of management of human resources put at their disposal and students' performance as well.

This is happening at a time when the ultimate goal of secondary education is to develop individual's mental capacity and character for higher education and useful living within the society (FRN: NPE, 4th edition, 2004). The speed at which classroom teachers are turned into principals' shows that little or no attention is paid on leadership training for current principals in schools in Cameroon. In fact, the question that arises from this state of affairs is, how prepared are these principals in the guarantee the effective management of human resources at their respective schools? Or, are these principals equipped with supervisory skills to ensure effective management of resources? Are they grounded with follow-up and evaluation strategies that contribute to effective human resources? Are school Principals' decision making styles really appropriate in guaranteeing effective management of human resources?

Leadership competencies are needed for effective management of human resources, rather than good teaching abilities or longevity alone. Long (1969) attests to this fact and argues that applied knowledge alone does not constitute lawful administrative training. Too many costly errors can happen while knowledge is being acquired and, in any case, the superiority of knowledge can vary extensively. Trial and error should not be a substitute for leadership skills and competencies training. Although prior practical experience is also

needed, it is important and necessary that those who are to be principals in schools in Cameroon and elsewhere have to be trained in leadership skills.

Apparently, school principals may have to adapt or adopt and learn how to implement leadership styles, follow-up and motivational approaches when trying to improve effective management of human resources. This, among other things, is to ensure that the future appointment of principals does not result in a situation described by Nwankwo (1982) where a bad administrative leader may render ineffective even the best school programme, the most adequate resources and the most motivated staff and students. Thus, transactional leadership is very important to combine the achievement of the task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement.

The fact that any teacher who graduates from an Advanced Teachers Training College can become principal of a secondary school in Cameroon is an issue. Even though teachers are offered a training course in administration during their training, this is not enough to make them potential school principals. They need more leadership competencies training. The importance of the principal's transactional leadership is paramount as Leithwood and Reihl (2013) emphasize.

In spite of the societal demand for effective management of resources in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to transactional leadership style in secondary schools.(Young et al., 2021) Consequently, there have been steady decline in teachers' instructional task performance and students' academic performance which depicts non-realization of effective human resources in secondary schools (Adeniji, 2002). This has been largely attributed to gaps in teachers' competence, curriculum instruction, learning facilities and resources, funding and institutional management. Findings from literature (Young et al., 2021; Miskel,2010; Ogunu, 2001; Nikezie& Purie, 2012) revealed that human resources in education is being affected by many problems; Principals transactional leadership style inclusive. In fact, for the past decades, no government secondary school in Yaounde VI has been able to appear on the list of first ten secondary schools that is published annually.

The identified gaps and challenges include the following: poor results, teacher's inefficiency, teachers ineffectiveness, conflict relationship among workers within the school milieu, de-motivational habits, non-incentive remuneration, lack of proper monitoring and

evaluation of students' learning outcomes; inadequate training facilities to develop teachers for professional growth and increased productivity and the lack of adequate feedback to teachers affects working relationship between principals and teachers and this has perhaps constituted an impediment to effective human resource management in secondary schools. A consideration of the above shows that there is a greater challenge ahead of principals partly because of existing gaps and shortcoming in their transactional leadership style. For that reason, we want to focus our research on this leadership style developed by Bass in 1985 to see if this leadership style has an impact on the management of human resources in secondary schools of the city of Yaoundé precisely in the municipality of Yaoundé VI.

Research Objectives

General Research Objective

- The main research objective is to examine the impact of transactional leadership on human resource management in some selected secondary schools in Yaoundé VI municipality.

Specific Research Objectives

- To examine the impact of contingent reward on human resource management
- To find out the impact of passive management on human resource management
- To assert the impact of active management on human resource management

Research Questions

General Research question.

- Does principals' transactional leadership style have an impact human resource management?

Specific Research Questions.

- In which ways does passive management impact human resource management?
- How does principal's active management impact human resource management?
- To what extent does principal's contingent reward impact human resource management?

Research Hypotheses

The following hypotheses were formulated.

General hypotheses

- **Ha:** There is an impact between principals' transactional leadership style and human resource management.
- **Ho:** There is no impact between principals' transactional leadership style and human resource management.

Specific hypotheses

- **Ha1:** There is a significant impact between Principal's Passive management and human resource management.
- **Ha2:** There is impact between Principal's Contingent reward and human resource management.
- **Ha3:** There is impact between Principal's active management and human resource management.

Scope of the Study

Generally speaking, the researcher desired to cover the entire country as the phenomenon is felt nationwide but due to limitations of time, distance, space and for the sake of precision. The researcher geographically limited the scope of investigation in Cameroon specifically in the Centre Region, Mfoundi Division, and Yaoundé VI subdivision and due to proximity of schools in this area; the researcher further reduced the scope targeting some secondary schools of the Yaoundé VI subdivision. The study unit of analysis was teachers and principals of public and private secondary schools. The study focused on the impact of contingent rewards, influence of passive management and active management on human resource management.

Delimitations

Geographical delimitation:

The area chosen for this study is Yaounde in Mfoundi division in the Centre Region. Yaounde is the national political capital of Cameroon. The Ministry of information reveals from the last 2010 census statistics that. Yaounde has a population of approximately 2.5 million. It is the second largest populated city in terms of human and schools density in the country after Douala. It lies in the center of the nation at an elevation of about 750metres above sea level. It is situated on a hilly, forested plateau between the Nyong and Sanaga

rivers in the south-central part of the country. Yaounde has 6 sub divisions amongst which Yaounde VI is one. Yaounde VI is under the mayor mandate of Jacques Yoki Onana from 2020-2025. It has a population of 268,428 inhabitants on an area of 2,220ha (22.2km²) with a population density of 12,091 inhabitants /km². Geographically Yaoundé VI stretches from the center to the south west of the city, to the northwest of Yaoundé III and to the of Yaoundé VII. The Mingosso River constitutes the southwest limit and separates it from the municipality of Mbankomo. To the north, the Abiergue River and urban forest n°2 form the boundary with Yaoundé II. Neighborhoods in the municipality are made up of districts: Biyem- Assi. Mendong Camp Sic, Nkolbikok II. Etoug-Ebe I.Melen 1. III, IV, V, VI, VIIA, Myog- Betsi, Etoug-Ebe II.Melen VIIB. Eba Biyem-Assi. Melen VIIC, Melen IX, Nkolbikok I Yaounde VI is noted with its proliferation many of schools. (Yaounde VI - Wikipédia <https://fr.wikipedia.org>, 2020)

Thematic delimitation

Content wise, it is delimited to examining the impact of transactional leadership style of school principals and on human resource management. Queen and Krussen (2002) stipulate that dependent variables represent the outcome of the study and they provide quantitative material that allows us to answer the research question, as scholar asserts. The dependent variable is the core research question or hypotheses to be answered at the end of the research. Therefore, human resources is the dependent variable for this study. Independent variable is the causes supposed to be responsible for bringing about changes in a phenomenon or dependent variables (Kumar, 2005). Therefore, the independent variables are conceptualized as the principal's transactional leadership style. The active management, passive management and contingent reward styles were incorporated to see the existing resource management.

Significance of the study

According to Amin (2005), a research study must demonstrate why it is worth time, efforts and expense required to carry it out. This endeavor is mostly geared towards the contribution to knowledge and solves societal problems. This study will be of great significance to the following.

To the scientific community.

The scientific world is like an ocean that collects from the surrounding rivers and for the former to be intact; there must be a continuous supply from the latter. So, the researcher is

convinced that this piece of work will immensely contribute towards the extension of the frontiers of scientific knowledge in Education. This is in the sense that new facts and more information transactional leadership style and human resource management will now be put at the disposal of upcoming researchers.

To the state and the Ministry of Secondary Education (MINESEC).

This work will enable all policy makers in Cameroon on the need to rethink the appointment of government secondary school principals. It will also help secondary education stakeholders at the Ministerial level to review the manner in which authorities to run secondary schools are trained, designated and deployed to manage government secondary schools in Yaounde in particular and Cameroon in general.

To Teachers and school Principals.

This piece of work will serve as a handbook to teachers and school principals and as a mirror, through which the functioning of government and lay private secondary schools can be visualized, to Talk like Laplantine (1995).

Structure of work

Chapter one contains the contextual background, conceptual background, theoretical background and justification of the study, the problem, objectives, of the study, research questions, hypothesis, scope of the study, and significance of the study.

Chapter two handles; review of related literature, the conceptual framework, and theoretical framework, research gaps and summary.

Chapter three consists of research methodology. Here the researcher shall put in place the strategies that were used to handle the problem. The chapter is divided into: research design, target population, research area, sample and sampling technique, instrumentation, validity of research instrument, pilot test reliability, data administration and collection, and data analysis procedure.

Chapter four presents the results gotten from the questionnaires and interviews, with brief comments on each of the tables and analysis of the data collected from the field.

Chapter five focuses on summary of findings, discussions and recommendations. Here it has to deal with testing the hypothesis, interpreting and giving suggestions for further research. Reference and annexes will crown the work.

CHAPTER TWO: REVIEW OF LITERATURE

Overview

This chapter consists of a review of relevant literature, Conceptual and Theoretical framework, review of theories, review of variables, and review of empirical studies, research gaps summary and conclusion.

Conceptual Literature Framework

We will start by reviewing what authors have to say about leadership, transactional leadership styles and effective resource management factors that affect resource management and later examining the various types leadership styles and later going further to see the relationship between leadership and school resource management and a host of other issues, ending with the summary of the literature and gaps.

The Concept of Leadership

Leadership is a difficult concept to define. According to Kellerman (2014), there are approximately 1400 different definitions of the concept 'leadership'. Thousands of articles and books are published each year about leadership, and organisations spend a great deal of money trying to develop their future leaders, but if nobody knows exactly what leadership is, then all of this is meaningless. Leadership is the process of influencing the activities of an individual or a group in an effort toward goal achievement in a given situation. (Hersey, 1990). The closest word in antiquity relating to leadership is the Latin word *ducere* "to lead, consider, regard". Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project (Vecchio, 1988). Leadership is as old as the hills but the actual etymology of the word is modern. The first time for the word to be used dates back in 1821 when the word 'Leader' was combined with the suffix 'ship' denoting position (Richard, 2020). Leadership is a complex phenomenon that touches on many complex organisational, social and personal processes (Bolden, 2020). Kaleem (2016) describe leadership as follow: "Leadership is like the Abominable Snowman; whose footprints are everywhere but who is nowhere to be seen."

Rauch & Behling, 1984, defined leadership as the process of influencing the activities of an organized group toward goal achievement. Chester Bernard, 2009, defined leadership as the ability of a superior to influence the behaviour of a subordinate or group and persuade them to a particular course of action. According to Dwight Eisenhower, president of the United States of America, "leadership is the ability to decide what is to be done and then go get others to want to do it" Larson, (1968) as cited by (Gomes, 2014). According to Bartol & Martin, (1994), and Zaleznik, (1989), leadership is a process of influencing others to achieve certain goals. Leadership ideas have evolved so that newer characteristics of leaders involved being a team builder; possessing creative and strategic thinking skills; demonstrating honesty and integrity and having the ability to motivate others to action (Donald J Klingborg, 2006). According to Donald, Dale & Sonya (2006), effective leadership involves aspects like self-awareness, organization of on-going communication and reinforcement, a shared future vision and some motivating actions.

During this period leaders characterized various leadership styles in the respect that each leader had his or her own style that worked each to meet up with the objectives of the organization and satisfy workers (Manning& Haddock 1989). But in the 1970s, the perspective toward leadership shifted from social psychology to management science and organizational behaviour. There are so many types of leadership among which are: Bureaucratic leadership which is a system of management whereby workers are made to follow specific rules and lines of Authority created by the superiors. Autocratic leadership is a leadership style in which one person controls all the decisions and takes very little inputs from other group members. Laisser-faire or Free-Rein is the leadership style whereby the leader gives full freedom to his subordinates to act on their own. Transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishment. Democratic leadership is a type of leadership where members of the group take a more participative role in the decision-making process. Transformational leadership which is a leadership approach that causes change in individual and social systems. Coaching leadership: This is the type of leadership style where a leader is directly involved in the development of their people seeking to advance their personal and professional growth.

According to Laporsek (2016), a good leader possesses certain characteristics, which include vision, credibility, collaboration, feedback and recognition, accountability, communication and action orientation. Vision is one of the characteristics that shape a good leader. Creating an inspiring, clear and understandable vision is essential in order to mobilize followers and reinforce the common goal of the team. Credible leaders who are deemed trustworthy help nurture positive employee evaluation. According to Ahmed, Shields, White and Wilbert (2010) staff members make significant contributions to the organisations when they feel empowered, provided with incentives and given the necessary resources to perform at an optimal level. Collaboration is also an important part of management. It is important to involve employees in the decision-making process, allowing them to participate in defining and achieving goals. Leaders must provide feedback to their employees to develop personal development and must also provide encouragement to develop greater confidence in their abilities to pursue goals.

A good leader is accountable for the functioning of the organization. Accountability includes the fact that a leader must secure employee commitment to achieving organisational goals, providing solutions to problems, making change happen, appraising staff and setting measures of success. Collaboration establishes networks between individuals and encourages knowledge creation which contributes positively towards the organization (Gairín, Rodríguez-Gómez & Armengol, 2012). Lastly, communication (written and verbal) is the most crucial of these characteristics. Communication ensures the exchange or distribution of information, which is important for the successful functioning of the organization. Leaders should know how to listen and take employees' views into account. Leadership influences the energy of the organization by either taking away energy or providing energy. Leadership is the ability to take others to a place where they would not go by themselves, not by the power of the leader's position, but by the strength of the leader's example. Leaders are not judged by how well they lead, but by how well they are followed (Ruth, 2016).

Considering the above explanations of leadership, the researcher concludes that leadership is an essential element in managing an organization. In an educational context, it is important not only to understand what leadership is, but also to understand the implementation and execution of leadership. The researcher strongly believes that an organisation should not be managed by leaders who direct others from the proverbial ivory tower. A good leader leads by example through developing himself / herself, which will in

turn develop and empower others. The next sub topic will deal with what authors have to say about transactional leadership style.

The concept of Transactional leadership

This concept was introduced for the first time by Max Weber in his work on socio-economic considerations of the organization. Transactional leadership was defined by Weber as a leader who earns leadership through normative rules and regulations, strict discipline and systematic control. Burns (1978) describes transactional leadership style as more of “give and take” type of relationship at work, where exchange is a major form of interaction between superior and subordinate, such as monetary rewards for achieving set objectives. Followers’ obedience relied not only on rational values and rules, but also on laid down agreements. Followers are guided and at same time limited to the tasks assigned to them. Remuneration is fixed on hierarchical order and organization’s bureaucracy. Clearly defined coercive measures are already established as it relates to different situations and conditions, Becker (2020). A transactional leader clarifies and lays much emphasis on goals and objectives require tasks, performances, organisational rewards and consequence of laxities. Transactional leader overrides the personal interest of subordinates. It is a type of leadership style that is more of an exchange process such as “if you do this for me, this will be your reward. (Becker,2020).

Transactional leadership is most often explained as a cost-benefit exchange between leaders and their followers (Lea, 2020). The transaction or exchange involves something of value between what the leader possesses or controls and what the follower wants in return for his/her services (Becker, 2020). Transactional leadership involves leaders clarifying goals and objectives, communicating to organize tasks and activities with the co-operation of their employees to ensure that wider organizational goals are met (Bass 1974). The success of this type of leader-follower relationship depends on the acceptance of hierarchical differences and the ability to work through this mode of exchange. Transactional leadership is based on the assumption that subordinates and systems work better under a clear chain of command. The implicit belief in the leader / follower relationship is that people are motivated by rewards and penalties (Sulasmi et al., 2020). Despite numerous leadership studies highlighting the limitations of this approach, transactional leadership remains popular among leaders and managers. Along the spectrum leadership versus management, this approach is clearly closer to the management end (Hassi, 2019).

According to Bass,(1985) the best leaders are transactional. Although his leadership model has undergone various revisions, the most recent version considers three dimensions of transactional leadership, and a non-leadership dimension, or laissez-faire. Apart from its emphasis on three important distinctions identify transactional approaches to leadership. The first dimension, contingent reward, is the degree to which the leader sets up constructive transactions or exchanges with followers. The leader using this dimension clarifies expectations and establishes the rewards for meeting these expectations.

The second and third dimensions of transactional leadership are two types of management-by-exception. Management by-exception occurs when the leader intervenes to make a correction when something goes wrong (Bass 1985). The two types of management-by-exception are active and passive. Lea, (2020) observe that the difference between the active and passive management by exception—active lies in the timing of the leader’s intervention. Active leaders monitor follower behavior, anticipate problems, and take corrective actions before the behavior creates serious difficulties (Northouse 2004). Passive leaders wait until the behavior has created problems before taking action. A substantial difference is that in the active form the leader looks for deviations whereas in the passive form, the leader waits for problems to emerge (Wirba, 2015).

Transactional leaders exhibit specific leadership skills usually associated with the ability to obtain results, to control through structures and processes, to solve problems, to plan and organize, and work within the structures and boundaries of the organization. As the transactional style revolves around the formulation and maintenance of a contract, negotiation skills are essential for this type of leadership. The exchange will successfully happen only on the basis of clear and effective communication skills. While leaders need to clearly define job descriptions and task assignments, subordinates must be able to show results and fulfill the leader’s expectations. (Bakarada,2017).

Effective transactional leaders are capable of (1) clarifying what is expected of the employees’ performance, (2) explaining how to meet such expectations (3) spelling out the criteria of the evaluation of their performance, (4) providing feedback on whether the employee is meeting the objective and (5) allocating rewards that are contingent to their meeting the objectives (Bass 1974). The transactional and leader-follower exchange theories represent a significant step beyond the —leader orientedl approaches most often focused exclusively on the leader’s actions and attitudes.

In a general sense, transactional leadership exemplifies the most common dynamic of social exchange between leadership and fellowship (Wirba,2015). The question remains as to what is the dynamic in this exchange process that produces satisfactory results for the leaders, followers and organizations involved? Many transactional leadership studies have shown that the nature of the exchange process between leaders and subordinates can highly influence the group performance and morale. Bass considers the leader-follower interactive effects from the perspective of an effective transactional leader who acts as a source of feedback, as communicator, as a model and a source of influence (Bass 1974). He also explores how subordinates use effective tactics to influence and gain feedback and how transactional leadership mutually influences both leaders and followers. Building on Bass's work, Tokeng,(2020) studied how a more positive exchange between leader and follower characterized as a true partnership with a large degree of freedom for the subordinate generates higher subordinate satisfaction, reduced turnover and produced greater identification with the organization (Smith,2015).Bass Bernard et Al (1993) explained that transactional leadership depends on contingent reinforcement, either positive contingent reward or the more negative active or passive forms of management-by-Exception. Transactional leaders motivate followers through exchange; for example, accomplishing work in exchange for rewards or preferences. This kind of leadership style if applied by school principals can enhance school resource management.

Qualities of Transactional Leadership

Transactional leaders use reward and punishments to gain compliance from their followers. They are extrinsic motivators that bring minimal compliance from followers. They accept goals, structure, and the culture of the existing organization. Transactional leaders tend to be directive and action-oriented.

According to transactional leadership theory, transactional leaders work within an organization's existing structure. He or she seeks to have subordinate deliver specific results that are well articulated and measurable.

A transactional leader evaluates subordinates on whether or not they meet defined requirements and expected results. Thus transactional leaders appeal to self-interest of their subordinates in order to keep them on track.

Transactional leaders are willing to work within existing systems and negotiate to attain goals of the organization. They tend to think inside the box when solving problems

Transactional leadership is primarily passive. The behaviours most associated with this type of leadership are establishing the criteria for rewarding followers and maintaining the status quo.

Within transactional leadership, there are two factors, contingent reward and management-by-exception. Contingent reward provides rewards for effort and recognizes good performance. Management-by exception maintains the status quo, intervenes when subordinates do not meet acceptable performance levels, and initiates corrective action to improve performance.

Transactional leaders motivate their followers in the direction of establishing goals by clarifying the role and task requirements and by dispensing rewards and punishments as appropriate.

Further, according to Bass (1985) transactional leaders approach followers with an eye to exchanging one thing for another and such transactions comprise the bulk of the relationship among leaders and followers.

Transactional leaders clarify followers' roles and what they must do to obtain designated outcomes.

Also transactional leaders recognise followers' needs and how needs fulfillment will be exchanged for enacting the role to attain designated outcomes (Bass, 1985). Therefore, transactional leadership behaviour provides followers with confidence and motivation to achieve desired performance.

Transactional leaders believe in maintaining structure, authority and rules at all costs. Hierarchy and structure is very important for transactional leaders.

Transactional leadership is slightly rigid with less scope of change. They have self-interest and target in mind which is then delegated to the subordinates to complete. There is little scope of discussion or change.

This method promotes motivating employees through external factors like recognition, promotions etc. This motivates the employees directly to boost the productivity.

Transactional leadership focuses on rewarding employees who have done well and penalize under performers. This can be seen as a shortcoming but in transactional leadership, this approach is quite beneficial to get the work done.

Importance of Transactional Leadership

It can effectively motivate team members to maximize productivity.

People stay employed because there is a reward in doing so that they find to be valuable. Workers might be passionate about what it is they do. They might enjoy working for a company that can positively influence the lives of others. Even something as simple as earning a paycheck to support their family can be a primary motivator. Transactional leadership structures specific rewards for success that have clearly defined parameters. Workers know when they'll reach that reward and what they'll receive when they do. Simultaneously, workers also know that their team leaders are supervising them to ensure outcomes, good or bad, are distributed.

It creates achievable goals for individuals at all levels.

Within a creative or innovative environment, it can be difficult to create achievable goals. A goal can only become achievable when there is a defined ending point. Transactional leadership creates these end points as part of their overall organizational structure. That means workers can grow in confidence as they progress toward goals because every step they need to take is outlined for them.

That is why transactional leadership struggles in creative environments. There is no wiggle room. Workers either follow the mandated instructions or they do not. People are expected to follow the rules at all times.

It eliminates confusion within the chain of command.

A transactional leadership style creates a clear chain of command that is easily recognized by the entire team. Structures within a team are implemented with precision. Everyone knows, before they start working, what will be expected of them. They also know where they fit into the organization chart or command structure, which allows them to access the proper channels should a problem arise during the work phase. This type of structure prevents workers from "going rogue" by attempting to assume leadership roles that they have not earned or to which they have not been assigned.

It reduces costs while improving productivity levels.

Transactional leaders are typically focused on production improvements while exercising cost-savings measures. Think of it as a "lean and mean" philosophy. Employees typically work harder when short-term, achievable goals are presented to them. Successfully

reaching a goal creates internal rewards, such as a feeling of confidence that makes them want to repeat that process a second time. Motivators are often used to encourage high productivity as well. Incentives are given to works who figure out new ways to complete their work in a shorter time period. Various rewards are also built into the system to encourage top performers to continue working at their peak output levels.

It is a simple process to implement.

Transactional leadership is straightforward and simple. It does not require a manager to have extensive training, a high emotional intelligence, or specific personal leadership traits. All a manager must do in this type of environment is be a rule's enforcer. That means there is no need to balance the complex needs of a diverse team with a leader who can be inspirational and charismatic. It requires someone who is willing to confront non-conformists and get rid of people who are unable to meet their assigned tasks.

It creates a system that is easy to follow.

Team members within a transactional environment can quickly implement the instructions they are given. There is rarely any room for misinterpreting the instructions that are offered. Regulations are rarely ambiguous. People know what they must do. It is up to them as to whether or not they will decide to implement what they have been told to do.

It allows workers to choose the rewards they want to achieve.

In the typical transactional environment, the workers are allowed to choose which rewards they value the most. Company management and team leaders should allow workers to have some kind of control over the rewards they are able to learn. Incentives can come in a variety of formats. That way, workers who want a bigger paycheck can feel satisfied. Workers who want more vacation time can also feel satisfied.

Pitfalls of Transactional Leadership

It eliminates individuality from the production process.

Transactional leadership is defined by a strict set of rules and regulations. There is no room to bend or break these rules for any reason. They are considered the best practices for the team to follow. People who come from a creative mindset struggle to produce under such a leadership structure because creativity is usually produced through freedom of movement.

Under this leadership style, violating policies or refusing to follow instructions can often lead to the termination of a worker. Workers are expected to fulfill their duties without

complaint. Without individuality, there is no flexibility, which means this leadership style can fail under certain conditions.

It limits the amount of innovation that is achievable.

Transactional leaders are rigid and unyielding. They don't bend the rules because the rules are there for a good reason – even if that reason is not known to them. This attitude limits innovation because team members stay focused on assigned tasks. Structured policies dictate actions instead of common sense interactions with the regulations.

Even when creativity is permitted within the regulations of a company, regulated creativity does not produce the same results as free creative thinking. That is often why this structure ultimately fails. It is difficult for individuals to be creative when their creativity is being dictated to them.

It creates more followers than leaders.

Companies can struggle when they focus on transactional leadership above anything else. If the leader leaves the company, then the rest of the team may not know how to complete their next assignment. Transactional leadership puts all leadership responsibilities in the hands of the team leader. It expects team members to be followers, offering input to the productivity process only if they have been invited to do so.

To counter this issue, many teams create an “assistant” that steps in when the leader or manager is away for some reason. Even then, the assistant is more of a follower than a leader. They must follow the direction of the regulations. They must follow the direction of their supervisor. And, when they are not acting in a management role, they must follow the production requirements their position demands.

It tends to focus on consequences instead of rewards.

Although rewards are part of the transactional leadership process, most leaders focus on the consequences of failure instead. It places the blame on the people who are assigned a task, rather than placing blame on the leadership in the first place. That blame leads to disciplinary actions, which then leads to higher levels of employee dissatisfaction.

Even if rewards are possible, the overall attitude of the transactional environment is that team members are being paid to do their jobs in a specific way. Rewards feel transactional, which reduces the value of them when received. Instead of focusing on employee welfare, the

structure of the organization focuses on profitability and success instead. It is for this reason that many teams in a transactional environment tend to have low levels of morale.

It does not motivate some people toward higher productivity.

There are many ways for workers to feel motivated by their job. Rewards may not be something that motivates a person. Some workers are motivated by internal triggers, like wanting to be away from their home for some time each day. Some workers might be motivated by social interactions they have with customers. When a team member is not motivated by the rewards that are offered in the transactional environment, then there is no incentive to increase their productivity.

Key Features of Transactional Leadership

This approach to management makes a few key assumptions:

- Rewards and punishments are a good means of motivating employees.
- Employees perform at their best when the chain of command is clear.
- The main goal of workers is to obey the commands of the leaders.
- Workers must be monitored to ensure they're meeting the leader's expectations.

Transactional leadership has three dimensions; contingent reward, management by exceptions (active), management by exceptions (passive), (Bass 2000; Karip1998).

The concept of Contingent reward

It means a process of mutual transaction in which the leader is using to motivate the followers by rewards and promises (Becker, 2020). The primary aim of the transactional leader is to achieve organizational objectives. In this context, the leader gives various awards to improve the performance and motivations of his followers. His followers can meet the award when fulfilling the mandate. These rewards are connected to the performance of the employee. If employee puts efforts it is recognized by the rewards. The rewards which an employee gain on the accomplishment of a target is contingent reward. The leader communicates to followers (workers) that what have too done to receive the rewards they judge. (Bass 2000; Karip1998).

According to Odumeru and Ifeanyi (2018), contingent reward can be classified into two types. Contingent positive reinforcement and Contingent negative reinforcement. Contingent positive reinforcement is given when the defined goals are achieved on time or before time.

This positive reinforcement is given in form of praise or rewards. Transactional leaders recognize followers' successful performance and reward them for positive output. On the other hand, contingent negative reinforcement is given when the set goals are not met, tasks are not accomplished and performance falls below standard. The leader provides rewards if followers perform in accordance with contracts or expend the necessary effort. Contingent reward behaviour captures the exchange notions fundamental to transactional leader behaviour (Avolio and Bass, 1988). This involves leader behaviours such as ensuring positive feedback, personal compliments and due recognition for good performance; all these tap the extent to which a leader provides rewards in exchange for a follower effort (Miskel, 2015).

Contingent reward incorporates the interpretation of the work necessary to obtain rewards and the use of incentives and contingent reward to exert influence (Miskel, 2015). It reflects follower anticipations and offers appreciation when objectives are accomplished. However, contingent punishment is applied in the event of below par or non-performance of given tasks. This leadership style is one in which coercion is vital with the leader holding the follower at ransom. This is despite the fact that the leader is able to articulate clearly what is to be done, how it is done and does not really define why it is done. The follower in this case does not contribute in terms of intellectual contribution of ideas that would define the goals of the organization in a new way. Simply put, this style of leadership is a hybrid between democracy and dictatorship.

To be more effective, Hargis (2014) notes that the reward options in this motivation system must be of concern to the teachers when an institutional setup is put in consideration. Basing on this argument, the notion of the type of reward and whether it actually carries the intended influence comes into focus. This implies that in the case where the rewards given do not capture the attention of the teachers and the teacher is not satisfied or pleased, then the rewards will not provide effective motivation in effective human resource management. This means that there is a risk that the reward has been received yet the goals and objectives of the institution are not met at all or the standards are not below the required levels.

The concept Management by exceptions (active):

This is about the leaders observing employees performance and correcting their mistakes (Bass, 1985). Here, the leader closely monitors their performance watching out for slight deviations and quickly intervenes to take corrective action to prevent further mistakes. It takes the notice of any deviations from the rules and regulations, and if there is it takes the

action for correction. Whenever there is deviation from the rules and regulations management but expectation happens and the actions for corrections are also taken. The leader „fallow followers to work on the mission and doesn't interfere unless goals aren't being achieved in a proper time and at the reasonable cost. (Bass 2000; Karip1998).

Transactional leadership means the leaders or the bosses who leads primarily by using social behaviour exchanges for maximum benefit at low cost. Because leaders motivates their employees to perform their duty to show their responsibilities, to know their goals, to know their needs so reward of their work can be achieved. In Transactional leadership style if you are working very well than you will be rewarded due to good work and if you are not showing your commitment with your organization you will be punish. Leaders also helps the subordinate that how to perform work for the organization and how to accomplish the organizational goals.

The concept Management by exceptions (passive):

Passive leadership is a combination of passive management-by-exception and laissez-faire leadership. It is a hybrid type of leadership and the effects of each individual element emphasize the general effect of passive leadership. Bryman (2017) notes that it means avoiding action until mistakes or problems can no longer be ignored. Laissez-faire leadership is defined as the absence of leadership altogether which leads to low levels of service delivery. It is a hands-off approach in which the leader only reacts when things do not go to plan. In addition, Van Eedenet al. (2008) highlights that a non-listening, reactive leader who does nothing to curb predictable mistakes or problems is considered to be leading by the passive management- by-exception style.

This means the leaders not intervening in the organizational problems until they acquire a stricter situation and not acting before kind's mistakes before they occur. Leaders wait until the emergence of errors and they pass actions to correct them. Leaders who follow passive management by exception route do not involve in fixing the issues unless the issue is severe. Leaders keep themselves aside and intervene only if the problem becomes too serious (Odumeru & Ifeanyi, 2018).

Other types of leaderships

Charismatic leadership

Charismatic pioneers are the driving force behind their organization. The charismatic pioneers create enthusiasm in their group by inspiring employees and helping them to stay

persuaded at work (Kaleem, 2016). A charismatic leader is someone who is often on the run as he/she does not feel comfortable with any type of stationary situation. Charismatic leaders are innovative, creative, and inspire in their followers an unquestioning loyalty and devotion without regard to their own self-interest. Charisma is most evident during states of crisis, emotional disturbance, or when organizations are transitioning.

Autocratic Leadership

Autocratic Leadership is the direct opposite of democratic leadership. As far as this leadership style is concerned; the leader takes decisions without taking into consideration the input of others. Workers are neither considered nor consulted, but are compelled to execute the decisions taken by the leader (Becker, 2020). A good example is when a Principal of a school imposes his decisions without consulting other stakeholders of the school.

Laissez- faire leadership

Laissez- Faire leadership is also called the hands-off style of leadership. Such a leader exercises little control over his workers or subordinates. They abandoned their responsibilities, delay decisions, fail to give feedback and make little effort to ensure the needs of their workers. Laissez-faire leaders make little or no effort to exchange with workers or attempt to make them flourish (Wirba, 2015). This initiative style is frequently connected when the group is extremely fit, very much inspired and composed (Kaleem, 2016). A laissez-faire leader does not give continuous feedback or supervision because the employees are highly experienced and need little supervision to obtain the expected outcome. Laissez-fair leadership is considered the least effective leadership style because these leaders provide little to no guidance to their subordinates (Smith R., 2015).

Servant leadership

A servant pioneer style depends on pacing up force, which may not work in profoundly focused circumstances. Such a pioneer does not have an official title and is not formally perceived as a pioneer, but rather has a part accepted by a man at any level in the association that leads a group since they appear to address the issues of the group (Kaleem, 2016). Servant leadership facilitates goal accomplishment by giving its team members what they need in order to be productive.

Transformational leadership

Transformational leadership is that leadership style which increases the skills and competencies of an employee to be more apt in productivity to meet up with set objectives. A transformational leader is one who has the potentials charisma to lead, direct and instruct his subordinates geared towards the achievements of goals in an organization. There are principally four characteristics of transformational leadership, commonly called the "four I's" which include:-Idealized Influence, Intellectual Stimulation, Inspirational Motivation and Individualized Consideration (Tokong, 2019).

Transformational leadership attempts to create a positive change on his employees. A transformational leader ameliorates the performance, moral and motivation of workers, encourages changes by a strong purpose and is able to create the culture of confidence and innovation within the institution. (Goodman, 2020). The concept helps a leader to determine how to apply it in his/her leadership experience.

The importance of leadership in the school context

School as a social institute needs leader who initiate, guide and coordinate the school community towards the achievement of educational objectives. In a school system, collective effort is required as best approach to perform those numerous and complex tasks that enable to produce the required man power. As collective effort is a prerequisite for the achievement of various goals in general and that of the education in particular in the school system, there is no doubt about the importance of leadership (Yukl 2010; Northouse 2013; Day, Gu & Sammons, 2016; Cruickshank, 2017; Garland, 2018). So, if we put aside the importance of leadership, it may difficult to successfully coordinate the school community and channels their effort towards achievement of educational goals.

The idea that leadership of principal's matter is widely accepted as they determine the extent to which the school find effective and student achieve (Dunford et al., 2016). Indeed principals' leadership is important factor that determines the success or failures as it affects the performance of the school right from setting of goals to its accomplishment (Sharma 2009; Lyons 2010; Billingsley, McLeskey & Crockett 2014; Gyasi et al., 2016). In support of the above conclusive comment, Oyetunyi (2006) asserts that leadership matters because leaders make a difference in people's lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. Furthermore, Sashkin and Sashkin (2003) on their part state that leadership matters by reducing ambiguity and

uncertainty, acting constructively to achieve long-term goals, offers positive reasons for actions, goals and accomplishment. In essence, leaders add clarity and direction to school life which make the effort of members more meaningful (Dunford et al., 2016).

Principals through their leadership make difference on students learning, teachers' satisfaction and hence inspire them to strive for higher level goals. In support of this, Marishane and Botha (2011) state that principal has a strong effect on learner performance as they can create an atmosphere of learning and this in turn increase job satisfaction of teachers. By strengthening the above, Sergiovanni (2001) states that principal is the most important and influential person who maintains and improves quality education. Further, he adds that he/she can determine general quality of his/her school in terms of learning climate, sprite of professionalism, work morale as well as a concern for what students may or may not become. This all shows how much principals are important and influential in shaping learning environment of the school.

Leadership of the school may encourage the school community to be creative by utilizing their potential and contributes at the best of their ability. It means that leadership is a force that creates capacity among a group of people to do something that is different or better. This is true as leadership behaviour of principal serves as a catalyst for unleashing potential capacities that already exist in the hand of the staff and other members (Leithwood, Harris & Hopkins 2008; Hallinger, 2010; Shatzer et al., 2014). In such a way school principals improve teaching and learning indirectly and powerfully through their influence on staff motivation, commitment and working conditions. Principals through their leadership role increase the motivation and commitment of teachers' and other stake holders' by integrating personal and school objectives (Karadag et al., 2015).

Principal may enable each member achieve at the maximum level by providing assistance in accordance with their needs and ability. For instance, principals may encourage for better performance by promising best incentive for the best result (Bass, 1990). Similarly, to encourage teachers and others to achieve at the maximum level he/she may set challenging, but achievable goals for high achievers (Lussier & Achua, 2001) and for teachers who lack self-confidence, work on dissatisfying or stressful tasks assist to perform at maximum level by giving concern for his/her well-being and personal needs as well as by creating supportive climate (Hoy & Miskel, 2001). Many researchers (Hurley, 2001, Finn, 2002; Leithwood & Richl, 2003; Leithwood, et al., 2004; Simkin, Charner & Suss, 2010) have identified school leadership as the second determinant factor that affect students

learning next to quality of curriculum and instruction. It is possible to infer from the above findings that scholars provide prominence for the importance of leadership because it determines the effectiveness of the school and students' achievement.

The importance of principal's leadership is added more since no one is found in better position than him/her in leading school reform that would intended to raise students' achievement. He /She can develop a sense of integrity by communicating the big picture of the school and by channeling all activities towards the attainment of shared vision (Sashkin, 2003; Auluwia, 2007; Karadag et al., 2015; Cruickshank , 2017). By supporting the above notion, Leclear (2015) also posits principals' leadership as the 'living logos' of the school, because their words and actions convey what is valued in the school. Valentine (2005) on his part argues that no single individual is more important to initiate and sustain improvement in students' performance than the school principals. They initiate change and improvement of program within the existing policy framework and channel the effort of the school community in the direction it help ensure learning of all students (Garland, 2018).

Concept of Human Resource Management

Management of resources is one of the areas in educational administration which brings about school effectiveness. When principals are provided with the human financial, material and time resources, they are most likely to perform their tasks effectively. Consequently, students' academic achievement is high and the organizational effectiveness is realized (Tam and Fonkeng, 2018).

Human resources refer to the personnel, staff or people who make up the work force of an organization. Management means the methods by which the leader utilizes material and human resources to achieve predetermined organizational goals (Owoeye, 2020). Thus, human resource management is the process that deals with utilizing people to perform duties and function in schools for effective goal attainment. Every educational system at every level depends heavily on teachers for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers. The teacher, therefore, is the most indispensable entity or the flywheel in the school. He is the greatest aid to learning. (Tam and Fonkeng, 2018). Thus as far as possible, he should be thoroughly trained and supported in his work so that he/she can be successful in his duty task. Human resource management deals with the establishment of procedures for the employment and payment of workers or staff. It is, therefore, an important function in the general context of all administrative responsibility

of managing staff. It should also be remembered that the major premise of staff or human resources management in schools is that the end results of the educative process will be determined by the effectiveness of the school teachers. (Tam and Fonkeng, 2018).

In dealing with staff or human resource management in schools, we are essentially concerned with three major issues namely: assessing the need for staff, satisfying the need for staff and maintaining and improving staff services. O’riordan (2017) observes that principals should treat their teachers as colleagues and not merely as subordinates. In agreement with this point, Negbo (2016) advises that principals should sue transactional leadership style through collegial model where teachers are directly involved in school administration. But contingent reward leadership styles alone could not be salient enough to enhance school effectiveness. We think that a blend of the contingent reward, active and passive styles could be more effective in enhancing school effectiveness through proper human resource management.

Adding to the point Edem (1999) says the principal should incorporate the support staff as part of the school system by including them in administration through their staff representatives. He concludes that a school principal who is unable to develop the skills and knowledge of his/her teachers and use them properly will be unable to develop anything else. O’riordan (2017) confirms that investment in people makes it possible for an organization to take advantages of technical progress and to continue with the progress. Section 37 of Law No. 98/004 of 14th April 1998 to lay down guidelines for education in Cameroon states that, the teacher is the principal guarantor of the quality of education. As such he shall be entitled, within the limited means available, to suitable living and working conditions, as well as to appropriate initial and continuing training (Tambo 2003). Schools that suffer from greater levels of teacher shortage tend to have lower scores in Cameroon.

The government and other education stake holders are still to realize that teachers are an essential resource for learning. It should be noted that educational quality is highly pegged to teacher quality. Teachers interact with students daily and help students acquire the knowledge that they are expected to have by the time they leave school. Thus, attracting, developing and retaining effective teachers is a priority for public policy, although the policies related to teachers differ widely across countries (OECD, 2005). The type and quality of the training they receive, as well as the requirements to enter and progress through the teaching profession, have significant consequences on the quality of the teaching force. (Tam and Fonkeng, 2018).

The ability of the school managers to effectively harness both human and non-human resources toward productive educational outcome has been in the front burner discussion in both academic and non-academic fora for some times now. These deficiency and failure on the part of school managers to properly organize, plan, budget for, forecast, take responsibility for their action and in action and take profitable decision on matters affecting their subordinates (employees) might affect the overall accomplishment (productivity) of their institutional goals. (Sulasmi, E. 2020).

Similarly, in any given industry, staff acquisition, motivational development, maintenance and suitability of working environment, cannot be under estimated, in the light of this challenging and competitive school proprietorship business. Also indiscriminate dismissal of teachers, not paying them salaries at all or on time by the school managers, would have adverse effect on their morale as well as negative effect on their teaching commitment and job satisfaction. Esuong, Ekpan and Osika (2021) observed that, the continued exodus of teachers from one school to another or out of the profession are as a result of ineffective/poor human resources management, and that, this development negatively affect the continuity of nations' school administrative powers, goals as well as students holistic achievement.

According to Esuong et al (2015) the rate to which teachers' losses occurred in Cross River State School system both in public and private schools is alarming and extremely too high and that each year thousand teachers leave their teaching position for another job. Also that 72% of the faculty of education graduates are lost to other profession each year when compared with graduates from other faculties. These indeed are majorly attributed to in human treatment by school managers leading to teachers' job dissatisfaction. Bush and middlewood in Esuong et al (2015) found that teachers mutation significantly facilitates their job commitment and that in the absent of proper motivational strategies, the work becomes tedious and unattractive which consequently result in poor/low productivity. There researcher has also observed with dismay that only negligible (2%) of private secondary schools, sent their teachers for advancement training with payment. Udo (2010), Saraki (2011), Umara (2017) found no oral or statistically evidence of any private schools having encouraged and send their teachers to in service training with full salaries. These are all problems posed by ineffective human resource management, which in effect incapacitate the progressive educational advancement as postulated by the National policy in Education.

In fact Nwaka and Ofojebe (2019) stated that teachers are critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. Therefore, teachers are considered the main human resource elements in the Yaounde VI Municipality secondary schools arrangement. In a concise term is it conceivable that motivation of teachers, the selection procedure for teachers, general staff development, general teachers' promotion, staff orientation and working environment influence positively or negatively the quality of teaching learning in schools? Similarly, teacher quality tends to be the hallmarked for efficient and effective evaluation of students work, classroom management and their use of instructional resources/materials. And that the massive movement teachers from one school to another post retrogressive challenge in terms of quality teaching and staff insecurity which is a direct consequent of mismanagement of the human resource in secondary schools.

The Role of Secondary School Principals

Secondary school principals as leaders bring various knowledge, experiences and expertise to their work each day. The understanding and appropriate application of emotional intelligence is key to effective leadership. As the challenges, complexities and demands of the Principals role increases, this knowledge will continue to be the foundation of dynamic, successful and effective leadership. The role of principals is largely defined by statute and by the terms and conditions of their employment and/or appointment. Set out below are the various roles of secondary school principals:

Responsibility Guidelines

Here, the principal has the responsibility of maintaining order and discipline in the School. This order and discipline is both for teachers and students in the school. The Principal has the power to reprimand or punish any teacher or student who is not discipline.

Student Safety

The principal's role here is to ensure that all reasonable safety procedures are carried out in the course of activities for which the teacher is responsible. He/she reports to the appropriate agency when there are reasonable grounds to suspect child abuse and he also takes care of students and property.

Student Instruction

The principal has as role to supervise instruction in the school, he can also arrange for home instruction for students in appropriate circumstances as well as he can also evaluate students.

Student Supervision

The principal ensures supervision of students when the school buildings and play grounds are open. He/she also ensures supervision of students during the conducting of any school activity as well as also ensuring that teacher's carryout the supervisory duties and instructional program assigned by the principal and supply such information as the Principal may require.

Staff Supervision

The principal as the leader of the school supervises the instruction in the school. He assigns duties to vice principals who perform them as assigned by the principal. The Principal also does administrative supervision by supervising the professional support staff as they perform their duties. The principal equally supervises teachers and assigns duties to them as well.

Staff Evaluation

Principal has as role to conduct performance appraisal of new teachers as well as those of old teachers. He has also to write reports to the Sub Divisional or Divisional delegations about unsatisfactory performance appraisals and provide feedback and recommendations to the teacher to help improve the teacher's performance.

Staff Cooperation

The principal also ensures that he/she and the teachers display personal and professional qualities. He equally establishes and maintains mutually respectful relationships with students, staff and parents.

School Administration

Another role of the principal is that he maintains student records including attendance, examines all data in a timely manner and enforces all local policy and codes of conduct.

Access to School

The principal has as role to monitor visitors that get into the school. He/she equally directs a person to leave the school premises if he believes that the person is prohibited by regulation from being there.

Building Maintenance

The principal is in charge of monitoring the condition and maintenance of school property. He inspects the school premises regularly and makes reports to the appropriate officials. He also provides appropriate facilities for instruction and other activities.

Cooperation with Community

The principal promotes and maintains close cooperation with community and business as well as the parents and guardians of the students.

School Advisory Group

The principal acts as a resource person to any school advisory groups and assists such groups in obtaining information. The principal solicits views with respect to local code of conduct, school policies respecting appropriate dress and school action plans for improvement based on data. He considers recommendations and advice when determining action to be taken in response.

Reports to Inspectors/Supervisors

The principal is in charge of writing or giving all necessary reports of the school to Inspectors/supervisors as required. These reports and recommendations are being transmitted by him/her to the sub divisional or divisional delegation through the appropriate inspector/supervisor.

Conceptual Framework

Fig 1: Conceptual Framework

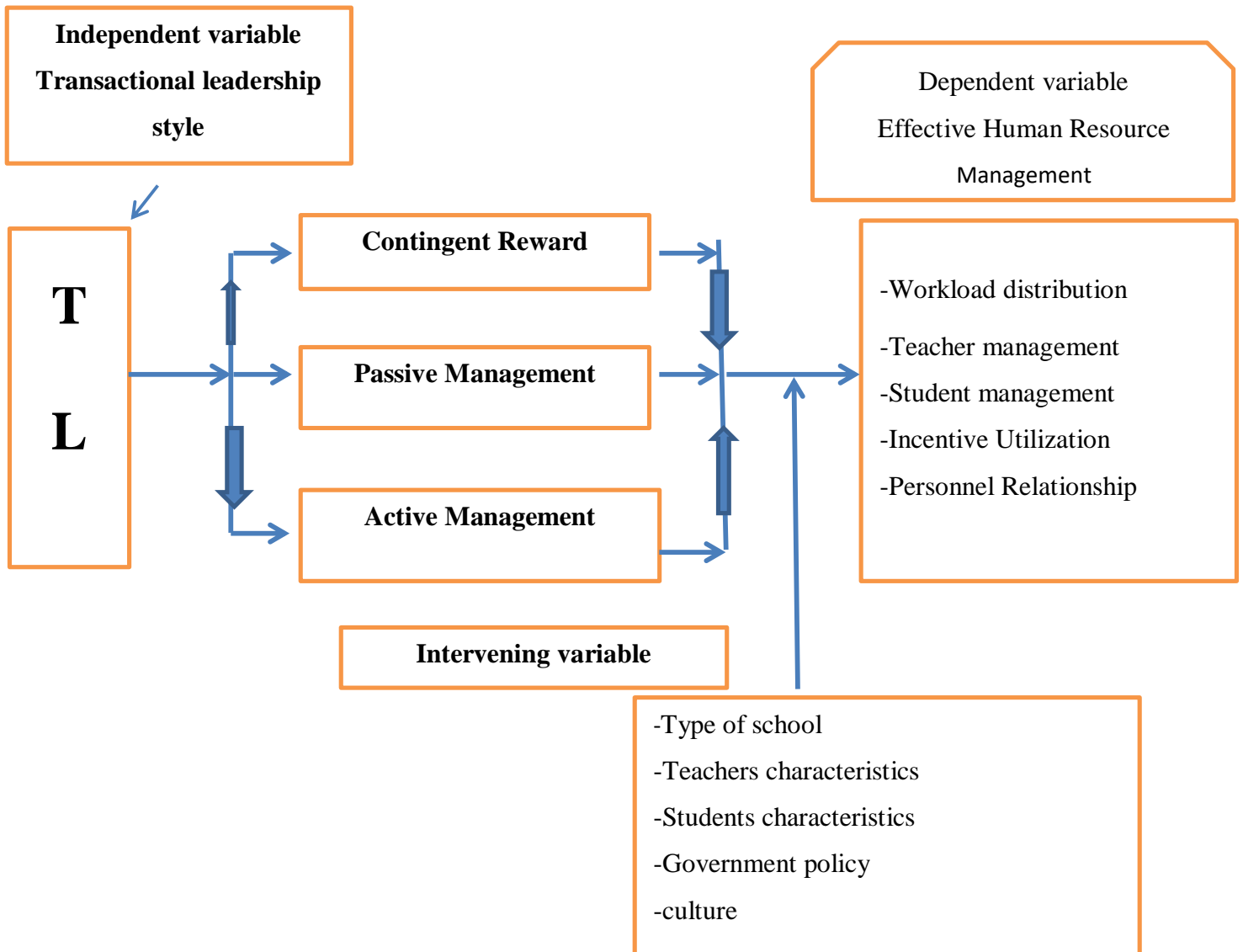


Figure 1: Transactional leadership style on Human resource management

Source: Researcher's self-initiative (2022)

Theoretical Framework

Academic discussions and analysis of concepts in the social sciences are hardly successful without linking them to or understanding them from some theoretical viewpoints or orientation. According to Hess (1983) a theory can be defined as a set of logically related statements that seek to explain an entire class of events. Without theory to guide us, pieces of information will remain unconnected items that tell us little about larger patterns. The

functional superiority of theories as guide post to all field of human endeavor lies in the fact that, rather than base action on judgment derived from mere experience, guess work or speculations, theories enable a chosen line of action to be anchored on and guided by experience derived from scientific research which makes the consequences of such an action full as close in line with the intended direction as possible. According to Amin (2005), a theory helps to provide a guide for systematizing and interrelating various aspects of the research.

In this section of this study, different theories have been chosen to guide the study. These theories have been chosen based on their great contribution in guiding the effectiveness of carrying out the study under scientific norms. In the preceding paragraphs, these theories have been vividly reviewed and presented. It provides the theories, their Strengths, weaknesses and the relevance of such theories to the study.

The context of this study is Principals' transactional leadership style and effective resource management in some secondary schools in Yaoundé VI municipality. The researcher in order to make this study clearer and meaningful used four theories namely:

- The path Goal Theory of Robert House (1971-1996)
- Human Relation theory of Elton Mayo
- Contingency Theory of Leadership by Fred E. Fiedler .

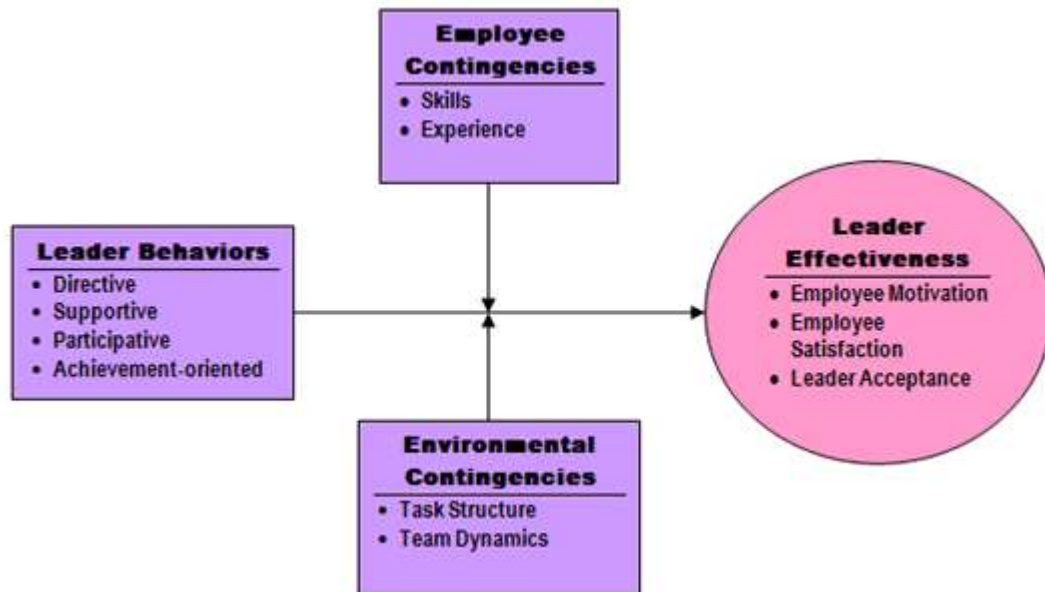
Review of Path Goal Theory of leadership

The path goal theory was postulated by Robert House in 1971 and was later revised in 1996. The path goal theory of leader effectiveness or path goal model can be considered as a variant on the transactional leadership theory where the leader clearly directing activity and the only factor that varies is the manner in which it is done. There are some aspects of contingency theory, as well as, where various means of application vary with the situation. The leader sees the path that needs to be treated, one leading to the accomplishment of a goal and he/she attempts to clear it and get the group members to tread on it. The leader may cajole command, reward or punish, get suggestions from the group or sugar coat the tasks, if necessary, but it is clear that democracy is not the hallmark of this method.

One could refer to the path goal theory as a leadership participation method, where the leader does what he/she can to clear a path for group members to act. This is done by delineating clearly what is to be done, removing obstacles, and rewarding those who perform well. The levels of intensity with which the leader may do these things vary according to the

circumstances. The followers may be more motivated or capable, or the work to be done could be easy or difficult. Transactional Leadership styles in this method can vary from being dictatorial to the leader being a participant.

Fig 2: Diagram of Path Goal Theory



Source based on Robert Northouse (2007) as cited by Mohamad & Aboudahr, (2019).

House and Mitchel say that these styles include: support, directive, participative ad achievement-orientation.

- **Supportive leadership**- here, the leader focuses on relationships. He/she shows sensitivity to individual team members needs and considers their best interests. This style of leadership is best when tasks are repetitive or stressful.
- **Directive leadership**- with this, the leader communicates goals and expectations and assigns clear tasks. This style works best when tasks or projects are unstructured or when tasks are complex and team members are inexperienced.
- **Participative leadership**- with participative leadership, the leader focuses on mutual participation. He/she consult with the subordinates and consider their ideas and expertise before making a decision. This approach works best when team members are experienced, when the task is complex and challenging and when team members want to give their leader their best input.
- **Achievement-oriented leadership**- here, the leader sets challenging goals for his/her team. The leader in this case has confidence in the team's abilities and hence,

expects the team to perform well and maintains high standards for everyone. This style works best when team members are unmotivated or unchallenged in their work.

A leader facilitates the group by appealing to a group member's self-esteem and making the task enjoyable or at least palatable. A leader simply may direct the group to do the task as transactional theory will have it. With a contingency theory at some point, the leader may engage in a participative leadership style, where he/she takes suggestions from the group on how to do work, this assumes that members are knowledgeable.

In the 1996 re-formulation of the theory, House stated that "...leaders, to be effective, engage in behaviours that complement subordinates environments and capabilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance".

Summarily the path goal theory is designed to explain how leaders can help subordinates along the path to their goals by selecting specific behaviours that are best suited to subordinates need and to the situation in which the subordinates are working. By choosing the appropriate leadership style, leaders increase their subordinate's expectations for success and satisfaction.

Relevance of the theory

The path goal theory is relevant to this study because it throws light on the aspects of Transactional leadership that impact effective resource management. According to the theory, if the principal wants the goals of the school to be met, he/she needs to help, support and motivate teachers, this will in return, make the teachers to be highly committed in performing their functions as teachers in the school thereby making them work towards achieving the goals of the school thereby influencing resource management. The principals according to this theory make teachers to be highly committed in three ways; helping teachers to identify and achieve their goals, clearing away obstacles thereby influencing effective resource management and lastly offering appropriate reward to teachers along the way. The theory further identifies four different types of leadership which are closely related to the types of leadership used in this study. The participative and achievement oriented leadership has common characteristics with the transactional leadership style and the achievement oriented leadership can also be used by the principal after a period of nurturing leadership style where he/she nurtures his subordinates for a period of time and then later on assign tasks to them since he/she has confidence in their abilities and skills. The aspect of participative leadership

is also outlined in this theory where the leader focuses on mutual participation for the attainment of organisational goals and objectives.

Mbua, (2003) notes that, the principle of human relation implies terms as respect, kindness, confidence, open-mindedness and sincerity in dealing with others. In the light of this effective principals should be friendly to all but make no special friendship with particular person in school, they should also ensure interpersonal relationship with teachers and among teachers and they should equally have a good communication skill with teachers and other staff members.

Furthermore, as House (2007), admits, his whole concept of path goal needs to be tested. Knowing the teacher personally will help the principal to be able to identify each and every one's problem and this will encourage the teachers to adopt a positive attitude towards work. Since they will feel catered for. With the achievement orientated leadership style will enable the teachers to challenge themselves in achieving the set objectives. This brings in a sort of competition as every teacher will want to be at his or her best. Thus their attitudes towards work will be positive. From these explanations, looking at the path goal theory, we discover that the theory proposes four leadership styles which give some flexibility. Given the fact that the human being is a rational being with different kinds of behaviour, the school principal will be able to easily manipulate and change style of leadership according to the behaviour and attitudes of the teachers at a particular time.

Again, the path goal theory is based on the principle that the leaders clear the path for employees to follow and achieve their goal. This is very relevant to this study in the sense that if school principals adopt good leadership styles, this will encourage collaboration, and communication between the administration and the teachers which will therefore motivate the teachers and will enable them to develop positive attitudes towards work. The research equally found Houses theory relevant to the study because the theory can help the school Principal provide essential information, support and give resources over and above what is offered by official organisation or school to the teacher's environment to effect both employee satisfaction and attitudes towards work. This type of leadership behaviour increases the confidence of the subordinates (teachers) to achieve work outcomes clarifies the path to reward and set high goals to attain high standards and performance. Therefore, as far as this theory is concerned, leaders fulfill their roles by being instrument in improving the performance and satisfaction of subordinates which in our case will go a long way to change the mind set of teachers and influence their attitudes positively (House 1996: 338-341).

Limitations of the Path -goal theory

- The Path-goal fails to explain how leadership behaviour correlates to an employee's motivation and that the theory is only directed towards the followers, removing the possibilities of employees being able to affect change on leaders (Northouse, 2016).
- The Path-goal theory is more of an employee motivational theory to leadership than it is a theory of true leader-employee development (Crace, 2014).
- According to Northouse, (2016) as cited by Crace (2014), one of the theory's limitations is the complexity of leadership aspects which the theory tries to incorporate.
- Crace (2014) as cited in Northouse (2016), the Path -goal theory lack empirical research as he stated that up to date do not provide a complete and consistent picture of the basic assumptions and corollaries of Path-goal theory.
- As a result of the complexity of the Path-goal theory, it would be difficult to utilize it in every leadership scenario.

Review of Human Relations theory of George Elton Mayo.

This theory was created by Professor George Elton Mayo in the early 1920s. Elton Mayo and his colleague, Fritz Roethlisberger, were interested to find ways to increase productivity in organizations. The human relations theory basically holds that financial remunerations though a significant motivator is not the only driving force behind worker's effectiveness. Other non-economic factors such as the physical and psychological work atmosphere can be powerful motivators (Focho, 2001). Employees are motivated far more by relational factors such as attention and camaraderie than by monetary rewards or environmental factors. The physical and psychological work atmosphere is under the control of the principal who is the head of the establishment. The principal has as responsibility to motivate the teachers so that they will be able to give out their possible best. According to Tamajong & Fonkeng (2009), the main feature of the human relations school of thought was the idea of people working with high sense of commitment at lower level management and also workers freely identifying themselves in the organization. The key factor of this cooperative nature of work was the participative aspect of everyone with the organization. This eventually led people to regard themselves not as individuals, but members of a group and thus that entire group has to be doing well by working together for the benefit of all. This concept renders an explanation of how most organization have become successful.

The proponent of human relations approach to administration and management share the view that developing and maintaining harmonious relations between employees and supervisors and among employees is quite fundamental to all organizations. Mayo (as cited in Nunvi, 2005) laid emphasis on human factors in productivity. The staff of any industry is the key resources to that industry's success. Human asset in the 21st century is considered the most important asset of any company (Ofoegbe, 2006). According to Nunvi (2005), organizations exist because they have in their midst men and women who without respite, give the best of them to live and develop.

However, while human resources are now the mainstay of organizations, it is equally true that these men and women expect a lot from their businesses. Many researchers have been interested in analysing the needs or expectations of the individual. In this case those for whom satisfaction is sought at work, hence, social relations and social needs are powerful sources of motivation. By consequence, there are capital determinant of the work. Elton Mayo is regarded by many as the creator of the modern idea of human relations. Elton Mayo and his colleagues conducted a Hawthorne experiments in the western electricity company where he worked. These Hawthorn experiments were divided into three phases as seen below.

- Test room studies: These studies were to test whether a change in either the hours of work, rest periods and the level of lightening etc., were to have an effect on employee performance. To test this, a group of women were separated and changes made working conditions poorer.
- Interviewing studies: The interviewing studies were meant to find out about workers working conditions and supervision, morals etc.
- Observational studies: These studies were made to study the normal group working. He drew the following conclusions:

The more important factors that motivate people were not incentives or working conditions, but the high esprit de corps (i.e., work place harmony) that had developed in the group and the personal interest shown by the supervisor and higher management. So in themselves, conditions of work, lighting, hours, rest periods, etc., could not be viewed as affecting people's work. Group developed norms of conduct, output and relations with others outside the department. To each individual in the group, the relations with his / her followers were important in his/her motivation and the studies showed the importance of informal organization in workers motivation. The informal organization expresses the personal

objectives and goals of the individual in membership. Barnard (as cited in Nuvi, 2005) emphasized that the informal organization was a major contribution to management thought. According to Barnard, people are together in formal organizations to achieve they could not work alone. But as they pursue the organizations goals, they must also satisfy their individual needs. He concluded that an enterprise can operate efficiently and survive only when both the individual working for it are kept in balance. For example, to meet their personal goals within the arrival of the formal organization, people come together in informal groups such as cliques. He believed that individual and organizational purposes could be kept in balance if managers understood a subordinate “Zone of indifference” or “Zone of acceptance”. That is, what the subordinate would do without questioning the manager’s authority. Obviously, the more activities that fell within an employee’s zone of acceptance, the smoother and more cooperative an organization would be.

Teachers who enjoy their relationship with their principals are more productive than those who do not like their principals. The principals’ management of personnel in the school is associated with many aspects which include providing enabling environment, provision of teaching and learning resources, provision of adequate teachers and facilitating staff development. These aspects have an influence on students’ performance. From the Hawthorn experiments, incentives or working conditions could not only be viewed as affecting people’s work. This theory throws more light on “the people’s side” of the organization. People should be the central focus of management. Successful management depends to a large extent on the number of the manager’s ability to understand and work with the people having different backgrounds, needs, perceptions and aspirations (Kreitner as cited in Tamajong & Fonkeng, 2009).

The principal and the teachers work together. For example, with reference to decision making, it is handled within the context which greatly improves productivity. This is because there will be a sense of belonging and teachers will also feel important. The principal cannot work in isolation. He/ She have to work alongside with teachers as a team, so as to achieve his/her objectives.

Follet (as cited in Focho, 2001) was also one of the early advocates of this theory. In her works, she emphasized the human side of administration. The underlying principle behind this theory is that a satisfied worker is an efficient one. The theory therefore emphasizes that an increase of employee motivation and morale will increase his productivity. This theory emerged as an opposition to the scientific management movement advocated by Taylor (as

cited in Focho, 2001) which viewed man as a machine that needs to be directed to achieve high level of productivity irrespective of his personal feelings and needs. Man has to obey instructions without protest despite individual idiosyncrasies and lack of inter-personal relations with supervisor and colleagues. Follet and others began to argue that employees are human beings and not machines, whose individual differences and inter- personal relations at work ought to be taken into consideration. There are some principals who do not possess people oriented behaviour and tend to be seen as unfriendly. For these types of principals, they normally focus more on the task rather than connecting their emotions and feelings when interacting with the school community members. In return, they also expect the teachers to obey them spiritually. Nevertheless, a majority of teachers generally do not prefer a principal with autocratic leadership behaviour because it is difficult for them to communicate about any school issues and concerns with them.

Importance of Human Relations Theory

- Human Relations Theory increases performance and improves productivity of employees.
- Employee's performance and productivity greatly depends on the quality of relation that he/ she has with management and co-workers.
- Equally, Human Relations Theory erases unhappiness among the employees.
- The Theory of Human Relations helps to develop informal relationship among human resources of an institution or organization thereby reducing work pressure and stress on employees.
- Also, Human Relations Theory improves employee's confinement.
- Human relations Theory helps to reduce conflicts in an organization or institution between the manager and his subordinates, between different departments in the institution as well as the between employees.
- The Theory helps to facilitate exchange of ideas and information which brings about innovation in an organization. It enables employees to consider the contributions and ideas of other workers with open mind.
- Human Relations Theory increase employee's participation in that they are encouraged to actively participate in group discussions and decision making process.
- The Theory is also advantageous in that it creates better human relationships.
- The Theory enables the understanding of human resource in the sense that it helps to properly integrate personal, departmental and organization objectives.

The Relevance of Human Relation Theory in effective human resource management

The human relations theory is a behavioral theory of organizational management theory which explains the effective management of a human relation. This theory plays an important role in effective human resource management to help the teacher to organize the work environment like the classroom the staffroom. Understand the social relation between students and colleagues. When it comes to transactional leadership, it enables the school administrator to implement active management. It also enables them know how to delegate power and equally the needs of staff as well as that of the students. The theory stress on participative management is key to effective implementation of school programmes and activities.

This theory does not only concentrate on the formal aspects of the organization but also on the individual needs and the informal environment of the organization. This is indicative of the fact the individual need of the workers is taken into consideration. In the school setting only the pedagogic need but the individual of teachers which can physical and psychological are taken into account. This goes a long way to boost the effective management of human resource.

Strengths of the theory.

Performance and productivity: An employee's performance and productivity partly depends upon the quality of relation that he has with management and co-workers. When the management takes interest in well-being of employees, it is reflected in the employee's performance. Good human relation practices such as understanding needs and expectations of employees, providing comfortable work conditions, resolving conflicts between management as well as co-workers creates satisfied and motivated employees. It results in improvement in their overall productivity and performance.

Job satisfaction: An employee that has good relations with his team members and superiors tends to perform better than employee who has strained relationship with co-workers or seniors Free flow of communication, unity and understanding between employees increases their job satisfaction level and morale. Job satisfaction ultimately results in higher productivity and performance.

Decreases employee's turnover: Organization that takes interest in well-being and growth of employees helps in reducing employee turnover and absenteeism. Provision of comfortable

work conditions, fair opportunities of growth, welfare facilities and assistance in career advancement of employees helps to create motivated and satisfied work force.

Reduction in disputes: Healthy relation between human resources essential for smooth functioning of the organization. Misunderstanding or mistrust between them adversely affects the productivity of organization. Human relation practices help to reduce conflicts in the organization between superiors and subordinates, between two departments and so on. Leaders who adopt human relations approach are proactive in taking actions to defuse conflicts even before they emerge.

Increase employee participation: Healthy relations with co-workers & superiors at workplace boosts morale of employees. They are encouraged to actively participate in group discussions and decision making process. This helps in improving performance and productivity of employees.

Limitations of Human Relations Theory

- Human Relations Theory is short- sighted. This is because the human relations research is concerned with operative employees that bear ample testimony to the short-sightedness of the research findings. Equally, the method lacks adequate focus on work and it lays much emphasis on the psychological aspects at the cost of structural and technical aspects.
- Human Relations Theory centrepiece on human theory and failed to involve productivity of workforce.
- Human Relations Theory increase employee's participation in that they are encouraged to actively participate in group discussions and decision making process.
- The Theory is also advantageous in that it creates better human relationships.
- The Theory enables the understanding of human resource in the sense that it helps to properly integrate personal, departmental and organization objectives.
- The Human Relations Theory entrepreneur does not show road-map of work to employees.
- The Hawthorne studies suggested that happy employees will be productive employees. This, of course is a naive and simplistic version of the nature of man. Studies have failed to show a consistent relationship between happiness and productivity. It is quite possible to have a lot of happy but unproductive employees.

Review of the Fiedler's Contingency Theory of Leadership

The contingency theory of leadership developed by Fiedler (1964), which suggests that leaders' ability to lead in contingency upon various situational factors, including the leaders' preferred styles, the capabilities and behaviours of followers and also various other situational factors. According to House (2007), Fiedler developed the contingency theory by studying the styles of many leaders who worked in different contexts such as primary and military organisations. As a result, Fiedler was able to make empirically grounded generalisations about which leadership style was best and which style was worst for a given organisational context (House 2007).

Fiedler categorized leadership as task-motivated and as relationship-motivated. Task-motivated leaders were concerned primarily with reaching the goal and while relationship-motivated leaders were concerned with developing close interpersonal relationship. Fiedler's contingency model was used to help determine a leader's level of leader-member relations task structure and position power (House 2007). Chance and Chance (2002) stipulate that contingency theory produces practical application for school leaders. The chances believed that understanding contingency theory will help school leaders in several ways. In the first place, the theory identifies variables that are outside school. Again, contingency theory helps to appraise the impact of schools organisation structure on response to external pressures and demands. Most importantly the theory matches leader's styles with the needs of the school and consider relationship amount teachers personalities and attitudes (Chance and Chance 2002).

Handson (1979) applied contingency theory to education by identifying five subsystems of overall school systems as leadership, student teaching guidance and maintenance. Each of these subsystems involves interactions among task, structure technology, and people. Technical, cultural political and economic forces were identified as impacting in the entire school system. According to Handson (1979), educational institutions often place tight constrains on various subsystems by applying standard operation procedures that result in responses that ignore turbulent issues. This constrains often affect teacher's attitudes towards work negatively as some see it as a barrier in achieving their goal and objectives principals therefore have as a duty to apply prerequisite leadership styles to realise quality work results in the school. The model has been used to determine principals' leadership styles effectiveness in schools (Okumbe, 1998). It is therefore appropriate because it advocates the

principal to use appropriate leadership styles depending on the situation at the appropriate time. Holy (2006) asserts that looking to the contingency theory, leadership effectiveness is said to be dependent upon many variables. As a result the theory argues that a specific trait under a particular situation makes a leader effective. The same trait in another situation makes the leader ineffective.

Contingency theories are therefore a class of behavioural theories that claims that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in other situations. The contingency is therefore in line with the researcher's study of the impact of principals' transactional leadership style and effective management of human resources in that the principal who is the school leader deals with teachers having different qualifications, personalities, cultural background as well as different attitudes. Therefore in this case, the theory is valid because the principal needs to apply a variety of leadership styles depending on the situations and personalities of the individual teachers. Again given the fact they are human beings who are rational in their behaviour single leadership behaviour cannot be applied as far as teachers attitudes towards work is concerned. The principal has therefore to be dynamic and flexible in his leadership as one style might work for a particular teacher and for a given situation and might not work if applied to another teacher and to a different situation. For example the principal has to determine if he should be task motivated or relationship motivated leader or both, because in some cases he needs to apply different styles given the fact that the teachers have different attitudes as far as their work is concerned.

Review of Empirical Studies

This section of the study seeks to summarily review related empirical studies and show their relationships with the present study. Based on this, I consider the following studies:

Silamine, & Ngamaleu (2021) carried out a study on Leadership styles and organizational performance of employees: The case of some primary and secondary schools in Cameroon. The objective of their research was to predict the organizational performance of employees' work according to the leadership style of primary, general secondary and technical schools head teachers in Cameroon. The investigation was carried out by means of a pragmatic questionnaire sent to 345 employees of school heads at the two levels of study, namely: primary and secondary education. This research work is similar to ours in that the researcher made use some indicators of transactional leadership which are used in this

research work. This present work is different in that it focuses on transactional and effective human resource management in secondary schools and we use mixed method.

Chebonye (2016). In her study, she tries to find out the influence of transactional leadership style on teacher service delivery in primary schools in Nandi Central Sub-County, Kenya. Based on this study, the knowledge of reward and punishment is aimed at better understanding of teachers. In this study, the target population comprised 1536 teachers drawn from 193 public primary schools in Nandi central Sub-County. Simple random sampling was used to select a sample of 174 teachers and purposive sampling was used to select 58 head teachers from the target population. Data was collected using tailor-made questionnaire and was analyzed using the t-test statistical tool. The result gotten from the findings showed that contingent reward in transactional leadership style impacts negatively on teacher service delivery. It is the responsibility of head teachers to ensure active management does not affect the level of autonomy of staff. Passive management has a positive influence on teacher's service delivery. This work is related to ours in that the researcher tried to understand the contribution of transactional leadership style of head teachers on teachers service delivery, in primary schools in Kenya and , this present study aim at investigating principals transactional leadership style and effective human resource management in secondary schools. Data was collected with the aid of a semi-structured questionnaire to 342 teachers, from both public and private schools, and interview guide to 4 school principals.

Awan & Saddique (2021), carried out a study titled, higher education on Interactive Effects of Transactional Leadership and Work Meaningfulness on Job Performance. Their aim was to examine the impact of transactional leadership on supervisor rated job performance of employees in higher education sector in Pakistan. They used questionnaire as the main instrument to administer to 240 faculty members. Findings revealed that transactional leadership has a positive impact on job performance of the faculty members. However their research work differs from ours in that, they carried out the research work in the higher education sector in Pakistan but we carried our own in secondary schools in Yaounde VI. This research is similar to ours in that it dwelt on aspects of transactional leadership styles in the work. They also used of instruments to carry out the research and obtained results.

Wirba (2015), carried out a study on Leadership Style of Principals in secondary schools in the North West Province of Cameroon. The study examines the leadership styles of principals in secondary schools in the North West Province of Cameroon (NWP) in terms

of transformational, transactional, and laissez-faire leadership styles. The study also examines whether there were differences in leadership styles of principals in public and non-public schools. She used the quantitative and a qualitative method. 300 questionnaires were issued to respondents. This research is similar to ours in that it talks about principal's leadership style and it explained transactional leadership of principals in the work. She also used instruments to carry out the research and obtained results. The difference between these two research works is that while she discussed on transformational and transactional leadership she did not lay emphasis on transactional, also she did not link it to human resource management.

Transforming schools is critical for sustained growth and success to both the individuals and Countries (Muja, 2018). The principal aim of this study was to improve academic performance in Kenya Certificate of Secondary Education (KCSE) examinations in Mbooni West Sub- Country, Kenya. In this research work, the researcher examined the influence of Principals' transformational leadership practices on academic performance in Kenya Certificate of Secondary Education. Muja (2018) used the Path-Goal theory to explain how transformational Leadership influences academic performance in Kenya. The independent variable was principals' transformational leadership practices, while the dependent variable was academic performance in Kenya Certificate of Secondary Education. He made use of descriptive survey design. The instruments he used were focus groups discussion guide, interview guides, documentary analyses and questionnaires. Muja (2018) carried out his research in 42 public secondary schools as the Targeted population. The above instruments administered on 266 teachers and principals. He used Inferential and descriptive statistics to analyse the data. This research work is similar to ours in that the researcher made use of the Path- Goal theory which is one of the theories used in this study. He also used questionnaires on teachers and interview guides on principals which is the same instruments used in this research work. The work differs with ours in that his research work was based on public schools thereby examining how transformational leadership influence academic performance in Kenya certificate of Secondary Education, while our focus is on how transactional leadership impact human resource management in both lay private and public secondary schools.

Oluremi, (2017) carried out his own study on which he was trying to see how principals' leadership style will influence a school learning culture in some secondary schools in Ado-Ekiti, Nigeria. The research design which he adopted for the study was the descriptive

survey design. The study population was made up of all secondary schools in Ekiti state. There are all together 161 schools in this state, but the researcher randomly selected just 65 as the sample for the study. The instrument he use to collect the data for the study was a questionnaire tagged Teachers Perception of Principals' Leadership and School Learning Questionnaire (TPPLSLQ). Furthermore, he analyzed the data by testing the hypotheses for the study by using the spearman rank correlation and the one way ANOVA. The result gotten from the study showed that, the leadership style of a principal influences the school learning. Base on this result, it was recommended that, principals need to have a better understanding of leadership behaviour and this can be done through regular attendance of meetings or workshop on leadership and school management Oluremi, (2017).

The relationship between Oluremi's investigation and the present study is that while Oluremi's investigation centered on the effect of leadership behavior on school learning culture in Ekiti State Nigeria, the present study seeks to investigate the Transactional leadership style of principals and effective human resource management in some selected schools in Yaounde 6. Though the two studies are not directly related to each other, the leadership behavior of principals can affect the motivation of teachers and students in a school. Also, there is a correlation between the type of behavior exhibited by the principal in the execution of his duties and the motivation strategies he decides to use and their effect on teachers and students in the teaching-learning process.

Chirchir (2014) carried out a study on transactional leadership style and staff commitment and found that transactional leadership techniques were directly related to high staff commitment. He further notes that transactional leadership attributes should be used and emphasized in order to bring out the positive effect on the level of teachers commitment. He made use of descriptive survey design. The instruments he used were focus group on discussion guide, interview guides, documentary analysis and questionnaire. Chirchir (2014) carried out this research in 34 secondary schools and 170 teachers as the targeted population. He used descriptive and inferential statistics to analyse the data. The results revealed that transactional leadership techniques were directly related to high staff commitment. This research work is similar to ours in that the researcher made use some indicators of transactional leadership which are used in this research work. His research work is different in that, while he focuses on secondary schools in Kenya, this present work try to understand the impact of transactional leadership on effective human resource management in Yaounde VI municipality.

Shah & Kamal (2015) carried out a study on Transactional Leadership and Job Performance in large banks in Pakistan. The aim of the study was to investigate the relationship between transactional leadership and job performance in the six large banks of Pakistan. The survey method was used to collect data from the middle managers of six large banks of Pakistan. He used questionnaires to collect data from 500 banks across Pakistan. The findings revealed that Transactional Leadership has a positive relationship on Job Performance in large banks in Pakistan. This research is different with this in that, their study was carried out in banks in Pakistan whereas this research is focused on secondary schools. They did not use interview guide, but only questionnaire. He neglected the customers and assistant managers of the banks.

A study by Laura et al. (2015) found out that the relation between the students' academic achievement and teachers' perceived leadership styles depends on the study field, the correlation being significant and positive only in Math. The above reviewed study was carried out in Romania among 243 students in 11th and 12th grade. The study employed the use of multi-factor leadership questionnaire as its data collection tool. The study's descriptive statistics included measures of dispersion such as the mean and standard deviation and independent samples t-test used in the study to test the hypothesis. The current study employed the use of questionnaires and interview schedules and was conducted among 341 teachers and 4 principals from public and lay private secondary schools in Yaoundé VI municipality.

According to Abwalla (2014), the study revealed that the type of leadership style that the principal had in secondary schools in Gambella region affected the ability of the teachers to make decisions and how the performance of the school was achieved. The above reviewed study was conducted among 170 teacher and 20 general secondary school principals in Ethiopia whereas the current study used 341 selected secondary school teachers and 4 principals of schools in Yaoundé VI municipality. The above study employed the use of questionnaires and interviews as the main instruments for data collection which is similar to the current study. The analysis of the quantitative data was carried out using frequencies, percentages, means, and standard deviations.

Research Gaps

The reviewed literature has shown that much has been done on leadership styles including transactional leadership specifically for school principals. However, these studies

did not concentrate on transactional leadership only hence their results were inconclusive. Further, most studies have linked transactional leadership of principals with job satisfaction, job performance but did not link with human resource management (workload distribution, teacher management, student management, incentive utilization), while others concentrated only on public schools. This study attempts to close the gap by studying both public and private schools and making use of principals and teachers as respondents. Finally, most studies were conducted in other countries and in Cameroon; it was conducted in other divisions and regions but not in Mfoundi division and Yaoundé VI municipality in particular.

Summary

From the available literature, three related theories were reviewed: - The path Goal Theory of Robert House (1971-1996) on leadership where a leader is expected to set clear goals to be followed by his subordinates. Human Relation theory of Elton Mayo who tried to bring the aspect to management of staff. I found this study necessary for principals to go in for training on leadership in general and transactional leadership in particular in order to enhance effective human resource management in Secondary schools in Cameroon.

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

This chapter describes the procedure for executing the study under the following sub – headings: -research design, area of study, population of study, sample and sampling techniques, description of the instrument of measurement, validation and reliability of instrument, method of data collection, method of data analysis and synoptic table. Rajasekar et al. (2013, p. 5) describes research methodology as “the procedures by which researchers go about their work of describing, explaining and predicting phenomena”. A Methodology provides a piece of research with its philosophy, the values and assumptions which drive the rationale for the investigation as well as the standards that will be utilized for the interpretation of information and the drawing of conclusions (Bailey, 1994).

Research Design

Titanji (2011) defines research design is the plan and structure of investigation so conceived as to obtain answers to research questions. This means that it constitutes a blue print for the collection, measurement and analysis of data. Ogolo (1995:40) says research design is the major procedure to be followed in carrying out research. Amin (2005), Defines a research design as a plan for carrying out a research project.

This dissertation adopted the mixed research design. Creswell (2014) on his part sees a mixed design as the procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem. This entails the use of both numeric and non-numeric data collection methodologies with the aid of instruments like interview guides and Questionnaires as main instruments, and tools like a telephone, pens and jotter note books.

Research Approach

The research approach used in this study was quantitative and qualitative approaches (mixed approach). According to Kenton (2020), quantitative approach is a technique that uses mathematical and statistical modeling, measurement and research to understand behaviour. It represents a given reality in terms of a numerical value. Quantitative approach is the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. (Fleetwood, 2020). According to

Crossman (2020), Qualitative research is the type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places. In this research study, we used the mixed approach because we desired to immense scope of the problem we are researching on. The research approach also enables us to understand the problem on all directions.

Area of Study

According to Lee (2020), area of the study refers to the relevant area directly related to your research. The area of this study was geographically limited on selected public and lay private secondary schools found in Yaounde. The Yaounde city is found in Mfoundi division of the Centre region of Cameroon. Yaounde is the political capital of Cameroon and is often called “the City of Seven Hills”. The city is at the same time, the capital of the centre region and Mfoundi Division. The centre region is bordered to east by the East region, to south by the South region, to the north by the Adamawa region and to the west by the West and Littoral regions. This Mfoundi Division covers a surface area of 297km² and is made up of seven administrative sub divisions which are:- Yaounde I, Yaounde II, Yaounde III, Yaounde IV, Yaounde V, Yaounde VI and Yaounde VII. The city of Yaounde lies about 750 meters above the sea level. In this study, we focused on Yaounde VI for our research. The division has a population of about 1,881,876 inhabitants and the population density is 6,336km².

Yaoundé VI sub Division of Mfoundi is made up of people from diverse origin and different cultural ethnicity. A majority of these people are Anglophones coming from the North West and South West regions occupying main zones like Obili, Tam-tam, TKC, Jouvance, and Mendong. Mvog-Beti, Etoug-Ebe and Biyem-Assi. The Bamilike people of the West region are another community that is heavily represented within the Yaoundé VI sub division. Their main zone is the Biyem Assi, Etoug Ebe, Centre and Mendong areas. The Ewondos, people of the land are scattered and mixed among the three groups already described. Their cultural values are respected and carefully practiced as some community halls meant for the exercise of traditional values can be found all over the zones of residence. Some examples are the Foyer Baham, Babandjoun, and Bamoun among others for people of the west region and the Awing, Wimbum, Oshe Community Halls and others for the Anglophone community.

A majority of the residential population of the Yaoundé VI sub Division are Christians though some few Islamic populations also live here. The Christians believe in the Almighty God and the power in Jesus' resurrection. Here, many churches including Pentecostal (Born Again) churches protestant (Baptist, Evangelical and Presbyterian) churches and catholic churches have been built as places of worship where the people always meet to share the word of God. We chose public and lay private secondary schools in this sub division to have a clue of the administration in in the public and private schools. Yaounde VI has many secondary schools such as Top firm foundation anointed secondary school, MADA international college Obili , Champions Comprehensive High school Obili , Faith Comprehensive High school Obili, G.B.H.S Etoug-Ebe, G.B.H.S Mendong, Green Hills, Diderot high school, English High School, Wisdom international College, Progressive Secondary school, Blessed high school Wits standard school of excellence. Some of these schools offer general, technical, commercial and vocational education.

Population of the Study

According to Stoppler (2021), population of study is the group of individuals in a study. Bobbie (1973) defines population as the totality of specified elements about which the researcher intends to bring some inferences through studying the sample. A population is the aggregate or totality of objects or individuals, having the one or more characteristics in common that are of interest to the researcher and where inferences are to be made in as sampling study, (Mbua 2005).The population of this research study was therefore made up of principals and teachers of secondary schools in Yaounde, in the centre Region of Cameroon.

Target Population

Target population as defined by Isangedighi (2005) is the total group of subjects to whom the researcher wants to apply the conclusions from the findings. According to Stephanie (2019), it is a group or set of elements that you want to know more information about. This research targeted 342 teachers and six principals in Yaounde VI Municipality. This consisted of two public secondary schools and four lay private secondary schools. (Mfoundi regional delegation, 2019)

Sample population and Sampling Technique

A sample is a sub group of the target population which is used to generate the required data for the study (Creswell, 2014). It is a group of subjects from which data will be collected.

Orodho (2012) explained the importance of having a small target population on sample size from the target population. The sample based on Mugenda and Mugenda (2003) that proposes that 10%- 30% of the target population is recommendable for a sample size. The researcher sampled Yaounde VI municipality purposefully and used simple random sampling for selection of participating schools by writing the name of the schools on forms 30% the target population of teachers. On pieces of papers the names of the 62 lay private secondary schools and 2 public secondary schools in Yaounde vi were written, folding them, placing them in a bowl and mix them well, then by simple random selection 6 lay private and public schools were selected from the bowl. The sample population was made up of 342 teachers from 6 secondary schools, which form 30% the target population of teachers. This sample was chosen proportionately to the total population as recommended by Krejcie and Morgan in 1970.)

Accessible Population

According to sangedighi (2005), accessible population refers to the population of the subjects that is available or accessible to the researcher. The accessible population is the population in research to which researchers can apply their conclusions. This population is a sub set of the target population and is also known as the study population. In order to come up the accessible population, the researcher divided secondary schools into two strata (public and private schools) from each stratum, four secondary schools were selected using random sampling by writing all the names of the lay private secondary schools in the Yaounde VI were written on slips of papers, folded and put into a basket. The researcher closed his eyes and picked four of them. The same was done by the researcher for the public secondary schools.

The accessible population here therefore was the Principals and teachers of selected lay private and public secondary schools in Yaounde VI sub division notably; Firm foundation anointed secondary school, MADA international college Obili , Champions Comprehensive High school Obili , Faith Comprehensive High school Obili, G.B.H.S Etoug-Ebe, G.B.H.S Mendong. The accessible population comes from diverse historical and religious background and was holders of Advance Level (A/L), Bachelor's Degree (BA), DIPES I, DIPES II, Masters and few of them were holders of Ph.D. The accessible population was made up of 342 teachers and six principals in the six different schools.

Table 1: Sampled schools, number of principals and number of teachers

SCHOOLS	NUMBER OF PRINCIPALS	NUMBER OF TEACHRS
G.B.H.S Etoug-Ebe	01	197
G.B.H.S Mendong	01	120
Faith Comprehensive	01	50
Champions Comprehensive	01	45
MADAinternational college	01	19
Firm foundation anointed	01	30
Total	06	461

Source: Field study 2022

Sampling Size

According to Wallace, Godstein and Nathan (1990) a sample is a representation of a population in whose behaviours you are interested. A sample or target population is known as the accessible population from which the sample is actually drawn. The sample population was available and could give out their experience just as the situation is. A sample size is a small proportion of a population selected for observation and analysis (Amin, 2005). The researcher from the random sampling made use of both female and male teachers and principals from six schools with working ages ranges from 19-60 years. A sample size of 4 principals and 342 teachers were used to collect data in the six schools representing Yaounde VI. This Sample size was drawn based on Krejcie & Morgan (1970) as cited in (Bukhari, 2021). The distribution of sample was as follows

Table 2: Indicating schools number of principals and sample

SCHOOLS	NUMBER OF PRINCIPALS	Sample
G.B.H.S Etoug-Ebe	01	1
G.B.H.S Mendong	01	1
Faith Comprehensive	01	1
Champions Comprehensive	01	1
Total	04	4

Table 3: Indicating schools, teachers' enrolment and sample.

SCHOOLS	NUMBER OF TEACHERS	SAMPLE
G.B.H.S Etoug-Ebe	197	127
G.B.H.S Mendong	120	92
Faith Comprehensive High	50	41
Champions Comprehensive	45	35
MADA international college	19	18
Firm foundation anointed	30	28
Total	461	342

Instruments and Instrumentation

This research work which took the mixed design used two important instruments for data collection, the questionnaire and interview. The instruments helped the researcher to successfully gather information from teachers. The questions were straight forward and easy to understand.

Questionnaire

The questionnaire was intended for the collection of numeric data under the quantitative method, and was administered to teachers as the population of study who had to talk on principals' leadership style that can impact the way human resources are managed in secondary schools. The Structure of the questionnaire constituted different parts streamlined to facilitate understanding and to ease responses. The formulation of this instruments registered respondents opinion in terms of the number who agreed, disagreed, strongly agreed and strongly disagreed to the statements of the indicators. The questionnaire was divided into three main parts. The first is the part opens up with salutation and a plea to the respondents explaining the raison d'être of the study. The second part takes into consideration the demographic data of respondents including their ages, sex professional qualification and academic levels, and the third part handles items of the independent and dependent variables involving guided statements carrying the indicators of transactional leadership style on effective human resource management (Amin, 2005).

Interview Guide

According to Bird (2016), an interview guide is simply a list of high level topics that you plan on covering in the interview with high level questions that you want to answer under

each topic. The interviewer prepares the questions in advance on the relevant context and conducts the interview based on the questions. This interview guide was prepared only for the principals of the four sample schools.

The second instrument used is the interview guide for the purpose of obtaining non-numeric data under the qualitative method. It was administered to principals of the selected schools. The instrument was structured into two parts only, that's the first part involving salutation and the second part consist of ten (10) well defined guided questions. The questions tie to the independent variable whose manipulation could cause a great change on the dependent variable. The various respondents had what to say in their own words based on what they practice on daily basis. We used interview guide because certain information can only be obtained by the use of spoken words.

Piloting of Research Instruments

There is a general agreement among researchers that however careful one is in construction of instruments for data collection, they cannot be perfect, hence the need to test before administering them to the study respondents (Babbie, 2005; Bryman, 2004. Cohen et al. 2004). Also, Creswell (2012) explains the importance of testing of tools before disbursing them to ensure their validity, reliability and practicability. This definition brings out the aspect of critically assessing the instrument in order to ascertain the validity and reliability of the questionnaire. To achieve this, Gay and Airasian (2003:288) advise that individuals chosen for the pilot should be 'thoughtful and critical' and 'should be encouraged to make comments' and give their own suggestions that could be used to improve the research items. Borg & Gall (2003) further states that piloting does not need a big sample. The importance of pilot testing is to discuss the responses with the participants so that any item to be found vague will be rectified and corrections done on editing and grammatical errors. The piloting was conducted in one of the school within the municipality where 10 regular teachers of Green Hills Academic complex and the principal of the said school participated which was not in the sampled population. Interview too was done in the same school. The researcher also used existing records and documents that were related to the study.

Reliability of Research Instruments

Staruss and Carbin (2009), concurs with the view that instrument is said to be reliable when repeated measures of the same things give similar results. Reliability of quantitative

items in the questionnaires was established by computing Cronbach alpha coefficient which is an estimate of internal consistency by determining how items on a questionnaire relate to all other items and to the total test (Simon, 2012). According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. The reliability of the instrument in this study was done by use of test-retest method. This is a method that involves the administration of an instrument to a group of individuals on two different occasions (Onancha & Okpala, 1995). The instruments were administered to 10 teachers in Green Hills school complex selected for pilot study after two weeks, the same instruments were administered to the same participants to obtain two set of scores from same group which does not form a part of the sample population. Correlation coefficient and descriptive analysis was computed using SPSS data analysis program version 23 and interpreted to provide an estimate of reliability. The question for teachers had a coefficient of 0.7 and thus they were satisfactory according to Creswell (2012). The correlation coefficient was used in order to establish the extent to which the contents of the questionnaires were consistent in producing the same responses when the instrument is administered.

Validation of the Instrument

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

- **Face validity:** This describes how the questionnaire is presentable e.g. following an order in the questionnaire or numbering the questions (Egbe. M. 2018). The items were presented following the order from the indicators, numbered appropriately and confirmed by the supervisor.
- **Content validity:** This is to know if the questions match with the subject matter. E.g. asking questions in all the indicators. (Egbe. M. 2018). All questions were constructed

following the subject matter and all indicators had almost equal representation in the questionnaire.

- **Construct validity:** Questions should be made to find out the psychological quality or threats. (Egbe, M. 2018).
- **Discriminative validity:** Questions should be made without discrimination (Egbe, M. 2018). The questions were made without any discrimination to sex, gender or social status.
- **Predictive validity:** Results obtained should be similar to subsequent results obtained. (Egbe, M. 2018). The results of pilot test helped us to predict the research results.

After making use of the face, content, discriminatory and predictive validity the questionnaire and interview guide was translated to French in case we encounter a French respondent. To ensure validity of research instruments: pilot testing of the copies of questionnaires was done in Green Hills school complex. This helped to assess the language clarity, acceptability in terms of length and ethical consideration for clients. In order to establish content validity, results from the ratings were computed using the following formula.

CVI Number of items rated as relevant/ total number of items in the questionnaire

CVI $22/25 \times 100\%$ CVI = 88%

This resulted to a content validity index of 88%, meaning that the instrument was valid.

Piloting of Research Instruments

There is a general agreement among researchers that however careful one is in construction of instruments for data collection, they cannot be perfect, hence the need to test before administering them to the study respondents (Babbie, 2005; Bryman. 2004. Cohen et al. 2004). Also, Creswell (2012) explains the importance of testing of tools before disbursing them to ensure their validity, reliability and practicability. This definition brings out the aspect of critically assessing the instrument in order to ascertain the validity and reliability of the questionnaire. To achieve this, Gay and Airasian (2003:288) advise that individuals chosen for the pilot should be 'thoughtful and critical' and 'should be encouraged to make comments' and give their own suggestions that could be used to improve the research items.

Borg & Gall (2003) further states that piloting does not need a big sample. The importance of pilot testing is to discuss the responses with the participants so that any item to be found vague will be rectified and corrections done on editing and grammatical errors. The piloting was conducted in one of the school within the municipality where 10 regular teachers of Green Hills Academic complex and the principal of the said school participated which was not in the sampled population. Interview too was done in the same school. The researcher also used existing records and documents that were related to the study.

Reliability of Research Instruments

Staruss and Carbin (2009), concurs with the view that instrument is said to be reliable when repeated measures of the same things give similar results. Reliability of quantitative items in the questionnaires was established by computing Cronbach alpha coefficient which is an estimate of internal consistency by determining how items on a questionnaire relate to all other items and to the total test (Simon, 2012). According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. The reliability of the instrument in this study was done by use of test-retest method. This is a method that involves the administration of an instrument to a group of individuals on two different occasions (Onancha & Okpala, 995). The instruments were administered to 10 teachers in Green Hills school complex selected for pilot study after two weeks, the same instruments were administered to the same participants to obtain two set of scores from same group which does not form a part of the sample population. Correlation coefficient and descriptive analysis was computed using SPSS data analysis program version 23 and interpreted to provide an estimate of reliability. The question for teachers had a coefficient of 0.7 and thus they were satisfactory according to Creswell (2012). The correlation co-efficient was used in order to establish the extent to which the contents of the questionnaires were consistent in producing the same responses when the instrument is administered.

Administration of Questionnaires

After the pilot test and necessary collections, the researcher went ahead to administer and collect data. The researcher started by contacting the authorities of selected schools with letters of application as a means of obtaining permission to visit their schools, so that respondents could react positively during the time investigation. By so doing the purpose of this study was clearly explained to them so that they use convincing attitudes on teachers to

respond. The questionnaires were then handed to the school heads that had to share to teachers following their weekly programming in school. Some of the teachers did responded immediately while others responded and handed them back to the school head while the researcher and his assistants passed and collected in the course of the week. This took us up to two month because some school administrators were never on seat and also the fact that my research period coincided with school exams calendar and many teachers were busy marking scripts and recording marks and little attention was given for responding to researchers worry. Out of 342 copies of questionnaires administered to teachers, 328 were successfully collected given a percentage of 89.7% as return rate.

Table 3: Return Rate of Questionnaires for Teachers

Name of school	No of respondents	Return rate
G.B.H.S Etoug-Ebe	127	124
G.B.H.S Mendong	92	90
Faith Comprehensive	41	39
Champions comprehensive	35	32
MADAinternational college	18	16
Firm foundation anointed	28	27
Total	342	328

Scoring of Instruments

Scoring of instruments was based on Strongly Disagree 1, Disagree 2, Agree 3, and Strongly Agree 4. It was based on the Likert four scale measurements. This was to facilitate the respondents to give vital responses with ease.

Method of Data Analysis

The method of data analysis used in this study was descriptive and inferential. Descriptive statistics is out to summarize features of the sample or simple responses of the sample. According to Rawat (2021), descriptive analysis refers to the type of analysis of data that helps to describe, show or summarize data points in a constructive way such that patterns might emerge that fulfill every condition of the data. Descriptive analysis refers to statistically describing, aggregating and presenting the constructs of interest or associations between these constructs. Descriptive analysis describes data whereas inferential analysis allows the researcher to make predictions. That is, it is used to infer or predict population

parameters or outcomes from simple measures. Inferential analysis is used to draw and measure the reliability of conclusions about a population that is based on information gathered from a sample of the population (Calvello, 2020). Inferential analysis was used to draw and measure the reliability of conclusions about a population that is based on information gathered from a sample of the population. Data was presented using tables.

In analyzing the qualitative data, which included the interviews, we used content analysis technique. Systematic content analysis can be described as drawing up a list of coded categories and each segment of transcribed data into one of these categories. It equally enables researchers to shift through large volumes of data with relative ease in a systematic fashion.

After going through all the information gathered from the completed closed ended questionnaires and semi structured interviews were the initial step in analyzing the data for the study. Our teaching experience in Cameroon was valuable in perceiving and interpreting the significance of the data obtained in the questionnaire and interview. We equally hold an insider understands of the participants' beliefs and perception since we belong to the same professional group and have a similar background as those of the participants. This previous consciousness and awareness were useful to suggest the difficulties and challenges investigated in the questionnaire and semi structured interview.

Ethical Consideration

According to Arifin (2018), ethical considerations are the protection of human subjects through the application of appropriate ethical principles. Ethical considerations refer to an accumulation of values and principles that address questions of what is good or bad in human affairs. They can be addressed at the individual as well at the societal levels. In order to carry out a proper research, it is imperative to take ethical issues into consideration which include, voluntary participation, do no harm, informed consent, protection of the privacy of research participants, anonymity of individuals and organisations participating in the study has to be ensured, any type of communication in relation to the study should be done with honesty and transparency, only asses relevant components and adequate confidentiality should be ensured.

Variables of the Study

A variable is just any property, a characteristic, a number or a quantity that increases or decreases over time or can take on different values. In this study, we have used

independent and dependent variables. The variables used by the researcher in the study were transactional leadership which was the independent variable and effective human resource management which was the dependent variable.

Independent variable

Independent variable refers to the variable that is stable and unaffected by the variables you are trying to measure. Independent variable is also called predictor variable. It is that variable which influences the dependent variable. It is the presumed cause of an event. Independent variable can be manipulated in a research so that its effect on the dependent variable can be observed and recorded. The independent variable of this research study is transactional leadership. Through this independent variable, we came out with indicators which were Contingent reward, active management, and passive management.

Dependent variable

Dependent variable is that variable whose conditions or characteristics appears, disappears or changes when the researcher introduces, removes or changes the independent variable. It is that variable which depends on other factors that are measured. The main aim of the researcher is to understand and describe the dependent variable. That is, the values of the variable changes when the independent variable is manipulated. The dependent variable of this research study is human resource management.

Operationalization of Variables

Independent variable

Transactional Leadership

- ✓ **Contingent reward,**
- ✓ Active management
- ✓ Passive management.

Dependent Variable

Human Resource Management

- Workload distribution
- Teacher management Personnel Relationship
- Student management
- Incentive Utilisation

Table 4: Synoptic Table or Recapitulative Table of Variables

General hypothesis	Specific hypothesis	Independent Variable	Indicators	Dependent Variables	Indicators	Modalities	Measurement Scale	Statistical Analysis
Principals' transactional leadership style have an impact on the effective human resource management	(Ha1) Principal's Passive management has an impact on effective human resource management.	Passive Management	- personal initiatives -- - autonomy - tolerance -No consultation -Delay decision -Set no challenging goal	Human resource management	-Workload distribution -Teacher management -Student management -Incentive Utilisation -Personnel Relationship	-Strongly Disagree, -Disagree, -Agree, -Strongly Agree.	Ordinal Scale	Regression analysis ANOVA SPSS
	(Ha2) Principal's Contingent reward has a positive impact and effective human resource management.	Contingent Reward	-Rewards achievement -Recognizes achievement -communicate expected task -Incentives -punishment -Salary -Prizes	Human resource management	Workload distribution -Teacher management -Student management -Incentive Utilisation -Personnel Relationship	-Strongly Disagree, -Disagree, -Agree, -Strongly Agree.	Ordinal Scale	Regression analysis SPSS
	(Ha3) Principals' active management has an impact on effective human resource management.	Active management	-Involvement in decision-making -working environment -Quick decision - Discipline - Listens to diverse points of view - Quarrel letters.	Human resource management	Workload distribution -Teacher management -Student management -incentive	Strongly Disagree, -Disagree, -Agree, -Strongly Agree.	Ordinal scale	Regression analysis SPSS

This chapter which concerns research methodology had to do with the type of research design used for the study which included the triangulation approach, the study area, the population of the study, the description of research tools, describing the sampling techniques employed in choosing the population of the study, an explanation of how the data instruments were administered, the techniques of data analysis, and also the validity and reliability of the data instruments. The chapter ended with a recapitulative table and also, the critical examination of this chapter is a stepping stone for the presentation and analysis of data collected from the field.

CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION

This chapter presents the results of field data that were collected through a questionnaire

which were developed for this study and interview guide. Thus, the first part will present the demographic information, the second will present analyses of the questionnaire items, the third will verify the hypotheses that were stated in the beginning of the study and the last part will be the content analyses of the qualitative data collected through interviews.

Descriptive Statistics

This section deals descriptive statistics on demographic information of the respondents and the qualitative descriptions of concepts (variables) selected for the study. This descriptive statistical analysis is presented in percentages to perceive the rate of involvement in financial accounting and audit as organisational performance indicators.

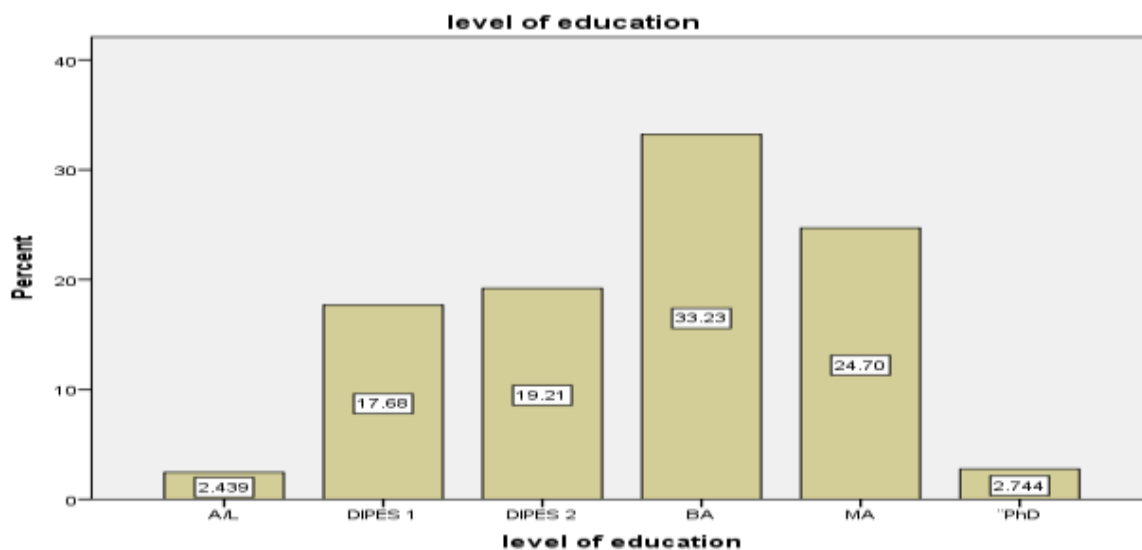
Descriptive statistics on demographic information

These statistical interpretations involve of percentages for, educational background, sex and longevity in organisation, the numbers of years the company has been existing, position and age of the respondents. These demographic data add credence to the integrate of the research.

Table 5: Demographic Information of Teachers Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
A/L	8	2.4	2.4	2.4
DIPES 1	58	17.7	17.7	20.1
DIPES 2	63	19.2	19.2	39.3
BA	109	33.2	33.2	72.6
MA	81	24.7	24.7	97.3
PhD	9	2.7	2.7	100.0
Total	328	100.0	100.0	

(Sources: Field data)

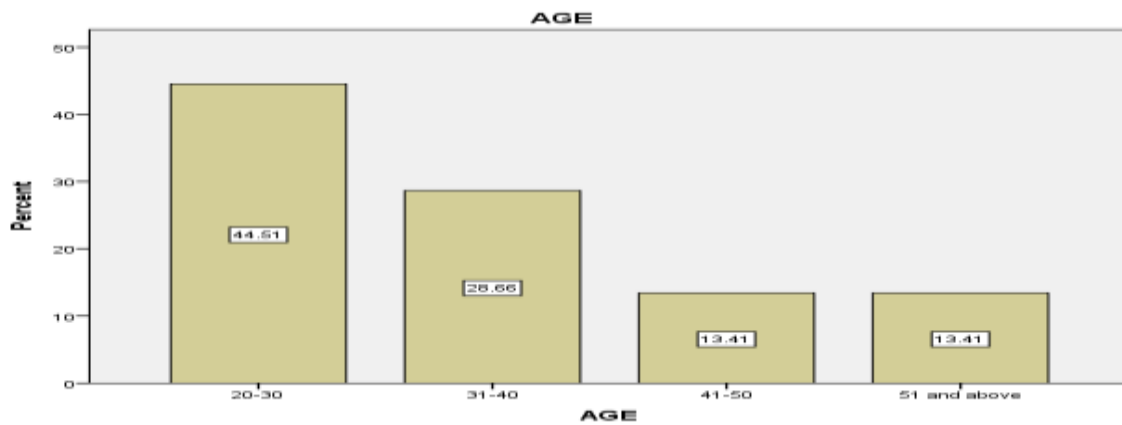
Fig 5: Respondents Demographic Data

The presents the sample distribution table of levels, the level range from A/L to PhD. The distribution from table, it show that 8 respondents in A/L giving percentage score of 2.4%, 58 have DIPES 1 with the percentage rate of 17.7%, 63 have DIPES 2 giving the percentage of 19. 2%, 109 have BA giving the percentage of 33.1%, 81 have MA scoring a percentage of 24.7% and 9 respondents have a PhD with the percentage score of 2.7. The presentation of frequency and valid percentages of the respondents are dominated by BA followed by MA, DIPES 2, DIPES 1, PhD and the least is A/L.

Table 7: Classification of Respondents According to Age Distribution

AGE				
	Frequency	Percent	Valid Percent	Cumulative Percent
20-30	146	44.5	44.5	44.5
31-40	94	28.7	28.7	73.2
41-50	44	13.4	13.4	86.6
51 and above	44	13.4	13.4	100.0
Total	328	100.0	100.0	

(Source: Field data)

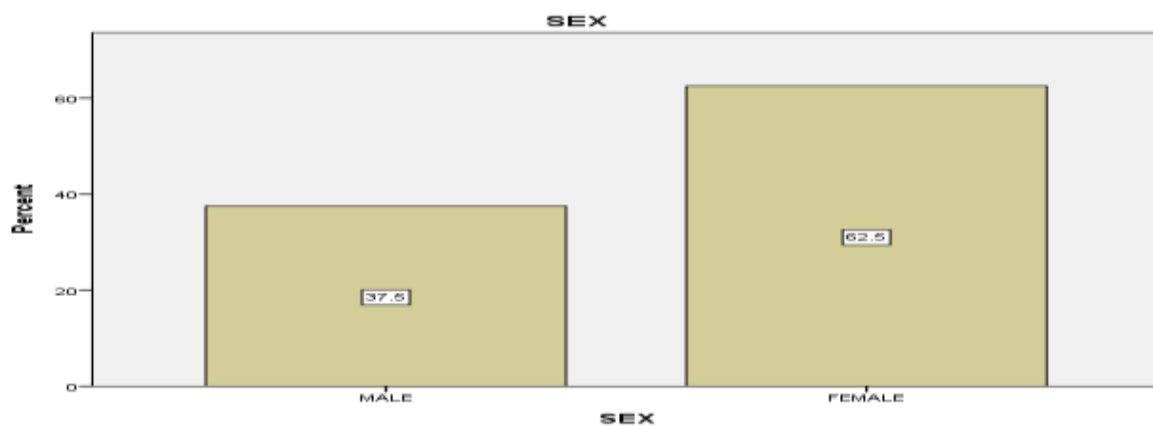
Fig 6: Respondents Age Distribution

The table presents 146 respondents between 20-30 years of age giving the percentage of 44.5%, 94 of the respondents are between 31-40 years old, giving the percent of 28.7 % 44 of the respondents are between 41-50-year-old, giving a percentage score of 13.4% and 44 of the respondents are 51 and above giving a percentage of 13.4%. From this descriptive statistics, the majority of the respondents are between 20-30-year-old were highly represented. This is equally demonstrated in the bar chart above.

Table 8: Respondents sex Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	123	37.5	37.5	37.5
Female	205	62.5	62.5	100.0
Total	328	100.0	100.0	

(Sources: Field data)

Fig 7: Respondents Sex Distribution

The table presents the distribution 123 respondents who are male giving a percentage rate of 37.5% and 205 respondents are female scoring a percentage of 62.5%. This shows that female is more represented than male. Looking at the distribution there is imbalance between male and female.

Descriptive statistics for the items of the independent variables

Table 9: Respondents views on “in my school, the principal ensure clarity in setting goals for programmes and activities”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	4.0	4.0	4.0
Disagree	30	9.1	9.1	13.1
Agree	153	46.6	46.6	59.8
Strongly Agree	132	40.2	40.2	100.0
Total	328	100.0	100.0	

(Sources: Field data)

The study examines the views of the respondents on the fact that principals ensure clarity in setting goals for programmes and activities. 13 respondents strongly disagree scoring a percentage 4.0%, 30 respondents disagree giving percentage of 9.1%, 153 respondents agree with a percentage of 46.6 and 132 respondents strongly agree scoring percentage of 40.2%. From the table, the results show that most of the respondents agree and strongly agree 86.8 % that school principal invest energy in ensuring clarity in setting goals for programmes and activities in the school.

Table 10: Respondents views on “at the beginning of each academic year, my principal provide support to the staff programme planning and activities”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	14	4.3	4.3	4.3
Disagree	42	12.8	12.8	17.1
Agree	198	60.4	60.4	77.4
Strongly Agree	74	22.6	22.6	100.0
Total	328	100.0	100.0	

(Sources: Field data)

From this table the statistic distribution shows that 14(4.3%) strongly disagree on the fact that principals do not provide support to the staff programme planning and activities, (12.8% of the respondent disagree, 198(60.4%) of the respondents agree and 74(22.6%) strongly agree. The results indicate that majority of the respondents agree and strongly agree on the fact school principals provide support to the staff programme planning and activities. The 83.0% is impressive but the principals have to work and improve at 100% for sustainability in innovative approaches.

Table 11: Respondents views on “the principal gives clear directives to be follow in Programme and activities planning”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	28	8.5	8.5	8.5
Disagree	73	22.3	22.3	30.8
Agree	142	43.3	43.3	74.1
Strongly Agree	85	25.9	25.9	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This study examines the opinion of the respondents on principals’ gives clear directives to be follow in Programme and activities planning. The results from the descriptive statistics are presented as follow: 28 of the respondents turn to strongly agree with the percentage of 8.5%, 73 (22.3) disagree, 142(43.3%) agree and 85(25.9%) strongly agree. most of the respondents agree and strongly agree to that fact school principal gives clear directives to be follow in Programme and activities planning. On the cumulative basis the 69.2% turn to give a positive perception, meaning that most of the respondents agree on the fact that the principal gives clear directives to be followed in the school.

Table 12: Respondents views on “your principal promote participative involvement in programmes development”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	43	13.1	13.1	13.1
Disagree	107	32.6	32.6	45.7
Agree	126	38.4	38.4	84.1
Strongly Agree	52	15.9	15.9	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents the statistical distribution sample of the respondents' perception of teachers in terms of how their principal promote participative involvement in programmes development. There various respondents have the varied opinions. 6(3.7%) respondents strongly disagree, 42(25.9%) disagree, 105(64.8%) agree and 9(5.6%) strongly agree. There are about 28% of the respondents who disagree or strongly disagree with this statement and about 69% of the respondents turn to agree or strongly agree on this statement. Therefore, we can conclude that most of the respondents are of the opinion that principals promote participative involvement in programmes development in the school.

Table 13: Respondents views on “your principal ensure effective communication of schools activities and programmes”.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	4.0	4.0	4.0
Disagree	45	13.7	13.7	17.7
Agree	205	62.5	62.5	80.2
Strongly Agree	65	19.8	19.8	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table describes the opinion of the respondents view on the fact that their principals ensure effective communication of schools activities and programmes. 13 (4.0 %) strongly disagree, 45(13.7%) disagree, 205(62.5%) agree and 65(19.8%) strongly agree. From the statistical analysis, most of the respondents agree and strongly agree on this view. A limited number disagree. It is evident most of the respondents are of the opinion that school principals ensure effective communication of schools activities and programmes to teachers to ensure a smooth functioning of the school.

Table 14: Respondents views on “your principal set us performance goals and rewards us as much as we succeed in achieving the objectives of the school”.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	27	8.2	8.2	8.2
Disagree	50	15.2	15.2	23.5
Agree	196	59.8	59.8	83.2
Strongly Agree	55	16.8	16.8	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This study examines the statistic sample distribution on the item that their principal set performance goals and rewards teachers as much as they succeed in achieving the objectives of the school. 27(8.2%) strongly disagree, 50(15.2%) disagree, 196(59.8%) agree and 55(16.1%) strongly agree. From the results, about 23.4% of the respondents do not experience instructions on rewards and about 76.6% of the respondents do experience instruction on rewards from the principal. Therefore, it is clear that most of the respondents' receive performance goals and rewards after they succeed in achieving the objectives of the school from the principal.

Table 15: Respondents views on “your principal motivate teachers in team work to be more productive”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	5.2	5.2	5.2
Disagree	78	23.8	23.8	29.0
Agree	187	57.0	57.0	86.0
Strongly Agree	46	14.0	14.0	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents the statistic results of the sample of the respondent's opinions that principal motivate teachers in team work to be more productive. 17(5.2%) strongly disagree, 78(23.8%) disagree, 187(57.0%) agree and 46(14. %) strongly agree. Almost 71% Of the respondents turn to agree or strongly agree that principal motivate teachers in team work to be more productive in their respective schools.

Table 16 : Respondents views on “your principal promote excellence through incentives”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	44	13.4	13.4	13.4
Disagree	83	25.3	25.3	38.7
Agree	154	47.0	47.0	85.7
Strongly Agree	47	14.3	14.3	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table present statistics on the respondents' views on the principal promote excellence through incentives. 44(13.4 %) strongly disagree on this fact, 83(25.3%) disagree, 154(47. %) agree and 47(14.3%) strongly agree. There is limited number of respondents who disagree with this view. The majority of the respondents agrees or strongly agrees at 61.3 %. That principal do principal promote excellence through incentives. This means that about 38.7% of the respondent disagree that excellence is not backed by incentives. Therefore, school principals and administrators should work to improve the incentive for teacher's achievements and excellence.

Table 17: Respondents views on “your principal recognizes teacher’s achievement through rewards”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	37	11.3	11.3	11.3
Disagree	66	20.1	20.1	31.4
Agree	178	54.3	54.3	85.7
Strongly Agree	47	14.3	14.3	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents the respondents views on the principals' recognition of teachers' achievements through rewards. 37(11.3) strongly disagree, meaning that they are not always inform of the required document, 66(20.1%) disagree, 178(54.3%) agree and 47(14.3%) strongly agree. A considerable number of respondents disagree at 31.4% but a majority of the respondents agree or strongly agree at 68.6% that schools principals recognise their achievement through rewards. From these statistics there is need to improve on the recognition of teacher's achievement through rewards as administrative and leadership strategies for effective human resource management.

Table 18: Respondents views on “your principal promotes active involvement in decision-making”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	34	10.4	10.4	10.4
Disagree	88	26.8	26.8	37.2
Agree	160	48.8	48.8	86.0
Strongly Agree	46	14.0	14.0	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents the respondents views on ensuring active involvement in decision-making 34(10.4%) strongly disagree, meaning that they are not involved in decision making in the school, 88(26.8%) disagree, 160(48.8%) agree and 46(14.0%) strongly agree. A considerable disagree or strongly agree at 37.2% that they are involve in decision making in the school, however, a majority of the respondents agree at 61.8% on the fact they are actively involved in decision making. This percentage is only a fair representation of the sample population. This signifies that school principal must work to improve teacher’s involvement in school decision in order to make them feel involved as an effective of human resource management in educational transaction.

Table 19: Respondents views on “your principal promotes active involvement in decision-making”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	97	29.6	29.6	29.6
Disagree	133	40.5	40.5	70.1
Agree	84	25.6	25.6	95.7
Strongly Agree	14	4.3	4.3	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents the results on the view that principals focus on mistakes of the teachers .97 (29.6%) strongly disagree, 133 (40.5%) disagree, 84(25.6%) agree and 14(4.3%) strongly agree. A lesser percentage of the respondents agree or strongly agrees at 29. 9% on the fact that school principal focus on teacher mistakes. We conclude that almost 70.1 % of

the respondents think that principal do focus on their mistake. In this light working to improve this percentage will ameliorate effective human resource management and teachers' engagement.

Table 20: Respondents views on “your principal ensure good working environment”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	114	34.8	34.8	34.8
Disagree	132	40.2	40.2	75.0
Agree	59	18.0	18.0	93.0
Strongly Agree	23	7.0	7.0	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents statistics on the respondents' views on that the principal ensure good working environment. 114(34.8%) strongly disagree, 132(40.2%) disagree, 59(18.0%) agree and 23(7.0%) strongly agree. From the statistics, the results show that about 75.0% of the respondents strongly disagree and disagree on the view that school principals ensure good working environment. This shows that they work to improve the competences and effectiveness of the teachers to minimize resources wastage in the school establishment.

Table 21: Respondents views on “your principal promotes good working human relations”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	4.6	4.6	4.6
Disagree	72	22.0	22.0	26.5
Agree	196	59.8	59.8	86.3
Strongly Agree	45	13.7	13.7	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents statistical distribution sample on the element that school principal promotes good working human relations. The views of the various respondents with help understand better. 15(4.6%) strongly disagree, 72(22.0%) disagree, 196(59.8.2%) agree and 45(13.7%) strongly agree. The evidence from the statistical analysis shows that majority of teachers agree and strongly agree that school principal promotes good working human

relations. Expressing positive impression about school principal ensuring the implementation of the transactional leadership for effective human resource management.

Table 22: Respondents views on “your school principal encourage friendliness among teachers”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	4.6	4.6	4.6
Disagree	43	13.1	13.1	17.7
Agree	232	70.7	70.7	88.4
Strongly Agree	38	11.6	11.6	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This element seeks to understand that principal encourage friendliness among teachers. 15(4.6%) strongly disagree, 43(13.1%) disagree, 232(70.7%) agree and 38(11.6%) strongly agree. The results shows that about 82.3% of the respondents agree and strongly agree on the view that principal encourage friendliness among teachers. The 27.7% negative is indicative that school principal encourage friendliness among teachers to a greater extent and there is still improvement to make in this direction.

Table 23: Respondents views on “your principal is open to different views points for better management”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	5.2	5.2	5.2
Disagree	65	19.8	19.8	25.0
Agree	207	63.1	63.1	88.1
Strongly Agree	39	11.9	11.9	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This statistical sample distribution seeks to understand principal is open to different views points for better management. 17(5.2 %) of the respondents strongly disagree, 65(19.8%) disagree, 207(63.1%) agree and 39(11.9%) strongly agree. About 75 % of the respondents affirm that the school principal is open to different views points for better management and 25 % of the respondents who disagree on this point.

Table 24: Respondents views on “Your principal promotes coordinated teacher autonomy”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	43	13.1	13.1	13.1
Disagree	88	26.8	26.8	39.9
Agree	145	44.2	44.2	84.1
Strongly Agree	52	15.9	15.9	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents distribution statistic sample of the respondent’s opinions on principal promotes coordinated teacher autonomy. 43(13.1%) strongly disagree on this statement, 88(36.8%) disagree, 145(44.2%) agree and 52 (15.9) strongly agree. Most of the respondents agree and strongly at about 60. 1% that school principals’ promotes coordinated teacher autonomy. It is based on these statistics that said the principal ensuring teachers autonomy only to an extent. They have to work on the level of autonomy to give to teachers, if the leaders want to maximize human resource management in their various institutions.

Table 25: Respondents views on “your principal promotes development of personal initiatives”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	30	9.1	9.1	9.1
Disagree	111	33.8	33.8	43.0
Agree	143	43.6	43.6	86.6
Strongly Agree	44	13.4	13.4	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents statistics on the view that school principals promote development of personal initiatives. 30(9.1%) strongly disagree, 111(33.8%) disagree, 143(43.6%) agree and 44(13.4%) strongly agree. Based on these statistics most of the respondents turn to agree or disagree at 57.0% that principals promote development of personal initiatives. However, 43.0% think otherwise. This shows that the respondents’ most principals practice the development of personal initiatives of teachers in school in their transactional leadership

practice and it may not guarantee effective human resource management in Cameroon secondary.

Table 26: Respondents views on “your principal reacts to problems if they are serious”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	14	4.3	4.3	4.3
Disagree	32	9.8	9.8	14.0
Agree	200	61.0	61.0	75.0
Strongly Agree	82	25.0	25.0	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table reports the statistic result of the distribution sample on principals’ reactions to serious problems. The frequencies and percentages will help us understand the respondents’ opinions on the element. 14(4.3%) strongly disagree, 32(9.8%) disagree, 200(61.0%) agree and 82(25.0%) strongly agree. From the statistical results about 14.1% of the respondents disagree and strongly disagree insinuating that the principal always reaction to serious problems at 85.9%. We conclude that most principals react promptly to serious issues.

Table 27: Respondents views on ‘your principal is part and parcel of the teaching force’

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	4.0	4.0	4.0
Disagree	29	8.8	8.8	12.8
Agree	206	62.8	62.8	75.6
Strongly Agree	80	24.4	24.4	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This study examines the sample distribution statistics on school principal participation in the teaching process. The view of the various respondents will be presented as follows: 13(4.0%) strongly disagree, 29(8.8%) disagree, 206(62.8%) agree and 80(24.4%) strongly agree. Most of the respondents agree and strongly at 87.2% that school principals are part and parcel of the teaching forces. This approach can go long way to improve on teachers’ skills and competences of teachers as well as effective human resource management.

Table 28: Respondents views on “your principal practices the culture tolerance for teacher growth”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	5.2	5.2	5.2
Disagree	20	6.1	6.1	11.3
Agree	215	65.5	65.5	76.8
Strongly Agree	76	23.2	23.2	100.0
Total	328	100.0	100.0	

(Sources: Field data)

The statistics from this table help us to understand if principals practice the culture tolerance for teacher growth. 17(5.2%) strongly disagree, 20(6.1%) disagree, 215(65.5%) agree and 76(23.3%) strongly agree. From individual scale level the respondents agree and strongly that principals practice the culture tolerance for teacher growth at 88.7%. This is a positive indication that principals in their transactional leadership practice the culture tolerance for teacher growth as approaches to effective human resource management. The various stakeholders have to work so that this can be sustained and improve upon.

Table 29: Respondents views on “the principal gives appropriate workload to teachers”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	24	7.3	7.3	7.3
Disagree	61	18.6	18.6	25.9
Agree	166	50.6	50.6	76.5
Strongly Agree	77	23.5	23.5	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents the statistics of distribution sample to probe the respondents’ opinions the apportioning of appropriate workload to teachers. 24(7.3%) strongly disagree on this view, 61(18.6%) disagree, 166(50.6%) agree, 77(23.5%) strongly agree. the results indicate that 74.1% of respondents agree or strongly agree on the appropriate distribution of workload. This can help improve the effective human resource management in secondary in Cameroon.

Table 30: Respondents views on “teachers in examination classes are selected to teach based on their professional experience”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	2.7	2.7	2.7
Disagree	57	17.4	17.4	20.1
Agree	163	49.7	49.7	69.8
Strongly Agree	98	29.9	29.9	99.7
12.00	1	.3	.3	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table shows the frequencies and percentages of the sample distribution on that teachers in examination classes are selected to teach based on their professional experience. 9(2.7%) of the respondents strongly disagree, 57(17.4%) disagree, 163(49.7%) agree and 98(29.9%) strongly. From the results, 19.1 % of the respondents disagree on the selection of teachers to teach based on their professional experience. About 79.6% of the respondents agree or strongly agree on this view. We conclude that school principals ensure that teachers in examination classes are selected to teach based on their professional experience. This ensures effective human resource management.

Table 31: Respondents views on “teachers are frequently enriched through seminars, workshops and colloquiums”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	3.0	3.0	3.0
Disagree	59	18.0	18.0	21.0
Agree	197	60.1	60.1	81.1
Strongly Agree	62	18.9	18.9	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents statistical distribution on the views on frequent enrichment through seminars, workshops and colloquiums. 10(20%) of the respondents strongly disagree with the view. 59(18.0%) disagree, 197(60.1%) agree and 62(18.9%) strongly agree. The results indicate that 79.0% of the respondents agree or strongly agree that the teachers are enriched through seminars. Only about 21.0% of the respondents strongly

disagree and disagree with view. This shows that regular in-service training programs will improve effective human resource management in Cameroon secondary.

Table 32 Respondents views on “there is effective Division of labour and collaboration”

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	2.4	2.4	2.4
Disagree	35	10.7	10.7	13.1
Agree	198	60.4	60.4	73.5
Strongly Agree	87	26.5	26.5	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents sample distribution statistics on the effective Division of labour and collaboration in school .8(2.4%) respondents strongly disagree, 35(10.7%) disagree, 198(60.4%) agree and 87(26.5 %) strongly agree. 86.9% of the respondents agree and strongly agree on the fact that there is effective division of labour and collaboration used and 13.1% of the respondents think that there is no effective division of labour and collaboration in the school. This proves that the institutions are making tremendous efforts but ameliorations effective division of labour will enhance effectiveness human resource management.

Table 33: Respondents views on “quarrel letters are often given to teachers when their work is poorly managed”.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	3.0	3.0	3.0
Disagree	28	8.5	8.5	11.6
Agree	192	58.5	58.5	70.1
Strongly Agree	98	29.9	29.9	100.0
Total	328	100.0	100.0	

(Sources: Field data)

This table presents statistical sample distribution on principals’ serving them with quarrel letters are often given to teachers when their work is poorly managed. 10(3.0%) of the respondents strongly disagree, 28(8.5%) disagree, 192(58.5%) agree and 98(29.9%) strongly agree. 11.5% of the respondents strongly disagree and disagree on this view while 88.4% of the respondents agree and strongly agree that principals serve them with quarrel letters are often given to teachers when their work is poorly managed. The majority of

respondents express a positive view but the respondents with negative perceptions calls for concern from the quality assurance perspective. The school management has to ensure that improvement carry on so as to provide transactional leadership and effective human resource management.

Inferential Statistics

This section presents the regression analysis of the independent variables (planning, programing of human resource and activities, (CPTLS), contingent reward (CR), active management (AM), passive management (PM), and dependent variable (human resource management) as means of hypotheses testing. The inferential statistics is presented according to the hypotheses of the study. This is a multiple regression analysis; here four variables are entered into the model and analysis to determine the impact of these variables on the dependent variable.

Table 34: Model summary

Model Summary^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.419 ^a	.176	.165	2.57852	.176	17.135	4	322	.000

a. Predictors: (Constant), PM, AM, CPTLS, CR

b. Dependent Variable: ERM

This table presents the model summary of the multiple linear regressions of four independent variables were entered into (PM, AM, CPTLS and CR) with the coefficient of the multiple determination of R square change of 17.6% variation from the dependent variable - human resource management (HRM) with the df (4, 322) significance of change of 0.000

Table 35: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	455.721	4	113.930	17.135	.000 ^b
	Residual	2140.909	322	6.649		
	Total	2596.630	326			

a. Dependent Variable: HRM

b. Predictors: (Constant), PM, AM, CPTLS, CR

From the table overall model is significantly useful in explaining the influence of F (4, 17.13%)- degree of freedom(df) = (4, 322), $p < 0.005$ at the significant level of 0.000 f change

Table 36: Coefficient Table.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	7.062	1.112		6.348	.000	4.873	9.250					
	CPTLS	.138	.069	.115	2.008	.046	.003	.273	.279	.111	.102	.780	1.283
	CR	.265	.067	.255	3.972	.000	.134	.397	.383	.216	.201	.819	1.615
	AM	.145	.080	.111	1.818	.070	-.012	.301	.300	.101	.092	.692	1.444
	PM	.053	.043	.066	1.238	.217	-.031	.138	.187	.069	.063	.899	1.112

a. Dependent Variable: ERM

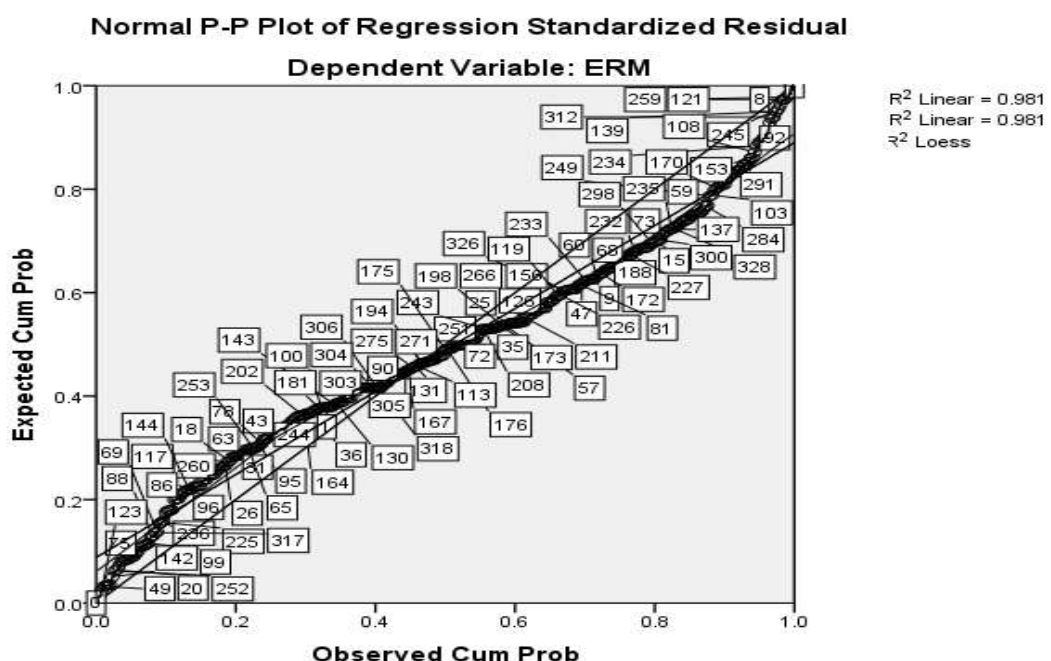
A standard multiple regression was conducted to examine the impact of transactional leadership on effective human resource management, the results helped prediction and categorization of the variables. This table presents the standardized and unstandardized coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variables, it also presents the correlations between the variables and the collinearity statistics which has to do with tolerance ratio and value inflated fraction (VIF) which are not great than 10 (they range from 1.055 to 2.593), this signifies that there is no multi collinearity problems. This simply means that there is no variable in the model that is measuring the same relationship/quantity as is measured by another variable or group of variables.

Table 37: Correlations

		HRM	CPTLS	CR	AM	PM
Spearman Correlation	HRM	1.000	.279	.383	.300	.187
	CPTLS	.279	1.000	.436	.317	.262
	CR	.383	.436	1.000	.543	.261
	AM	.300	.317	.543	1.000	.219
	PM	.187	.262	.261	.219	1.000
Sig. (1-tailed)	HRM	.	.000	.000	.000	.000
	CPTLS	.000	.	.000	.000	.000
	CR	.000	.000	.	.000	.000
	AM	.000	.000	.000	.	.000
	PM	.000	.000	.000	.000	.
N	HRM	327	327	327	327	327
	CPTLS	327	327	327	327	327
	CR	327	327	327	327	327
	AM	327	327	327	327	327
	PM	327	327	327	327	327

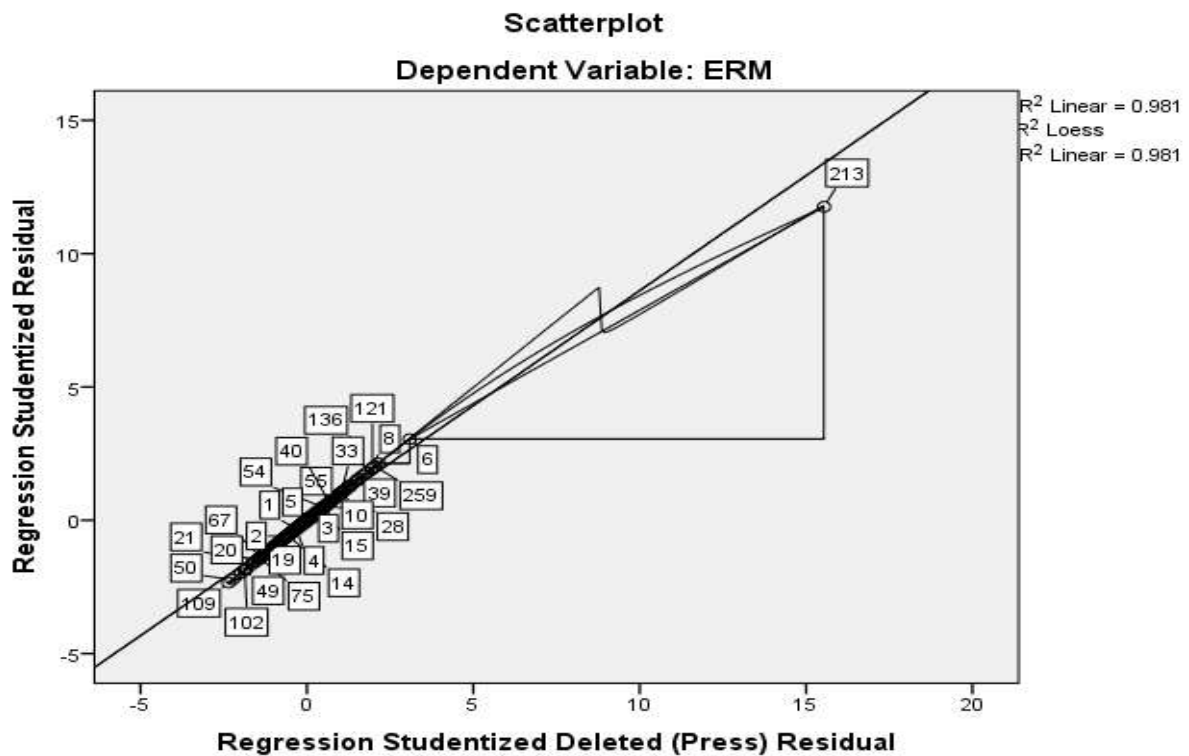
The table above shows the spearman correlation which measures the relationship between variables. The independent and dependent variables. The correlational values show range from high degree (CR, AM, and PM 1.00), strong correlation, and moderate degree (CPTLS .436) medium correlation.

Table 38: Regression predicted value and regression standardized residual scatter plot of the dependent variable.



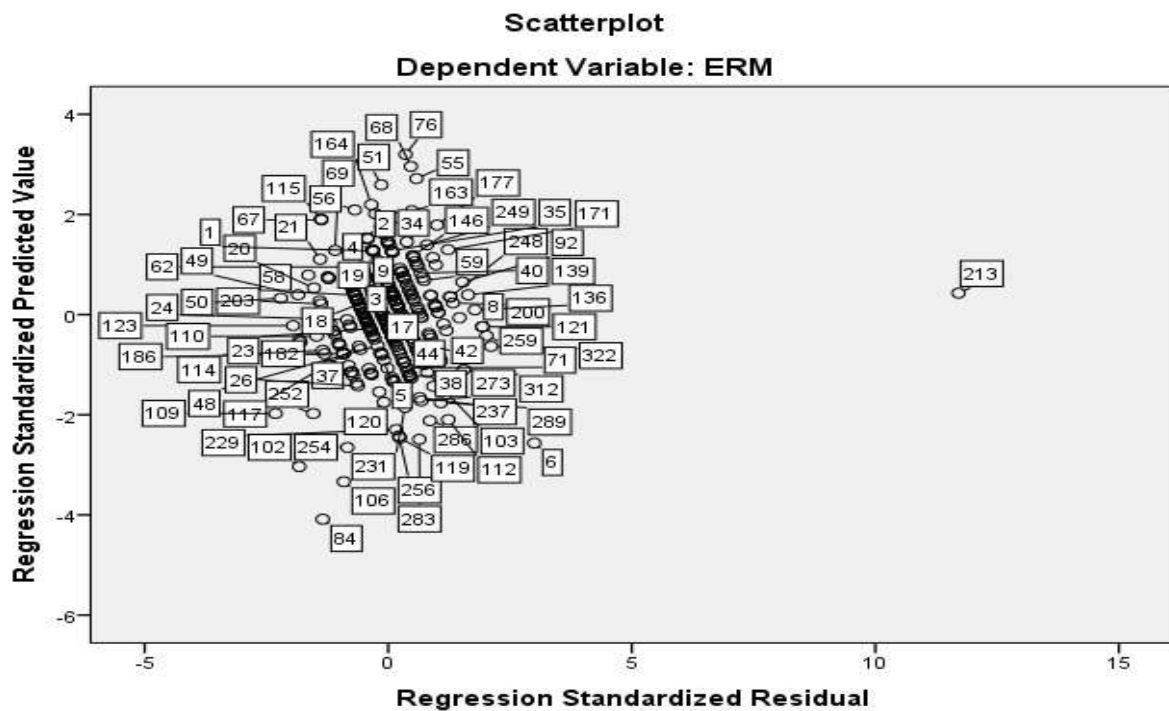
This table presents the regression predicted value and regression standardized residual scatter plot of the dependent variable. From the table, most of score clustered the centre in the linear direction to the left of the table. This only confirms the fact that there exists significant statistical contribution of the independent variable transactional leadership on the dependent variable effective resource management. Therefore, transactional school leaders should also consider the indicators like the contributions of transactional leadership, active management, contingent reward and passive management.

Table 39: Regression studentised residual and regression studentised deleted (press) residual of the dependent variable.



This table presents the regression studentised residual and regression studentised deleted (press) residual of the dependent variable. From the scatterplot, there is a straight line which runs from the left to the right show the multiple linear regressions of the impendent invariables on the dependent. This signifies that transactional leadership is significantly impact on human resource management in secondary schools in the Yaounde VI municipality.

Table 40: Clustered regression standardized residual of the dependent variable effective human resource management.



This scatterplot presents the clustered regression standardized residual of the dependent variable effective human resource management.

Hypothesis testing

From the coefficient table the hypotheses if the study is tested to determine their impact and degree of predictability of each of the variable. To see which of them is most predictive.

Hypotheses 1: Ha1: There is impact between Principal's Contingent reward and human resource management.

Ho1: There is impact between Principal's Contingent reward and human resource management.

The coefficient table equally present the second independent variable contingent reward, CR= B (0.266), std error (0.667), β (0.25), t (3.3972), sig. level $0.000 < p < 0.005$ and partial correlation of 0.216. The evidence of this statistical representation rejects the null hypothesis and confirms the alternative which starts that contingent reward has significant impact on resource management in secondary schools in Yaoundé VI municipality. Contingent reward as the transactional leadership mechanism is an important factor of effective human resource

management and improve of teachers' performance. The dissemination of competences and knowledge to student demands incentives for better performance.

Hypotheses 2: Ha2: There is impact between Principal's active management and human resource management.

Ho2: There is impact between Principal's active management and human resource management.

Active management is the third independent variable which was entered into the model. AM=B (0.145), std error (0.101), β (0.111), t (0.078), sig. (0.070) < PV0.005 at a partial correlation of 0.092. From these statistical presentations, 0.070 is greater than (>) 0.005 PV. This has partial correlation of 0.0101%. Confirming the hypothesis that active management has no a significant influence on human resource management in secondary schools in Yaoundé VI municipality. It affirms the null. Integrating active management elements into effective resource management will have little or no significant on human resource management therefore, from the transactional management in this study active management should be employed with limited attention.

Hypotheses 3: Ha3: There is an impact between Principal's Passive management and human resource management.

Ho3: There is no an impact between Principal's Passive management and resource management.

The four independent variable entered into the model was Passive management- PM=B (0.553), std error (0.0443), β (0.66), t (1.238), sig. 0.217 < PV 0.005. From the standardised coefficient and calculated value, passive management has a significant impact on effective human resource management in secondary schools in Yaoundé VI municipality. Therefore, it is clear that the null hypothesis passive management has no a significant impact on resource management in secondary schools in Yaoundé VI municipality is rejected and the alternative retained. In this light, the school principal has to improve or enhance passive management as means of promoting human resource management for better learning and skills acquisitions.

Table 41: Recapitulative Table of Results

Hypothesis	Level of significance	Correlation coefficient	Alpha	Decision
Ha1	0.000	0.216	0.05	Ha retained; Ho rejected
Ha2	0.070	0.092	0.05	Ho retained; Ha rejected
Ha3	0.217	0.553	0.05	Ha retained; Ho rejected

Based on the above contingent reward (CR) is the most predictive of the variables, followed by Passive management (PM), contributions of the principals to transactional leadership style is the third predictive and active management is the four and has not contribute significantly in predictive of the variable.

Analysis of data obtained from the Qualitative Phase (interview)

This section of the work analyses the interviews carried out with principals of both lay private and public schools.

Introduction

This section deals with the result and interpretation of qualitative data that were gathered from principals and vice principals. In this phase of the study, data were mainly collected thorough interview from a total of 4 informants. As explained in chapter three, this study followed a mixed method where the quantitative data analysis appears dominant and the qualitative data being supplementary to the quantitative phase. Accordingly, some supplementary qualitative data were collected and analyzed with the aim of counter checking whether the result obtained from the qualitative approach match with the quantitative findings of the study, clarifying and giving complete picture to the quantitative results. In addition to this, some important data obtained from document analysis were entertained whenever it was found useful to clarify the issue under consideration.

Thus, the qualitative data collected through interview were analyzed to determine whether or not participants' opinion, belief and perception supplement the result obtained in the quantitative phase of data analysis of the study. In line with this arrangement in the second phase of the study, small qualitative data were analyzed to supplement the quantitative results that were obtained in the first phase.

Item 1: Do you trust task in the hands of teachers? If yes, how do you entrust them with task?

The principal from school one states that his school is successful because his leadership style is collaborative and not dictatorial:

“I think because I am not dictating the teachers and telling them what to do, this is the way to do it. There is the freedom of how you want to teach as long as you get good results. Allowing people to teach how they see fit, makes them feel more relaxed. That relaxed atmosphere allows people to get good results, because they don't feel pressurized by it. You have to treat people like professionals and tell them that academic results are non-negotiable, but how you get there is up to you. Then you get the best out of people.”

The principal from school two said the following:

“Support your academic department fully, in terms of what they need. Letting the head of departments run their department without interfering with them. Trust your staff members. We have a senior management meeting every week and we also have an executive meeting every week. So that we touch base on what needs to be done academically. So, I trust all my staff fully and I think that is very important.”

The principal from school three said:

“I ensure that the teachers are equipped in the classroom with the materials that they need to teach, and I also send them on workshops to improve their skills. I also believe in positive bombardment, I give the teachers feedback about how well we perform and always thank them for their hard work. Verbal acknowledgement is very important.”

Lastly the principal from school four said:

“Everyone has an input and each person is responsible for the area they are in.” These principals all believe that following a collaborative leadership style leads to not only to academic excellence, but also to the overall success of the school. Wilhelm (2013) said: ‘In a shared leadership school, the principal maintains a delicate balance—giving teachers responsibility without abdicating all authority.’”

The teachers have to now become stakeholders and buy into the school's success. This does not fall on the principal alone and each member of the staff must take control in their area, as stated by the principal from school four.

From the above analyses, we discover that principals of secondary schools of Yaounde six municipality trust task in the hands of teachers. Some principals give them freedom to manage their departments without interference and only get reports from the head of departments in the meetings.

Item 2: Do you involve teachers in decision making? If yes how do you involve them?

Involving teachers in decision making is a very important aspect of the principal's transactional leadership style. This is important to the teachers because it involves them in the administrative process and gives them the feeling of belonging. This therefore, goes a long way in influencing effective human resource management .Generally speaking, principals admit involving their teachers in decision making at different levels. From the responses gathered, it is seen that principals involve teachers in decision making when it comes to sampling opinions. This is seen the sample below.

“I involve my teachers in decision making by sampling their opinions when a major problem comes up. For instance it could be a disciplinary case concerning a student In this case I call for a disciplinary council meeting where the fate of the student is discussed teachers give their opinions and ideas and a final decision is taken there and then.”

Source: Respondent number one

The above respondent explains that he involves teachers in decision making by sampling their opinions only when major problems come up and he cites an example of the discipline where he involves teachers by sampling their opinions during disciplinary council meetings before taking a final decision. This implies that his level of involvement of teachers in decision making is at the level of disciplinary issues concerning student.

“I involve, teachers in decision making by soliciting their ideas concerning important matters, for instance on matters concerning discipline and other sensitive issues.”

Source: Respondent number two

The second respondent admits involving teachers in decision making by soliciting their ideas concerning discipline and other sensitive issues. From his response we see that his own level of involvement of teachers in decision making is at the level of discipline too even though he does not specify whether they are disciplinary issues concerning the students or the teachers. He goes ahead to add that he equally involves his teachers in taking decisions concerning other issues though he does not make mention of these issues but makes us to

understand that his involvement of teachers in decision making is not only at the level of discipline.

“It will depend very much on the decision and those involve. For decisions involving students, I sample teacher’s opinions sometimes but for those involving staff I make them myself and sometimes in collaboration with my close collaborators.”

Source: Respondent number three

The third respondent says he involves teachers in decision making, depending on the status of the individual, for students he involves teachers and for teachers he makes the decisions himself and sometimes with his close collaborators. The third respondent is selective when it comes to involving the teachers in decision making and his level of involvement will depend on the concerned.

Source: Respondent number four

“I rarely involve teachers in decision because I believe in myself and sense of judgment but in some special cases I involve one or two senior teachers.”

The fourth respondent says he does not involves teachers in decision making, he makes the decisions himself and sometimes with his close collaborators. The fourth respondent is selective when it comes to involving the teachers in decision making and his level of involvement will depend on the concerned.

From the above analyses, we discover that principals of secondary schools of Yaounde six municipality involves teachers in decision making especially when it comes decisions concerning the students but when it comes to the teachers themselves they are left out. The involvement of teachers in decision making is therefore done partially and not totally which implies that when it comes to this aspect of principal’s leadership style, they are not totally democratic in their leadership.

Item 3: Do you usually consult teachers before making decisions? If yes how often do you consult them?

Consulting teachers before making decisions is a prominent aspect in the principal’s transactional Leadership style and because it allows the teachers participate in matters concerning the school and making them to feel not left out. In the Yaounde Six municipality consultation of teachers before making decisions varies as explained by the respondent below

“It is often impossible to get all the teachers involve in decision making, so i have decentralized my administration and decisions are taken at the departmental level. For instance if a problem arises from the geography department, only teachers in the said department will be involve in taking decisions then their ideas and opinions are sampled and considered.”

Source: respondent number one

Respondent one admits consulting teachers but confesses that it is impossible for him to involve all the teachers. As a result, he has decentralized his administration and consultations and decisions are taken at the departmental level.

“No, i lake my decisions based on my discretion because consulting every teacher before taking decisions is a waste of time and besides it is time consuming.”

Source: respondent number two

According to him respondent two, he does not consult teachers before taking decisions because to him it is time consuming s. This implies that the principal does not consult teachers at all before making a decision.

“Respondent three consults just a few teachers but not always because, according to him, the too many decisions might be confusing. Yes, I do consult a few but not always because too many ideas might sometimes be confusing.”

Source: respondent number three

“Of course I do consult one cannot manage a school effectively without consultation.”

Source: respondent number four

From the above responses as concerns principals consultation of teachers before taking decisions in the Yaounde six municipality is limited as some consults just a few and not often while others do not even do it at all.

Item 4: Considering teachers opinions in final decision making

This aspect is essential in principal's leadership style because if they sample teacher's opinions and do not consider them when taking the final decisions, this will discourage the teachers from giving their ideas when next they sample their opinions. This might lead to conflict between the teachers and the administration leading to a poor working climate and this has negative effect on effective resource management.

“Yes I do and I must confess they are very helpful because many heads are better than one. “

Source: respondent number one

This respondent admits considering teacher's opinions in the final decision making because according to him many heads are better than one, this implies he needs the ideas or no teachers for him to take a good decision.

“Not all their ideas are taken in to consideration, just about 40% because as a leader I have to make my impact felt. Respondent two considers only 40% of the ideas meaning that the rest of the ideas about 60% are made alone by him.”

“No, I don't consider them very often because I believe in my own judgment especially when it comes to decisions concerning the teachers themselves but for the students I do consider teachers ideas sometimes. But I am not saying that teachers' opinions are not important. “

Source: respondent number three

The third respondent says he does not consider teachers opinions in final decision making because he believes in his own personal judgment when it comes teachers but for students he only considers their decisions sometimes. Looking at this aspect of transactional leadership in the Yaounde six municipality, we discover that Principals admit considering teachers opinions in final decision making though only to an extent.

Item 5: How effective is communication flow in your institution?

Communication is very important in determining principal's transactional leadership style. This is because it is through communication that information flows for the proper functioning of the school. Where there is poor communication network, the school cannot smoothly as result principals have to develop good communication skills for the effective functioning of the school. This is seen as explained by the respondents below.

“I communicate with my teachers mostly through phone calls in order to get immediate feedback; I equally pass important information during staff meetings and sometimes put up notice in the staff notice board.”

Source: respondent number one

The first respondent admits that he communicates with his teachers through phone calls, meetings and sometimes the information is written in the staff notice board. The above respondent uses three means of communication but prefers communicating by means of telephone calls because he gets immediate feedback through this method.

“I prefer to use written communication, so I send circulars out which contain the information I wish to pass out. The teachers on their path read the circular and signs as a means of approval that they have seen it. I prefer using written communication with my teachers because the information can be kept in the archives and used later as a reference.”

Source: respondent number two

The second respondent says he uses written means of communication for reference sake.

“I communicate with my teachers through phone calls but recently we have a general staff whatsapp group where important information about the school is given.”

Source: respondent number three

“This respondent on his path uses the social media as a means of communication.”

Source: respondent number four

This respondent uses notice boards, sms, and telegram for effective communication.

From the above analyses we can conclude that secondary school teachers in the Yaounde six municipality communicate with their teachers this is seen in the various means of communication.

Item 6: Do you usually delegate powers to teachers? If yes how frequent do you delegate them?

Delegation of power as a principal’s transactional leadership style is very vital because it enables the Principal to practice division of labour which leads to efficiency in the management of school resources. A gain delegation of power equally enables the teachers display their initiatives and creativity as they display their managerial skills thereby preparing them for future managerial duties. This is seen in the responses below.

“Very often I ask some of them to assist in registration and also conduct interviews for admission of new candidates in to the school. The respondent says he delegates duties to his teacher during interviews and registration.”

Not very often because most of the duties not performed by myself are done by my close collaborators. However, there are some rare occasions where teachers are asked to do one or two things for example conducting interviews for the admission of new students. The second respondent says he does not except on rare occasions. Very often I delegate powers to his teachers often ask some of them to assist in registration and also conduct interviews for admission of new candidates in to the school. The third and fourth respondents were clear enough to accept that they don't delegate duties because they are afraid that the person whom they delegated might want to take over them.

From the above responses we can conclude by saying that delegation of power to teachers by principals in the Yaounde six municipality is not really effective because they limit teachers only to conducting interviews and registration and some do not even delegate duties at all.

Item 7: Are there some teachers who refuse when you delegate responsibilities to them? If yes, how do you treat them?

From the responses given by the four principals, teachers hardly refuse to handle what is given to them as responsibilities. Maybe because there is a motivation attached to those responsibilities. For those who refuse to carry out an extra duty, the refusal is not made openly, but he/she made evident by the inappropriate manner of performing that responsibility. Generally, they try as much as possible to coach and council them. The responses given for item seven are a proof that motivation should be part of a responsibility entrusted to workers so that it should be effective.

Item 8: Do you usually follow teachers work?

This is an important aspect in principal's transactional leadership style because it enables the principal to assess teacher's performance. This is seen in the responses below.

I rarely check their records because I relay on my close collaborators for such feed backs. It is the job of the vice- principal I only get feedbacks. Regarding this aspects, only get vice reports from my vice – principals.

All the respondents above decline the responsibility and shift it to the vice principals as they affirm that the only get feedbacks from them.

Item 9: Do you motivate your teachers to work beyond their expectation? If yes how do you motivate them?

From all the responses from the four principals interviewed, they all agreed that they motivate their teachers to get the best out of them. Some said motivation is not only financial but it can just be some sweet words of recognition of service to the institution. Some motivate them by proposing them for appointment, give them incentives. This shows that motivation plays a great role in human resource management.

Item 10: Are your teachers satisfied with the motivation?

Like Oliver Twist, we will always ask for more. One teacher may be happy with motivation given to him but another is seriously grumbling and angry said a respondent from school A. some respondents said it's difficult to determine whether teachers are satisfied with motivation or not. Some respondents are of the opinion that motivation is more intrinsic.

CONCLUSION

On the whole, this chapter presented the descriptive statistics which explain the frequencies and percentages were interpreted. These involve demographic information on sex, age level of education and school, the items of each independent variable were also interpreted according to scales of strongly disagree, disagree, agree and strongly agree. This was followed by the inferential statistics in where the model summery as presented, and ANOVA table, coefficient table and scatterplot. These tables were used to test the hypotheses in terms of their predictability (impacts on the dependent variable). From the coefficient table the variables were classified or categorized according to their degree of predictability. The presentation and analysis of the interview carried out with principals was also done. Therefore, it can be concluded that principals' transactional leadership styles have significant impact on effective human resource management in secondary school in Yaounde VI municipality.

CHAPTER FIVE: DISCUSSION OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

This chapter aims at presenting the discussion of findings which was established using three hypotheses. The discussion also has to do with literature review, four theories used in supporting our variables, results obtained from the questionnaire to see the impact that exist among them. It also deals with conclusion, limitations of our study, research challenges, summary of findings, and recommendations for further research.

Summary of findings

Having analyzed the data and presented the findings on the three research questions as seen in the preceding paragraphs, we consider a summary of the above findings in relation to the research questions as follows:

For research question one on impact between Principal's Contingent reward and human resource management, the study established that different contingent reward strategies ranging from salary increment, promotion, incentives, acknowledgement. This is explained by the β (0.25), t (3.3972), sig. level $0.000 < p < 0.005$ and partial correlation of 0.216 indicating that; the respondents generally agreed to the contingent reward presented to them as being used by principals in in their respective institutions.

As concerns research question two on the impact of active management on human resource management, teachers were of the opinion that when a principal is strictly monitoring all their actions he comes autocratic and it negatively influence effective resource management as indicated by the results β (0.111), t (0.078), sig. (0.070) $< P < 0.005$ at a partial correlation of 0.092. From these statistical presentations, 0.070 is greater than ($>$) 0.005 PV. This has partial correlation of 0.0101%. Confirming the hypothesis that active management has no a significant influence on human resource management in secondary schools in Yaoundé VI municipality.

Finally, on research question three relating to the influence of passive management on human resource management, the study ascertained that: when principals trust task in the hands of teachers and have full trust I them they will produce well and feel more involved in the life of the school as indicated; β (0.66), t (1.238), sig. $0.217 < P < 0.005$. From the

standardised coefficient and calculated value, passive management has a significant impact on human resource management in secondary schools in Yaoundé VI municipality.

Based on the above contingent reward (CR) is the most predictive of the variables, followed by Passive management (PM), contributions of the principals to transactional leadership style is the third predictive and active management is the four and has not contribute significantly in predictive of the variable.

Discussion of findings

The discussion shall focus to critically exam the sequence of this research hypotheses based on the data collected as presented in chapter four and the views of other authors. But we shall begin with demographic information.

Demographic Information.

The demographic information of the respondents revealed that majority of the teachers were female who had worked for over a year at schools in Yaounde VI municipality. Majority of the teachers had Diploma and Bachelor's degree as their highest level of academic qualification. In relation to work experience, most principals of the selected secondary schools in Yaounde VI had served in the post of principals for a period of 10 years and above.

Contingent Reward from Fiedler's Contingency Theory of Leadership is an effective instrument for Human Resource management in secondary schools

Contingent reward is a process of mutual transaction in which the leader is using to motivate the followers by rewards and promises (Becker, 2020). The primary aim of the transactional leader is to achieve organizational objectives. In this context, the leader gives various awards to improve the performance and motivations of his followers. His followers can meet the award when fulfilling the mandate. These rewards are connected to the performance of the employee. If employee puts efforts it is recognized by the rewards. The rewards which an employee gain on the accomplishment of a target is contingent reward. The leader communicates to followers (workers) that what have too done to receive the rewards they judge. (Bass 2000; Karip1998).

The results on contingent reward as a component of principal's transactional leadership revealed that the principal informed the staff of what to do if they were to be

rewarded for their efforts. It was however not fully established whether the principal's recognized teachers' achievement and rewarded staff members equally and if there was close agreement between what teachers were expected to put into group effort and what they could get out of it.

Contingent reward involves use of rewards and punishment for high and low achievers respectively. In the questionnaire which sought to find out contribution of contingent reward, majority of the respondents 59.8% agreed to the fact that principal told them what to do if they were to be rewarded for their efforts. Another big number of respondents strongly agreed to the same. Fewer disagreed to the fact with gotten results, contingent reward contribute lowly on effective resource management. It was further observed that achievements were rewarded as well as being recognized. The issue of rewarding teachers equally met a lot of disagreement. 50(15.2%) respondents disagreed and 55(16.1%) strongly agree, strongly disagreed that the principals rewarded them equally compared to same number that consented to this idea. Therefore a bigger number of teachers do not receive rewards especially the low achievers hence de-motivation which leads to low commitment to duty. Although all teachers strive to attain the set goals and targets agreed upon in their institutions, principals have a responsibility to give desired direction. Reward is therefore one of the main factor that can make an institution to acquire good results. This can only be possible if the principals are not selfish. Some transactional leaders suffer their teachers by not rewarding them equally and fairly and some go for years with any incentives apart from their monthly stipends.

Contingent reward is further supported by Fiedler's Contingency Theory, Fiedler (1964), which suggests that leaders' ability to lead in contingency upon various situational factors, including the leaders' preferred styles, the capabilities and behaviours of followers and also various other situational factors are enjoyed by the teacher they will tend to more effective. This is further confirmed as seen from the result of the inferential statistics, sig. level $0.000 < p < 0.005$ and partial correlation of 0.216. The evidence of this statistical representation rejects the null hypothesis and confirm the alternative which states that contingent reward has significant impact on effective human resource management in secondary schools in Yaoundé VI municipality. Contingent reward as the transactional leadership mechanism is an important factor of human resource management and improve of teachers' performance. The dissemination of competences and knowledge to student demands incentives for better performance.

Active Management from the Path goal approach is an effective instrument for Human Resource management in secondary schools

Active management is about the leaders observing employees performance and correcting their mistakes (Bass, 1985). Here, the leader closely monitors their performance watching out for slight deviations and quickly intervenes to take corrective action to prevent further mistakes. It takes the notice of any deviations from the rules and regulations, and if there is it takes the action for correction. Whenever there is deviation from the rules and regulations management but expectation happens and the actions for corrections are also taken. The leader follow followers to work on the mission and doesn't interfere unless goals aren't being achieved in a proper time and at the reasonable cost. (Bass 2000; Karip1998).

With reference to active management, as component of principal's transactional leadership style, it was revealed that the principals promotes active involvement in decision-making, it was not fully ascertained if the principal ensure good working environment and whether he/she promotes good working human relations. Moreover, it was also uncertain if the principal is open to different views points for better management.

To establish the final results for influence of active management, results reverted many of the respondents to be against these component. A number almost the same liked this contently. A principal is to be good listener as demonstrated by 70 participants as this uplifts the level of personal achievement. It is equally important for principal to let others know about a teacher's ability. These abilities will enable others work harder to achieve organizational goals and targets. Active management influences effective human resource management in schools and should be applied with a lot of caution.

Active management is also related to the Path-Goal theory of Robert House (1971). According to the theory, the aim of the leader's work is to guide, support and oriented his workers so that they can choose the best paths to follow in order to attend their set objectives as well as the objectives of the institution. It argues that managers will have to engage in their different types of leadership style depending on the nature and the demands of a particular situation. In this light, it is the responsibility of the leader to assist his workers to attain their desirable goals and to provide the direction and support needed to ensure that their set objectives are compatible with that of the institution. According to Kukreja (2020), it is the responsibility of leaders to help their workers in achieving goals and to provide the guide and support needed to make sure that their personal goals are related to the organizations.

Northouse (2016) said "leaders have to adjust their leadership style based on the characteristics of workers and type of tasks that need to be completed". This means that leaders have as responsibilities to break away the obstacles that cause teachers not to be effective at their job side.

This shows that if a transactional leader performs his/her functions properly; there are no doubts that teachers in that institution will not be effective to produce desirable results. In line with this, the principal works hand in hand with the Dean of studies, pedagogic adviser and the disciplinary team who can assist him to perform better. The transactional leader has to work with NGOs, administrative authorities, PTA, social organizations and even the community to ensure and fortify his/her leadership skills. This means that the success of any institution depends on the management of the organization. It is the responsibility of the leader to meet up with the needs of his workers if only he/she actually wants to attain the objectives of the institution. In the school milieu, we have the principal who is that the head of the institution, the Dean of studies, pedagogic adviser or academic master, discipline masters, head of departments, guardian counselors, class masters/ mistresses and auxiliary staff. This entire stake holders need to cooperate among each other to achieve their goal.

For instance, take in a case where the discipline masters/mistresses are not active in their service to put order. Students will go to school late, others will even stay for days or weeks without going to school, some will disturb by harassing the younger ones among other crimes. This will greatly affect the school results because the transactional leader did not break these obstacles. No matter how effective a teacher is, if the leader fails to direct, instruct and orientate his/her workers, there should be no need to be expecting good results in that institution. In this light, the transactional leader has to overcome these challenges by giving a positive solution that will gear towards good results. It was further affirmed as seen on the statistics, $\text{sig. } (0.070) < \text{PV}0.005$ at a partial correlation of 0.092. From the statistical presentation, 0.070 is greater than ($>$) 0.005 PV. This has partial correlation of 0.0101%. Confirming the hypothesis that active management has no a significant influence on human resource management in secondary schools in Yaoundé VI municipality. It affirms the null. Integrating active management elements into effective resource management will have little or no significant on human resource management therefore, from the transactional management in this study active management should be employed with limited attention.

Passive Management from the Human Relation approach is an effective instrument for Human Resource management in secondary schools

Passive management is a combination of passive management-by-exception and laissez-faire leadership. It is a hybrid type of leadership and the effects of each individual element emphasize the general effect of passive leadership. Bryman (2017) notes that it means avoiding action until mistakes or problems can no longer be ignored. Laissez-faire leadership is defined as the absence of leadership altogether which leads to low levels of service delivery. It is a hands-off approach in which the leader only reacts when things do not go to plan. In addition, Van Eeden et al. (2008) highlights that a non-listening, reactive leader who does nothing to curb predictable mistakes or problems is considered to be leading by the passive management- by-exception style.

Additionally, results on passive management as a component of principal's transactional leadership showed that the principal was part and parcel of the teaching force. Also, the principal reacted to problems if they were serious. However, there was doubt whether the principal promotes coordinated teacher autonomy, which allows things to happen before stepping in, had this outcomes. Principals promotes development of personal initiatives while another number strongly disagreed and disagreed meaning that the principals at times are harsh. Principal's practices the culture tolerance for teacher growth finds better space as 120 respondents supports. The rest of the respondents were not sure of what exactly principals' does. 94 participants support the fact heads of schools only react to a problem if it is serious. Although the principals are recommended for their response, the researcher encourages them to pay attention to all problems, small or big. The principal' is teacher number one for those to emulate him or her as evidenced by 150 participants. Robbins and Couter (2018) states that leaders stimulate followers to achieve extra ordinary outcomes. Teachers have different views about passive management perhaps depending on attitude. Some teachers may create problems when corrected hence allowing no humor amongst themselves. Principal were also heard saying they only encourage good things that help maintain school culture.

Passive management is further supported by human relation theory of Elton Mayo. Human relation is focused on utilizing human resource through knowledge and through an understanding of the activities, attitudes, sentiments, and interrelationships of people at work. This theory was introduced by Professor Elton Mayo with the aim of proving the significance of employee for productivity but not machines (Perry, 2017). It was also developed to address

the problem that was faced by Taylors' "scientific management theory". Human Relations theory emphasize employee as a human being and should be treated as a human being but not a machine (Chand, 2017). The human relations theory is a behavioral theory of organizational management theory which explains the effective management of a human relation. This theory plays an important role in effective human resource management to help the teacher to organize the work environment like the classroom the staffroom. Understand the social relation between students and colleagues. When it comes to transactional leadership, it enables the school administrator to implement active management. It also enables them know how to delegate power and equally the needs of staff as well as that of the students. The theory stress on participative management is key to effective implementation of school programmes and activities.

This theory adds an impetus on the relationship that a principal keeps with the teachers who are considered as the most important school resources. In his theory he proposed a more calm and human relation in the management of people so that they can feel involved and productivity will increase. It is further supported by results with a sig. $0.217 < PV 0.005$. From the standardised coefficient and calculated value, passive management has a significant impact on human resource management in secondary schools in Yaoundé VI municipality. Therefore, it is clear that the null hypothesis passive management has no a significant impact on resource management in secondary schools in Yaoundé VI municipality is rejected and the alternative retained. In this light, the school principal has to improve or enhance passive management as means of promoting human resource management for better learning and skills acquisitions.

Limitations of the study

In the course of the study, the researcher encountered a series of challenges which can be said to have affected the findings of the study in one way or the study. Though some of these challenges really hindered the efforts of the researcher, they were not enough to completely alter the cause of the study. It is however, important to state these challenges so that future researchers in related areas and in a similar setting should be aware of them when embarking on such a study.

The greatest challenge we faced was to collect data. In order to collect the questionnaires administered to teachers was challenging. Some complain of tiredness which

shows how weak such teachers are even to deliver lessons in classrooms. Many of them asked us to collect the questionnaires later without a defined time which made some of the Questionnaires to be missing. Some of the teachers even refused to answer the questionnaire, saying that they were occupied. Also, some of the respondents in some two of the schools were not ready to complete the questionnaires until they were accompanied by a financial motivation. This situation delayed the researcher in the data collection process. The principals were however able to prevail on some of them to complete the questionnaire, after the principals had been motivated by the researcher to convince the staff members who were not ready to complete them.

The researcher experienced a serious challenge during the collation and analysis of the data. After entering the data in the Statistical package for social sciences for analysis, there was a breakdown in the computer and the failure of the SPSS, we had to restart the process. These challenges were necessary because they helped in contributing to the study, by fulfilling the common saying that no piece of research is in its entirety perfect.

Recommendations

The private institutions should review the administrative organization in order to define the profile of transactional leader within the establishment. Following the results obtained in this study, we realized that there was a need to give recommendations to the government, the inspectors, board of studies, policy makers, discipline masters/mistresses Principals, Dean of studies, Proprietors/ proprietress, Non-Governmental Organisations, Teachers, parents and students.

To Principals

The principal is the highest ranking administrator in an institution. They are out standardized curricula, assess teaching methods, and monitor student achievement. Encourage parent's involvement, revise policies and procedures and evaluate his/her teaching staff principals should employ effective teachers and appoint experience head of departments who shall coordinate educational activities in their various departments. Transactional leaders notably school principal's care deeply about student success and recognize that test score are of the only measure of a quality education. The principals should take their responsibilities at hand. They should apply all these principles to improve on their leadership skills and make

teachers to be effective. Most of them do not know their functions and that is why they cannot apply certain roles on teachers to make them effective. They should ensure that the number of teaching periods allocated to each teacher should be respected.

The principal need to ensure that the rewards offered to staff capture their attention so that it can provide effective human resource management. More importantly, it is utmost necessary for the principal to recognize teachers' achievement and reward staff members equally.

With respect to active management, it is recommended that principals should recognize teachers' achievement. Also, they should listen to diverse points of views rather than concentrating mainly on teachers' failures. As well, it is important for the principals' to investigate whenever things went wrong so that they can establish the cause of the problem. Additionally, principals should ensure that active management does not affect autonomy of the staff. In so doing, better service delivery will be realized.

Further, passive management has a positive influence on effective human resource management. As principals increase autonomy in the school, it is important for them to be part and parcel of the teaching force. The principal needs to listen to teachers' grievances and engage with them so as to foster increased effective human resource management. As well, the principal should make sufficient efforts to curb foreseeable problems rather than wait for them to occur so as to take measures.

To the Government

The government is the supreme body of a country and all decisions comes from her, be it political, economic or socio- cultural. The major factor that influences effective human resource management is the absence of transactional leadership. This part has been neglected by the government. The government creates a curriculum, implement it but failed to follow up to see into it that the curriculum is effectively applied in schools. Because of the weaknesses of transactional leadership in public and lay private secondary schools, the government should create training schools for the principals. These training schools will enable the principals to gather administrative skills so as to better manage their institutions. As such, the spirit of transactional leadership will therefore instill in them. Even teachers, who have the creative and innovative spirit as mention by McGregor in his X and Y theory, should be well train in these training schools because they are potential transactional leaders. This is because those who are principals now will not remain there forever. Power need to

change hands In order to engage into this project, the government should intrude into the affair of these lay private secondary schools so that teachers who are creative and have that innovative spirit can be sent to such training schools even for free. This will go a long way to ameliorate leadership in lay private secondary schools and beyond. The government should advice the principals who are on sit now and encourage them to seek for leadership skills from experience ones.

Private operators insisted on the creation of teacher training colleges, circular 12/MINESEC-EN/CAB of 23rd August 2012 to precise the code of conduct for the promotion of private teacher training colleges in the domain of administration, pedagogy, finance, management, infrastructure and environment, but the government fails to promote it. The government in the educational sector should organize periodic capacity building workshops where unskillful leaders can learn to become skillful in managing educational activities in their respective schools. The government should provide the principals with ministerial text on education, current regulatory text, offer them leadership text books and educative talks through pedagogic inspectors. Since the government only signs and permit lay private secondary schools to function. They have little or no say in the management of their affairs. The fact that they have little or no say in these institutions, they should give incentives to the schools in form of didactic materials, text books, computers, laboratory and practical equipment. The government should encourage them to establish modern infrastructures that will attract parents' attention to make their children to be admitted there. If the government takes all these into consideration and implements it, there is no doubt that these principals will not be skillful. The government should know that it is her responsibility to educate her citizens and since the government has created just few schools which cannot contain all students, there is a need for her to encourage the lay private secondary schools not to collapse because these schools are helping the government to educate her future leaders. For this, learners will receive better education where the government shall benefit well educated citizens that will bring innovations in the Country.

To policy makers

The role of policy makers are to act as a funnel to gather information through consultation and research and to reduce and extract from the information, a policy or a set of policies which serve to promote what is the preferred course of action. As their duty, policy makers should create policies that will encourage, promote, improve and direct transactional leaders to improve on effective resource management.

To Discipline masters/mistresses

The discipline masters/mistresses are the leaders of the school discipline team. They are in charge of planning, organization, development and monitoring of matters relating to student discipline in an institution. It should be noted that disciplinary team is the back bone to the progress of an institution. They should sincerely discipline teachers who are always late. Allow the classroom before time, absent from classes without pertinence problem and submit questions and marks very late. They should also strictly follow up students by disciplining the recalcitrant students. If all these are implemented, human resources will be well managed.

To Proprietors/ proprietress

School proprietors/proprietress are those individuals who own lay private institutions. Some proprietors/proprietress are only out for profit making and don't care about the well-being of the teachers and students. They should ameliorate the working conditions of their employees such as administrators, teaching and auxiliary staff. They should be motivating their workers, give them loans, avoid insults on them, be opened to criticisms in order to correct their mistakes.

To Non-Governmental Organizations (NGOs)

Non-Governmental Organizations are organizations independent of the government whose primary objective is to give support to the needy. They are not out for profit making. These organizations should support lay private secondary schools with materials to better organize the school. They should also give them financial aids to manage the payment of teachers without running short of school budget.

To Teachers

A teacher is a person who helps students to acquire knowledge, competence or virtue. Socrates, a Greek Philosopher once said, "The only thing know is that I know nothing" here is also a proverb that, "He who dares to teach must never cease to learn". Teachers are very important in the society because any domain of profession a person desires to embrace in passes through the hands of a teacher. Teachers should be creative to be more effective at their workplace. Proves should be shown on work performance which may to promotion and motivation to them. They should not refuse when the principal delegate responsibly to them to accomplish a task. The delegation of powers to some teachers is an exercise as a means of testing them if they have been properly transformed. Teachers should avoid laziness. They

should be punctual in their life. They should evaluate their students on time, mark and submit makes on time.

Suggestions for further studies

As this research has been conducted in public and lay private secondary schools in Yaounde VI sub-division. Let similar study should be carried out in the same domain by other researchers in confessional secondary schools found in other sub- divisions in Yaounde and why not in the rest of the divisions in Cameroon to generalize the results. If this is done, it will enable the government to put a strategy in how she can empower the principals in secondary schools to develop leadership skills and become transactional leaders. This will go a long way to ameliorate educational leadership skills where teachers will be transformed to be effective in the process of teaching- learning. This will make students in secondary schools to acquire good knowledge and these schools will start by producing desirable results.

- The influence of transactional Leadership style in the teaching-learning process in government and confessional secondary schools in Mfoundi Division.
- The Comparative Relationship of Principal Leadership and Teacher Morale in government and lay private secondary schools in Mfoundi Division.

CONCLUSION

The aim of this study was to sort out some transactional leadership styles used by the principals and human resource management in some secondary schools, in the Yaounde VI. It also had as objectives to examine the impact of transactional leadership styles of principals on human resource management, in these particular schools. Data from the field was collected from six schools with the sample size of 342 collaborative teachers out of a population of 461 from the 6 schools, and 342 of them were used in administering the questionnaires, as well as 4 principals for the interview. The analysis of this study has permitted us to understand how the Contingent Reward, Active and passive management styles of the Principals impacts effective human resource management in the schools. Principals' transactional leadership style is a critical variable in the management of human resources in some secondary schools in the Yaounde VI municipality, Centre Region, in Cameroon. This is evident in the findings of this study, which isolated the transactional leadership style used by a principal as a function of effective human resource management in schools. The significant impact found in this study between the active management style and effective resource management is value added. In some situations, people need to be forced and threaten with sanctions before they could improve productivity.

The findings of this study have therefore led the researcher to conclude that the Contingent reward is the major style of leadership that could enhance the effective human resource in these secondary schools. The next is the Passive style, and the least is the active management style. The foregoing styles finds the Principals holding decisions or tasking themselves to serve time and then for fear of not having good results at the end, will collaborate and let some teachers participate in school activities, enjoying the principal's help to get good results, but avoiding to let them do just what they want or how they want it, to bring forth their effectiveness.

Related empirical studies reviewed showed possible influence between transactional leadership styles and effective human resource management. Most of the studies reviewed hold the view that contingent reward style encourages better teachers' effectiveness. The empirical review also identified some moderating factors of the relationship between leadership styles and teachers effectiveness. Finally, there is no best leadership style because effective management of human resources depends largely on the situation at hand.

Three specific hypotheses were formulated from the general hypothesis and verified. The results revealed that the Transactional leadership styles of the Principal have an impact on effective human resource management of these schools. However, there were limitations to this study, recommendations and suggestions were also made for further research.

REFERENCES

- Abazeed, R. A. (2018). Impact of transformational leadership style on organizational learning in the ministry of communication and Information Technology in Jordan. *International Journal of business and social science*, 9 (1), 118-129.
- Abdalla, H. G.(2010).*The Influence of Transformational and Transactional Leadership on Employee Performance and Organizational Commitment. A Case Study in the UAE Public Sector*. A published Masters Dissertation.
- Abwalla J. (2014).*The principals' leadership styles and teachers' performance in general secondary schools of Gambella Regional State*. A published thesis.
- Teneng, P. P.(2020). Transformational Leadership and Wealth Creation in Educational Organizations: The Case of Higher Education in Cameroon. *Global Journal of Transformative Education* 2(1), DOI 10.14434/gjte.v2i1.31229
- Agih.A.A,(2015).The role of school Principals as Human Resource Managers in Secondary Schools in Nandi County, Kenya. *African Research Review*,ISSN 1994-9057 (Print).
- Alava, J., Halttunen, L., & Risku, M. (2012). *Changing School Management*. Status Review. Finnish National Board of Education and authors. Retrieved from http://www.oph.fi/download/146781_Changing_school_management.pdf
- American Psychological Association(2010).*Appropriate use of high-stakes testing in Our nation's schools*: APA Online, available at APA.org, Retrieved January 24.
- American Psychological Association.(2020). *Publication manual of the American Psychological Association: The official guide to APA style*(7th ed.).<https://doi.org/10.1037/0000165-000>.
- Amin, M.E .(2005).*Social Science Research*. Classic Print.
- Anif A, Saba K 2002. *A Study of Effectiveness of Human Resources at Elementary Levels*. Masters Degree Thesis, Unpublished, Lahore: University of the Punjab.
- Arifine, S. R. (2018). *Ethical considerations in qualitative study*. Research gate, 31-33.
- Arnold, J. (2015). *Path goal theory and mentorship*. The Pennsylvania state university, p1-4.

- Australia, C. W. (2013). *Efficiency And Effectiveness: Some definitions*. Australia Government productive commission, 3-16.
- Avolio, B. J. (2005). *Leadership Development in Balance: Made/born*. Mahwah, NJ: Lawrence Erlbaum.
- Bagtas, A. C. (2013). Teacher's effectiveness vs efficiency. Retrieved June 21, 2022, from a teacher essay website: www.teachersessay.com.
- Bass, B.M, (1990). *From transactional to Transformational leadership; learning to share the vision*. Organizational dynamics pp.19-31.
- Bass, B.M., (1997). Does the transformational-transactional leadership paradigm transcend organization and national boundaries? *American Psychologist Association*, 52(2) :130-139.
- Berryman, D. R. (2019). Ontology, Epistemology, Methodology, and Methods: Information for Librarian Researchers. *Medical References Services Quarterly*, 38(2),271-279.
- Beyer, B. (2009). An Imperative for Leadership Preparation Programs: Preparing Future Leaders to Meet the Needs of Students, Schools, and Communities. *International Journal of Educational Leadership Preparation*, 4(1), 1-12.
- Biaka, F. H. (2020). Leadership Styles and Employee Performance in Cameroon: The Case of St. Veronica Medical Centre. *Open Journal of Leadership*, 9(1) 179-197. <https://doi.org/10.4236/ojl.2020.94011>.
- Bossert, S. Dwyer, d., Rowan, B., & Lee g (1982). "The instructional management role of the principal". *Education administration quarterly*, 18(3), 34-64.
- Bourne, N. (2015). *Concept of Human Resource management*. Modern management concepts.
- Breevaart, K., Bakker, A., Hetland, J., Demerouti, E., Olsen, O. K., & Espevik, R. (2014). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational & Organizational Psychology*, 87(1), 138–157. <https://doi.org/10.1111/joop.12041>
- Brown, J. C. (2020). *The impact of Transformational Leadership on Staff Performance*. Flexible leadership style.
- Brundrett, M., Fitzgerald, T., & Sommefeldt, D. (2006). The Creation of National

- Programmes of School Leadership Development in England and New Zealand: A Comparative Study. *International Studies in Educational Administration*, 34, 89-105.
- Bukhari, S. A. (2012). *Sample size determination using Krejcie and morgan table*. Kenya project organization, 38.
- Bush, T. (2008). *Leadership and Management Development in Education*. Sage.
- Bush, T. (2010). *Theories of Educational Leadership and Management* (4th ed.). Sage.
- Bush, T., & Oduro, G. (2006). New Principals in Africa: Preparation, Induction and Practice. *Journal of Educational Administration*, 44(3) 359-375.
<http://dx.doi.org/10.1108/09578230610676587>
- Bush, T., Kiggundu, E., & Moorosi, P. (2011). *Preparing New Principals in South Africa: The ACE School Leadership Programme*. *South African Journal of Education*, 31, 31-43.
- Caneday, L. (2017). Effective, Efficiency Teaching. *A journal of liesure studies and recreation education*, 45(2), 95-97.
- Castanheira, P. & Costa, J. A. (2011). *In search of transformational leadership: A (Meta) analysis focused on the Portuguese reality*. *Procedial Social and Behavioural Sciences*, 15 (2011), 2012–2015.
- Cavello, M. (2020). *Come to the right conclusion using inferential analysis*. Learn hub.
- Chapman, A. (2020). *X,Y theory of management*. Management study guide.
- Chebon, S. K. (2019). *The Effects of inspirational motivation on idealized influence and Employee Performance at moi teaching and referral hospital Eldoret, Kenya*.
- Chemutai, E. (2015). The role of school principals as human resource Managers in secondary schools in Nandi County, Kenya. *Published by European Centre for Research Training and development UK*.
- Chirchir, R. (2014). Leadership style and teachers commitment in public schools. Kenya. *Journal of Education and Practice*, 5,(39).
- Clark, D. (2015). *10 qualities of effective teachers that help students improve their reading skills*. Reading Horizon.

- Clark, D. (2015). *Path -Goal Leadership theory*. Edapp.
- Cliff, C. (2019). *Contingent Reward- What is reward*. EMS Leadership.
- Cohen, L., & Manion, L. (1994). *Research methods in Education*,(4th ed.).Routledge.
- Cranston, N.C (2002). “School based management, leaders and leadership: Change and challenges for principals”. *International Studies in Educational Administration*, 30(1), 2-12.
- Creswell, J. W., & Miller, D. L. (2008).Defining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-130.
- Darling-Hammond, L., Lapointe, M., Meyerson, D., & Orr, M. T. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University Educational Leadership Institute.
- David, c. H. (2015). *Parametric and resampling statistics*.
- Devita, C. (2005).School leadership study: Developing successful principals (Review of Research). Stanford, CA: Stanford University, Stanford Educational Leadership Institute.
- Mihai, M. P. (2010). Efficiency, Effectiveness and performance of the public sector. *Research gate*, 3-17.
- Diffen. (2014). Private school vs Public school. *Fatherly get the newsletter*, 4-16.
- Donna, R. B. (2019). Ontology, Epistemology, Methodology, and Methods: Information For Librarian Researchers. *Medical reference service quaterly*,44(4), 271-279.
- Ebot, F. (2016). *Educational Administration, Planning and Policy Studies: Insights from Cameroon*.
- Edikpa, E.C. (2004). *Development and validation of a decision-making skills inventory for secondary school principals in Anambra state*. Unpublished PhD Thesis, University of Nigeria Nsukka.
- Ekundayo, H.T. (2010). *Principal’s leadership behaviour as a Determinant of effectiveness of secondary schools in Nigeria*. University of Ado-Ekiti Nigeria.
- Enyia, D. C. (2017). A critical review and comparism between Maslow, Herzberg and McClelland's Theory of needs. *Linkedin*.

- Farrant J.S., (1986). *Principles and practice of education*. Longman.
- Fiddler, B. (1997). School leadership: some key ideas. *School leadership and management*, 17(1), 23-38.
- Flippo. (1971). Principles of personnel management. (3rd ed.) ,mc graw hill hogakusha, ltd.
- Fonkeng,E.G.&Tamajong,E.V.(2009).*Secondary school administration and principalship*. Presses universitaires d’Afrique.
- Foretia, D. L. (2020). “Education for Sustainable Development in Cameroon A call for Teachers”. foretiafoundation.org.
- Ganesan, S. (2014). Introduction to Human resource management. *International journal of business and administrative research*,45(3),87-96.
- Gomes, A. R. (2014). *Transformational Leadership: Research and application to sports..* York: Nova Science Publishers.
- Hallinger, P., & Heck, R.H (1996). “*The principal’s role in school effectiveness: an assessment of methodological progress, 1980-1995*”.
- Hay, I. (2018). "Transactional Leadership: Characteristics and Criticisms". Retrieved 25 March.
- Heuvel,C.V.(2010).*Effectiveness of transactional leadership in times of uncertainty*. A published Bachelor Thesis. A published thesis.
- Hussien, D. A. (2018). Theoretical and conceptual frame work: Mandatory ingredients of a quality research. Research gate.
- Judge, T. A, & Piccolo, R. (2004). Transformational and transactional leadership: A meta analytic test of their relative validity. *Journal of Applied Psychology* 89(45), PP.755-768
- Kaleem, P. (2016). Leardership styles and using appropriate styles in different circumstances. research Gate.
- Kapur, R. (2018). *Teacher Effectiveness*. Research gate.
- Keith, A. R. (2008). *The relationship of principal leadership and teacher morale*. Doctoral Dissertation, Liberty University (Virginia) 103 pages.

- Kipkemboi, J.K. and Sirma, (2014). Relationships between principal's leadership styles and secondary school teachers job satisfaction. *Journal of education and human development, Kenya, 44(34)*, 34-40.
- Kukreja, S. (2020). What is the Path-Goal Theory.
- Leithwood, K., & Seashore-Louis, K. (2011). *Linking Leadership to Student Learning* (1st ed.). San Francisco, CA: Jossey-Bass.
- Lyonga, N. A. (2019). Principals' Transformational Leadership Skills And Teachers' Job satisfaction In Secondary Schools In Meme Division Of Cameroon. *European Journal of Education Studies 25*, 90-97.
- Masuku, A. S. (2014). Sampling Techniques and Determination of Sample Size in Applied Statistics Research. *International Journal of Commerce and Management*, pl-22.
- Miller, K. (2020). Directive leadership styles Advantages, Disadvantages and characteristics. future of working.
- Mir M. Shah & Kamal Bin. Hamid.(2015). Transactional Leadership and Job Performance: An Empirical Investigation. *Sukkur Institute of Business Administration 2(2)*,1-6.
- Mugenda and Mugenda,(2003) *Research methods*. Acts press.
- Mulder, P. (2017). Human Relations Theory by Elton Mayo. Harrapa Diaries.
- Ngome, E. (2012). *Education in Cameroon: A Historical Perspective of Cameroon Educational System*. Grassroots power blog, 31-49.
- Northouse, P. G. (2010). *Leadership: Theory and Practice* (5th ed.) Sage Publications, Inc.
- Nworgu (1991). *Educational research basic issue and methodology*. Wisdom publisher Ltd.
- ODUMERU, A. & IFEANYI, G.(2016). Transformational vs. Transactional Leadership Theories: Evidence in Literature. *International Review of Management and Business Research, 2 (2)*, 4-7.
- Okumbe J (2001). *Human Resources Management- An educational perspective*. Nairobi,Kenya: Educational development and research bureau pg. 6, 7.
- O'riordan, J. E. (2017). The practice of Human resource management. Research Gate, 3, 1-44.
- Paracha, M.M; Qamar, A; Mirza, A et Waqas, I. (2012). Impact of leadership style (transformational and transactional leadership) on employee performance and

- mediating role of job satisfaction. Study of private school (Educator) in Pakistan. *Global Journal of Management and Business Research*, 12(4):54-64.
- Peretomode VF, Peretomode O. (2001). Human Resource Management. Obaroh and Ogbinaka Publishers.
- Silamine, M.T.H. & Rodrigue, N.N.H. (2021). Leadership styles and organizational performance of employees: The case of some primary and secondary schools in Cameroon. *International Journal of Educational Research Review*, 6(1), 30-45.
- Wirba, A.V. (2015). Leadership style: School Perspective in Cameroon. (E. Denessen, Ed). *Educational Research International*.
- Yavuz, E. (2008). *Analysis of transformational and transactional leadership behaviors on organizational commitment* (Unpublished doctoral dissertation). Gazi University, Ankara.
- Zhu, W., Chew, I. K. h. & Spangler, W. D. (2005). CEO Transformational Leadership & Organizational Outcomes: The Mediating Role of Human-Capital Enhancing Human Resource Management. *The Leadership Quarterly*, 16(1): 39-52.

APPENDIX

APPENDIX A

APPENDIX A GCE O/L & A/L RESULTS OF 2020 AND 2021

School	year	Centre Number	Number Registered	Number Sat	Number Passed	Percentage passed,
GBHS Etoug Ebe	2020	11467	368	362.	224	61.88%
GBHS Mendong	2020	11467	441	440	312	70.91
MADA College	2020	12298	40	38	30	78.95
FCHS	2020	12265	138	138	87	63.04
CCHS	2020	12110	90	90	87	96.15
FFASSY	2020	12424	19	18	17	98.5
School	year	Centre Number	Number Registered	Number Sat	Number Passed	Percentage passed,
GBHS Etoug Ebe	2021	11467	701	577	447	77.47
GBHS Mendong	2021	11467	477	476	303	63.66
MADA College	2021	12298	41	34	28	82.35
FCHS	2021	12265	95	93	87	88.84
CCHS	2021	12110	80	80	70	85.5
FFASSY	2021	12424	22	22	21	96

Source: Field study 2022.

APPENDIX B

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

 UNIVERSITE DE YAOUNDE I

 FACULTE DES SCIENCES DE
 L'EDUCATION

 DEPARTEMENT DE
 CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

 THE UNIVERSITY OF YAOUNDE I

 THE FACULTY OF EDUCATION

 DEPARTMENT OF CURRICULUM
 AND EVALUATION

The Dean

N° 57 /22/UYI/FSE/VDSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor Cyrille Bienvenu BELA**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **Junior NJINTI YEKE**, Matricule **20V3210**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *ADMINISTRATION*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Pr. Maureen EBANGA TANYI**. His work is titled « *Transactional leadership style of principals and effective school resource management in public secondary schools in Yaounde VI municipality* ».

I would be grateful if you provide him with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for

Done in Yaoundé, le... 03... FEB... 2022...

For the Dean, by order

APPENDIX C

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

 UNIVERSITE DE YAOUNDE I

 FACULTE DES SCIENCES DE
 L'EDUCATION

 DEPARTEMENT DE
 CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

 THE UNIVERSITY OF YAOUNDE I

 THE FACULTY OF EDUCATION

 DEPARTMENT OF CURRICULUM
 AND EVALUATION

The Dean

N° SR /22/UYI/FSE/VDSSE

INTERNSHIP AUTHORISATION

I the undersigned, **Professor Cyrille Bienvenu BELA**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **Junior NJINTI YEKE**, Matricule **20V3210**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *ADMINISTRATION*.

The concerned is carrying out an internship in view of preparing a Master's Degree, under the supervision of **Pr. Maureen EBANGA TANYI**. His work is titled « *Transactional leadership style of principals and effective school resource management in public secondary schools in Yaounde VI municipality* ».

I would be grateful if you provide him with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé, le. 03 NOV 2022

For the Dean, by order



APPENDIX D

NJINTI Junior YEKA
THE UNIVERSITY OF YAOUNDE I
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM
AND EVALUATION (MED)
652-224-102
Yekajunior1@gmail.com
02/05/2022

TO THE PRINCIPAL OF,
CHAMPIONS COMPREHENSIVE HIGH SCHOOL OBILI

Respected Madam,

A LETTER REQUESTING PERMISSION TO ADMINISTER MY QUESTIONNAIRE AND INTERVIEW IN YOUR INSTITUTION.

I am writing this letter in order to seek your permission to administer my research questionnaires on your teaching staff and interview. I am a master's student from the University of Yaoundé I. The aim of this research is to attain knowledge on Transactional *Leadership Styles of Principals' and Effective School Resource in Some Secondary Schools in Yaoundé VI Municipality* supervised by Prof. Maureen Ebanga Tanyi.

The above said interview and data collected from teacher's questionnaires, could help us gain better knowledge the principals' transactional leadership style in relation to school resource management from teachers perspective. All information received remains confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire and interview guide is designed to collect data strictly for academic purposes.

I look forward to a quick and positive response from your side. I hereby attach the supporting documents with this letter.

Yours Sincerely

Njinti Jr. Yeka
PCEG. B.A. (Hist)
Maîtrise MED


APPENDIX E

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION

DEPARTEMENT DE CURRICULA ET
EVALUATION



REPUBLIC OF CAMEROON
Peace – Work - Fatherland

UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTEMENT OF CURRICULUM AND
EVALUATION
.....

Teachers' questionnaire

Dear Respondent,

I am a master's student in the Department of Curriculum and Evaluation. The questionnaire is developed for a Masters' dissertation in the Department of Curriculum and Evaluation, Faculty of Education in the University of Yaoundé 1. All information received, remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire is designed to collect data strictly for academic purposes.

Thanks for your collaboration

SECTION A:**Demographic Information**

Fill in the appropriate information

1) Level of education.....

2. Age: 20-30 31-40 41-50 51 and above

Sex: Male, Female

SECTION B:

Please tick (√) in the box corresponding to your most preferred respond: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and fill in spaces with short answers.

SECTION: B

S/N	Statements	Responses			
		SD	D	A	SA
Planning of Human Resource activities and programmes					
4	In my school, the principal ensure clarity in setting goals for programmes and activities				
5	At the beginning of each academic year, my principal provide support to the staff programme planning and activities of the school.				
6	The principal gives clear directives to be follow in Programme and activities planning				
7	Your principal promote participative involvement in programmes development				
8	Your principal ensure effective communication of activities and programmes				

Contingent Reward		SD	D	A	SA
9	Your principal set us performance goals and rewards us as much as we succeed in achieving the objectives of the school.				
10	Your principal motivate teachers in team work to be more productive				
11	Your principal promote excellence through incentives				
12	Your principal recognizes teachers achievement through rewards				
13	Your school principal ensure equity in staff rewards				

Active Management		SD	D	A	SA
14	Your principal promotes active involvement in decision-making				
15	Your principal ensure good working environment				
16	Your principal promotes good working human relations				
17	Your school principal encourage friendliness among teachers				
18	Your principal is open to different views points for better management				

Passive Management		SD	D	A	SA
19	Your principal promotes coordinated teacher autonomy				
20	Your principal promotes development of personal initiatives				
21	Your principal reacts to problems if they are serious				
22	Your principal is part and parcel of the teaching force				
23	Your principal practices the culture tolerance for teacher growth				

SECTION C

Resource Management		SD	D	A	SA
24	The principal gives appropriate workload to teachers				
25	Teachers in examination classes are selected to teach based on their professional experience				
26	Teachers are frequently enriched through seminars, workshops and colloquiums				
27	There is effective Division of labour and collaboration				
28	Quarrel letters are often given to teachers when their work is poorly managed.				

Thanks for your kind collaboration

APPENDIX F

UNIVERSITE DE YAOUNDE I

 FACULTE DES SCIENCES DE L'EDUCATION

 CENTRE DE RECHERCHE ET DE FORMATION
 DOCTORALE (CRFD) EN
 « SCIENCES HUMAINES, SOCIALES ET EDUCATIVES »

 UNITE DE RECHERCHE ET DE FORMATION DOCTORALE
 EN SCIENCES DE L'EDUCATION ET INGENIERIE
 EDUCATIVE



UNIVERSITE DE YAOUNDE I

 FACULTE DES SCIENCES DE L'EDUCATION

 CENTRE DE RECHERCHE ET DE FORMATION
 DOCTORALE (CRFD) EN
 « SCIENCES HUMAINES, SOCIALES ET EDUCATIVES »

 UNITE DE RECHERCHE ET DE FORMATION
 DOCTORALE EN SCIENCES DE L'EDUCATION ET
 INGENIERIE EDUCATIVE

INTERVIEW GUIDE FOR PRINCIPALS

Dear Respondent,

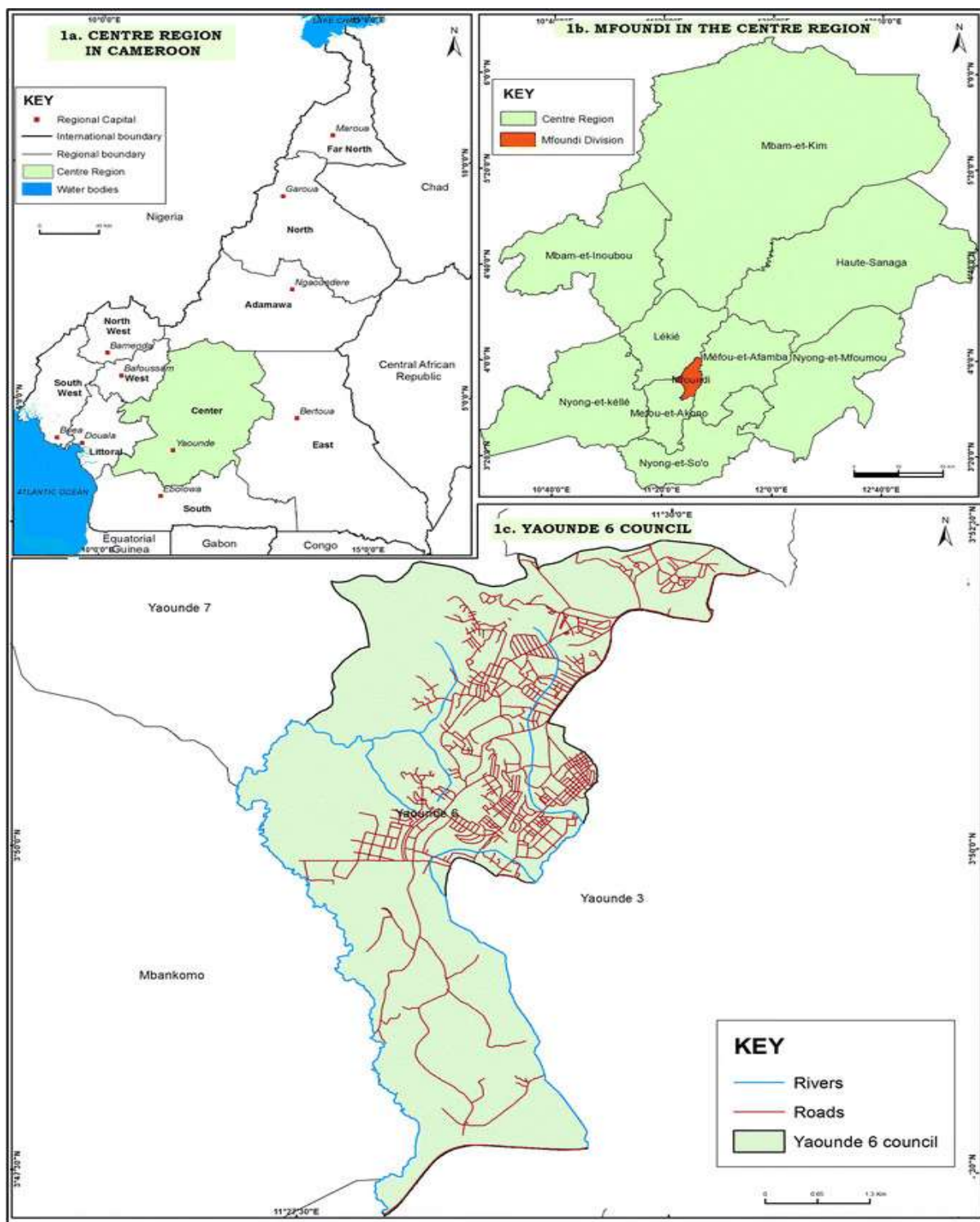
I am a master's student in the Department of Curriculum and Evaluation, Faculty of Education of the University of Yaoundé 1. I would appreciate if you could spare some time out of your schedule to respond to this instrument, aimed at collecting data for the study, on TRANSACTIONAL LEADERSHIP STYLES OF PRINCIPALS' and effective SCHOOL RESOURCE IN SOME SECONDARY SCHOOLS IN YAOUNDE VI MUNICIPALITY. I assure you that the information will be treated with utmost confidentiality. Thank you for your patience, collaboration and understanding.

1. Your subject specialisation _____
2. For how long have you been serving as principal?
3. Do you trust task in the hands of teachers? If yes, how do you entrust them with task?
4. Do you involve teachers in decision making? If yes how do you involve them?
5. Do you usually consult teachers before making decisions? If yes how often do you consult them?
6. How effective is communication flow in your institution?
7. Do you usually delegate powers to teachers? If yes how frequent do you delegate them?
8. Are there some teachers who refuse when you delegate responsibilities to them? If yes, how do you treat them?

9. Do you motivate your teachers to work beyond their expectation? If yes how do you motivate them?
10. Are your teachers satisfied with the motivation?

Sir/Madam, I highly appreciate you for giving me your time for this interview.

APPENDIX G



Source: Central Bureau of census and population studies and municipal council Acacia.