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AND EDUCATIONAL SCIENCES

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EDUCATIONAL ENGINEERING

**PRINCIPALS' MANAGEMENT FUNCTIONS AND
TEACHERS' EFFECTIVENESS: THE CASE OF SOME
GOVERNMENT BILINGUAL SECONDARY SCHOOLS IN
THE MFOUNDI DIVISION, CENTRE REGION-CAMEROON**

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DEDICATION

To

My children: Ma Mbi, Mbutakeh and Verah Mandem

CERTIFICATION

This is to certify that this research project entitled “**Principals’ Management Functions and Teachers’ Effectiveness: The Case of Some Selected Government Bilingual Secondary Schools in Mfoundi Division, Centre Region-Cameroon**”, is the work of **DEBA NKONGHO Jennet (20V3555)** of the Department of Curricular and Evaluation, Faculty of Education, University of Yaounde I, done under my supervision.

Supervisor: Dr. MBEH Adolf TANYI

Date.....

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TABLE OF CONTENTS

DEDICATION	I
CERTIFICATION.....	II
ACKNOWLEDGEMENTS	III
TABLE OF CONTENTS.....	IV
LIST OF FIGURES	VIII
LIST OF PICTURES.....	IX
LIST OF TABLES	X
LIST OF ABBREVIATIONS AND ACRONYMS	XI
ABSTRACT.....	XII
RÉSUMÉ	XIII
CHAPTER ONE: INTRODUCTION	1
Justification of the Study	3
Historical Background:	4
Theoretical Background.....	7
Conceptual Background.....	8
Contextual background	10
Statement of the Problem.....	13
Objective of the Study	13
Specific objectives	13
Research questions	14
Research Hypothesis	14
Significance of the Study.....	15
The Scope of the Study.....	17
Geographic Delimitation.....	17
Thematic delimitation	17
Operational Definition of key terms	18
Principal	18
Management Functions	19
Teacher	19
Effectiveness.....	19
Secondary School	20
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK	21
Conceptual Review.....	21

The Concept of Principals' Management Functions.....	21
Key Elements of the Principal's Management functions:	23
Planning Functions.....	24
Organizing Functions.....	26
Importance of Organization.....	28
Controlling Function.....	30
Purposes of Control:	31
Areas of Control	32
Means of Control:	32
Motivation Function.....	33
Factors Influencing Motivation:	35
The Place of Motivation in Education:	35
Some Motivational Strategies used by Principals:	37
The Concept of Teachers' Effectiveness	38
Effective Teacher Professional Skills	41
Effective Teachers Personal Skills	48
Theoretical Review.....	51
Henri Fayol's (1951) Administrative Management Theory.....	51
The Five Functions of Management by Henri fayol:.....	52
Henri Fayol's 14 Principles of Management:	53
Herzberg's (1964) Motivation-Hygiene theory	56
Herzberg classified these job factors into two categories:.....	56
Hygiene factors:.....	56
Motivational factors:.....	57
Douglas McGregor X and Y theory (1960).....	58
Empirical Reviews	61
Principals' planning functions and teachers' effectiveness	62
Principals' Motivational Functions and Teachers' Effectiveness	63
Principals' Motivational Strategies For Improving Teacher Job Performances	63
Principals' Controlling function and Teachers Effectiveness	64
Principals' managerial skill in producing effective schools.....	65
Principals' Controlling functions and Teachers Effectiveness.....	66
Principals' organising functions and teacher effectiveness.....	66
Principalship as a determinant of quality Teaching.....	67

Principals' Administrative functions for enhanced quality Education	68
Conceptual Diagram	69
Chapter Summary	70
CHAPTER THREE: RESEARCH METHODOLOGY	71
Research Design	71
Area of study	71
Population of the study	72
Target Population	73
Accessible population	73
The Sample size	74
Sampling techniques	74
Data Collection Instruments	74
Questionnaire for teachers	74
Validity of the instrument	74
Reliability of the Instrument	75
Administration of the Questionnaire	75
The Return Rate of the Instrument	76
Data analysis procedure	76
Ethical Consideration	76
Chapter summary	77
CHAPTER FOUR: PRESENTATION OF FINDINGS AND DATA ANALYSIS	78
Data Screening	78
Demographic characteristics	78
Correlation analysis	86
Regression Analysis	88
Test of Hypotheses	89
Summary	95
CHAPTER FIVE: DISCUSSION OF FINDINGS	97
Presentation of findings	97
Discussion of Findings	99
Hypothesis One	99
Hypothesis two	100
Hypothesis three	102
Hypothesis four	103

CONCLUSION	106
Recommendations	107
Limitations of the study	108
Suggestions for Further Research	108
Summary of the Study	109
REFERENCES.....	110
APPENDICES.....	121

LIST OF FIGURES

Figure 1: Herzberg's view of satisfaction and dissatisfaction.....	56
Figure 2: The conceptual diagram	70
Figure 3: The Map Of Mfoundi Division.....	72
Figure 4: Sex Distribution of Respondents	79
Figure 5: Distribution of teachers based on age	80
Figure 6: Distribution based on qualification.....	81
Figure 7: Distribution based on Professional Qualification	82
Figure 8: Scatter plot of Principal's Planning Functions and Teachers effectiveness scores	90
Figure 9: Scatter plot of Principal's Organising Functions and Teachers effectiveness scores	92
Figure 10: Scatter plot of Principal's Controlling Functions and Teachers effectiveness scores	93
Figure 11: Scatter plot of Principal's Motivating Functions and Teachers effectiveness scores	95

LIST OF PICTURES

Picture 1: A picture of an effective teacher at work.....	40
Picture 2 & 3: The pictures below are examples of ineffective teaching.	50
Picture 4: An image showing Henri Fayol Administrative Management theory.....	55
Picture 5: An image of Frederick Herzberg Hygiene – motivation theory.....	58
Picture 6: An image of theory X and Theory Y	61

LIST OF TABLES

Table 1: Accessible population	73
Table 2: Sex Distribution of Respondents	78
Table 3: Frequency table based on the Name of School.....	79
Table 4: Distribution of teachers based on age	80
Table 5: Frequency distribution based on Academic Qualification.....	80
Table 6: Frequency distribution based on Professional Qualification	81
Table 7: Frequency distribution based on Working Experience	82
Table 8: Respondent's view on the principal's planning functions	82
Table 9: Respondent's view on the principal's organising functions	83
Table 10: Respondent's view on the principal's controlling functions.....	84
Table 11: Respondents' view on the principal's motivating functions.....	85
Table 12: To what extend do you agree on the following statements on teachers' effectiveness	86
Table 13: Correlations among variables	87
Table 14: Model Summary of Principal's Planning Functions as a predictor of teacher effectiveness	89
Table 15: ANOVA of Principal's Planning Functions as a predictor of teacher effectiveness	90
Table 16: Coefficientsa of Principal's Planning Functions as a predictor of teacher effectiveness.....	91
Table 17: Model Summary of Principal's Organising Functions as a predictor of teacher effectiveness.....	91
Table 18: ANOVA of Principal's Organising Functions as a predictor of teacher effectiveness	92
Table 19: Coefficients of Principal's Organising Functions as a predictor of teacher effectiveness	92
Table 20: Model Summary of Principal's Controlling Functions as a predictor of teacher effectiveness	93
Table 21: ANOVA of Principal's Controlling Functions as a predictor of teacher effectiveness	93
Table 22: Coefficients of Principal's controlling Functions as a predictor of teacher effectiveness	94
Table 23: Model Summary of Principal's Motivating Functions as a predictor of teacher effectiveness	94
Table 24: ANOVA of Principal's Motivating Functions as a predictor of teacher effectiveness	95

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA:	Analysis of Variance
BACCALAUREAT:	Equivalent of the GCE advanced level in the Francophone sub-system
BEPC:	Brevet d'Etudes du premiere Cycle
CEMAC:	Economic and Monetary Community of Central Africa
COP:	Conference of the Parties
CESA:	Africa comprehensive ten year continental education strategy for Africa
CETIC:	Collège d'Enseignement Technique Industriel et Commercial
EFA :	Education for all
RDSE:	Regional Delegation for Secondary Education
G.H.S:	Government High School
GBHS:	Government Bilingual High School
GBTC:	Government Bilingual Technical College
GCE:	General certificate of Education
LB:	Lycée Bilingue
MINESEC:	Ministry of Secondary Education
PLEG:	Professeur de Lycée d'Enseignement General
PLET :	Professeur de Lycée d'Enseignement Technique
POSDCORB:	Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting
P.T.A:	Parent Teacher Association
RDSE:	Regional Delegation for Secondary Education
SPSS:	Statistical Product for Service Solution
SDG:	Sustainable Development goals
UNESCO:	United Nations Education, Social and Cultural Organization.

ABSTRACT

The general objective of the study is to investigate how Principals' Management Functions influence teachers' effectiveness in some government bilingual secondary schools in Mfoundi Division, Centre Region-Cameroon. It is noticed that the principal through his management functions sets the stage for a conducive working environment for the teachers to perform their duties well. Regrettably, some teachers in Government bilingual secondary schools conspicuously exemplify a very lukewarm attitude towards the execution of their duties: intentional absenteeism, idle time at work, persistent lateness to school, non-preparation of lesson notes, inadequate coverage of scheme of work, just to name a few, which affects the quality of education for which they are guarantors. This study is based on the premise that the principals' management functions such as; planning, organizing, controlling and motivating influence teachers' effectiveness in Mfoundi Division. The study used the descriptive survey design and was guided by four research questions and hypotheses. The study used data collected from the teaching staff in government bilingual secondary schools in the Mfoundi Division wherein simple random sampling was used to select seven (07) schools and three hundred and fifty seven teachers as the sample of the study. The study made use of theoretical assumptions such as; Henri Fayol's Administrative theory, Herzberg's two factor theory and McGregore's theory X and Y. The instrument used for data collection is the structured questionnaire which was addressed to the teaching staff. The data obtained from the field was analysed using descriptive and inferential statistics. Descriptively it was analyzed using percentages and presented on tables and charts. The hypotheses for this study was tested with the help of simple linear regression. The research findings revealed that Principals' Planning Functions, Principals' Organizing Functions, and Principals' Controlling Functions have a significant relationship with Teachers effectiveness. However, Principals' Motivating Functions, showed no statistically significant relationship with Teachers effectiveness.

Key words: Principals' management functions and teachers' effectiveness.

RÉSUMÉ

L'objectif général de cette étude était d'examiner comment les fonctions de gestion du proviseur influencent l'efficacité des enseignants dans certaines Lycées Bilingue dans le département du Mfoundi, Région du Centre-Cameroun. Il a été remarqué que le proviseur, à travers ses fonctions de gestion, crée un environnement de travail favorable pour que les enseignants puissent bien remplir leurs fonctions. Malheureusement, certains enseignants des lycées bilingues font preuve d'une attitude très tiède dans l'exercice de leurs fonctions : absentéisme intentionnel, temps d'inactivité au travail, retards persistants à l'école, non préparation des notes de cours, couverture inadéquate du plan de travail, pour n'en citer que quelques-uns, affectant la qualité de l'éducation dont ils sont les garants. Cette étude est basée sur la prémisse que les fonctions de gestion du proviseur telles que la planification, l'organisation, le contrôle et la motivation influencent l'efficacité des enseignants dans le département de Mfoundi. L'étude a adopté le modèle d'enquête descriptif et a été guidée par quatre questions et hypothèses de recherche. L'étude a utilisé des données recueillies auprès du personnel enseignant des Lycées bilingue du Mfoundi. Un échantillonnage aléatoire simple a été utilisé pour sélectionner sept (07) Lycées et trois cent cinquante-sept (357) enseignants comme échantillon de l'étude. L'étude s'appuie sur des hypothèses théoriques telles que la théorie administrative d'Henri Fayol, la théorie des deux facteurs de Herzberg et les théories X et Y de McGregor. L'instrument utilisé pour la collecte des données est le questionnaire structuré qui a été adressé au personnel enseignant. Les données obtenues sur le terrain ont été analysées à l'aide de statistiques descriptives et inférentielles. Les données descriptives ont été analysées à l'aide de pourcentages et présentées sous forme de tableaux et de graphiques. L'hypothèse de cette étude a été testée à l'aide de la régression linéaire simple. Les résultats de la recherche révèlent que les fonctions de planification du proviseur, les fonctions d'organisation du proviseur et les fonctions de contrôle du proviseur ont une relation significative avec l'efficacité des enseignants. Cependant, les fonctions de motivation du proviseur n'ont pas de relation statistiquement significative avec l'efficacité des enseignants.

Mots clé : Fonctions de gestion des proviseurs et efficacité des enseignants.

CHAPTER ONE

INTRODUCTION

As managers, principals are responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. Titanji, (2017).

Education is a transformational tool in every society and should be held in high esteem. It is the acquisition of knowledge and skills required to sustain individual, groups, and organizational advancement at all levels and spheres of life. Egwu, (2016) opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school so that they run smoothly.

School Managers are one of the most important elements of the education system. School managers are charged with the task to provide smooth functioning of educational activities in schools, the development of the school in all respect, and students, teachers, and other staff satisfaction. Also, they are in charge of guiding and supervising teachers during educational activities. School managers are extremely important for carrying out schools' vision and mission. The principal or school manager of a school is viewed by almost every actor in this domain as the leader of the institution. The ministry of education or board of education appointed him /her to lead. The community holds him or her responsible if he/she does not lead. Tamanjong and Fonkeng (2003). Therefore, it is not enough for principals to behave as leaders, what is most important here is their efficiency and effectiveness as leaders.

The principal is the manager of the secondary school who is expected to effectively use various resources through the adoption of management principles and practices for the realization of school goals. If the education system must achieve its national policies and goals, the school managers at all levels must ensure optimum management of human, material, financial, and time resources. John, (2015) said it best: "Everything rises and falls on leadership". Whether leading a team of business professionals, a ministry group, a school, or a classroom of high school students, your ultimate success depends on your ability to influence others, and in return add value to their lives. If a principal cannot lead a school with excellent strategies, the school will not be able to attain its objectives. Most organizations in Africa have a problem with leadership that has led to their collapse or the rise and this is the same with the educational system.

Effective teaching in secondary schools is a major concern in many countries in the world. According to Lacina and Block (2011), for effective teaching to take place, the society need leaders who are “torch lighters”, leaders who distinguish themselves and set themselves apart from the rest. Effective leadership in secondary schools is a major concern. This is even compounded by the fact that the 21st century has seen an unprecedented explosion of knowledge in terms of Information Communication Technology (ICT) and technological advancement. Only principals who have strategies that can harness 21st-century skills, like how to learn online could be able to keep their teachers when education suffered a tremendous crisis during the Covid 19 pandemic wherein many schools were closed down. Principals with 21st-century skills could keep their teachers effectively working during the crisis.

The way the Principal manages all of these will determine whether his school will succeed or not. Giama and Obiechina (2019) reported that, Principals need to focus on managerial functions that will encourage teachers and make them effective so that they can contribute to the global society. It is obvious, that employees behave differently in different situations and under different leadership. Organizational heads (principals) need to constantly encourage their staff (teachers) for effective job performance by identifying their needs and trying to satisfy them for the optimum result.

According to Titanji (2017), in 1997, on the occasion of the in-country workshop on the training of Head teachers, jointly sponsored by the Commonwealth and the Ministry of National Education at the time, Dr. Robert Mbella Mbape in his opening speech stressed that good school administration brings better discipline, better results, better management of scarce resources and better returns on the enormous investment that parents and the state put into the educational sector.

Nwune et al (2017) opines that management is the arrangement of available human and material resources for the achievement of desired goals and objectives. It is the productive use of available resources efficiently and effectively geared toward goal realization.

According to Strong, et al. (2011), teacher effectiveness can be defined as a teacher’s ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement. The core definition of teacher effectiveness must be students’ outcome: how much students learn and other valued outcomes. Effective

teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. They also understand how the students best learn concepts, content, and skills.

Okolocha and Onyeneke (2013) reported that teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The most single critical element in the education process is the teacher who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impart knowledge.

Justification of the Study

The problem at stake here is that most teachers in government bilingual secondary schools do not perform their duties very well as compared to what these same teachers do in private schools. According to Strong et al (2011), it is a normal phenomenon to see teachers in government bilingual secondary schools exhibiting a lot of laxity, such as absenteeism, lateness to class, idle time at work, not able to complete their syllabus, leading to poor academic performance of students.

Many researchers have written thesis on principalship, teachers' motivation, principal's administrative functions, and the principal's supervisory functions, just to name a few. That notwithstanding, there are some disparities at the level of operationalization of variables, the sample, methodology, and even the theories used implying that even though the topics seem alike, these factors make them different thereby contributing to the improvement of knowledge. Cameroon mostly depends on the education system for the development of the nation to achieve its sustainable development goals of 2035.

Anderson (2000) opines that, the teacher is the dispenser of knowledge, the facilitator of learning and a model, he has to be managed with caution. There is no doubt that most teachers in schools are effective and are committed to their students and profession, and are trying their best to meet students' needs every day. The qualities of effective teachers have been investigated by several scholars and are fairly well known. For instance, Stronge et al (2004) reported that effective teachers are knowledgeable in their subjects, caring toward their students, fair and respectful to students; have positive attitudes toward teaching as a profession; are sociable in class; and are motivating to learners.

Okpala and Ellis (2005) reported that effective teachers are caring, encouraging, approachable, enthusiastic, respectful, knowledgeable, empathetic, passionate, and having a sense of humor. Effective teachers can lead all students to learn, even those from poor families or who have uninvolved parents.

According to Lasagna et al (2011), principals very often expect teachers to meet learners need, but they do not apply their managerial functions well, as a result some teachers become ineffective which makes it difficult for students to learn or decreases their desire to learn by a lack of enthusiasm for the subject, by a hostile or inappropriate behavior toward the students, by a failure to maintain discipline in the class, or by unfairly preferring some students to others. The damage of an ineffective teacher lingers on (slow to disappear or die) even if the students have more effective teachers in the following years.

But, the key question is, “If most teachers are effective, does it matter that a small percentage of them are ineffective?” The answer to this question is yes, it matters a lot because one ineffective teacher inhibits the learning of a large number of students over time. Chait (2010) reported that, teachers are responsible for about 20 to 400 students each year depending on the school size, class size, and school level whether primary or secondary, from these estimates, it is plausible that an ineffective teacher can depress the achievement and inhibit the learning of many students during his or her career. Based on this, the work investigates to what extent the principal uses management functions of planning, organizing, controlling, and motivation to improve teachers’ effectiveness, in some selected government bilingual secondary schools in the Mfoundi division, the center region of Cameroon.

Historical Background:

Muriana (2014) opines that, the principals and teachers as human resources are *sine qua non* (a thing that is absolutely necessary) in the attainment of school goals, in terms of instructional leadership, pupils’ discipline, the academic achievement of the students, optimal use of existing school plants, and other areas of teaching task for the overall actualization of set goals and objectives. This no doubt places an enormous burden on the principal who is the head of the school setting.

Maduabum (2002) reported that, the principal as the staff member of the school with the greatest responsibility for the management of the school, who is also the chief executive of the school provides instructional leadership by coordinating curricular, and extra-curricular programs and

is also responsible for the general administration of the secondary school system. By implication, the principal is a planner, director, controller, coordinator, organizer, adviser, and a problem solver.

According to Fagbamiye (2004), the principal is essentially an organizer and implementer of plans, policies, and programs meant for the actualization of specific educational objectives.

Cameroon is one of the countries in Africa that seriously lacks trained school administrators. A World Bank Report on secondary education in Africa asserts that principals in many parts of Africa have little or no formal preparation to effectively run schools, like in some developed countries like England, South Korea, and Australia. To be a principal in these countries, it is required to be a teacher and have a master's or doctorate. Equal certificates recognized by the government are also accepted as valid. NPQH (National Professional Qualification for Headship) program is applied to those who want to become principals in England to acquire professional skills. With this program, it is targeted that practical and vocational training based on school development is presented to the teachers who desire to be principal. NPQH is a comprehensive training program in terms of duration and content. NCLS (National College for School Leadership) was opened for NPQH and put into practice firstly in 1997. In 2009, the NPQH certificate was made compulsory for those who want to be assigned as school managers.

A central challenge of the near future would be to strengthen the management capacity of principals to enable them to run more effective secondary schools. In addition, there is scarcely any leadership training offered to principals who are appointed based on their teaching experiences rather than leadership experience.

According to Mestry and Singh (2007) school principals start as active teachers with teaching experience which is required as a qualification for school headship. In most African countries, school head teachers begin their careers as teachers. Similarly, Bush and Oduro (2006) note that in Africa, there is no formal requirement for school heads to be trained as school managers. Thus, their subsequent appointment as head teachers is based on their successful record as teachers in classrooms. However, there is one major document that outlines the way schools are to be managed by school administrators; it is the Handbook for Heads of Secondary and High schools (MINEDUC, 1996). This handbook was conceived and compiled by the then Ministry of National Education under the leadership of Dr. Robert Mbella Mbappe to help both new and old principals.

Brown (2005) posits that the term principal surfaced around 1838 but was not formally used as the name of the school guardian until the late 19th century. It was in the 19th century that the term 'principal was used in America for the supervisory head of the school. The reason for its recognition was due to the increase in the number of students attending elementary and secondary schools, the rapid growth of cities, the grading of the schools, and the designation of school activities under a single head, Whitehead et al (2013). While it has been shown that the principal is the central figure in a school's ability to be effective, there must be a deep understanding of the behaviors, traits, and skills that are deemed necessary for effective school leadership. This concept has evolved over the past 25 years and continues to change in light of current research.

Fullan (1991) stated that the role of the principal has become dramatically more complex, progressing from the role of Manager to instructional leader and transformational leader.

According to Knapp et al (2003), although some researchers and reform advocates seek to extend the notion of leadership to encompass activities undertaken by teachers, community groups, and site-based teams, school leadership usually refers to the work of the principal. Thus as interest in educational leadership has grown, so has an interest in the principalship - a position that is reportedly more difficult, time-consuming, and pivotal today than ever before. Current studies and reports on principalship often contrast the work of school principals today with that of school principals in the past and claim that the school principalship in the 21st century is, or needs to be, radically different from what it once was. A 2000 report produced by the Institute for Educational Leadership, a nonpartisan research, and advocacy organization based in Washington, DC, is fairly typical in its portrayal of the principalship of the past. For the past century, principals mostly were expected to comply with district-level edicts, address personnel issues, order supplies, balance program budgets, keep hallways and playgrounds safe, put out fires that threatened tranquil public relations, and make sure that busing and meal services were operating smoothly. And principals still need to do all those things. But now they must do more. This characterization of the principalship of the past, however, is not based on a solid historical record. The historiography of the American school principalship is slight, but what does exist indicates that merely being an "effective building manager" was never "good enough" for principals. This is not to suggest that expectations of the principalship have not changed; they have. Yet the history of the school principalship makes clear that what appears newest for school principals today is the political environment that surrounds their work. That is, as

government officials, policymakers, and district leaders increasingly seek to hold schools individually accountable for student achievement, they inevitably focus on the individual leaders of those Schools, the principals, as agents of success or sources of failure. This is a highly individualistic notion of educational change, and one that has led some proponents of current school reform to liken school principals to “CEOs.” (Chief Executive Officials).

According to Tyack and Cuban (1995), principals have always been expected to wear many more hats and fill many more roles than those described above, and the principal has long been recognized as a, or even the key player in school reform. At the same time, the principalship has gone through some changes. Its scale has gotten bigger; the professional requirements and expectations for the position have become increasingly regulated and perhaps most important, principals have drawn on shifting sources of authority to assert their institutional and personal power through the years. These changes have affected both those who have occupied the position of a school principal, and how principals have interacted with teachers, students, parents, community members, and supervisors. Yet the changes have not fundamentally altered the principalship.

It is a role that is multifaceted, complex, and at times self-contradictory, but is also essential part of the “grammar of schooling.” That is, it “has remained remarkably stable over the decades”. Much of the existing historiography of the school principalship characterizes the role as subject to historical forces; this work, however, makes the case for placing principals in the center of analysis, as agents as well as objects of both constancy and change.

Theoretical Background

This work is built on the framework of some theories related to management. The administrative management theory of Henri Fayol (1951) looks at how management and workers are organized within a business to allow for the completion of the task. This theory ties with the study in that if the principal uses Fayol’s principles of management which are; division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralization, scalar chain, Militaristic (order), equity, stability of personnel, initiative and esprit de corps teaching will be effective and academic performance will improve.

The two-factor theory (also known as Herzberg's motivation-hygiene theory) states that certain factors in the workplace cause job satisfaction while a separate set of factors cause dissatisfaction, all of which act independently of each other. Frederick Herzberg (1964). Hygiene issues such as salary and supervision, decrease employees' dissatisfaction with the work environment. Motivators, such as recognition and achievement, make workers more productive, creative, and committed. This theory has a link with the study in that if the principal applies it in his institution, workers will be more effective and efficient.

Douglas McGregor's (1960) theory 'x' posits that, because the average human being has an inherent dislike for work, most people must be compelled, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the attainment of the objectives. While theory 'y' says commitment to objectives is the function of the reward associated with their achievement. This theory ties in with the study because for the principal to attain his objectives, he must apply discipline and motivation.

Conceptual Background

In this section, the conceptual framework emphasizes the principal's management functions and teachers' effectiveness. Muqaddas (2017) posits that, educational management is the process of planning, organizing, directing, controlling, evaluating, and motivating to accomplish predetermined objectives of an institution through coordinated human and material resources.

According to Henri Fayol, "To manage is to forecast and plan, to organize, to command, to coordinate and to control". In 1964, Frederick Herzberg, a behavioral scientist proposed a two-factor theory or the motivator hygiene theory. According to Herzberg, some job factors result in satisfaction while other job factors prevent dissatisfaction. Therefore, Management is the process of planning, organizing, controlling, and motivating to accomplish predetermined objectives of an institution through coordinated use of human and material resources. These variables and indicators will be used in this study to better examine the management functions of the principal and their effects on teachers' output.

At the center of any meaningful education system stands a teacher. Teachers serve as the nerve of education. They serve not only as the conveyor of knowledge but a passage through which knowledge passes to learners. With regards to this, Stronge et al. (2011) says that, the role of teachers in the society lies at the heart of intellectual and social life. It is through teachers that

each generation comes to terms with its heritage. Effective teaching may include a high level of creativity in analyzing, synthesizing, and presenting knowledge in new and effective ways. It should instill in the learners the ability to be analytical and intellectually apt.

Teacher effectiveness is defined here as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement.

Effective teaching is synonymous with teacher effectiveness and has been defined in three basic ways by Evans (2006). These include definitions in terms: of teachers' personality, teacher-student interactions, and teachers' impact on students' behavior. Along the teachers' personality line, Afe (2003) defined teaching effectiveness as the type of teaching characterized by the exhibition of intellectual, social, and emotional stability, love for children and positive disposition towards the teaching profession, and ability to inspire good in students. It was also defined by Evans (2006) as a manifestation of knowledge of content, skills in lesson presentation, and creating a desirable atmosphere for learning. It has been suggested that teachers' good teaching personalities should be able to translate to the impartation of quality knowledge to students. However, critics of this line of definition based on teachers' personal qualities have argued that teachers' personalities may not be sufficient to predict an actual increase in students' knowledge.

Along the teacher-student interaction line, Evans (2006) also defined teaching effectiveness as a kind of classroom transaction that occurs between teachers and students resulting in to increase in students' knowledge. This refers to communication skills, the use of praises, rewards, and motivation during the teaching process. This has also been criticized for the blurred distinction between it and definitions based on teachers' personalities.

In response to teachers' impact on students' behavior, Akpan (1996) representing a pragmatic point of view, defined teaching effectiveness as the achievement of all or most of the learning objectives and reduction of differences in cognitive levels of the students. Evans (2006) defined it as the degree to which specific instructional objectives are achieved by the students under the guidance of a given teacher or teachers. This definition is based on the understanding that the desired products of teaching effort include measured achievement gains, growth in intellectual skills, aptitude, and improvement in attitude towards learning. The definition of teaching effectiveness based on the effect of teaching on students' performance also has its share of criticism.

This “downstream” definition of teaching effectiveness has been criticized because some researchers believe that teachers’ inputs are not the only factors that impact students’ performance according to Simon & Boyer (2010). Simon and Boyer categorized the factors that are capable of affecting students’ achievement as teacher-variables (such as qualification, teaching experience, motivation/dedication), student-variables (such as motivation, behavior/previous knowledge, genetic composition), environment/family variables (such as socio-cultural backgrounds of students, level and the type of education of parents/guardians/siblings, the interpersonal relationship among family members), and school-variables (such as quality and quantity of teaching staff, remunerations of teachers, working conditions of teachers, facilities such as instructional materials, well-equipped libraries, and laboratories).

In this study, we shall be looking at teacher’s effectiveness in respect of the teacher’s professional and personal skills. For the teachers’ professional skills, we have content knowledge, good planning, Classroom management and organization, classroom behavior, Individual differences, Communication skills, teacher confidence, motivation for learning, respect, fairness and equity, assessment and evaluation, Teacher learning development.

For the teachers’ personal skills, we have caring, knowing the students individually, teacher-student relationships, and classroom management.

Contextual background

There is evidence in the literature that governmental and non-governmental organizations all over the world are searching for solutions to ineffective teaching. Jerald (2009) for example opines that, the U.S. government is hoping to solve the problem by identifying ineffective teachers for assessment, assistance, and support, and then dismissing them if they do not improve. However, research shows that it is difficult to accurately identify ineffective teachers, that teachers are rarely dismissed from employment for ineffective teaching and that dismissal of ineffective teachers as a means of improving students’ academic performance has received the least attention and mixed reactions.

According to Cogshall (2009), teachers’ unions in particular are against the dismissal of ineffective teachers because they believe that poor academic performance among students is a

complex problem that cannot be attributed to ineffective teaching only. They also argue that there are no proper measures in place to identify ineffective teachers.

Section 4 of law no 98/004 of 14 April 1998 laying down guidelines for education in Cameroon states that the general purpose of education shall be to train children for their intellectual, physical, civic, and moral development, and their smooth integration into the society bearing in mind prevailing economic, social, cultural, political and moral factors. Part 111, chapter 1, and section 27 of the same law states that, “the head of the educational establishment shall be responsible for maintaining order. The purpose of this law is to ensure educational quality for students to gain professional skills which would enable them to become creative and self-employed Fonkeng and Tamanjong (2009).

This is in line with one of the main features of the Sustainable Development Goals 2030 (SDG 4 - Education 2030), which is the renewed focus on effective learning. SDG 4- Education 2030 reemphasizes effective learning and the acquisition of useful knowledge. It ensures inclusive and equitable quality education and promotes lifelong learning opportunities. This is evident in the global targets and indicators for primary and secondary education leading to relevant and effective learning outcomes. The provision of 12 years of free, equitable, quality primary and secondary education – of which at least nine years are compulsory, leading to relevant learning outcomes- should be ensured for all, without discrimination (Target 4.1). Target 4.2 by 2030, ensure that all girls and boys have access to quality early childhood development. Target 4.6 by 2030, ensure that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy (Sustainable development goal 4).

The NDS30 (National Development Strategy 30), which operationalizes the second phase of the vision, is consistent with the goals of Agenda 2030 on sustainable development and also takes into account the main orientations of other supranational agendas (African Union Agenda 2063, CEMAC Vision 2025, COP21). Specifically, concerning the SDGs, they are addressed in such a way as to give them sufficient content for sectorial actions. Thus, as with previous national strategies, the NDS30 is the empirical expression of an integrated framework of sustainable economic and human development for Cameroon, which proposes a progressive path for the country towards achieving the sustainable development goals and vision of 2035. According to Nji (2018), the general awareness of the value of education both to individuals and nations has led to the growing and widespread demand for all types and levels of education

in the world and Cameroon in particular. Education is no more for the privileged few. This has led to the rapid expansion of educational institutions and enrolments. Since the 1970s, Cameroon has witnessed a phenomenal rise in education expansion and the trend is likely to continue for decades following the international advocacy for education for all (EFA) over the globe. This can also be seen in the United Nations agenda for sustainable development, human, social, economic, cultural, and environmental, including equality between men and women (Convention on the Elimination of All Forms of Discrimination against Women and Beijing Platform for Action).

Society, therefore, expect these schools to take good measures so that there will be good results since the expected major changes in society rest on the shoulders of schools. Article 26 of the Universal Declaration of Human Rights (1948) of the United Nation stipulates that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.”

According to the constitution of Cameroon, the state guarantees the child’s rights to education. Primary education shall be compulsory and the organization and supervision of education at all levels shall be the duty of the state. By this clause, the government aims at ensuring quality in the management and functioning of the educational system to ensure efficiency, thereby reducing the wastage of resources. In the preamble of that same law, it is stipulated that the state shall provide all its citizens with the conditions necessary for their development at all levels, and for this to be effective, the type of education provided should not only be in quantitative terms but should be endowed with quality education, Nji (2018).

Africa is moving into an era that most observers and pundits are predicting will determine its destiny as a continent in the future. But to fulfill this promised bright future, the continent has to come to terms with its education and training systems that are yet to fully shed the weight of its colonial legacy and its tribulations as a relatively new political and economic entity and player in the world arena. In the bid to “create” a new African citizen who will be an effective change agent for the continent’s sustainable development as envisaged by the African Union(AU) and its 2063 agenda, the African Union Commission has developed an Africa comprehensive ten-year Continental Education Strategy for Africa (CESA). This strategy is driven by the desire to set up a “qualitative system of education (the level of education with

which a person can become a contributor to the society and training to provide the African continent with efficient human resources adapted to African core values and therefore capable of achieving the vision and ambitions of the African Union. Thus, good governance, leadership, and accountability in education management are paramount. (CESA, 16 – 25). It is in this context that the present study investigates the principal's managerial functions and teachers' effectiveness.

Statement of the Problem

Teacher effectiveness is guaranteed among other factors by the Principal, through his managerial functions as stipulated in the orientation law number 98/004 of 14 April 1998. The principal through proper planning, organizing, controlling and motivating, sets the stage for a conducive working environment for the teachers to perform their duties well.

But regrettably, despite efforts by principals in this light, some teachers conspicuously excel in intentional absenteeism, idle time at work, persistent lateness to school, non-preparation of lesson notes, inadequate coverage of scheme of work, indecent dressing, conjuring marks for students, just to name a few. A possible consequence of this situation is a drop in academic performance. School authorities are thus perpetually in search of strategies at getting these teachers effective at their work and this is the object of this study that seeks to investigate which of the principal's managerial functions of planning, organizing, controlling and motivating can best cause a positive change in teacher effectiveness for an effective and efficient school. Could this situation be a result of a gap in the principals' managerial functions? Perhaps a study that investigates the Principals' management functions and their impact on teachers' effectiveness in some Government Bilingual Secondary Schools in Mfoundi Division, the center region - of Cameroon could be a way forward to the problem.

Objective of the Study

The purpose of this study is to investigate the principals' management functions and their influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.

Specific objectives

The specific objectives of this study are to:

- Find out the extent to which principals' planning functions influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.
- Verify how principals' organizing functions influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.
- Examine the extent to which principals' controlling functions influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.
- Verify how principals' motivating functions influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.

Research questions

The Main Research question of this study is: what is the influence of the Principals' Management Functions on Teachers' Effectiveness in some Government Bilingual Secondary Schools in the Mfoundi Division? This question was further broken down into four specific questions:

- To what extent does Principals' planning function influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi Division?
- To what extent does principals' organizing function influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division?
- To what extent does principals' controlling function influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division?
- To what extent does principals' motivating function influence teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi Division?

Research Hypothesis

The main research hypothesis reads thus:

H₀: The principals' managerial functions do not have any statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in Mfoundi division of the Centre Region.

H_a: The principals' managerial functions have a statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in Mfoundi division of the Centre Region

From this hypothetical basis, four specific hypotheses were crafted for the research:

- H01:** Principals' planning functions have no statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division
- Ha1:** Principals' planning functions have a statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division
- H02:** Principals' organizing functions have no statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.
- Ha2:** Principals' organizing functions have a statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division
- H03:** Principals' controlling functions have no statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.
- Ha3:** Principals' controlling functions have a statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division
- H04:** Principals' motivating functions have no statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division
- Ha4:** Principals' motivating functions have a statistically significant influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi division.

Significance of the Study

Cameroon mostly depends on the education system for the development of the nation to achieve its sustainable development goals of 2035. The findings of this study can benefit the government, the school administrators, the teachers, parents, learners, and society as a whole in the following ways:

This study is important to the government and educational planners as it can enable them to assess the impact of the principals' management functions. Through this, the state can take decisions based on the various resources and instruments required for enhancing quality

teaching such as the type of programs in the institutions of learning, in-service training programs to reinforce and strengthen principals, and consequently quality teaching in secondary schools in Cameroon. In the Ministry of Secondary Education, the Secretary-General, the Directorate of Human Resources, the Regional Delegates, Sub Divisional Inspectors, and principals shall also enrich their administrative skills and will be able to carry out capacity-building seminars and professional development programs which will be significant to the learning institutions and the society in general. The results of this study could enable stakeholders to develop possible motivation techniques to increase teachers' access and participation in development programs.

This study can enable secondary school administrators to take the management of human resources seriously. Principals of schools will make sure that the workload is equitably shared and can ensure job assiduity. The principals of schools and heads of departments will exploit this study to improve their managerial and administrative skills and also execute government policies on in-service professional development without difficulties to enhance quality teaching.

The results of this study can enable teachers to be aware of the current trends in education to learn and accommodate the necessary skills on how to build their lessons and even design better education plans for learners. They can also benefit from in-service training that will build their capacities to meet current challenges such as classroom management, lesson presentation, evaluation techniques, and the use of technologies in teaching Harris (1961).

Fonkeng & Tamanjong (2009) outlines that "too frequently, the classroom teacher and the school principal are overlooked as essential members of the diagnostic team which may include: counselor, Psychometrics, psychologist, remedial specialist, social workers, and medical practitioners". So, the results of this study would enable the teacher to carry out a thorough educational diagnosis of the various existing problems found in the government schools and provide solutions.

Parents can be well informed on the various policy instruments available for the protection and promotion of the education of their children.

Learners can benefit from all the facilities that may be made available to them by the stakeholders involved in education. At a global level, this piece of work will enhance and expand the frontiers of education. The results of this study will enable the students to collaborate with their teachers and school administration to optimize students' output in secondary schools for the development of society.

The Scope of the Study

Geographic Delimitation

Geographically, this study is carried out in the Mfoundi division. Mfoundi division is found in the Centre region of Cameroon. The study is limited to some selected Government Bilingual Secondary Schools in Mfoundi Division. This division has twenty-two (22) Government Secondary Schools, 11 Government Bilingual secondary schools, ten (10) Government technical colleges, and one (01) Government Teacher Training College. This division has a total number of about five thousand six hundred and ninety (5690) teaching staff (Education statistics 2022). It covers a total surface area of 297 square kilometers. It has a total population of about 3.5 million inhabitants. Amongst these public secondary schools in the Mfoundi division, 07 bilingual government secondary schools were chosen for this study. The following Government Bilingual High Schools were selected to represent the seven sub divisions in Mfoundi division: GBHS Etoug-ebe, GBHS Yaounde, GBHS Mendong, GBHS Ekonou, GBHS Emana, GBHS Nkoletou, and GBHS Ekorezock.

Principals of these institutions are appointed by the state and they manage these institutions with the collaboration of other stakeholders like the P.T.A. (Parents Teachers Association) and the School Councils. The educational system in this region is the legacy of the French and English colonial rule which was introduced several decades ago. As far as education is concerned, this division has one of the largest populations of secondary school students attending school each year in the center region. Educational organization and school control in this division are done by the divisional delegation under the control and supervision of the ministry of secondary education.

Thematic delimitation

The theme scope of this study was limited to principals' management functions and teachers' effectiveness in some Government bilingual secondary schools in Mfoundi Division. The study focuses particularly on principals and teachers of some selected Government secondary schools

in the Mfoundi Division. The variables of the study are management functions which is the independent variable, and teachers' effectiveness which is the dependent variable. These variables are operationalized through their various modalities and indicators. Consequently, the submission of the work for correction to the supervisor was done sequentially in cognizance of the respect and program of the researcher. The administration of the questionnaire was done during the third term when teachers were still in school so that the analysis of the data and conclusion of the research findings were summarized thereafter.

Theoretically, the study used McGregor's X and Y theory, Frederick Herzberg's hygiene / motivation theory, and Henri Fayol's Administrative management theory.

Methodologically, the study follows the quantitative method with a survey design, using a questionnaire as instruments for data collection for teachers in some selected government bilingual secondary schools in Mfoundi division.

Operational Definition of key terms

Principal

Hornby (2000) posits that, the principals of secondary schools are the chief administrators of these schools. A principal is a leader of an entire community within a school. He or she is responsible for managing the major administrative tasks and supervising all students and teachers.

Fonkeng & Tamanjong (2009) said that the principal of a school is viewed by almost every actor in this domain as the leader of the institution. He is the first link in the school chain of command and therefore, responsible for everything that concerns the life of the school. He or she is appointed by the ministry of Secondary Education and has full powers over his institution at all levels. The community holds him/her responsible if he or she does not lead. It is apparent that the question facing principals is not whether they must behave as effective leaders but how they can be effective leaders.

For the sake of this study, a principal is considered as the head of a secondary school and is the administrator on whom the success of the institution as well as the effectiveness of teachers depends.

Management Functions

According to Henri Fayol, “To manage is to forecast and plan, to organize, to command, and to control”. Whereas Luther Gullick has given a keyword ‘POSDCORB’ where P stands for Planning, O for Organization, S for Staffing, D for Directing, Co co-ordination, R for Reporting, and B for Budgeting. According to Herzberg, some job factors result in satisfaction while other job factors prevent dissatisfaction.

Management in the context of this study is therefore, the process of planning, organizing, controlling, and motivating to accomplish predetermined objectives of an institution through coordinated use of human and material resources. For the sake of this study management functions of the principal are considered partly in the line with Henri Fayol, McGregor and Herzberg’s definitions to include Planning, Organizing, control and motivation.

Teacher

According to Senge (1990) a teacher is an expert who is capable of imparting knowledge that will help learners to build, identify, and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners; knowledge, skills, and values that enhance development. An educated person can utilize the available opportunities in both private and public sectors. The person can easily secure employment as having life skills that will enable him/her to interact well in the society.” Also, a teacher is defined as a person who has the knowledge, skills, and special training in teaching, explaining, and educating.

According to Mbise (2008), a teacher is a person who can create behavioral change in terms of cognitive, psychomotor as well as affective domains.

For the sake of this study, a teacher is a knowledgeable person and an instructor who impacts knowledge on students in a secondary school and is considered the guarantor of quality of education.

Effectiveness

Effectiveness is the degree to which something is successful in producing the desired result which is a success. A teacher’s effectiveness is a matter of the degree to which a teacher achieves desired results. It is how a teacher behaves in the process of teaching. Effective teachers have a thorough knowledge of their subject content and skills. Through this, they

inspire in their students a love for learning. They also understand how students' best learn concepts, content, and skills.

Skinner (1974) believed that behavior is a function of its consequences, that is, learners will repeat the desired behavior if positive reinforcement is given and the behavior should not be repeated if negative feedback is given. Giving immediate feedback whether positive or negative, should enable your learners to behave in a certain way. This makes teaching and learning to be effective. Effectiveness in this study is the degree to which a teacher achieves desired results or attains set objectives.

Secondary School

According to Kernerman (2000) a secondary school is “an institute of corresponding grade ranking between a primary school, a college or university”. Ruth and Houghton (2009) further defines a secondary school “as an intermediate level between elementary school and college that usually offers general, technical and vocational or college preparatory curricular”. Secondary schools in Cameroon are educational institutions that can enable students to continue their academics after completion of primary school.

For this study, a secondary school is the level of studies immediately after primary education.

In summary, this chapter was based on the historical, theoretical, contextual, and conceptual background of the study. It also emphasized the statement of the problem and the variables under study. The problem centered on the principals' management functions and teachers' effectiveness which has an impact on students' academic performance. The research questions, hypotheses, and objectives have been raised with inspiration from the problem. The significance and scope of the study present respectively the importance of the study to the educational stakeholders and also situate the study concerning the area of interest. Chapter one serves as the foundation and a guide to the research process. Key concepts such as principal, teacher, effectiveness, and management functions have been defined. The next chapter dwells on the literature review and theoretical framework, empirical review, and conceptual diagram.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter talks about the relevant or related literature by writers, journals, articles, online documents and dissertations. The second part of this chapter shall focus on related theories to give a logical and matured explanation to the study. Key concepts or key terms in the study will be defined. The following terms shall be clarified in this study: management functions and teachers' effectiveness.

Literature review for Blaxter et al., (1996) is a critical summary and assessment of range of existing materials dealing with knowledge and understanding in a given field. Its purpose is to locate research projects, to form its context or background and to provide insights into previous works in order to make the present work original.

Conceptual Review

This section comprises relevant conceptual and related literature of this study based on articles, journals, and online documents. The presentation of the literature shall be done under the following headings; the concept of the principal's management functions and the concept of teachers' effectiveness.

The Concept of Principals' Management Functions

Ivancevich, et al, (2011) posits that, the management function of any organizational structure is the process of deploying human and physical resources to carry out tasks and achieve desired goals. How do principals manage the day-to-day activities of the school and, at the same time, work toward the school's improvement. They cannot do it alone.

What Is The Meaning Of School Management?

To put it another way, the goal of school management is to ensure that the school adheres to its educational policies. The system considers all aspects of the school (policies, materials and human resources, programs, activities, equipment, and so on) and integrates them into a cohesive whole.

Asset Management is a systematic process of operating and maintaining the state system of management for the Borrower, Holdings, or any Parent Entity, and it refers to the group of directors, executive officers, and other management personnel who oversee and operate the Borrower, Holdings, or any Parent Entity's asset. It is the process by which a pharmacist reviews a patient's prescription drug regimen with one or more pharmacists. Stormwater management refers to the efforts made to keep the quality and quantity of rainfall runoff to a pre-development level. Case management involves a coordinated set of activities involving the management of individual patients with serious, complicated, protracted, or other health issues.

One of the principles of adaptive management is the integration of natural resource management practices. The plan describes the characteristics and condition of infrastructure assets, as well as the expected level of service they will provide, as well as planned actions to ensure that this is met. Any format is acceptable as long as the plan includes all of the information and analysis required by building together, the Ontario government's building plan.

Educational management is regarded as one of the most difficult aspects of teaching and learning by educators. Aside from being one of the most complex, it is also one of the most fascinating. Beliefs and understanding, leadership and coordination, standards and targets, monitoring and assessment, classroom teaching strategies, professional learning teams, school and classroom organization, intervention and special assistance, and community partnerships are the nine components of the program.

Educational management can be divided into two types: centralized and decentralized. The first type is referred to as centralized, in which the school administration has complete control over the operation of the school. In the second type, decentralized schools, the administration is not in control and teachers take over. There are two other types of educational management: external and internal. When a school administration is not in charge of its own affairs, external education management is referred to as external education management. The Internal Education Management (IEM) process in schools involves the administration making some decisions while the teachers make the majority of the decisions. Two other types of educational management are authoritarian and democratic. In an authoritarian management system, the school administration is in charge of making all decisions. The teachers will make all of the decisions under Democratic management.

A creative educational management method, which is not typically found in schools, is one that employs creative approaches to education. When administrators, teachers, and students come together to create a new educational model, this is referred to as creative educational management.

Education management can take many forms, including centralized, decentralized, external, or internal management. Educational management can be divided into two types: autocratic and democratic. Finally, you have creative educational management.

What is school management?

This broad definition of management includes everything you need to know about it. You must collaborate in order to achieve desired outcomes in management. School management is the process of managing a school in accordance with its educational policies. It is the process of controlling and effectively using human and material resources in order to efficiently and effectively carry out the teaching, extension, and research functions of an institution.

Importance of management in School:

It assists in attendance and tracking. It also helps to reduce the chances of mistakes and errors during the analysis of answer sheets. The school system's management not only manages the school's interaction with its students and parents, but it also manages its financial operations.

School Management Team:

The School Management Team is in charge of ensuring the highest level of teaching and learning. It is critical that they can manage their roles and effectively and efficiently work their jobs if they are to improve the quality of teaching and learning.

Key Elements of the Principal's Management functions:

In this section, four basic elements of the principals' Management functions will be described: Planning functions, organizing functions, controlling functions, and motivating functions.

Planning Functions

By planning is meant to predetermine who will do which task at what place and how. The administrators have to take due steps for the successful execution of the functions of the school from time to time. Planning means choosing the best out of various alternatives objectives, processes, policies and programmes. The significance of planning lies in arranging specialist training programmes and different roles of different personnel as attached to the educational institution and also the functions that are undertaken in realizing such objectives and aims.

Some reasons why schools need strategic planning:

- A strategic plan articulates a shared vision, mission and values
- A strategic plan effectively organizes schools, staff and time
- A strategic plan defines how success is measured
- A strategic plan helps with decision – making, responsiveness, and innovation
- A strategic plan increases communication and engagement
- A strategic plan keeps everyone in the school – from teachers to administrators – connected.
- The best reason of all for strategic planning comes back to every great school’s number one priority which are students.

The past three years have been disruptive for every sector. For educational institutions, the impact of the COVID-19 pandemic has impacted everyone—from staff and teachers, to the students who had to switch to a new modality of learning, to the parents supporting them. According to the Economic Policy Institute, the COVID-19 pandemic forced nearly 55 million children home in the US alone—and at least 1.4 billion children out of school or child care across the globe. Higher education institutions have been profoundly financially impacted, and both the learning experience and mental wellbeing of the students has been negatively affected.

While every educational institution was impacted by this, some schools were more prepared than others to face the unique challenges COVID-19 posed—those schools who had previously established strategic plans were better prepared to navigate the pandemic than those without. It’s clear to us: Schools that embrace a great strategic plan, and commit to strategic planning in education, have clear advantages over schools that do not.

Advantages of strategic planning:

- A strategic plan articulates a shared vision, mission and values. The ability for schools to collaborate, share, and communicate short and long term goals is a critical part of moving plans forward in line with a vision, mission, and values. Schools benefit from a well communicated and executed strategic plan that keeps everyone informed of their strategic goals, and how their actions are contributing to the achievement of these goals. This enables parents, staff, community members, and stakeholders to work towards a common vision.
- A major additional benefit of strategic planning is that it provides an opportunity for active employee engagement across an organization. When it comes to strategic planning for educational institutions, that benefit remains present. Research suggests that a leading cause for employee discontent (in general, but especially in the public sector) is that employees do not understand how the work they are doing helps their greater organization. If the school is able to clearly define and remind employees and stakeholders of the shared vision, employees are more likely to feel connected to the work they are doing within that organization. Whether that work is educating students, organizing reports, performing critical administrative duties, or coordinating the process of standardized testing, everyone plays a part in a student's success.
- A strategic plan effectively organizes schools, staff, and time. We understand that schools—whether they are elementary schools, high schools, or higher education institutions—are complex institutions, with boards, committees, districts, unions, and many different types of stakeholders involved. Because the organizations themselves are so large, and plans are often multi-year, complex entities built up by multiple stakeholders and workers, struggles with organization and effective time management are common.
- A strategic plan defines how success is measured. In order to achieve success, it's important to know what success means, and where to take action first. It is difficult to get a strategic action plan underway without a firm understanding of what problems you are wanting to solve. When it comes to strategic planning in the public sector, determining clear benchmarks for success is especially important, because the goals are often a combination of abstract, impact-based metrics, and concrete, output-based goals.

According to Muqaddas (2017), planning is a process of setting objectives and determining what should be done to achieve them. It is a decision – making activity through which managers act to ensure the future success and effectiveness of their institution and departments as well as

themselves. Some of the characteristics of planning are; anticipatory in nature, a system of decisions, continuity, flexibility, unity and precision.

Planning has a series of steps that involves; defining objectives, setting objectives or goals, determining the current status with respect to the objectives, Being aware of opportunities, determining planning premises, analyzing the situation for external factors and forecasting future trends. Identifying alternatives (best alternative to accomplish objectives), choosing an alternative, selecting the course of action to be pursued, formulating support plans, arranging for human and material resources and implementing the plan.

Organizing Functions

School organization and management is the process of designing and maintaining a safe, efficient, and effective learning environment. It involves creating and maintaining a positive learning environment, developing and implementing instructional methods and materials, and using assessment strategies to monitor student progress. School organization and management also includes ensuring that all students have access to the resources and support they need to be successful.

The goal of organizational management is to ensure that the school is efficient and effective in its operations. This concept refers to the way school resources are used to maximize the learning opportunities available to students. Schools must manage not only their human resources but also their coordination and adjustment with one another. An ideal school organization should be simple to create: every employee in the school should be able to clearly articulate their responsibilities, powers, and roles. Teachers are shaped by their managers, the school's educational goals are determined, and solutions are sought to the classroom's problems with the teacher and the classroom.

The school must be supervised in order for it to function normally. The school functions as a social organization on its own, which allows it to be managed within the context of its social interactions.

A company's decision to centralized or decentralization made decisions could be considered an example of organizational management. Despite the fact that decentralization makes employees feel more at ease with company decision-making, centralization may result in a more consistent business culture throughout the organization.

It describes and assesses the characteristics of the school as a learning organization through an integrated model that employs seven overarching action-oriented dimensions: creating a vision for the school to better serve students; supporting continuous learning opportunities; and collaborating and sharing.

Organization, planning, leadership, and control of resources within an organization are all necessary aspects of achieving a company's overall goals. In order for an organization to be both effective and beneficial, its organizational management must be capable of making decisions and resolving issues.

Successful business strategies must be developed and implemented with care in order to achieve the desired outcome. The goal of organizational management is to influence the various levels of leadership in a company to set goals, monitor results, and build a stronger organization. When a company has unique requirements, it employs organizational management in a variety of ways. Businesses should prioritize the establishment of solid organizational management systems. Leaders must be able to articulate a company's objectives, as well as to execute on those objectives. Mismanagement can lead to costly errors, missed opportunities, and a lack of attention. In the long run, effective management reduces overall costs while also utilizing financial resources more efficiently.

Organizations and management must be integrated into one another. Managers' role is to motivate and inspire teams while also keeping them accountable. Development, in the context of development, is the effort to improve or resolve existing problems. Improving the workplace may involve identifying employees who can be trained or developed to be more responsible. In any organization, it provides the foundation for innovation. It is very likely that a bad organizational management has resulted in the company losing control over one of its key personnel. In addition to six recognized leadership styles, top management should pay close attention to how these styles affect specific departments.

It's the leader who expects to get things done without a second thought, according to directive leadership. Several organizational leaders have successfully applied visionary leadership strategies to the development of magical results. Leaders should be able to demonstrate pacesetter leadership styles based on real examples. Participative leadership style works similarly to a democracy, with everyone having a say in the process and goals. Building on

team skills and confidence is the goal of a leader's coaching style. When selecting an employee for a specific department, it is critical to consider the individual's personality style.

Students are supported by school organizations in a variety of ways. As a result of their assistance, the student-teacher-parents-society works together to help students learn more effectively, the right teachers are identified, students gain profit from their learning, and the classroom is more efficient. There are several reasons why a teacher's organization is important in his or her teaching. Firstly, it assists in the proper assignment of jobs to the right employees, and secondly, it ensures that there are no waste of resources or effort caused by duplicate work. Furthermore, teachers' organizational abilities help them maintain order in the classroom while also providing students with more opportunities for learning.

Muqaddas (2017) opines that, organizing involves the establishment of authority relationships with provision for coordination between them, both vertically and horizontally in the enterprise structure. Thus organizing is; Concerned with work, the people and authority relationships, aims at effective teamwork towards achievement of predetermined objectives, involves the assignment of tasks, the grouping of tasks into departments and the assignment of authority and allocation of resources.

Importance of Organization

The school organization is very important because it can help the school to run smoothly and efficiently. It can also help to keep the students and teachers safe, and to help the school to be more organized.

Human resources are organized into departments or divisions in an organization to achieve business goals. A group of people who specialize in a specific performance work together to achieve a common goal based on formal rules of behavior, as opposed to a group of people who specialize in all of a specific performance. School organizations span a wide range of topics and functions. Curriculum objectives, knowledge, learning experiences, and curriculum evaluation are all included in the curriculum component. A variety of activities are provided as part of the curriculum, such as games, sports, scouting, hiking, debates, essay writing workshops, symposiums, naat competitions, role playing, and discussion. To plan and organize learning activities, you must be willing, active, and dedicated to your students, as well as to your colleagues' feelings, devotion, and cooperation.

It helps to achieve organizational goals and objectives, and ensure the optimum use of resources, It helps to carry out the plans. Some of the basic elements of organizing any activity are; define the purpose and objectives, analyze and identify activities or tasks required to meet these objectives, allocate related activities to individuals, establish a reporting and communication channel.

To organize is to arrange human and material resources. Organizing is an important tool to achieving organizational goals. It helps to avoid confusion and delays by defining activities, authority, relationship and ensures that workers are placed on the job they are best suited. This makes for efficiency and effectiveness by implication.

According to Chariotte (2002), school organizing refers to how schools arrange resource for maximum effect on students learning. Effective organisation of resources has a positive effect to both the learners and teachers. Other elements according to him are just there to support learning.

Okoroma (2016) saw organizing as the next function to be performed after planning. It is concerned with "grouping the activities into a logical pattern, framework or structure, assigning the activities to specific positions and people and providing the personnel required in carrying out the activities." This involves the creation of organizational structures which spell out positions, functions and relationships, and synchronize all to facilitate the achievement of set goals.

Organizing, as a function of an effective manager, enables him to bring together human and material resources available, employing them to achieve objectives and goals of the organisation. Organizing also involves decision on the duties and responsibilities of individuals in the school, the use to which infrastructure and equipment should be put and making sure they are placed appropriately such as science equipment in the laboratories and books in the library. At the school level, organizing include departmentalization, compartmentalization of resources for easy utilization and coordination.

Chariotte (2002) also stated that school organisation refer to how schools arrange resources for maximum effect on students learning. He stated further that through organisation of resources staff (teachers) can convey to students that learning is not just important but other elements are there to support learning.

According to Melisa (2017), the principal has the responsibility of creating departments, sections and units in the school. An effective manager or principal should ensure that the heads of such departments, subjects, hostels, games and sports should be appointed based on specialization, competence and set down rules. These explanations imply that availability and effective use of an organizational chart and roster, should point to effective management in a school.

Controlling Function

Another important administrative function is control. It means the power to influence people's behaviour or the course of events. But this definition is not sufficient for acquiring full meaning of control that is used in public administration or organization. The real meaning of control is to ensure the operation of an organization in the prescribed line of progress. The idea of control comes in when it is realised that the administration is not properly managed. Every organization has some specific purposes and the authority sincerely attempts to realise those objectives. But in actual situations, several hurdles appear which impede the attainment of goals. In order to stop this unwanted incidents, a mechanism is required that will frustrate the undesired outcome.

In every organization or every department of public administration, it has been discovered that certain recalcitrant elements oppose the order or the policy of authority. This is due to the difference of opinion or outlook. If the authority takes no precautionary measures, it may inflict injury on the body of management. To stop this undesirable outcome there is an arrangement to check this outcome and this is called control. Hence control is technique to ensure the timely implementation of the objective of the organization and to thwart the progress of information that may stand on the way of the implementation of policy.

The term control is also used in another sense. Every public administration is hierarchically organized which implies that there are different stages and every stage has certain specific duties and responsibilities. It is the duty of control to see that every person performs his function allotted to him by the hierarchy. The absence of control will invite chaos in the hierarchical structure. But control stops this undesirable outcome.

Controlling is the process of ensuring that the organization is actually attaining its objectives as planned. In the school, most staff and even students are sometimes unwilling to act in the best interest of the organization. Staff personal biases and limitations can affect school performance. It is the responsibility of the school administrator to make sure that activities are performed according to plan if the school goals are to be successfully achieved. This calls for the use of a set of controls to guard against undesirable activities in the school administration.

Muqaddas (2017) opines that, controlling involves measuring and monitoring performance, comparing results with plans and taking corrective action when required. Thus controlling indicates how far the goals have been achieved, The extent of deviation from plans, The difference between planned and actual performance.

Purposes of Control:

The chief purpose of control is to remove the hindrances that obstruct the purposes of public administration or organisation. The organisation is to interact with the environment around it or the situation that arises within it. All these require that the executive must have sufficient power at its disposal to fight the situation.

The public administration or the organisation has some declared objectives and it sometimes realises that a glaring discrepancy has arisen between the declared objectives and the actual situation. The chief executive, will not allow this discrepancy to persist and, on this consideration, he will proceed to exercise his power to arrest the discrepancy

In the course of the activities the public administration or the organisation may not succeed to realise all the declared objectives and this failure halts the progress. This uncalled for situation may inspire the head of the organisation to exercise his power to reverse the situation. This is another name of control.

There may arise crisis within the public administration or outside elements or crisis may create negative impact upon public administration or organisation. Both are to be checked in order to free the organisation from crisis. This requires control.

In the process of management an organisation may commit mistakes and in order to stop the recurrence of mistakes the most effective weapon is control. To err is human, but for the betterment of organisation it cannot be overlooked or forgiven. Through the instrumentality of control the authority rectifies the mistake.

It has another purpose. If the members of the management are quite aware that the authority has enough power to take action against the errant employees that will act as a type of check on the part of employees.

Muqaddas (2017) opines that, controlling involves measuring and monitoring performance, comparing results with plans and taking corrective action when required. Thus controlling indicates how far the goals have been achieved, The extend of deviation from plans, The difference between planned and actual performance.

Areas of Control

Institutional Budget: financing in terms of income and expenditure, institutional supplies, stationery and material equipment, library, maintenance and upgrading, teaching-learning process, accounts and school records, discipline of staff and students.

Means of Control:

The government organization or public administration is controlled in a variety of ways and some of them are stated below. Within the organisation there exists a self-regulatory mechanism which may be called checks and balances. Even within an organisation there are several departments which are organised in such a way that very often one department is set against another and as such no department can act independently. This may be called checks and balances and is a characteristic feature of the American constitutional system.

The electronic and printing media keep a constant vigilance over the activities of the governmental departments and agencies. Any violation of general principle or jeopardy in public interest draw the attention of the media and public criticism forces the authority of public administration or organisation to take action or adopt precautionary measures. This is quite common in any democracy.

In all liberal democracies there are numerous interest groups and pressure groups. One of the important functions is to see and safeguard the interests of public who owe allegiance to them. Particularly in the USA and UK, there exist large number of such groups and their alertness prevents the authority from taking any action that might damage the interest of any group.

The control of the legislature is also very effective. In parliamentary democracy the ministry is accountable to the legislature and the legislature, in turn, is responsible to the electorate. This

chain of accountability ensures that neither the executive (bureaucracy is a part of it) nor the legislature can go against the public interests.

The periodical elections have forced the legislature not to do anything that may create dissatisfaction in the minds of the electorate and damage the prospect of winning in the coming election. This situation compels the legislature to tighten the belt of control over the public administration. This is a common feature to be found in parliamentary systems.

There is also a control of the judiciary which is very effective and widespread. In many countries, constitutions guarantee fundamental rights and any shrinkage or violation of these rights may attract necessary action which might be punishment. This power of judiciary is a clear and inevitable control over the general administration of state. Even the non-governmental organisations are not free from judicial control.

Particularly the American system of administration, the judicial control over the entire political system is very effective. The control of the judiciary of USA reminds us of the famous phrase due process of law. It means that any act of authority which violates the normal function of any institution may also be challenged in the court of law.

The constitutional structure is so framed that the government's administrative departments cannot spend public money in their own whimsical way. There is an audit department and the money spent by public administration must be audited. For every financial year, budget is approved by the legislature and no department has freedom to spend money in accordance with its own sweet will. The audit system puts a chain on every department of public administration. Even the local governments and other bodies have no freedom to go beyond the budgeting estimates.

Accountability, I think is the most powerful weapon to control the public administration. It is so pervasive that every department—in one way or other- is accountable to somebody. The alertness of citizens and many other bodies keep a vigilant eye on the functioning of the government.

Motivation Function

The teacher, as an educational input require much attention from the government and school administrators (principals) for the purpose of performing the onerous task and responsibilities

of bringing into reality the plans, policies and programs of education, especially secondary education. It is for this reason, that the teachers need constant motivation in the areas of training and retraining, involvement in decision making and in the day to day running of the school, due payment of remuneration, incentives, among others as these would give them sense of belonging and also enhance their overall job performance for the actualization of school goals and objectives.

According to Anyim et al, (2012), motivation is the internal drive that stations human beings to achieve goals. Motivation is directly linked to an individual's needs. We all need food, shelter, love, self-esteem, and purpose. To be motivated means to be moved to do something. A person who feels no drive to act is being characterized as unmotivated. Whereas, someone who is strengthened in doing something is consider as being motivated.

Basically, motivation is the force that initiates, guides and maintains goal-oriented actions or behaviors. It is what drives individuals to act, whether to take food in order to reduce hunger or get into a university to earn a degree. According to Greenberg (1999), motivation is the process of arousing, directing and maintaining behavior towards particular goals. This act of arousing according to Greenberg is linked to the vigor and readiness to produce. Direction is the vote of behavior and upkeep is the inclination to behave in a certain manner until the desired objectives are met.

Furthermore, Emeruwa (1998) posits that motivation is the act of giving people a reason or incentive to act. That is a feeling of enthusiasm, interest, or commitment that makes an individual or a group of people want to act toward the attainment of set goals and objectives. To corroborate the above definitions of Greenberg and Emeruwa, McClelland (1985) contends that, motivation is the extent to which persevering exertion made by an individual is directed toward a goal.

Arif (2003) holds the view that, motivation is an extremely complex concept, and motivating teachers and students in an educational organization is critical to the attainment of teaching-learning objectives. Both environmental and personal factors influence motivation in organizations, and needs, goals, attributions, beliefs, expectations, rewards and incentives all affect motivation in one way or the other. From the above definitions, maybe it can be seen that there are four major revolving aspects involved in the motivation process – effort, persistence, direction and goals.

Factors Influencing Motivation:

Motivational strategies refer to those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect says Dornyei (2001). This is because human behavior is very difficult to understand and there are many different ways in promoting it. In sum, almost every stimulus a person is open to may possibly affect his/her behavior.

There are many factors that will motivate people to work, but they can be broadly divided in two major types; Influential factors of motivation Anyim et al., (2012). These include factors in the external environment also known as extrinsic motivation, and factors within the individual concern also known as intrinsic motivation Ryan and Deci (2000). (Reeve 2001) supported this view that, there are two types of motivation, namely, the extrinsic and the intrinsic motivation. To him, people may be motivated by factors in the external environment such as pay, supervision, benefits, and job perks. He sees this type as extrinsic and that in which people are motivated by the love they have for job or task as intrinsic motivation.

In explaining the two types of motivation, Deci (1993) adds that individual's behavior in any organization working for externally determined rewards falls in the extrinsic category while those who are trying to satisfy their curiosity and competent falls in the intrinsic category.

According to Arif (2003), both intrinsic and extrinsic motivations are very important in learning. Principals need to ensure a balance in intrinsic and extrinsic motivation strategies especially when immediate satisfaction is inadequate or little in the learning situation.

The Place of Motivation in Education:

Education in its every day sense could mean formal training that is given in schools, colleges, and universities, for the acquisition of the abilities for example, read, write and calculate.

According to Denga (2005), education is the process by which every society tries to preserve and promote the stored knowledge, skills and attitude in its cultural settings and heritage in order to foster endless wellbeing of mankind and assure its survival against the irregular, at times aggressive and destructive elements and forces of nature.

To further substantiate this, Ogbonna (2011) sees education as a process of acculturation through which an individual is helped to attain the development of his/her potentialities and their maximum activation when necessary according to right reason and to achieve his/her perfect self-fulfillment.

The former United Nations Secretary General Mr. Koffi Atta Annan, who wrote that "education is a human right with immense power to transform" (UNO, 2005). This signifies that the political, economic and social stability of any society is undoubtedly and directly linked to its educational system. From these, it can be deduced that education is the physical, intellectual, moral, social, and emotional cultivation of the whole person in a formal or informal setting for smooth functioning of the society and the person concerned.

However, the place of motivation in the attainment of the above stated lofty goals of education cannot be overemphasized as they (motivation and education) are inextricable linked to each other.

According to Ofoegbu (2004), the importance of motivation in educational administration for instance is only beginning to be understood and applied to professionals and other employees within the school system. Ofoegbu (2004) concludes that it is vital and essential to recognize the motivational value of intrinsic factors like; wish for achievement or self-fulfillment in order to strike a balance on what has been an over dependent on extrinsic motivators.

Primarily, motivation comes from the willingness to learn or acquire new knowledge geared towards the construction of an authentic product for an appropriate audience, thus protecting the audience from being disappointed. Motivation is not the same for every individual. This is due to the differences in needs, goals and personalities. For instance, different teachers and students are motivated differently at different times and in different courses of instruction.

Schunk (2002) posits that, good teachers are sensitive to students' motivational needs and so try to create a climate that supports the development of the learning community.

Furthermore, Crowl (1997) argues that teachers perform vital role in motivating learners. Teacher motivation according to Crowl, is made up of two beliefs; firstly in their own teaching ability and secondly on their belief in the students' learning ability. Crowl (1997) also posits that, the ability of the teacher to believe in the effectiveness of her teaching skills is known as teacher efficacy. This efficacy is reflected in the teacher's great personal effort in building a rousing learning environment.

Motivation is therefore an important factor in education especially in the administration of school staff and the teaching and learning process. It implies the stimulation and sustenance of interest in education. This means that interest is an underlying factor in education, as no

education can take place without the interest of stakeholders especially staff and students. Thus, motivation plays a pivotal role in learning.

Like Bhatia (1977) puts it, no real education can take place without motivation, as it brings especially the teachers and learners to a proper frame of mind for teaching and learning, concentrating their attention and energies on the tasks or knowledge to be dished out or acquired.

Some Motivational Strategies used by Principals:

According to Taylor and Tashakkori (1994), they argue that the basic motive of man at work is economic, as money is the principal motivation instrument. Thus, for teachers to be motivated, their economic situation must be well catered for by providing them objective pay and incentives. They posit that, School principals should create special financial incentive measures if they are not directly involve with salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Such measures will boost their work morale for effective performance in the teaching-learning process.

Another author Johnson (1986) argued that while the power of money and material rewards as motivating instruments could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes and job satisfaction. It is the above views that gave rise to the human relation movement which maintained that man does not only work for money, but for other personal and interpersonal considerations, such as personal worth, recognition, friendship, social pressures from group members and level of job satisfaction.

This is supported by Robbins (2003) who states that, beyond economic needs, man has some social-psychological needs that should be satisfied in order to stimulate behavior toward work thereby increasing productivity.

Moreover, Van Wart (2008) went further to say, recognition is a motivational strategy which is very important; it is an intangible incentive that shows gratitude and offer praise. But yet, it has been underutilized by most managers in organization. He further said that recognition has an optimistic meaning and it acknowledges good behavior or actions. Van Wart (2008) is therefore of the opinion that, managers in organizations can provide this strategy in their organization while managing by walking around their organization and can also do it by giving a warm hand

shake, through celebration, a good word and a short written comment on a piece of paper just to name a few.

Another author, Lanzeby (2008) is also saying that, managers always use feedback to shape employee performance. But his point here is, how do managers use this feedback? Because to him, feedback motivates employees and improves their actions. But, if it is poorly carried out, it can demotivate employees. Lanzeby (2008) view here is that, managers should structure feedback in a way that the victims will accept the comments for future improvement rather than using criticism for negative performance.

According to Re'em (2011) responsibility and autonomy are things in organizations which are not being valued by everyone in the organization. To him, some employees like and wish for it while others try all their possible best to avoid it. He therefore states that, managers must try to know their employees character before giving them more freedom.

Career advancement along with career services, are very essential in organizations. Therefore, managers should conduct timely, structured, and in-depth interviews with employees to know their needs and aspirations. Managers should further provide career advice and fit a career plan to the employee Van Wart (2008) by doing all this, employees will be highly motivated and eventually, there will be greater productivity.

Again, Re'em (2011) stressed that, training plays an important role when it comes to employees motivation in the organization because it prevents them from failing, due to a lack of skills. Therefore, managers should offer employees with so much training in order to increase their chances of doing a successful and competent job.

An interpersonal relationship is something which matters a lot in the society. Van Wart (2008) content that, given each and every employees due, regardless of your position in the organization, means their basic humanity is appreciated and valued. He posits that, managers should implement a person-orientated leadership style and show a positive regard for others to the highest degree possible.

The Concept of Teachers' Effectiveness

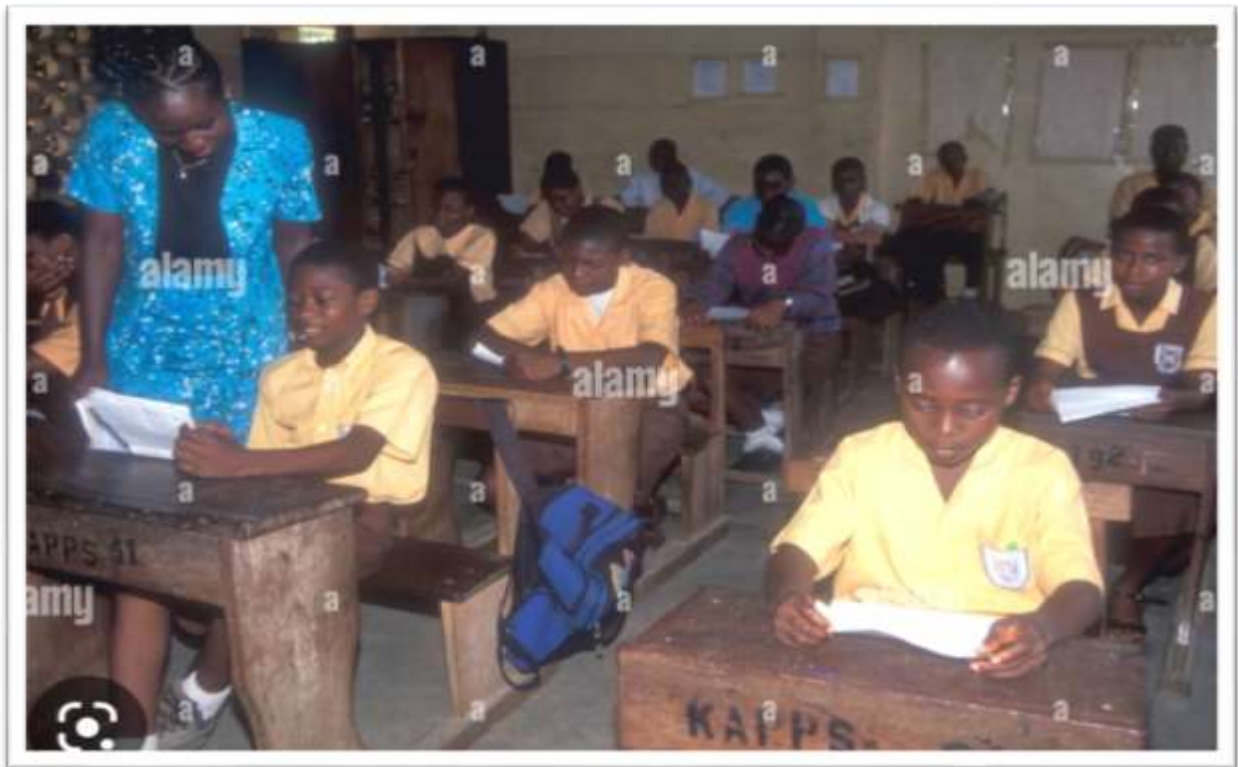
The term "effective teaching" and the instruments for its measurement have generated a lot of controversy the world over and hence there has been no consensus definition of teaching effectiveness because there is little or no agreement on what good teaching should be. It has

been defined variously by researchers. Effective teaching is synonymous with teaching (teacher) effectiveness and has been defined in three basic ways by Evans (2006). These include definitions in terms: teachers' personalities, teacher-pupil interactions and teachers' impact on pupil's behavior.

Along teachers' personality line, Afe (2003) defined teaching effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good in students. It was also defined by Evans (2006) as a manifestation of knowledge of content, skills in lesson presentation and creating desirable atmosphere for learning. It has been suggested that teachers' good teaching personalities should be able to translate to impartation of quality knowledge to students. However, critics of this line of definition based on teachers' personal qualities have argued that teachers' personalities may not be sufficient to predict actual increase in students' knowledge Evans (2006).

Along teacher-pupil interaction line, Evans (2006) also defined teaching effectiveness as a kind of classroom transactions that occur between teachers and students resulting to increase in students' knowledge. This refers to communication skills, use of praises, rewards, and motivation during the teaching learning process. This has also been criticized for blurred distinction between it and definitions based on teachers' personalities.

Picture 1: The picture of an effective teacher at work



Source: Google scholar

From the image above, we see a female teacher who is very effective at work, making sure the students are paying attention and are also concentrating. The teacher does not stand at one spot while teaching, but she moves from desk to desk in order to make sure that the students follow up very well and understand what ever thing she is teaching. From the picture we discover that the students are very interested in the lesson and there is perfect tranquility in class. This is a perfect example of effective teacher professional skills.

In response to teachers' impact on pupils' behavior, Akpan (1996) representing a pragmatic point of view, defined teaching effectiveness as the achievement of all or most of the learning objectives and reduction of differences in cognitive levels of the students. Evans (2006) defined it as the degree to which specific instructional objectives are achieved by the students under the guidance of a given teacher or teachers. This definition is based on the understanding that the desired products of teaching effort include measured achievement gains, growth in intellectual skills, aptitude and improvement in attitude towards learning.

Definition of teaching effectiveness based on the effect of teaching on students' performance also has its own share of criticism. This "downstream" definition of teaching effectiveness has been criticized because some researchers believe that teachers' inputs are not the only factors that impact on students' performance Simon and Boyer (2010).

Moreover, they categorized the factors that are capable of affecting students' achievement as: teacher variables (such as qualification, teaching experience, motivation/dedication), student-variables (such as motivation, entry behaviour/previous knowledge, genetic composition), environment/family variables (such as socio-cultural backgrounds of students, level and the type of education of parents/guardians/ siblings, interpersonal relationship among family members, and school variables (such as quality and quantity of teaching staff, remunerations of teachers, working conditions of teachers, facilities such as instructional materials, well-equipped libraries and laboratories).

Simon and Boyer (2010) further more posit that, effective teachers are those who achieve the goals which they set for themselves or which were set for them by others (such as the ministry of education, legislators and other government officials, and school administrators). The possession of knowledge and skills is what makes a teacher competent, but the use of knowledge and skills in a classroom setting is test of "teacher performance" The degree to which a teacher is effective also depends to a large extent on the characteristics of the students taught by the teacher. For teachers who are effective, there is a degree of consistency in their effectiveness vis-à-vis classroom conditions, time and goals.

Teachers who are consistently effective are those who are able to adapt their knowledge and skills to the demands inherent in various situations so as to best achieve their goals. Doing whatever is necessary in order to achieve the goals, rather than doing certain things in a rigid way or showing preference to some methods or techniques over others is a hallmark of an effective teacher.

Effective Teacher Professional Skills

According to Rubio (2010), effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to

do poorly. There are many different types of teachers. For instance, among many others, there are those who walk into the classroom and some students do not even notice them; also, there are some who seem to be authentic dictators and students are even afraid to ask anything in the classroom. There are those who read from a book, or talk constantly, during the whole session, while students keep copying; or even those who just talk, and by the end of the lesson, students do not even know what the lesson was about, because the objectives, structure and/or theme were not clear, even for the teacher Rubio (2010)

Effective teacher professional skills include: Content Knowledge. Reynolds and Muijs (1999) considered good content knowledge responses to spontaneous and demanding students questioning. Students expect a teacher to have good content knowledge to be considered effective, which inspires the students' confidence in the teacher.

In addition, Ferguson and Womackl (1993) stated that "effective communication of content knowledge is a hallmark of good teachers".

However, having good content knowledge is just one of many vital factors and qualities, which an effective teacher needs to have in order to enhance learning and achievement.

Good Planning, according to Craig and Dickenson (2003), having good content knowledge is not so effective without a well-planned lesson. A lesson plan makes the content and the session interesting and involving. Good planning facilitates clear explanations, and it provides a wide range of resources suitable to students needs. It assists with effective use of oral questioning, giving instructions, being flexible, and having an impact on the students' stimulation to encourage their interest and participation. Effective teachers should give meaning to the subject by facilitating relevant material to the students wherever possible, and by finding means to stimulate interest on it. Besides, they must be prepared to reconsider whether the material and methodology are suitable to be re-presented in the classroom. They also pointed out that good planning ensures that lessons include periods where students are allowed to have discussion in open or close groups or in pairs. Good planning organizes the material which allows doing more and better during a session.

Gurney (2007) also pointed out that they should allow the students to give the teacher their feedback in order to improve on their own knowledge, methodology and learning environment if needed. Cruickshank and Haeefele (2001) stated that "effective teachers are able to qualitatively do more with the same amount of time"

However, good planning also implies classroom management and organization to achieve learning.

Classroom Management and Organization, Emmer et al., (2003) posits that effective teachers manage and organize the classroom, in the beginning of the year, according to the students' needs and preferences to create an optimistic and warm learning environment for all the students, and enhance learning. They also stated that "effective teachers take time in the beginning of the year and especially on the first day to school to establish classroom management, classroom organization and expectations for student's behavior".

According to Sokal et al., (2003), Classroom management seems to be a high priority for novice and experienced teachers. However, management is not parallel to strict rules; in fact, management is to anticipate students' needs, and then prepare a suitable year plan, procedures, activities, assessment, evaluation criteria, and above all, clear instructions to the students to promote students motivation, enthusiasm and learning. Effective teachers use low classroom rules, and more routines to maintain a relaxed and warm environment to enhance learning. While classroom management focuses on instructions which influence the students in terms of psychological behavior to learn, classroom organization influences the students' motivation to learn from the physical learning environment. Effective teachers organize the classroom to promote learning and interaction, and have to create an optimal learning environment where students feel comfortable and relax in terms of decoration, accessibility and mobility.

According to Stronge et al., (2004), part of the classroom organization is the furniture arrangement, the accessibility of material, and the decoration. Kohn (1996) opines that the furniture arrangement facilitates interaction.

Classroom Behavior: Good classroom management and organization, and a good lesson plan also minimize the likelihood of misbehavior. (Craig & Dickenson 2003) stated that almost all classroom behavior is learned and that students must clearly understand what is expected of them. The responsibility lies with the teachers to explain how and why they want them to work in that way, and to give positive feedback when students respond positively. In the McBer Report (DFES, 2000), it is stated that students themselves want a teacher to keep discipline in the classroom. According to (Kyriacou, 1998), maintaining discipline is necessary for learning to be effective. He also suggested that students' misbehavior can be minimized by generally skillful teaching. (Wong & Wong, 2005) differentiate between management and discipline.

They stated that "effective teachers manage their classrooms with procedures and routines. Ineffective teachers discipline their classrooms with threats and punishments". They also underlined that discipline has to do with how students behave, and management has to do with procedures on how students have to work in the classroom. Many ineffective teachers use reward stickers, incentive gifts, to discipline their classroom with punishments. They only waste time, and do not solve the problem; effective teachers manage the classroom with procedures and routines to maximize and engage learning time.

Misbehavior such as lack of silence can occur. Some seemed to obtain virtual silence all the time. Others obtain almost perfect silence, but pupils need regular reminders, while others seldom achieved any silence and pupils behavior needed regularly keeping in check. (Craig & Dickenson, 2003) pointed out that it is unreasonable to expect total silence for extended periods. On the other hand, an effective teacher is aware that some students might prefer to sit quietly and have low active participation in the classroom activities.

Individual Differences, according to Wickham (2003), many teachers still teach their students in the same way they were taught. Some because they erroneously think that the traditional teaching is more effective, others because of laziness, and others because they think that students have to adapt to the teachers' own methods. He also warned that the teaching styles used by each teacher can be strongly influenced by their own learning style. Effective teachers should be able to personalize the learning for their students. They understand that students develop at different rates and that in every classroom there will be a range of student abilities and aptitudes. The teacher must feel the pulse of a classroom and modify the teaching methods to maintain a high level of interest, no matter what the subject is. They also use their knowledge of learning to determine which will be most effective to help the particular students in their classes for learning to be successful. Effective teachers strike the right chord with the students and have a sixth sense about those who need more help. For these reasons, it is vital to know the students' needs, their learning strategies and style, personality, motivation, attitude, abilities, even background to be able to help them.

In addition, effective teachers use techniques that best serve the learning needs. They use them to have each student working on tasks that engage and challenge them to achieve the best. There are many things that students can learn themselves through discovery, and/or in a more direct way. Some students learn by being exposed to learning opportunities, while others will need

concerted direct teaching and correction by the teacher before they master the learning requirements.

According to Lowman (1995), effective teacher's help students learn on their own, as well as from others, from outside the school, and from various sources such as technology. Effective teachers must be prepared to reconsider whether the material and methodology is suitable to be re-presented in the classroom. In addition, effective teachers understand that students learn best if their particular culture, background and abilities are acknowledged by the teacher and the methodology and procedure can be adapted to the students.

Communication Skills: Prozesky (2000) says communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure to provide a rationale for learning particular material and adapt instruction to their students' level of knowledge and skill. Lack of communication means that the students will not understand key concepts at all. Effective teacher can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications.

The Teachers' Confidence: Bandura (1997) argues that, teachers' confidence plays an important role in effectiveness. Confidence to teach subject matter influences the teaching outcomes. If effective teachers believe in themselves, they achieve a lot in the classroom, and students know who is in charge, and the teacher knows what material to cover, and how to teach it. Wolk (2001) stated that, when the teacher is passionate about learning he/she can create an "infectious classroom environment".

Effective teachers are passionate about the teaching of their subject. If the teachers do not love their job, the students perceive it, influencing in their low motivation. Besides, if they do not love the subject, therefore, how are the students going to love it? Effective teachers have an energy that almost makes them glow and they tackle each lesson with a sense of challenge, rather than routine. Besides, Gurney (2007) pointed out that when the teachers show enthusiasm, and there is interaction in the classroom, the work of learning process is turned into a pleasure. In addition, teachers who are enthusiastic about their subjects and learning, motivate students, and therefore increase achievement Stronge et al., (2004).

Motivation for Learning: Fisher (2003) posits that, motivating students makes them to be more receptive and excited about the subject, makes them be aware of the value and importance of

learning, and have a better attitude to learn. Effective teachers make the students increase their academic self-concept, their interest in the subject and the desire to learn more, and therefore to have a high level of achievement. It has also been stated that students see the effective teacher as a motivational leader when the teacher encourages them to be responsible for their own learning. Also when relevant reinforcement and feedback have been provided during the process, it enhances learning.

Humour can be a powerful ingredient in every lesson. Effective teachers do not need to be clowns, but it is beneficial to have good sense of humour, and be willing to share jokes with the students to break negative-cold barriers.

Respect, Fairness and Equity: Respect, fairness and equity are identified as the prerequisite of effective teaching in the eyes of students. According to Kyriacou (1998), mutual respect is an essential feature of the classroom to establish the right climate for effective teaching and learning. He also added that respect requires the students to know that the teacher is competent, interested in their progress and is committed. Effective teachers should avoid situations of lack of respect among students who do not respect their peers. Fairness is so appreciated by the students, and effective teachers respond individually to misbehavior, rather than to the whole class.

Pearl and Campbell (1999) added that students expect to be treated equitably in any situation, either in case of misbehavior, assessment results, religion, ethnic background, age, just to name a few, and that favoritism should be avoided. Therefore, effective teacher continually demonstrate respect to their students inside or outside the classroom, fairness and equity regarding individual situations, age, background, ethnicity, religion, economic status, and so forth.

Assessment and Evaluation: Effective teachers really believe every student is capable of achieving success, and they do all they can to find ways of making each student successful. Effective teachers' expectations towards the students, in terms of standard of learning and their behaviour are high, and they help their students to meet those high expectations which are essential. According to Graham et al., (2001), a good way to communicate high expectations is through challenging tasks, case-based approach involving real-life problems, sample cases, and praise.

Assessment can be an effective learning process. Effective teachers have good expertise in a variety of assessment methods, equitable practice, and a good and fair evaluation system. They teach to encourage students to take greater responsibility for their own learning. They also make sure that their students know what the objectives and goals of the learning program are; understand how these goals will be assessed, know whether they are on the pathway to achieve success; and are actively involved in evaluating their own leaning.

Effective teachers request formal and informal responses from students during the lesson, and use the information to improve their courses as they are being taught. According to Cameron, (2002), students should be able to understand that assessment is a part of their learning process and not just one activity to fill the subject. This benefits students from learning environments which help peer tutoring, co-operative learning and questioning, summarizing and collaborative reasoning.

Graham et al., (2001) highlighted that if students are allowed to choose their own project topics relevant to the course, they are encouraged to express their own diverse points of view. When students write about something they like, they do it better. They added that well designed discussion and assignments facilitate meaningful cooperation among students. They also opined that effective teachers also give positive feedback regularly through the course to inform the students about the learning process. They distinguishes between information feedback (grades or comments), and acknowledgment feedback (confirmation of reception of assessment), and added that deadlines encourage students to spend time on tasks and help with busy schedules. Besides, evaluation techniques should be clearly related to course objectives, and have to provide a fair and objective evaluation of learning.

Teacher Learning Development: According to Collings (1994), effective teachers have high expectations of students in terms of both their standard of learning and their behaviour, but they also have high expectations of themselves and their own learning development.

Effective teachers constantly self-evaluate critique and reflect on how well they are getting through to their students, and search for better ways of teaching, new tools, materials and methodologies especially for those who are not achieving learning as well as others.

In order to achieve some of these skills, many British institutions of higher education require attendance at a short introductory course on university teaching and learning, but in many systems voluntary participation is the norm.

Effective teachers are willing to promote their own learning by investing on training and/or inviting observation and suggestions from colleagues. He added that a teacher should be in constant training-learning process, and have capacity to reflect upon his own practice.

Stronge et al., (2004) posits that, staff development is vital to effective implementation, and can help teachers to learn new strategies to be applied. They also work collaboratively with other staff members and willing to share their ideas and assist other teachers with difficulties and volunteer to lead work teams and to be mentors to new teachers. They are informal leaders who are not afraid of taking risk to innovate or improve education. Therefore, effective teachers participate in creating a collaborative environment of a positive working relationship.

Effective Teachers Personal Skills

Together with professional skills, effective teachers use their personal skills with the students as these skills play an important role in students' learning process, achievement, and behaviour. These personal skills of an effective teacher are as follows:

Caring: Effective teachers care about their students in order to bring the best out of each student to encourage learning. According to Gurney (2007), learning has been considered as an emotional exercise which will allow the students to get engaged. Besides, Eisner (2002) states that "teaching is a caring exercise" which takes an important role in effective learning process. Showing care includes listening to the students, not only when they are in the classroom, but also about their particular lives and/or personal problems. The role of the effective teachers, in this situation, is to be good listeners, paying attention, and showing understanding through tenderness and patience.

According to Stronge et al., (2004) students perceive effectiveness when teachers show kindness, gentleness and encouragement. Effective teachers demonstrate genuine concern and empathy toward students through understanding the students' concerns and questions. They added that effective teachers listen to the students' arguments and help and/or indicate to them how to resolve their problems, and are willing to talk about their personal lives and experiences respecting the confidentiality issues. Therefore, there is a more effective achievement when the teacher demonstrates that he cares about the students and knows them individually.

Knowing the Students Individually: According to Cruickshank and Haeefele (2001), effective and caring teachers also know the students individually and give them individual attention and

develop productive relationships with their students. They treat their students with respect and expect the same in return, enhancing the students' learning progress. It is not enough to know the students in their formal setting (in the classroom: their learning strategies or learning style), but also, to know them in their informal setting (outside the classroom: likes and dislikes, background, their motivation, aptitude and attitude to learn). These have great effect on behaviour and performance in the classroom, and in their learning process.

In addition, Stronge et al., (2004) caring goes beyond listening, understanding and knowing the students. It is also being patient, kind, warm, sensitive, human with them. It is to be adaptable to particular students' situations, honest, trustworthy, encouraging, and having and showing affection and love for them.

Teacher-Students Relationship: According to Kohn (1996), effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in students' lives beyond the classroom, using a wide variety of strategies to interact with them outside the class, and the educational institution. This also encourages students to perform their best in the classroom. The election on the type of social event can be easier if the teacher knows the students' preferences. Students really appreciate the teacher who attends social events with them, such as the graduation, the end of course dinner, a visit to a museum, a local event, a concert, just to name a few.

According to Stronge et al., (2004), the social interactions between the teacher and students encourage students learning and achievement. Besides, this helps introvert or low self-esteem learners to be better integrated in the group. This increases students' participation and motivation, which enhance a more favourable learning environment, and challenge the students to succeed.

Wolk (2002) posits that a strong relationship with the students helps to decrease discipline problems. Therefore, a teacher who spends more time interacting socially with the students, working directly with them, and demonstrates a sense of fun and willingness to participate in a friendly and personal manner is considered to be effective. Knowing the students and having a teaching-student relationship with them creates a warm classroom and learning environment.

Classroom Environment: Reynolds and Muijs (1999) found classroom climate to be one of the most important factors to affect students' achievement, although on the contrary, it has been a strong predictor of students' aggression. However, having an optimal relationship with the

students helps to create a warm and safe classroom environment so that students can achieve their potential, as they feel safe and confident to attempt new tasks and participate.

An ineffective teacher does the contrary of effective teaching.

Picture 2 & 3: The pictures below are examples of ineffective teaching.



Source: Google scholar

Picture 2 tells us about a male teacher who comes to class and spends his time joking with the students probably because he does not master the subject matter of his subject. He has put on a sexy trouser that shows all his body shape. The blackboard is empty. The students too are busy doing one thing or the other. Some of the students are drinking juice in class, some are taking selfie, others are chatting maybe on whatsapp or facebook. This is a perfect example of an

ineffective teacher who needs to be threatened and punished before he can work. This is where theory X comes in.

Picture 3 is also talking about an ineffective teacher. A teacher who dresses indecently before coming to class. A teacher who puts on sexy dresses and exposes her body parts to students. Whatever thing such a teacher teaches will never make sense to the students because they will never concentrate in class. They are instead concentrating on the dressing of the teacher. The teacher has a good lesson and masters the subject matter, but the students are distracted due to her indecent dressing. Teachers like this are supposed to be put in order by the principal so that students should not be distracted in class.

Theoretical Review

According to Kerlinger (1986), a theory is a set of interrelated constructs, (concepts, definition and proposition) that presents a systematic view of the phenomenon, by specifying relations among variables with the purpose of explaining and predicting a phenomenon. Therefore theories help us to bring together several facts to better understand them.

Considering educational administration as belonging to the same group as social organizations, Fonkeng and Tamanjong (2009) says it is important that before any principle or management theory is applied to education, it should be adopted or assimilated.

This study on principals' management functions thus draws support from the following theories below: the administrative management theory of Henri Fayol (1951), the two factor theory also known as the Herzberg's motivation-hygiene theory (1964) and Douglas McGregor X and Y theory (1960).

Henri Fayol's (1951) Administrative Management Theory

The administrative management theory is the main theory of this work. Jules Henri Fayol was born in Galata, Ottoman Empire, and raised in France. After graduating from mining academy (L'École Nationale Supérieure des Mines), he worked as a mining engineer for Boigues Rambourg, eventually becoming Managing Director in 1888 and saving the company from

bankruptcy. By 1900, under Fayol's management, the firm became "one of the largest producers of iron and steel in France and regarded as a vital national industry." Fayol (1949).

Over the span of his career, Fayol became interested in the problems of management at the organizational level in particular and sought to establish general management principles that could be applied to all organizations. He began gaining attention after publishing his theories in a 1908 paper, and his work culminated in the world-famous book, "Administration Industrielle et Générale" (General and Industrial Management). As a result of this piece of work, Fayol became known for his Administrative Theory, also known as "Fayolism," and as the father of Modern Management.

Henri Fayol is widely regarded as the father of modern management. His management theories, mostly developed and published in the early 1900s, were a major influence on the development of industrial management practice throughout the twentieth century. His ideas were developed independent of other popular management theories of the time, such as Human Relations or Elton Mayo's scientific management theories, although they drew similar conclusions about the importance of worker wellbeing to productivity.

Fayol's school of thought had a stronger emphasis on the role of management in an organization, when compared with its contemporaries in the field of organizational psychology. It's associated with an "industrial" approach to business, including cog-like replaceable workers and a rigid hierarchy with strong top-level command.

The Five Functions of Management by Henri fayol:

Within Managerial Activities, Henri Fayol specifies five primary functions (or elements). These functions are: Planning; Organizing; Command; Coordination and Control.

Fayol says that planning, also labelled as a "plan of action," "is one of the most difficult and important matters of every business and brings into play all departments and all functions, especially management. He posits that planning is comprised of four components: The desired result (that is, goal), the action, the stages and the methods.

In order to create a plan, a manager must consider the firm's tangible and intangible resources, work already in progress, trends, and future events. Features of a good plan are said to include: unity, continuity, flexibility, and specificity.

Organizing involves providing everything that is necessary to a plan of action including physical and human resources and its activities. Organising is the activity by which the company receives everything it needs for its operation; raw materials, tools, capital and personnel. Fayol pays serious attention to the so called Organisational structure and assumes that the form of the organisation depends mainly on the number of staff.

Command is described as getting the optimum return from all employees of a manager's unit in the interest of the whole. This includes: having competent personnel, knowing personnel thoroughly, knowing the organization's obligations to its personnel, working with other managers to ensure unity of direction and effort amongst managers and personnel, setting a good example, performing regular audits of performance and staying out of the trivialities.

Coordination requires ensuring that all personnel understand their responsibilities and resources and activities across the organization work in harmony in order to achieve the desired goal.

And finally, control consists of verifying whether everything occurs in conformity with the plan adopted, the instructions issued, and the principles established.

Combining, Fayol's Five Functions of Management marked a substantial development in the field of Management.

Henri Fayol's 14 Principles of Management:

Henri Fayol believed that the soundness and good working order of the body corporate depend on a certain number of conditions termed principles, laws, or rules. In turn, he produced 14 principles that are flexible and capable of adaptation to every need, but require intelligence, experience, decision, and proportion. Given that without principles one is in darkness and chaos, Fayol hoped that these principles could be relied upon and/or used for future study.

Otherwise, it's important to note that what Fayol offers are simply some of the principles of management which most frequently had to be applied. He states that "there is no limit to the number of principles of management" and "every rule or managerial procedure which strengthens the body corporate or facilitates its functioning has a place among the principles."

With the above in mind, the following describes each of the 14 components of Fayol's administrative principles approach.

Division of work: Specialization helps to produce more and better work with the same effort by reducing the number of objects to which attention and effort must be directed.

Authority: Authority is not to be conceived of apart from responsibility, that is, apart from sanction, reward or penalty which goes with the exercise of power, in other words, having and exercising authority comes with responsibility and consequences. Useful actions of personnel have to be encouraged and their opposite discouraged. Any sanction delivered must take into account the action itself, the attendant circumstances, and potential repercussions and requires high moral character, impartiality, and firmness.

Discipline: Obedience, application, energy, behavior, and the respect of agreements is absolutely essential for the smooth running of a business. That being said, the state of discipline of any group of people depends essentially on the worthiness of its leaders; Fayol states that any problem with discipline mostly results from the ineptitude of the leaders. Agreements between management and personnel should be clear and, as far as possible to afford satisfaction to both sides.

Unity of command: For any action whatsoever, an employee should receive orders from one superior only. Should it be violated, authority is undermined, discipline is in jeopardy, order disturbed, and stability threatened. This principle is emphasized as being especially important.

Unity of direction: A group of activities with the same objective should have one plan and one person in charge. This is essential to unity of action, coordination of strength, and focusing of effort.

Subordination of individual interests to the general interests: Everyone should work in the combined best interests of everyone involved rather than in their own best interests. Managers can influence positive behavior through: firmness and good example, agreements as fair as is possible and constant supervision.

Remuneration: Remuneration is dependent on a number of factors, but it should be fair and, as far as is possible, afford satisfaction both to the personnel and firm.

Centralization: The question of centralization or decentralization is a matter of finding the optimum degree for the particular decision/task and the capacity and/or preferences of the manager.

Scalar chain (line of authority): Authority should move from the top down in order to maintain unity of command, but lateral communication is possible if superiors are aware of and support it. The line of authority should be as short as possible. It is an error to depart needlessly from the line of authority, but it is an even greater one to keep to it when detriment to the business ensues.

Order: Materials must have a place appointed for each thing and each thing must be in its appointed place. Places should also be suitably arranged and well chosen. This is to avoid useless handling, lost time, and risk of mistakes. In addition, there should be an appointed place for every employee and each employee is suitable for their place. Charts or plans are recommended in order to organize materials and people.

Equity: Managers should strive to instill a sense of equity throughout their chain of command and use equity and equality of treatment when dealing with employees.

Stability of tenure of personnel: Instability of tenure leads to cause and effect of bad running. In the case of personnel, they should be in a position long enough to have time to render worthwhile service; if not, the work will never be properly done. But, like all other principles, it's a question of proportion; tenure can also be too long.

Initiative: It is essential to encourage and develop initiative, but to also ensure respect for authority and for discipline. Other things being equal a manager able to permit the exercise of initiative on the part of subordinates is infinitely superior to one who cannot do so.

Esprit de corps: Harmony, and union among the personnel is great strength in that concern and effort should be made to establish it.

Picture 4: An image showing Henri Fayol's Administrative Management theory



Source: Very well

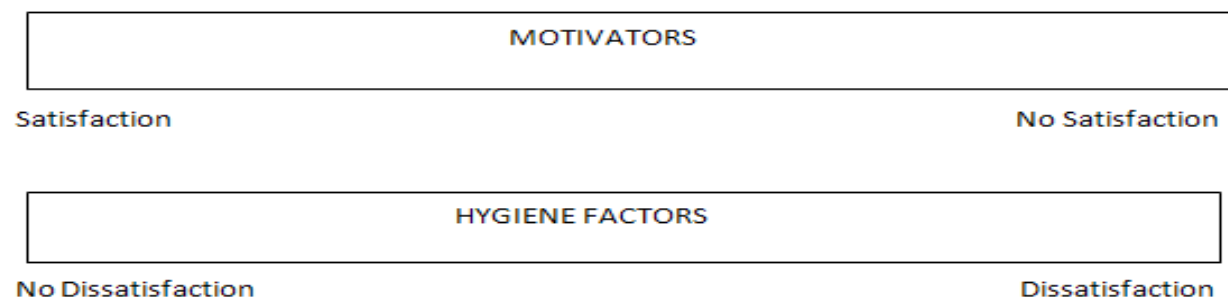
From the image above we see the fourteen principles of Henri Fayol's administrative management theory which leads to the smooth functioning of any organisation. These are principles which when applied by a principal in his or her establishment, will lead to the realisation of the school goals.

This theory ties with the study in that if the principal uses Fayol's principles of management which are; division of work, authority, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralization, scale of chain, Militaristic (order), equity, stability of personnel, initiative and esprit de corps, teaching will be effective and academic performance will improve. Therefore, Fayolism is a great subject of study and worth keeping around as management guide.

Herzberg's (1964) Motivation-Hygiene theory

In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that will lead to satisfaction while there are other job factors that will prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction". Frederick (1993).

Figure 1: Herzberg's View of Satisfaction and Dissatisfaction



Source: Google

Herzberg classified these job factors into two categories:

Hygiene factors:

Hygiene factors are those job factors which are essential for the existence of motivation at the job side. These do not lead to positive satisfaction for long-term. But if these factors are absent, if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words,

hygiene factors are those factors which when adequate in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid or limit dissatisfaction. These factors describe the job environment. The hygiene factors symbolized the physiological needs which the individuals want and expected to be fulfilled. These hygiene factors include:

Pay: The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

Company Policies and administrative policies: The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks and vacation.

Fringe benefits: The employees should be offered health care plans, benefits for the family members and employee help programmes.

Physical Working conditions: The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.

Status : The employees' status within the organization should be familiar and retained.

Interpersonal relations: The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

Job Security: The organization must provide job security to the employees.

Motivational factors:

According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

Recognition: The employees should be praised and recognized for their accomplishments by the managers.

Sense of achievement: The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

Growth and promotional opportunities: There must be growth and advancement opportunities in an organization to motivate the employees to perform well.

Responsibility: The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

Meaningfulness of the work: The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

Picture 5: An image of Frederick Herzberg's Hygiene – motivation theory



Source: Very well

The image above is talking about the motivating factors that motivate workers and yield positive satisfaction at their job sites, and hygiene factors which when adequate in the job, pacify the employees and do not make them dissatisfied.

This theory has a link with the study because if the principal applies it in his institution, workers will be more effective and efficient and the objectives of the organization will be obtained.

Douglas McGregor X and Y theory (1960).

In the 1960s, social psychologist Douglas McGregor developed two contrasting theories that explained how managers belief about what motivates their people can affect their management style. He labeled these Theory X and Theory Y. These theories continue to be important even today. In this study we will explore McGregors theory further, and- look at how it applies in

the workplace. Theory X and Theory Y were first explained by McGregor in his book, *The Human Side of Enterprise* McGregor (1960) and they refer to two styles of management; Authoritarian (Theory X) and Participative (Theory Y).

If you believe that your team members dislike their work and have little motivation, then, according to McGregor, you will likely use an authoritarian style of management. This approach is very hands-on and usually involves micromanaging people's work to ensure that it gets done properly. McGregor called this Theory X. On the other hand, if you believe that your people take pride in their work and see it as a challenge, then you will more likely adopt a participative management style. Managers who use this approach trust their people to take ownership of their work and do it effectively by themselves. McGregor called this Theory Y.

The approach that you take will have a significant impact on your ability to motivate your team members. So, it's important to understand how your perceptions of what motivates them can shape your management style. We now take a more in-depth look at the two different theories, and discover how and when they can be useful in the workplace.

Theory X:

Theory X managers tend to take a pessimistic view of their people, and assume that they are naturally unmotivated and dislike work. Work in organizations that are managed like this can be repetitive, and people are often motivated with a "carrot and stick" approach. Performance appraisals and remuneration are usually based on tangible results, such as sales figures or product output, and are used to control and "keep tabs" on staff. This style of management assumes that workers dislike their work, they avoid responsibility and need constant direction, workers have to be controlled, forced and threatened to deliver work, they need to be supervised at every step, they have no incentive to work or ambition, and therefore need to be enticed by rewards to achieve goals.

According to McGregor, organizations with a Theory X approach tend to have several tiers of managers and supervisors to oversee and direct workers. Authority is rarely delegated, and control remains firmly centralized. Although Theory X management has largely fallen out of fashion in recent times, big organizations may find that adopting it is unavoidable due to the sheer number of people that they employ and the tight deadlines that they have to meet.

Theory Y:

Theory Y managers have an optimistic opinion of their people, and they use a decentralized, participative management style. This encourages a more collaborative, trust-based relationship between managers and their team members. People have greater responsibility, and managers encourage them to develop their skills and suggest improvements. Appraisals are regular but, unlike in Theory X organizations, they are used to encouraging open communication rather than to control staff. Theory Y organizations also give employees frequent opportunities for promotion. This style of management assumes that workers are: happy to work on their own initiative, workers are more involved in decision making, workers are self-motivated to complete their tasks, workers enjoy taking ownership of their work, workers seek and accept responsibility and need little direction, they view work as fulfilling and challenging, they solve problems creatively and imaginatively.

Theory Y has become more popular among organizations. This reflects workers increasing desire for more meaningful careers that provide them with more than just money. It is also viewed by McGregor as superior to Theory X, which, he says, reduces workers to "cogs in a machine", and likely demotivates people in the long term.

When to Use Theory X and Theory Y:

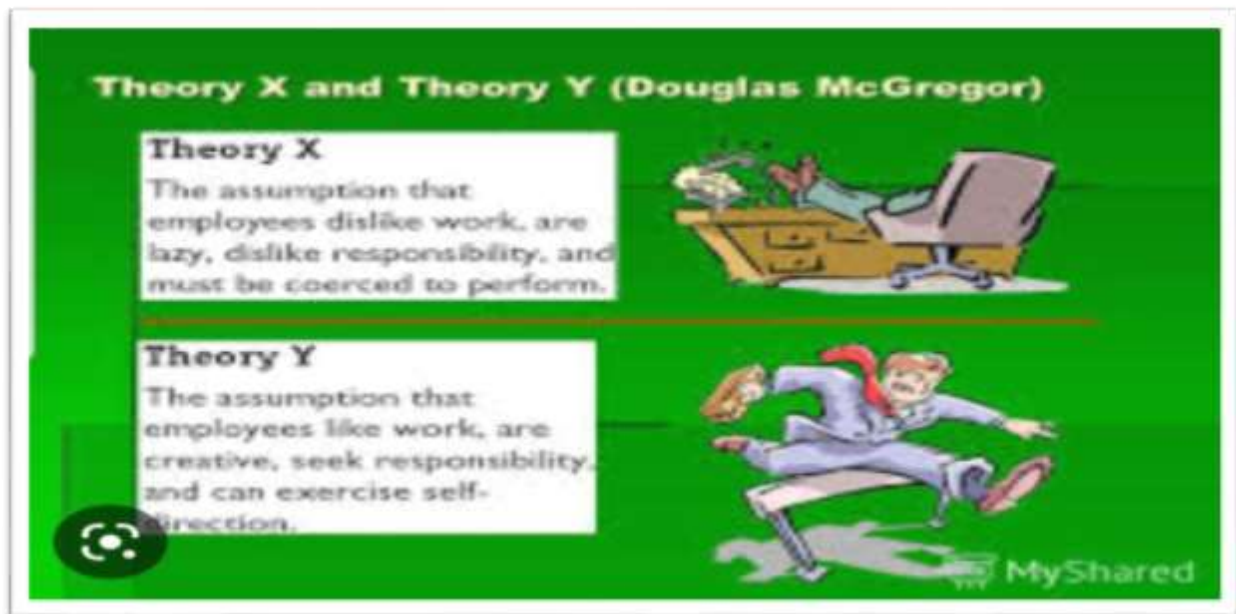
Most managers will likely use a mixture of Theory X and Theory Y. You may however, find that you naturally favour one over the other. You might, for instance, have a tendency to micromanage or, conversely, you may prefer to take a more hands-off approach. Although both styles of management can motivate people, the success of each will largely depend on your team's needs and wants and your organizational objectives.

You may use a Theory X style of management for new starters who will likely need a lot of guidance, or in a situation that requires you to take control such as a crisis. But you wouldn't use it when managing a team of experts, who are used to working under their own initiative, and need little direction. If you do, it would likely have a demotivating effect and may even damage your relationship.

Circumstances can also affect your management style. Theory X for instance, is generally more prevalent in larger organizations or in teams where work can be repetitive and target-driven. In these cases, people are unlikely to find reward or fulfillment in their work, so a "carrot and

stick" approach will tend to be more successful in motivating them than a Theory Y approach. In contrast, Theory Y tends to be favoured by organizations that have a flatter structure, and where people at the lower levels are involved in decision making and have some responsibility.

Picture 6: An image of McGregor's theory X and Theory Y



Source: Google scholar

The image above is talking about two categories of workers labelled as theory X and theory Y by Douglas McGregor. The theory X category is the worker that does not like to work but wants to receive pay. As we can see from the picture, the worker is lying on an arm chair relaxing during working hours. It shows that he dislikes work, he is lazy and for that reason he must be coerced in order for him to perform. On the other hand the theory Y category is very duty conscious and he is rushing to go to his job site. These category of people like work, are creative, and responsible.

This theory is essential to this study in the sense that the manager or principal of an institution needs to be authoritative when necessary and collaborative when the need arises for the smooth functioning of the school and for the attainment of its objectives.

Empirical Reviews

Empirical studies refer to the works of other authors, including objectives, methods, population sample, findings and recommendations that are linked to the study in question. Nji (2018)

argues that one of the essential initial responsibilities of the researcher is to locate and review the existing literature that pertains to the research topic in order to make the work original.

Principals' planning functions and teachers' effectiveness

Assessment of planning practices of principals for effective school administration in secondary schools in Anambra state, Nigeria by Ifeyinwa (2015), in Chukwuemeka Odumegwu University in Nigeria. The study assessed the planning practices of principals for effective school administration in Secondary Schools in Anambra State, Nigeria. The study adopted a descriptive survey research design which was guided by three research questions and one null hypothesis, while all the 257 principals of public secondary schools in Anambra State were used as sample because of the size. A questionnaire structured by the researcher, titled Assessment of Principals' Planning Practices Questionnaire (APPPQ) was the instrument used for data collection. The instrument was validated by three experts. The reliability coefficient of the instrument was calculated to be 0.73 using Cronbach Alpha formular. Research questions were answered with mean and standard deviation while t-test statistics was employed to test the null hypothesis. The findings revealed that ineffective planning causes poor teaching and hazy preparation of budget. Inadequate fund to procure materials needed for planning and principals' not involving the concerned staff in planning are also causes of poor planning. Based on the findings, the researcher recommended that; government should provide periodic in-service training on planning for principals and principals should practice good communication skills.

The above study relates with the present study in the sense that both of them are talking about the principal's planning functions in secondary schools. They also relate because both studies have used the quantitative design method for the collection of data. Analysis in the above study is done through descriptive statistics while in the present study analysis will be done using descriptive and inferential statistics wherein analytical tools are used for concluding a population by examining random samples. There is a difference in the scope of the study. The present study is carried out in some government bilingual secondary schools in the Mfoundi division, center region of Cameroon while the above study was carried out in Chukwuemeka Odumegwu University in Nigeria. In the above study, the questionnaire was administered to principals meanwhile in the present study the questionnaire is administered to teachers.

Principals' Motivational Functions and Teachers' Effectiveness

A master's thesis was carried out by Acheck Timah Apolline on the Motivational Strategies used by Principals in the Management of Schools in Fako Division of the Southwest Region of Cameroon. But the present study is carried out in the Mfoundi Division of the Center Region of Cameroon. The above study was guided by three research objectives which are;

- To investigate the motivational strategies used by school principals in the motivation of staff in selected secondary schools in Fako Division Cameroon.
- To ascertain the importance of staff motivation in relation to the teaching and learning process.
- To investigate the factors that influence staff motivation.

The findings revealed that: motivational strategies of principals include those related to Empathetic, Supportive and caring on academic and disciplinary matters; positive leadership Characteristics/ Behaviors; and transformational leadership style. This is explained by the aggregate mean score of 3.293243 on a scale of 1 to 4. The findings revealed that motivation is significant in the teaching-learning process and is positively related to the teaching/learning process (3.572973). Finally, the economic state of the nation, the character of the school administrator, school physical environment, political image of the nation, school location and the financial status of the school; in that order are the factors that influence staff motivation in secondary schools. The study concluded that, the problem of secondary schools is not teacher motivation by principals, but is due to other factors like; non-upgrade of teachers' salaries by government since after the 1990s global economic meltdown. There is therefore a need for government to revisit the salary situation of teachers among other factors. Meanwhile the present study saw three (03) of its variables (the principal planning, organizing and controlling function) as having a significant relationship with teacher's effectiveness and motivation of teachers not having a significant relationship with teachers effectiveness.

Principals' Motivational Strategies For Improving Teacher Job Performances

Agu Jude Chukwuemeka and Manafa Ngozi Florence in the faculty of Educational Management carried out a study in 2020 titled "Principal's Motivational Strategies For Improving Teacher Job Performances in Secondary Schools in Enugu East L.G.A. The study examined principals' motivational strategies for improving teacher job performance in public secondary schools in Enugu East L.G.A. Two research questions guided the study. The the

population comprised all 255 teachers in Enugu East L.G.A. There was no sample for the study because the population of the teachers in Enugu East L.G.A. was manageable for the study. This was why the researcher decided to use the entire population of 255 teachers for the study. The instrument for data collection was the structured questionnaire developed by the researcher titled "Principal's motivational strategies for improving teacher job performances in Enugu East L.G.A. The descriptive survey research is the design of the study. The instrument for data collection was a questionnaire. It was validated by three experts. The reliability of the instrument was done through test-retest and the reliability coefficient was 0.75. The data was analyzed through mean rating. The study found out among others that principals use principals leadership behavior, welfare packages, and provision of a conducive environment as motivational strategies to influence teacher job performance in Enugu East LGA. . Based on the findings it was recommended among others that principals should be trained on the use of motivational strategies, provide varieties of welfare packages and use the conducive environment as motivational strategies to influence teacher job performance in Enugu East L.G.A.

The above study used quantitative data analysis and the present study also used quantitative data analysis to collect data and analysis in the above study is done using mean rating while analysis in the present study will be done using descriptive and inferential statistics.

Principals' Controlling function and Teachers Effectiveness

Erida (2018) carried out a study about the role of the Principal's Power and the Teacher Empowerment. The study focused on investigating the relationship between the principal's bases of power, and the role of power in effective teacher and teacher empowerment. The study concerned 20 Albanian high schools and it was intended to explore the usage of power in an educational context. The study followed the survey design and the sample comprised 20 principals and 100 teachers in High Schools in Albania. The instrument for data collection was the questionnaire containing 15 standardized questions. Data analysis for the study was done using the Statistical Package for Social Sciences to find possible statistical links of variables taken into consideration. The hypotheses raised were tested by using several ways of analysis such as Linear Regression, Correlation, and Chi-square (χ^2) test. Findings of the study showed that a correlation exists between "staying on top" and the level of power. Findings also show that there is no general organizational climate that encourages empowerment and delegation.

The data suggests that most teachers perceive their principals as operating from a legitimate power base.

This empirical review relates to this study in that they both set out to find out the role of principals in getting effective teachers. While this review seeks to investigate the role of principal's power in having effective teachers, this study seeks to find out the principal's management functions and teachers effectiveness. The empirical study concerned 20 Albanian High schools while the present study covers some government bilingual secondary schools in Mfoundi Division, Centre Region of Cameroon. Both studies also have differences at the level of sample size used. Similarities exist at the level of instrument for data collection and analysis. The findings of the empirical study reveal a sharp difference from those of present study. While the empirical study concludes that there is no general organizational climate that encourages empowerment and delegation, and that most teachers perceive their principals as operating from a legitimate power base, the present study concludes that principal's managerial functions have a positive correlation on teachers' effectiveness.

Principals' managerial skill in producing effective schools

Delinah et al., (2020) carried out a related study titled principals' managerial skill in producing effective schools. The qualitative study that was carried out in one school – SD Negeri 1 Babat, had four objectives: (1) to determine the managerial influence of school principals in planning effective schools in SD Negeri 1 Babat, Babat Toman District; (2) to understand the managerial influence of school principals in organizing effective schools; (3) understanding the managerial influence of school principals in directing effective schools, and (4) to understand the managerial influence of school principals in controlling effective schools. The respondents of the study were the principals and all the teachers of the school. Data for effective school indicators regarding planning, organizing, directing, and controlling school inputs were collected using observation, interviews and documentation. The results showed that there was a principal managerial influence in producing an effective school as seen from the planning, organization, direction and control carried out by the principal. Both studies have to do with principals' managerial functions toward achieving teachers' effectiveness.

The above study followed the qualitative method while the present study made use of the quantitative method. Both studies made use of the same objectives. The empirical study findings relate directly to the present study findings as both studies agree that the controlling,

planning, and organizational functions of the principal have a direct bearing on teachers' effectiveness.

Principals' Controlling functions and Teachers Effectiveness

Juma et al., (2021), carried out a similar study titled Instructional leadership as a controlling function in secondary schools in Rangwe Sub County. All 41 secondary schools in Rangwe Sub County were included in the study and the targeted respondents were teachers and principals. A purposive sampling method was used to select the respondents from each school. A principal self-rating questionnaire, a teacher perception questionnaire, and a document analysis checklist were used for data collection. The collected data was analyzed using descriptive statistics, independent samples T-test, and regression analysis test. The study found that school principals engaged their deputies, heads of department, and directors of studies to conduct their day-to-day instructions in their schools. It was also revealed that classroom visits and observation of teaching and learning significantly influence student learning outcomes in secondary schools. The study concluded that involving the expertise of immediate juniors in day-to-day instructions is an effective way of implementing instructional leadership roles of the school. The study, therefore, advocates for the school principal to become the overall instructional supervisor and instructional improvement catalyst.

The above study and the present study relates with each other in the sense that both of them seek to examine the controlling function of a secondary school principal and teachers' effectiveness. A random sampling method was used to select schools in the Mfoundi division while in the above study a purposive sampling method was used to select the respondents from each school. Both studies used questionnaires for the collection of data. Both studies also used descriptive statistics for analysis. The present study also used inferential statistics for data analysis. The findings of the above study revealed that classroom visits and observation of teaching and learning significantly influence students learning outcome.

Principals' organising functions and teacher effectiveness

Oyewole et al., (2020), carried out a similar study titled Principals' Managerial roles and Teacher's job performance in secondary school in Ekiti State, Nigeria. The study investigated the relationship between principals' managerial roles and teachers' job performance in Ekiti State Secondary Schools. The study examined the level of principals' managerial roles and teachers' job performance. The study adopted a descriptive research design. The population of

the study consisted of all the 7,538 teachers and 203 principals in the public secondary schools in Ekiti State. The sample for this study consisted of 48 principals and 480 teachers selected from 48 public secondary schools using a multistage sampling procedure. Two self-designed questionnaires tagged "Principal Managerial Roles Questionnaire (PMRQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" was used to collect relevant data for the study. The face and content validity of the instruments was determined by experts in Educational Management. The reliability of the instrument was determined using the test-retest method. A co-efficient value of 0.81 was obtained for PMRQ while 0.80 was obtained for TJPQ. The data collected were analyzed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significance. The study revealed that the level of principals' managerial roles and teachers' job performance in secondary schools in Ekiti State was moderate. The findings further revealed that there was significant relationship between principals' managerial role and teachers' job performance in public secondary schools in Ekiti State. Based on the findings of the study, it was recommended among others that leadership training programmes should be designed for principals, to enable them gain in-depth knowledge and understanding of human relations strategies. It was also recommended that workshops, seminars, and in-service training should be periodically organized for teachers to bring about improvement on teachers job performance in Ekiti State.

The findings of the above studies have similarities with the present study. The present study is guided by four objectives. The descriptive survey design was used to collect data from a representative sample of the population using questionnaires for teachers and principals. The same descriptive survey is used in the present study but the questionnaires will be administered only to teachers. The data was analyzed using mean and standard deviation and presented on tables and histograms. In the present study the data is analyzed using SPSS.

Principalship as a determinant of quality Teaching

Langji (2020), carried out a similar study on Principalship as a determinant of quality Teaching: A case study of some selected government secondary schools in the Mfoundi Division, Centre Region –Cameroon. The general objective of the study was to examine the effects of principalship on quality teaching in some government secondary schools in the Mfoundi Division, Centre Region of Cameroon. This study is based on the hypothetical premise that teacher motivation , instructional supervision, material resource management and on-job training and development influence quality teaching in Mfoundi Division. The study adopted

the descriptive survey design and was guided by four research questions and a hypothesis. The study used data collected from both administrative and teaching staff in government secondary schools in Mfoundi Division wherein, simple random sampling and purposive sampling techniques were used to select seven (07) schools and two hundred and fifty seven (257) administrative staff as sample for the study. The study made use of theoretical assumptions such as the transformational leadership theory, Equity motivational theory and the Human capital theory. The instruments used for data collection were structured questionnaires and interview guides addressed to the administrative and teaching staff. The data obtained from the field was analyzed using descriptive and inferential statistical methods. The hypotheses for this study was tested using the Spearman rank Correlation Coefficient index. Findings revealed that there is a significant relationship between teacher motivation and quality teaching. It was therefore concluded that there is a strong significant relationship between principalship and quality teaching in government secondary schools in the Mfoundi Division, Centre Region Cameroon.

The findings of the above study have similarities with the present study because both of them are researching the role of the principal in government secondary schools and its effect on quality education. But the difference between the two studies is that while the above study sees all its variables such as; teacher motivation and quality teaching, material resource management and quality teaching, on-the-job training and development and quality teaching and instructional supervision and quality teaching as having a significant relationship with principalship, the present study sees three (03) of its variables: the principal planning, organizing and controlling function as having a significant relationship with teacher's effectiveness and motivation of teachers not having a significant relationship with teachers effectiveness.

Principals' Administrative functions for enhanced quality Education

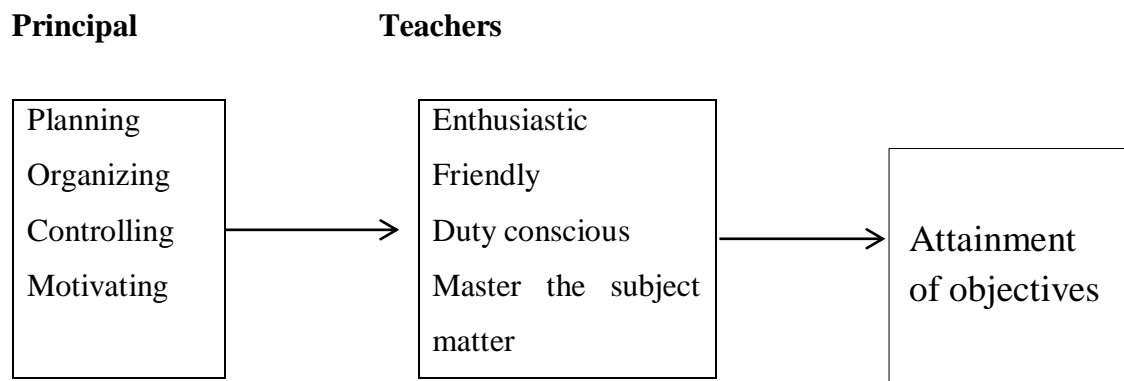
Amadi et al., (2021) carried out a related study titled Principals' Administrative functions for enhanced quality Education in public Secondary Schools in Kolokuma/Opokuma Zone, Bayelsa State, Nigeria. The study adopted a descriptive survey research design. Two research questions and two hypotheses guided the study. The population of the study consisted of 190 respondents (93 male and 97 female teachers) from 24 public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State, Nigeria while the sample size for this study consisted of 76 respondents (39 male and 37 female teachers); representing 40% of the total population size. A simple random sampling technique was used. A self-structured instruments titled

Principals' Quality Educational Assessment Questionnaire (PQEAQ) with 20 questionnaire items structured on a validated four-point rating scales was used. The reliability coefficients of 0.84 was obtained. Data obtained was analyzed using the mean (\bar{X}) and Z-test. Specifically, the mean (\bar{X}) was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance. It was recommended that the Ministry of Education and schools management boards should make provision for in-service training (programme or conference) that will enhance and ensure quality educational assessment of principals in public secondary schools and the government should ensure prompt provision of principals welfare to enhance quality educational assessment; these provisions are; opportunities for their professional growth, promotions of staff when due, provision of welfare services that are currently lacking for optimal performance of the teachers and students in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State. In the above study, research question two sought to find out that organizing enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State to a high extent. The result shows that both male and female teachers enhance principals regarding organizing and place teachers-students centered in operation and that principals' organizing expertise determines the function of the academic domains of the students. Meanwhile, the present study saw the principal's organizing functions as having a statistically significant influence on teachers' effectiveness.

Conceptual Diagram

According to Amin (2005), a review of literature from a conceptual perspective allows a researcher to identify the concepts and variables in the study and show how these concepts are connected, usually in the form of a diagram that shows how variables in a theory are connected. The conceptual diagram shows that the principal's management functions of planning, organizing, controlling, and motivating influence the teacher's effectiveness and if teachers are effective, the objective will be attained.

Figure 2: The conceptual diagram



Source: Field Work, 2022

Chapter Summary

This chapter presents literature review and theoretical framework. It first looks at the conceptual review where some of the concepts which guided the study were discussed which includes; planning, organization, control, motivation, and teacher's effectiveness. The theoretical review was presented where some of the theories were reviewed such as; Henry Fayol's Administrative Theory, Herzberg's motivation theory, and Douglas McGregor's theories X and Y. The review of related literature focused mainly on the works of some researchers which are closely related to this work, which also gives a better understanding of the managerial functions of the principal in enhancing teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division, Yaounde, Center Region of Cameroon. This was based on the four sub-variables and dependent variables chosen to explore in detail the principal's management functions and teacher's effectiveness. The theoretical, conceptual, and empirical review and the conceptual diagram enriched the studies by establishing a link between the topic of the study and the already existing findings by other educationists. The next chapter will focus on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is solely concerned with the methods that were used to collect data from the field and arrive at the results. According to Oso and Onen (2005), methodology is the detailed procedure used to answer the research questions. This chapter consist of the following: Research design, Area of the study, sample and sampling techniques, validation of research instruments for data collection and the justification for their usage shall be explained in this chapter. The methodology used in this study falls within the limits of social science research methods as presented below:

Research Design

A quantitative research method was used in the study with a descriptive survey design. A research design according to Burns and Grove (2003) is a blue print, conducting a study with maximum control over factors that may interfere with the validity of the findings.

Amin (2005) also stated that a research design is a detailed plan and method for systematically and scientifically obtaining the data to be analyzed. The function of the research design is to ensure that the evidence obtained enables the researcher to answer the research questions as conveniently as possible. This study was designed to explore the relationship that exists between principals' management functions and teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division in the center region of Cameroon.

According to Gay (1976), descriptive research involves the collection of data to answer questions concerning the status of the subject under study.

Saunders and Thornhill (2007), describes descriptive research as one for which the purpose is to produce an accurate representation of persons, events or situations. This design is used because the main aim is to describe the situation in the field and to generalize the findings to the target population.

Area of study

This study was carried out in Mfoundi division in the centre region of Cameroon. Mfoundi division has seven sub-divisions. This division harbor's many secondary schools which are

both private and government secondary schools. The division covers a total surface area of about 297km square with a total population of about 3.4 million inhabitants. Below is the map of the Mfoundi Division.

Figure 3: The Map of Mfoundi Division



Source: United Councils and Cities of Cameroon: Yaounde VI, CVUC.CM

Population of the study

Amin (2005) defines population as the complete collection of all the elements that are of interest to an investigation. The population of this study is made up of all the teaching staffs of Government Secondary Schools in Mfoundi division Yaounde. This Division has a total number of 43 public secondary schools with 5690 teachers, The researcher choosed this population because these are schools that attract the highest number of teachers who are posted by the state to this division. They will provide adequate information for the study and they also attract a good number of students.

Target Population

In line with the argument of Amin (2005), the target population of a research investigation is the population on which the findings of the study can be generalized. It is a subset of the main population and deals with the population in the area where the study will be carried out. Teachers of all eleven Government Bilingual secondary schools in Mfoundi division were considered. The target population was thus 2067 teachers.

Accessible population

The accessible population is the subset of the target population and deals with the respondents that the researcher had access to. It is the population from which the sample is drawn Amin (2005). For this study, the accessible population is made up of 1,472 teachers from seven Government Bilingual Secondary Schools in Mfoundi division: GBHS Etoug Ebe of Yaounde 6 sub- division, GBHS Mendong of Yaounde 3 sub- division, GBHS Ekounou of Yaounde 4 sub -division, GBHS Yaounde of Yaounde 5 sub- division, GBHS Emana of Yaounde 1, GBHS Ekorezock of Yaounde 7 sub- division and GBHS Nkoletou of Yaounde 1 sub- division . The choice of the seven schools was based on getting teachers participate in the study from all the sub- divisions of the Mfoundi division.

Table 1: Target and Accessible population

No	Name of school	Sub division	Target pop	Accessible pop	Sample size
01	L.B.A YAOUNDE	Yaounde 3	244	0	0
02	G.B.H.S ETOUG-EBE	Yaounde 6	284	284	60
03	G.B.H.S MENDONG	Yaounde 6	276	276	60
04	G.B.H.S YAOUNDE	Yaounde 5	198	198	55
05	G.B.H.S EKOUNOU	Yaounde 4	194	194	55
06	GBHS NKOLDONGO	Yaounde 4	99	0	0
07	G.B.H.S EMANA	Yaounde 1	175	175	42
08	GBHS EKOREZOCK	Yaounde 7	163	163	42
09	GBHS NKOLETON	Yaounde 1	182	182	43
10	GBHS MIMBOMAN	Yaounde 4	169	0	0
11	GBHS NYOM	Yaounde 1	83	0	0
Total			2 067	1 472	357

Source: Divisional delegation for secondary Education for Mfoundi (2022)

The Sample size

A sample is the selection of some elements or objects from the target population for a study. Amin (2005) defines a sample as that portion of the population whose results can be generalized to the entire population. 357 Teachers formed the sample of the study. The sample size of the population was determined by using the Krejcie and Morgan Table. A margin of error of 5% using a confidence level of 95% was applied on the total population.

Sampling techniques

A sampling technique is the name or other identification of the specific process by which the entities of the sample have been selected. Simple random technique was used to select the schools because all the government Bilingual secondary schools were qualified and had equal chances and characteristics to be used as elements for the study.

Data Collection Instruments

The researcher used a questionnaire made up of close ended questions. The use of structured questionnaire was considered as appropriate as it permits anonymity and results in more honest responses and also based on the fact that the audience were legible enough to read and understand the items. The use of questionnaire also offer a fast, efficient and less expensive means of gathering large amounts of information from sizeable sample volumes. These questions were structured and were thirty five (35) in number on a likert scale with strongly disagree = 1, Disagree =2, Agree =3 and strongly agree =4 for positively cued items and SD =4, D =3, A =2, SA =1 for negatively cued items. The questionnaire was divided into the following sections:

Questionnaire for teachers

Section A: Demographic information.

Section B: Independent variable (Principals' management functions)

Section C: Dependent variable (Teachers' effectiveness)

Validity of the instrument

One of the criteria a measuring instrument must meet is that of validity. Validity refers to the quality that a procedure or an instrument used to find out if the research is accurate, correct, true, meaningful and right. Validity therefore implies that we want to obtain what we are

supposed to measure. This means that the test must measure the characteristics which it intends to measure. In this study, content validity is of interest to the researcher. Content validity refers to the degree to which the test measures what it is intended to measure. Content validity of an instrument is determined through expert judgment by carefully examining or inspecting the items that make the instrument. In order to ascertain content validity, the questionnaires were presented to the supervisor and other experts for scrutiny and advice. The content and impressions of the instrument were improved based on their advices and comments. The questionnaire items were then constructed in a way that they were better related to each question. This ensured that all the research items were covered. A pilot study was used to ensure that the questionnaires were directed to respondents who were qualified to give information, and that information obtained was representative of information elicited from the entire population.

Reliability of the Instrument

Reliability refers to how consistent a research procedure or instrument is. Reliability tells us the ability of a test to produce same results at different intervals by the same persons. Hence, reliability implies stability or dependability of an instrument or procedure in order to obtain information. Orodho (2008) states that “reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials”.

In order to establish the reliability of the instrument, we did the pilot test. The questionnaire was first administered to teachers in schools that are not among the chosen sample. The results of the pre-test were tested using the reliability coefficient. Five items were tested namely motivation function which was calculated at .78, the controlling function which was calculated at .645, the organizing function was calculated at .8, the planning function was calculated at .79, and teachers’ effectiveness was calculated at .7, implying that the reliability of the questionnaire was consistent.

Administration of the Questionnaire

The questionnaire was taken to various schools by the researcher. The principal of each school was contacted to obtain permission to meet the teachers. Majority of the teachers filled the questionnaire on the spot. After filling, the questionnaires were returned to the researcher. The administration of the questionnaire went on smoothly because majority of the teachers did not hesitate to fill the questionnaire.

The Return Rate of the Instrument

The return rate shows the percentages of the questionnaires that were received after the questionnaires were distributed. The return rate of questionnaires for this study was calculated using simple percentages based on the formula:

$$R = \frac{\sum RQ}{\sum AQ} \times 100\%$$

Where,

R = Return rate

$\sum RQ$ = Sum of questionnaires Returned

$\sum AQ$ = Sum of questionnaire Administered

% = Percentage expressed as 100

The return rate of questionnaire for this study was calculated thus:

Total number of questionnaire administered = 357

Total number of questionnaire returned = 303

Return rate R = 303

$$\frac{303}{357} \times 100 = 84.88\%$$

Data analysis procedure

Data was analyzed quantitatively with the aid of SPSS (statistical product for service solution). Quantitative analysis provides analyst with tools to examine and analyze past, current and anticipated future events. Using quantitative data analysis allows the researcher to organize and summarize and prepare the data for dissemination to others. Descriptive data was analysed using simple frequency, percentages, mean and standard deviation. For inferential statistics as simple linear regression were used.

Ethical Consideration

An official coorespondence from the faculty authorising the researcher to carry out research was presented to school administration for permission. Ethical consideration forms one of the elements of encouraging respondents to answer research questions without any fear of favor. The researcher briefed the respondents on how the questionnaire was to be filled. The researcher obtained informed consent from the respondents before administering the questionnaire and

equally assured them of total confidentiality and that it will only be used for educational research purposes. Teachers were advised to respond to the entire questionnaire.

Chapter summary

The chapter on research methodology dwelled on the introduction, research design, area of study, population of the study, the sample and sample size, instruments for collection of data. The next chapter will focus on the presentation of results and analysis of data collected from the field.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DATA ANALYSIS

In this chapter, the findings of the study are presented. The purpose of this study is to investigate principals' management functions and its influence on teachers' effectiveness in some Government Bilingual Secondary Schools in the Mfoundi Division, Centre Region of Cameroon. This chapter aims to answer the questions raised in the study and test the research hypotheses.

Data Screening

The data was screened for univariate outliers. According to Tabachnick and Fidell (2013), a univariate outlier is a case with an extreme value that falls outside the expected population values for a single variable and is therefore distant from the majority of cases found in the center of the normal distribution of that variable. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 303 questionnaire.

Demographic characteristics

Table 2: Sex Distribution of Respondents

Sex	Frequency	Percent
Male	143	47.2
Female	160	52.8

The table

represents the sex distribution of respondents. In the context of this study, we use a population of 303 respondents. According to the table, 143 of the respondents are male while 160 of the respondents are female, making a percentage of 47.2 and 52.8, respectively. This variation is due to the fact that there are more females than males in the sample schools. This indicates that most of the teachers in secondary schools in Mfoundi-Division are females.

Figure 4: Sex Distribution of Respondents

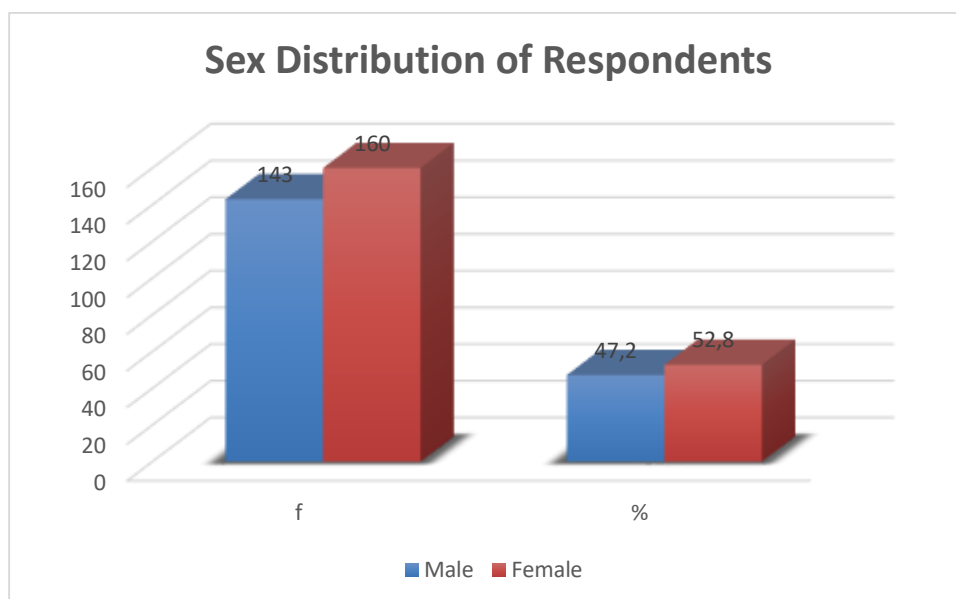


Table 3: Frequency Table Based on the Name of the School

School	Frequency	Percent
GBHS ETOUG EBE	54	17.8
GBHS NKOLETON	27	8.8
GBHS YAOUNDE	51	16.8
GBHS EMANA	39	12.9
GBHS MENDONG	70	23.1
GBHS EKOREZOCK	20	6.6
GBHS EKOUNOU	42	13.9
Total	303	100.0

Source: Field Work, 2022

According to table 3, questionnaires were distributed in seven public bilingual secondary schools in Mfoundi Division. These schools were GBHS MENDONG with a frequency of 70, giving a percentage of 23.1, GBHS ETOUG EBE with a frequency of 54, giving a percentage of 17.8, GBHS YAOUNDE with a frequency of 51 giving a percentage of 16.8, GBHS EKOUNOU with a frequency of 42 giving a percentage of 13.9, GBHS EMANA with a frequency of 39 giving a percentage of 12.9, GBHS NKOLETON with a frequency of 27 giving a percentage of 8.8 and GBHS EKOREZOCK with a frequency of 20 giving a percentage of 6.6. These gave a total of 303 respondents, making a percentage of 100.

Table 4: Distribution of Teachers Based on Age

Age	Frequency	Percent
18-25	55	18.2
26-35	122	40.3
36-45	99	32.7
46-55	21	6.9
56-and above	6	2.0
Total	303	100.0

Source: Field Work, 2022

According to table 4, 18.62% (55) of the teachers in these schools are between the ages of 18-25 years, 40.6% (122) of the teachers are between the ages of 26-35 years 32.7 % (99) of the teachers are between the ages of 36-45 years, 6.9% (21) of the teachers are between the ages of 46-55 years, and 2%(6) of the teachers are 56 years and above. It means the majority of the teacher are between the age of 26-35 years, while only a few (2 %) of the teachers are 56 years and above.

Figure 5: Distribution of teachers based on age

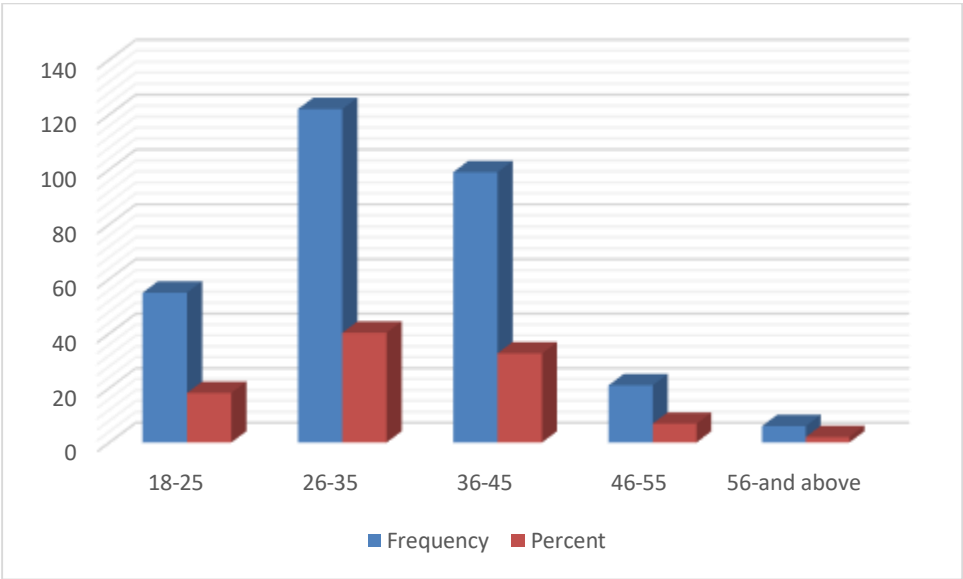


Table 5: Frequency distribution based on Academic Qualification

Academic Qualification	Frequency	Percent
Advance Level/Baccalauteate	66	21.8
BA	151	49.8
Master	62	20.5
PHD	11	3.6
others	13	4.3
Total	303	100.0

Source: Field Work, 2022

According to table 5, 21.8% (66) of the respondents have Advanced Level/Baccalaureate as qualification, 49.8 % (151) of the respondents have Bachelor degree, 20.5% (62) respondents have Master Degree as qualification, 3.6% (11) respondents have PhD as qualification and 38.14.3% (13) of the respondents have others as qualification. From the table, it shows that about half of the teachers are holder of a Bachelor degree.

Figure 5: Distribution based on qualification

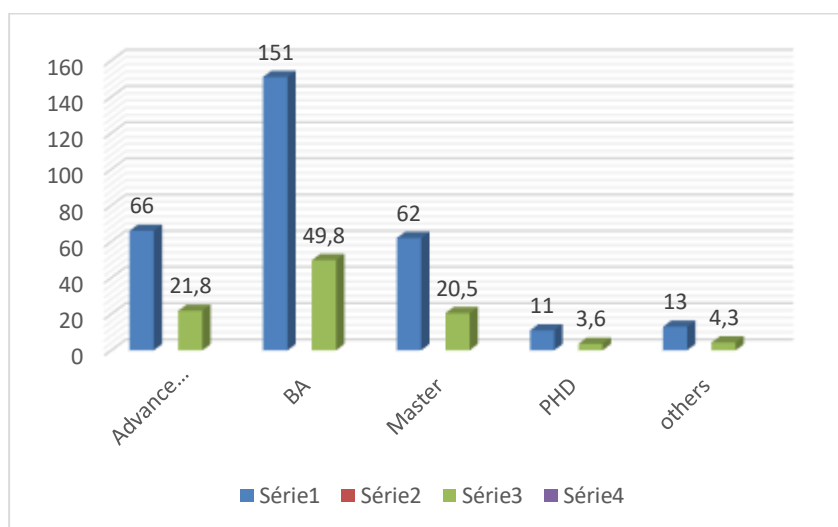


Table 6: Frequency distribution based on Professional Qualification

Professional qualification	Frequency	Percent
DIPES I	76	25.1
DIPES II	135	44.6
DIPCO	33	10.9
others	59	19.5
Total	303	100.0

According to table 6, 25.1% (76) of the respondents have DIPES I as a professional qualification, 44.6% (135) of the respondents have DIPES II, 10.9% (33) respondents have DIPCO as a professional qualification and 19.5% (59) of the respondents have other professional qualification. From the table, it shows that majority of the teachers are DIPES II holders.

Figure 6: Distribution based on Professional Qualification

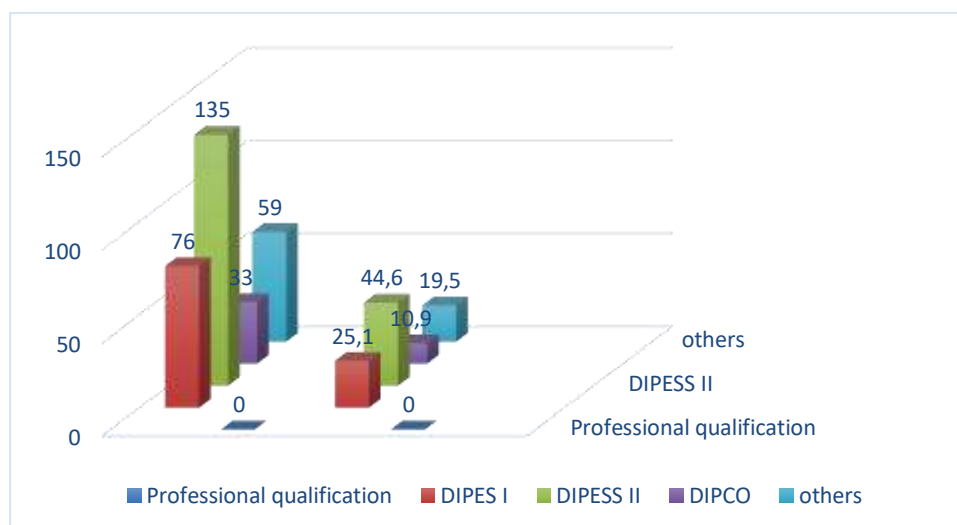


Table 7: Frequency distribution based on Working Experience

Work Experience	Frequency	Percent
1-3 years	68	22.4
4-7 years	77	25.4
8-11 years	82	27.1
12 years and above	76	25.1
Total	303	100.0

Source: Field Work, 2022

According to table 7, 22.4% (68) of the teachers have only worked between 1 to 3 years, 25.4% (77) have only worked between 4 to 7 years, 27.1 % (82) have only worked between 8 to 11 years,, and 25.1% (76) have only worked for 12 years and above.

Table 8: Respondents' view on the principals' planning functions

No.	Item	SA		A		DA		SD		M	SD
		f	%	F	%	f	%	F	%		
1.	The principal develops an action plan to ensure the achievement of learning goals	140	46.2	145	47.9	11	3.6	7	2.3	3.38	.669
2.	The principal set learning goals for the school and the community during staff meetings	96	31.7	177	58.4	29	9.6	1	.3	3.21	.617
3.	The principal organises coordination meetings with his subordinates at the beginning of every week	107	35.3	135	44.6	37	12.2	24	7.9	3.07	.888
4.	The principal plan's strategies to monitor, evaluate and report on progress	135	44.6	147	48.5	18	5.9	3	1.0	3.37	.642
5.	The principal involves the staff in the decision-making process of the school.	73	24.1	134	44.2	74	24.4	22	7.3	2.85	.869
Grande Mean		3.18									
SD		.3938									

Source: Field Work, 2022

Five items on the questionnaire were designed to evaluate respondents' views on the principals' planning functions. From the above table, all five items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 94.1% (285) generally agree that the principal develops an action plan to ensure the achievement of learning goals. 90.1% (273) generally agreed that the principal set learning goals for the school and the community during staff meetings. Item 3 on the table shows that 79.9 (242) agreed with the notion that the principal organises coordination meetings with his subordinates at the beginning of every week. Concerning the principal planning strategies to monitor, evaluate and report on progress, 89.1% (282) conceded to it. Finally, 68.3% (207) generally agreed that the principal involves the staff in the school's decision-making process.

Table 9: Respondents' view on the principals' organising functions

No.	Item	SA		A		DA		SD		M	SD
		F	%	f	%	f	%	f	%		
1.	The principal organises seminars for teachers in order to improve on their capacity building	75	24.8	51	16.8	11	37.6	63	20.8	2.46	1.078
2.	The principal assigns tasks to his subordinates to ensure the achievement of predetermined objectives	85	28.1	18	62.4	27	8.9	2	.7	3.18	.605
3.	The principal organises effective educational programs like debates and conferences within the school in order to improve on the teaching and learning process	65	21.5	10	33.0	85	28.1	53	17.5	2.58	1.013
4.	The principal organises effective means of communication with the staffs for the smooth functioning of the school	12	41.6	13	44.2	23	7.6	20	6.6	3.21	.846
5.	The principal organises collaboration among teachers of the different departments of the school to ensure the achievement of predetermined goals.	91	30.0	15	52.1	34	11.2	20	6.6	3.06	.822
Grande Mean		2.90									
SD		.6050									

Source: Field Work, 2022

Five items on the questionnaire were designed to evaluate respondents' views on the principals' organising functions. From the above table, all five items designed to answer this question have a mean above the 2.5 cut-offs. It shows that less than half of the teachers, 41.6% (126), generally agree that the principal organises seminars for teachers in order to improve their capacity building. 90.5% (274) generally agreed that the principal assigns tasks to his subordinates to achieve predetermined objectives. Half of the teachers also generally agreed that the principal organises effective educational programs like debates and conferences within the school to improve the teaching and learning process. Concerning the principal organizing collaboration among teachers of the different departments of the school to ensure the achievement of predetermined goals, 82.1% (249) finally conceded to it.

Table 10: Respondents' view on the principals' controlling functions

No	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
1.	The principal does internal auditing periodically by checking records to ensure that school policies and procedures are respected by personnel.	80	26.4	150	49.5	61	20.1	12	4.0	2.98	.791
2.	The principal usually goes to class often even if it is just for a few minutes	73	24.1	153	50.5	51	16.8	26	8.6	2.90	.863
3.	The principal evaluates teachers from time to time to ensure teachers' effectiveness.	91	30.0	124	40.9	71	23.4	17	5.6	2.95	.871
4.	The principal always punishes absentee and late coming teachers.	64	21.1	109	36.0	80	26.4	50	16.5	2.62	.996
5.	The principal supervises school activities at the end of each week.	55	18.2	139	45.9	79	26.1	30	9.9	2.72	.874
Grande Mean		2.84									
SD		.5575									

Source: Field Work, 2022

Five items on the questionnaire were designed to evaluate respondents' views on the principals' controlling functions. From the above table, all five items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 75.9% (230) generally agree that the principal develops an action plan to ensure the achievement of learning goals. The principal does internal auditing periodically by checking records to ensure that school policies and procedures are respected by personnel. 74.6% (226) generally agreed that the principal usually goes to class often even if it is just for a few minutes. Item 3 on the table shows that 70.9 (215) agreed with the notion that the principal evaluates teachers from time to time to ensure teachers' effectiveness. Concerning the principal punishing absentee and late coming teachers, 57.1% (173) conceded to it. Finally, 64.1% (194) generally agreed that the principal supervises school activities at the end of each week.

Table 11: Respondents' view on the principals' motivating functions

No.	Item	SA		A		DA		SD		M	SD
		f	%	f	%	F	%	f	%		
1.	The principal offers fringe (extra) benefits to teachers who take extra work.	5	18.2	75	24.8	64	21.1	109	36.0	2.25	1.129
2.	The principal ensures a reasonable pay of incentives to his staffs.	5	18.2	120	39.6	83	27.4	45	14.9	2.61	.949
3.	The principal encourages teachers to seek out professional development opportunities.	2	6.6	195	64.4	63	20.8	25	8.3	2.69	.715
4.	The principal recognises key stress time of teachers	2	8.9	125	41.3	81	26.7	70	23.1	2.36	.935
5.	The principal usually offers gifts to hard working teachers at the end of each year.	6	20.5	60	19.8	79	26.1	102	33.7	2.27	1.133
Grande Mean		2.44									
SD		.7231									

Source: Field Work, 2022

Five items on the questionnaire were designed to evaluate respondents' views on principals' motivating functions. From the above table, three items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 43% (130) generally agreed that the principal offers fringe (extra) benefits to teachers who take extra work. 57.8% (175) generally agreed that the principal ensures a reasonable pay of incentives to his staff. Item 3 on the table shows that 70% (215) agreed with the notion that the principal encourages teachers to seek out professional development opportunities. Concerning the principal recognizing key stress time of teachers, half of the respondents 50.0% (152) conceded to it. Finally, 40.3% (127) agreed that the principal usually offers gifts to hard working teachers at the end of each year.

Table 12: To what extend do you agree on the following statements on teachers' effectiveness

N	Item	SA		A		DA		SD		M	SD
		f	%	f	%	f	%	f	%		
o.											
1.	I am always punctual in class	142	46.9	133	43.9	26	8.6	2	.7	3.37	.668
2.	I sign in registers when i report to work and when leaving	195	64.4	72	23.8	36	11.9	0	0	3.52	.699
3.	I prepare lessons and schemes of work before teaching	170	56.1	123	40.6	8	2.6	2	.7	3.52	.586
4.	I state the objectives and student responsibilities at the beginning of the lesson.	155	51.2	146	48.2	2	.7	0	0	3.50	.514
5.	I organise and present my lessons well.	196	64.7	98	32.3	7	2.3	2	.7	3.61	.570
6.	I explain the content of my lessons very well.	210	69.3	90	29.7	3	1.0	0	0	3.68	.487
7.	I encourage students to think independently, critically and/or analytically	136	44.9	154	50.8	13	4.3	0	0	3.41	.573
8.	I cover the contents of my course	148	48.8	142	46.9	13	4.3	0	0	3.45	.578
9.	I give appropriate and valuable assignments for a better understanding of the subject matter	143	47.2	151	49.8	8	2.6	1	.3	3.44	.566
10.	I use not too simple nor too complex teaching aids suitable for the lesson and the level	121	39.9	172	56.8	10	3.3	0	0	3.37	.547
11.	I usually listen to the students' worry in class	187	61.7	113	37.3	2	.7	1	.3	3.60	.523
12.	I am always tolerant with students during my lessons	106	35.0	151	49.8	28	9.2	18	5.9	3.14	.814
13.	I always ask students questions at the end of each lesson	167	55.1	123	40.6	10	3.3	3	1.0	3.50	.614
14.	I Ensure learners have a better understanding of the lesson taught	188	62.0	106	35.0	8	2.6	1	.3	3.59	.562
15.	I accomplish my objectives at the end of the lesson	139	45.9	156	51.5	8	2.6	0	0	3.43	.547
Grande Mean		3.472									
SD		0.2941									

Source: Field Work, 2022

Fifteen items on the questionnaire were designed to evaluate respondents' views on statements on teachers' effectiveness. From the above table, all the fifteen items designed to measure teachers' effectiveness have a mean above the 2.5 cut-offs.

Correlation analysis

To test the previously established hypotheses with the help of a simple linear regression analyses, Saunders et al. (2016) opines that the collected data has to meet the precondition that is concerned with the linearity of relationship between the separate IVs and the DV. Therefore,

in first instance the researchers have produce scatterplots of the relationships between the different IVs, namely Principals' Planning Functions, Principals' Organizing Functions, Principals' Controlling Functions, and Principals' Motivating Functions, towards Teachers effectiveness as DV. Looking at the scatterplots it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 13: Correlations Among Variables

	Principals' Planning Functions	Principals' Organising Functions	Principals' Controlling Functions	Principals' Motivating Functions	Teachers' Effectiveness
Principals' Planning Functions					
Principals' Organising Functions	.321**				
Principals' Controlling Functions	.491**	.422**			
Principals' Motivating Functions	.343**	.584**	.459**		
Teachers' Effectiveness	.398**	.333*	.349**	.300	
Mean	3.18	2.90	2.84	2.44	
Standard Deviation	.3938	.6050	.5575	.7231	
N	303	303	303	303	303

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

To be more precise and fully test the assumption of the linearity and strengths of relationships between the separate IVs and the DV, the researchers have conducted a correlation analysis whose main results are displayed in Table 14. Outcomes show that Principals' Planning Functions, Principals' Organizing Functions, and Principals' Controlling Functions are significantly correlated with teacher's effectiveness. However, Principals' Motivating Functions, have a positive non-Significant correlation with Teachers' effectiveness.

Concerning the strength of relationship, the IVs of Principals' Planning Functions, and Principals' Organizing Functions, (Pearson's $r(303) = .321, p < .01$), Principals' Planning Functions, and Principals' Controlling Functions (Pearson's $r(303) = .491, p < .01$), Principals' Planning Functions, and Principals' Motivating Functions (Pearson's $r(303) = .398, p < .01$), Principals' Organizing Functions, and Principals' Controlling Functions (Pearson's $r(303) = .422, p < .01$), Principals' Organizing Functions, and Principals' Motivating Functions (Pearson's $r(303) = .584, p < .01$), Principals' Controlling Functions, and Principals' Motivating Functions (Pearson's $r(303) = .459, p < .01$). Hence, from the correlation analysis, it can be concluded that all four measured IVs are significantly correlated. Moreover, due to the confirmed linearity of relationships between the separate IVs and the DV the precondition to

run regression analyses to actually test the previously developed hypotheses is met Saunders et al., (2016).

Regression Analysis

Since principals' management functions is the intersection of the contributing constructs, in order to identify which independent variable was the largest predictor of teachers' effectiveness, when all the other variables have been taken into account, a standard simple regression was performed. Teachers' effectiveness was the dependent variable and Principals' Planning Functions (PPF), Principals' Organizing Functions (POF), Principals' Controlling Functions (PCF), and Principals' Motivating Functions (PMF) were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent variables and the dependent variable were above 0.3 and thus were acceptable for the regression analysis Tabachnick and Fidell (2007). Moreover, there were not very high correlations ($r > 0.9$) Field, (2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity Field, (2009); Tabachnick and Fidell (2007). The Mahalanobis distance was used to check for outliers. Tabachnick and Fidell, (2007) states that, "the Mahalanobis distance is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables".

It reveals cases that lie at a distance from the other cases and such cases are considered outliers. Mahalanobis distance is evaluated using chi square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" Tabachnick and Fidell (2007). In order to detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables are compared with the Mahalanobis distance of the cases Tabachnick and Fidell (2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values which researchers can compare their Mahalanobis distance values with. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) were detected.

Normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal plot which indicated that the points did not deviate from normality. Again, the scatterplot produced a rectangular shaped distribution of the residuals with most points concentrated around the zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Case wise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in a normally distributed data, such cases should not be more than 1% of the total cases. In order to check if such cases are having effect on the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern Field, (2009); Pallant, (2005); Tabachnick and Fidell (2007). Though the Casewise Diagnostics produced a case with standardised residual above 3 (in this case it was 6.576), the Cook's distance produced a maximum value of 0.49. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1 and therefore this case can be included in the regression.

The standard regression with each of the four independent predictors (PPF, POF, PCF and PMF) to predict teachers effectiveness were used to verify each of the research hypotheses. The adjusted R² was reported because Tabachnick and Fidell (2007) recommended that the Rsquare tends to overestimate its true value in the population when sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Test of Hypotheses

H₀₁: Principals' planning functions has no statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at p=.05.

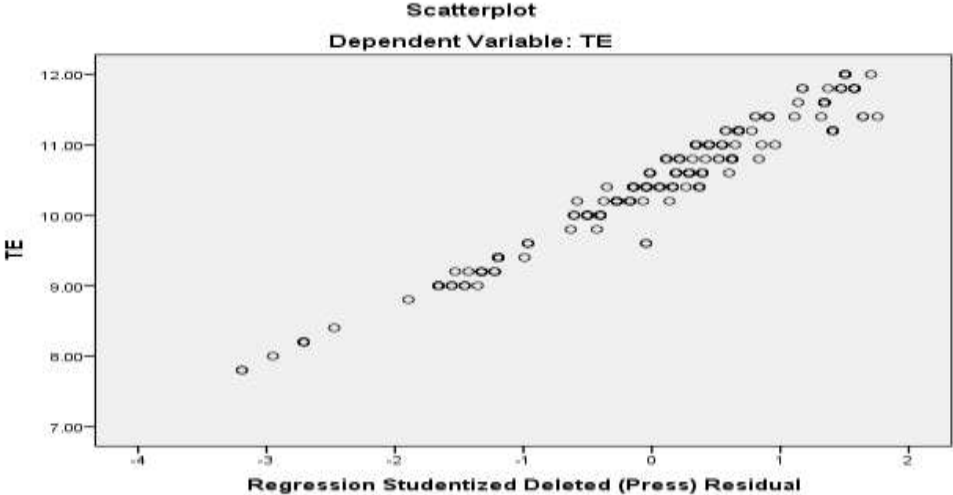
Regression was carried out to ascertain the extent to which Principals' Planning Functions scores predict teachers' effectiveness scores.

Table 14: Model Summary of Principals' Planning Functions as a predictor of teachers' effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198 ^a	.039	.036	.86881

The scatterplot showed that there was a strong positive linear relationship between Principal Planning Functions and Teachers effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .398$. The regression model predicted 3.9% of the variance. The model was a good fit for the data ($F(1, 301) = 12.219, p < .001$).

Figure 7: Scatterplot of Principals’ Planning Functions and Teachers’ effectiveness scores.



The next table is the F test. The linear regression F test has the null hypothesis that there is no statistically significance between Principals’ Planning Functions on teachers’ effectiveness, in other words $R^2 = 0$, with $F(1, 301) = 12.219, p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of Principal Planning Functions on teachers’ effectiveness in our model.

Table 15: ANOVA of Principals’ Planning Functions as a predictor of teachers’ effectiveness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.223	1	9.223	12.219	.001 ^b
	Residual	227.205	301	.755		
	Total	236.429	302			

- a. Dependent Variable: TE
- b. Predictors: (Constant), PPF

The regression results showed a significant relationship between Principals’ Planning Functions and Teachers’ effectiveness scores ($t = 3.496, p < 0.001$). The slope coefficient for Principals’ Planning Functions was .198 so teachers' effectiveness increases by a factor of .198 for each management function.

Table 16: Coefficients of Principals' Planning Functions as a predictor of teachers' effectiveness

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.017	.406		22.188	.000
	PPF	.444	.127	.198	3.496	.001

a. Dependent Variable: TE

H₀₂: Principals' organising functions has no statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at p=.05.

Here, also, regression was carried out to ascertain the extent to which principals' organising functions scores predict teachers' effectiveness scores.

Table 17: Model Summary of Principals' Organising Functions as a predictor of teachers' effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.133 ^a	.018	.014	.87842

a. Predictors: (Constant), POF

The scatterplot showed that there was a strong positive linear relationship between principals' organising functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .333$. The regression model predicted 1.8% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 5.404, p < .05$).

Figure 8: Scatterplot of Principals' Organising Functions and Teachers' effectiveness scores

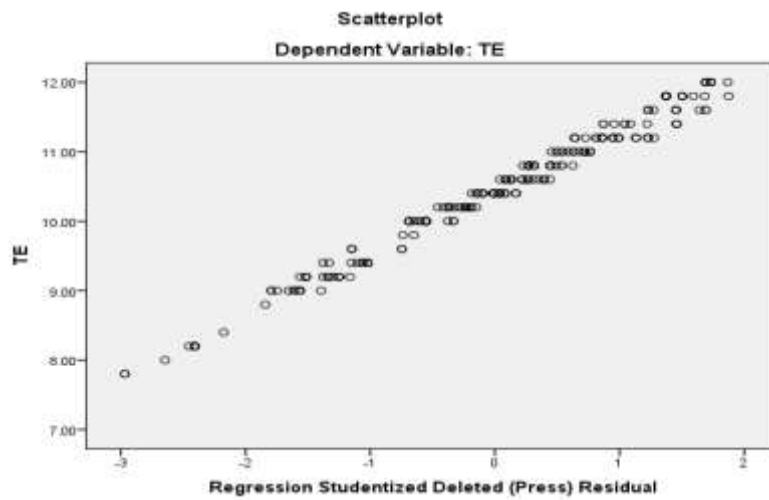


Table 18: ANOVA of Principals' Organising Functions as a predictor of teachers' effectiveness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.169	1	4.169	5.404	.021 ^b
	Residual	232.259	301	.772		
Total		236.429	302			

a. Dependent Variable: TE

b. Predictors: (Constant), POF

ANOVA results shows that, the linear regression F test has the null hypothesis that there is no statistically significant effect of principals' organising functions on teachers' effectiveness, in other words $R^2 = 0$, with $F(1, 301) = 5.404$, $p = .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of principals' organising functions on teachers' effectiveness in our model.

Table 19: Coefficients of Principals' Organising Functions as a predictor of teachers' effectiveness

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.864	.247		39.904	.000
	POF	.194	.084	.133	2.325	.021

a. Dependent Variable: TE

The regression results showed a significant relationship between Principals' Organising Functions and Teachers' effectiveness scores ($t = 2.325$, $p < 0.05$). The slope coefficient for

Principals' Organising Functions was .133 so teachers' effectiveness increases by a factor of .133.

H₀₃: Principals' controlling functions has no statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at p=.05.

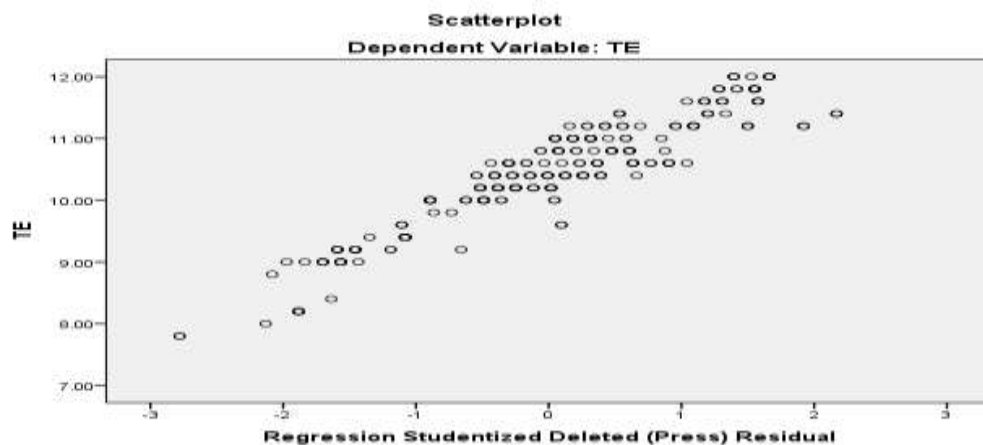
Simple linear regression was equally conducted to ascertain the extent to which principals' controlling functions scores predict teachers' effectiveness scores.

Table 20: Model Summary of Principals' Controlling Functions as a predictor of teachers' effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.349 ^a	.121	.119	.83071

a. Predictors: (Constant), PCF

Figure 9: Scatterplot of Principals' Controlling Functions and Teachers' effectiveness scores



The scatterplot showed that there was a strong positive linear relationship between principals' controlling functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .349$. The regression model predicted 12.1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 41.613, p < .000$).

Table 21: ANOVA of Principal's Controlling Functions as a predictor of teacher effectiveness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.716	1	28.716	41.613	.000 ^b
	Residual	207.713	301	.690		
	Total	236.429	302			

a. Dependent Variable: TE

b. Predictors: (Constant), PCF

ANOVA results shows that, the linear regression F test has the null hypothesis that there is no statistically significant effect of principals’ controlling functions on teachers’ effectiveness, in other words $R^2= 0$, with $F (1, 301) = 41.613$, $p= .000$, the test is highly significant, thus we can assume that there is a statistically significant effect of principals’ controlling functions on teachers’ effectiveness in our model.

Table 22: Coefficients of Principals’ controlling Functions as a predictor of teachers’ effectiveness

Model		Unstandardised Coefficients		Standardised	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	8.858	.248		35.748	.000
	PCF	.553	.086	.349	6.451	.000

a. Dependent Variable: TE

The regression equation showed a significant relationship between Principals’ controlling Functions and Teachers’ effectiveness scores ($t = 6.451$, $p < 0.000$). The slope coefficient for Principals’ controlling Functions was .349 so teachers' effectiveness increases by a factor of .349.

H₀₄: Principals’ motivating functions has no statistically significant influence on teachers’ effectiveness in some government bilingual secondary schools in the Mfoundi division at $p=.05$.

Simple linear regression was equally conducted to ascertain the extent to which principal's motivating functions scores predict teacher's effectiveness scores.

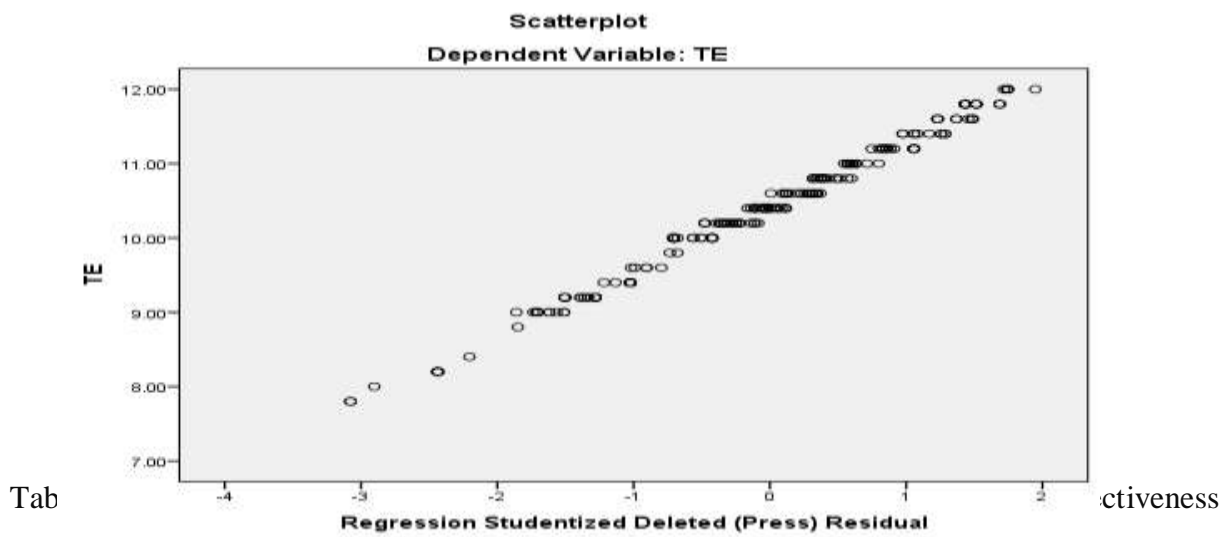
Table 23: Model Summary of Principals’ Motivating Functions as a predictor of teachers’ effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.100 ^a	.010	.007	.88180

a. Predictors: (Constant), PMF

The scatterplot showed that there was a strong positive linear relationship between principals’ motivation functions and Teachers’ effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .300$. The regression model predicted only 1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F (1, 301) = 3.060$, $p < .000$).

Figure 10: Scatterplot of Principals' Motivating Functions and Teachers' effectiveness scores



Model		Squares	Df	Mean Square	F	Sig.
1	Regression	2.380	1	2.380	3.060	.081 ^b
	Residual	234.049	301	.778		
Total		236.429	302			

a. Dependent Variable: TE

b. Predictors: (Constant), PMF

ANOVA results shows that, the linear regression F test has the null hypothesis that there is no statistically significant effect of principals' motivating functions on teachers' effectiveness, in other words $R^2=0$, with $F(1, 301) = 3.060$, $p = .081$, the test is highly non-significant, thus we keep the null hypothesis that there is no statistically significant effect of principals' motivating functions on teachers' effectiveness in our model.

Summary

The analysis of the collected data revealed that three hypotheses used in this study are statistically significant, hence:

- The principals' planning functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.

- The principals' organising functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.
- The principals' controlling functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.
- The principals' motivating functions has no statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter focuses on the discussion of findings which were done under the pre-established four hypotheses. The discussion of the findings was also related to the literature review, theories and results from the questionnaires. All of these were to see what common grounds exist between them. Summary of findings, conclusion, recommendations, suggestions for further studies and limitations of the study were also done.

Presentation of findings

This study sets out to assess the relationship that exists between principals' management functions and teachers' effectiveness. Using the quantitative approach to test the hypothesis, the following results were obtained;

Ha1: The Principals' planning functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.

Ha2: The Principals' organizing functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.

Ha3: The Principals' controlling functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.

H04: The Principals' motivating functions has no statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$.

Based on the results of the findings for hypothesis one, the scatterplot showed that there was a strong positive linear relationship between Principals' Planning Functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .398$. The regression model predicted 3.9% of the variance. The model was a good fit for the data ($F(1, 301) = 12.219, p < .001$).

For hypothesis two, the scatterplot showed that there was a strong positive linear relationship between principals' organising functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .333$. The regression model predicted 1.8% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 5.404, p < .05$). For hypothesis three, the scatterplot showed that there was a strong positive linear relationship between principals' controlling functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .349$. The regression model predicted 12.1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 41.613, p < .000$).

For hypothesis four, the scatterplot showed that there was no strong positive linear relationship between principals' motivation functions and Teachers' effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .300$. The regression model predicted only 1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 3.060, p < .000$).

The above findings reveal that there is a significant relationship between principals' planning functions and teachers' effectiveness at 3.9% of the variance and a grand mean of 3.18 which is above the standard value of 2.5. Thus, we reject the null hypothesis and accept the alternative hypothesis.

For the second independent variable (organizing), there is a significant relationship between the principals' organising functions and teachers' effectiveness at 1.8% of variance and a grand mean of 2.90 which is above the standard value of 2.5. Therefore, we reject the null hypothesis and accept the alternative hypothesis.

For the third independent variable (controlling), there is a significant relationship between principals' controlling functions and teachers' effectiveness at 12.1% of variance and a grand mean of 2.84 which is above the standard value of 2.5. The controlling function has the highest impact on teachers effectiveness meaning that for the teachers to be more effective, the principal should reinforce control. Therefore, we reject the null hypothesis and accept the alternative hypothesis.

For the last independent variable (motivation) the findings reveals that there is a relationship between principals' motivation functions and teachers' effectiveness but the relationship is not statistically significant at 1% of variance and a grand mean of 2.44 which is below the standard value of 2.5. Thus, we reject the alternative hypothesis and accept the null hypothesis.

All the fifteen items designed to measure teachers' effectiveness have a mean above the 2.5 cut-offs implying that about half of the teachers are effective and some are ineffective in doing their work.

Discussion of Findings

The findings of this research study were discussed based on the results of the verification of the four hypotheses in relation to the empirical and theoretical reviews as well as the ideas put forward by some scholars on the principals' managerial functions and or on the role of a principal. These results were discussed using the quantitative approach, where the results were obtained from the questionnaire, analyzed and correlated. The results of the findings are discussed per hypothesis as analyzed below.

Hypothesis One

Ha1: Principals' planning functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division.

The relationship between the principals' planning functions and teachers' effectiveness is statistically significant with P –value of less than 0.05. The scatterplot showed that there was a strong positive linear relationship between Principals' Planning Functions and Teachers effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .398$. The regression model predicted 3.9% of the variance. The model was a good fit for the data ($F(1, 301) = 12.219, p < .001$). The results of the verification of this hypothesis demonstrated that principals' planning functions greatly influence teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division. These findings correspond with the findings of the study that was carried out by Ifeyinwa Manafa (2015), who sought to assess principals' planning practices for effective school administration in secondary schools in Anambra state, Nigeria and who concluded that respondents strongly agree that principals checks the students and teachers movement, co-ordinate admission exercise of students, organise classroom and lesson time table, organise counseling service for students and plan students orientation and staff meeting. This indicates that principals should be engaged in all round planning in the school for an effective administration. This implies that planning practices of principals will have a positive effect on school administration in secondary schools in Anambra state, Nigeria.

Drawing from the findings of this present study, principals' planning functions have been able to manage the issue of teacher' effectiveness in some government bilingual secondary schools in the Mfoundi Division. Descriptively, the results obtained from the questionnaire shows that 94.1% (285) generally agreed that the principal develops an action plan to ensure the achievement of learning goals. 90.1% (273) generally agreed that the principal set learning goals for the school and the community during staff meetings. Item 3 on the table shows that 79.9 (242) agreed with the notion that the principal organises coordination meetings with his subordinates at the beginning of every week. Concerning the principal planning strategies to monitor, evaluate and report on progress, 89.1% (282) conceded to it. Finally, 68.3% (207) generally agreed that the principal involves the staff in the school's decision-making process. As a result teachers are effective in doing their job. Therefore, we reject the null hypothesis and accept the alternative hypothesis which states that principals' planning functions has an influence on teachers' effectiveness.

This result is supported by Henri Fayol's (1951) Administrative management theory which states five primary functions of administration which are; Planning, Organizing, Commanding, Coordinating and Controlling. Fayol says that planning, also labeled as a "plan of action" is one of the most difficult and important matters of every business and brings into play all departments and all functions especially management. He said that planning is comprised of four components; the desired result (that is goal), the action, the stages and the methods. In order to create a plan, a manager must consider the firms' tangible and intangible resources, work already in progress, trends and future events. Features of a good plan are said to include; Unity, continuity, flexibility and specificity.

Hypothesis two

Ha2: Principals' organizing functions has a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division.

The relationship between principals' organizing functions and teachers' effectiveness is statistically significant at $R^2 = 0$, with $F(1, 301) = 5.404$, $p = .000$. The scatterplot showed that there was a strong positive linear relationship between principals' organising functions and Teachers effectiveness scores, which was confirmed with a Pearson's correlation coefficient of

$r = .333$. The regression model predicted 1.8% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 5.404, p < .05$). The results of the verification of this hypothesis demonstrated that principals' organising functions greatly influence teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division.

These findings correspond with the findings of the study that was carried out by Amadi et al titled Principals' Administrative functions for enhanced quality Education in public Secondary Schools in Kolokuma/Opokuma Zone, Bayelsa State, Nigeria. The study investigated principals' administrative functions for the enhanced quality educational assessment in public secondary schools. The result shows that principals' organizing expertise determines the function of the academic domains of the students. It was recommended that the Ministry of Education and schools management boards should make provision for in-service training (programme or conference) that will enhance and ensure quality educational assessment of principals in public secondary schools and the government should ensure prompt provision of principals welfare to enhance quality educational assessment. Descriptively, the present study shows that all five items designed to answer this question have a mean above the 2.5 cut-offs. It shows that less than half of the teachers, 41.6% (126), generally agree that the principal organises seminars for teachers in order to improve their capacity building. 90.5% (274) generally agreed that the principal assigns tasks to his subordinates to achieve predetermined objectives. Half of the teachers also generally agreed that the principal organises effective educational programs like debates and conferences within the school to improve the teaching and learning process. Concerning the principal organizing collaboration among teachers of the different departments of the school to ensure the achievement of predetermined goals, 82.1% (249) finally conceded to it. Therefore, principals' organizing functions have a statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division.

This result is supported by Fayol's (1951) Administrative management theory which states five primary functions of administration which are; Planning, Organizing, Commanding, Coordinating and Controlling. According to Fayol, organising involves providing everything that is necessary to a plan of action including physical and human resources and its activities. Organising is the activity by which the company receives everything it needs for its operation; raw materials, tools, capital and personnel. Fayol pays serious attention to the so called

“Organisational structure” and assumes that the form of the organisation depends mainly on the number of staff.

Hypothesis three

Ha3: Principals’ controlling functions has a statistically significant influence on teachers’ effectiveness in some government bilingual secondary schools in the Mfoundi division.

The regression equation showed a significant relationship between Principals’ controlling Functions and Teachers’ effectiveness scores ($t = 6.451, p < 0.000$). The slope coefficient for Principals’ controlling Functions was .349 so teachers' effective increases by a factor of .349.

The scatterplot showed that there was a strong positive linear relationship between principals’ controlling functions and Teachers’ effectiveness scores, which was confirmed with a Pearson's correlation coefficient of $r = .349$. The regression model predicted 12.1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 41.613, p < .000$). The results of the verification of this hypothesis demonstrated that principals’ controlling functions greatly influence teachers’ effectiveness in some government bilingual secondary schools. This is where we had the greatest influence with 12.9% variance. These findings relate with the findings of a study that was carried out by John et al., (2021), titled Instructional leadership as a controlling function in secondary schools in Rangwe Sub County. The study found that school principals engaged their deputies, heads of department, and directors of studies to conduct their day-to-day instructions in their schools. It was also revealed that classroom visits and observation of teaching and learning significantly influence student learning outcomes in secondary schools.

The study concluded that involving the expertise of immediate juniors in day-to-day instructions is an effective way of implementing instructional leadership roles of the school principals in secondary schools. The study, therefore, advocates for the school principal becoming the overall instructional supervisor and instructional improvement catalyst. Descriptively, the present study shows that all five items designed to answer this question have a mean above the 2.5 cut-offs. It shows that 75.9% (230) generally agree that the principal develops an action plan to ensure the achievement of learning goals, the principal does internal auditing periodically by checking records to ensure that school policies and procedures are

respected by personnel. 74.6% (226) generally agreed that the principal usually goes to class often even if it is just for a few minutes. Item 3 on the table shows that 70.9 (215) agreed with the notion that the principal evaluates teachers from time to time to ensure teachers' effectiveness. Concerning the principal punishing absentee and late coming teachers, 57.1% (173) conceded to it. Finally, 64.1% (194) generally agreed that the principal supervises school activities at the end of each week. Therefore, principals' organizing functions has a high statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division. This result is supported by Douglas McGregor X and Y theory (1960). It refers to two styles of management; Authoritarian (Theory X) and Participative (Theory Y).

If you believe that your team members dislike their work and have little motivation, then, according to McGregor, you will likely use an authoritarian style of management. This approach is very hands-on and usually involves micromanaging people's work to ensure that it gets done properly. McGregor called this Theory X.

On the other hand, if you believe that your people take pride in their work and see it as a challenge, then you will more likely adopt a participative management style. Managers who use this approach trust their people to take ownership of their work and do it effectively by themselves. McGregor called this Theory Y.

The approach that you take will have a significant impact on your ability to motivate your team members. So, it's important to understand how your perceptions of what motivates them can shape your management style.

Hypothesis four

H04: Principals' motivating functions has no statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division.

The regression model predicted only 1% of the variance in teachers' effectiveness. The model was a good fit for the data ($F(1, 301) = 3.060, p < .000$). This implies that there is no statistically significant relationship between principals' motivation function and teachers' effectiveness. These findings relate with the findings of a study titled Principal's Motivational Strategies for Improving Teacher Job Performances in Secondary Schools In Enugu East LGA (2020) by Agu Jude Chukwuemeka and Manafa Ngozi Florence in the faculty of Educational Management.

The study examined principals' motivational strategies for improving teacher job performance in public secondary schools in Enugu East LGA. The study found out among others that principals use principals' leadership behaviour, welfare packages and provision of conducive environment as motivational strategies to influence teacher job performance in Enugu East LGA. Based on the findings it was recommended among others that principals should be trained on the use of motivational strategies, provide varieties of welfare packages and use conducive environment as motivational strategies to influence teacher job performance in Enugu East LGA.

Descriptively, the present study had five items on the questionnaire which were designed to evaluate respondents' views on the principals' motivating functions. From its table, three items designed to answer these question have a mean above the 2.5 cut-offs. It shows that 43% (130) generally agree that the principal offers fringe (extra) benefits to teachers who take extra work. 57.8% (175) generally agreed that the principal ensures a reasonable pay of incentives to his staff. Item 3 on the table shows that 70 (215) agreed with the notion that the principal encourages teachers to seek out professional development opportunities. Concerning the principal recognizing key stress time of teachers, half of the respondents 50.0% (152) conceded to it. Finally, 40.3% (127) generally agreed that the principal usually offers gifts to hard working teachers at the end of each year. The results show that there is a significant relationship but at a lesser extend between principals' management functions and teachers' effectiveness, because it has a grand mean of 2.44 which is below the standard mean (2.5). This result is supported by Herzberg's motivation-hygiene theory (1964). Hygiene factors are those job factors which are essential for the existence of motivation at the job side. These do not lead to positive satisfaction for long-term. But if these factors are absent, if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid or limit dissatisfaction. These factors describe the job environment. The hygiene factors symbolized the physiological needs which the individuals want and expected to be fulfilled. These hygiene factors include: The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain, Company Policies and administrative policies, it should not be too rigid. They should be fair and clear.

It should include flexible working hours, dress code, breaks and vacation, fringe benefits, the employees should be offered health care plans and benefits for the family members and employee help programmes, Physical Working conditions, the working conditions should be safe, clean and hygienic. The work equipment should be updated and well-maintained, the employees' status within the organization should be familiar and retain the relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present and the organization must provide job security to the employees.

Motivational factors: According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include: recognition that is, the employees should be praised and recognized for their accomplishments by the managers. They should have a sense of achievement. They should have growth and promotional opportunities.

CONCLUSION

This research project on principals' management functions and teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division was carried out with the main purpose to investigate how principal's management functions influence teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division, Centre Region of Cameroon. In specific terms, the objectives were: To find out the extent to which principals' planning functions influences teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division, to verify how principals' organizing functions influences teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division, to examine the extent to which principals' controlling functions influence teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division, to verify how principals' motivating functions influence teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division.

Conceptual review was done based on the key concepts such as: management functions(planning, organizing, controlling and motivating). Teachers' effectiveness is another key concept used in this study . Examples are; effective teachers professional skills and effective teachers personal skills.

Some theories of administration related to the study were used such as: The administrative management theory of Henri Fayol which talked about the 14 principles of management, the two factor theory of Frederick Herzberg which emphasized on the motivating factors and the hygiene factors and finally the X(Authoritarian) and Y (Participative)theory of McGregor.

Furthermore a review of literature on the principals' management functions was carried out with the use of research variables such as planning, controlling, motivating, management, organizing, quality teaching and principals' administrative functions.

The instrument that was used to collect data was the structured closed-ended questionnaire (Likert technique) which were administered to the teachers of some selected government bilingual secondary schools in the Mfoundi Division. The quantitative data was analysed using the descriptive and inferential statistics with the help of the SPSS. The simple linear regression was used to test the hypotheses.

From the findings, three of the alternative hypotheses were retained at a P-Value of less than 0.05 indicating a very strong relationship between principals' management functions of planning, organizing and controlling and teachers' effectiveness. But the fourth variable which is principals' motivating functions has no statistically significant influence on teachers' effectiveness in some government bilingual secondary schools in the Mfoundi division at $p = .05$. The acceptance of the three hypothesis permits us to conclude principals' management functions is a significant determinant of teachers' effectiveness.

From the Findings it can be concluded that principals' management functions of planning, organising and controlling has a statistically significant influence on teachers' effectiveness. The findings also indicate that much emphasis has to be put on control which has a 12.1% of variance far above planning with 3.9%, organizing with 1.8% and motivation with a variance of 1%. Therefore, according to McGregor the principals should use the authoritarian style of management which is called theory X. In this case the teachers must be compelled, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the attainment of the objectives.

Recommendations

Based on the findings of this research, it is recommended that:

- Management courses should be part of the curriculum in Higher Teachers Training College in Cameroon.

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 other. Though some of these challenges really hindered the efforts of the researcher, they were not enough to completely alter the course of the study. It is however, important to state these challenges so that future researchers in related studies should be aware of them when embarking on such a study. These include;

The unwillingness of some teachers to collect and fill the questionnaire. Some of the staff refused to collect and fill the questionnaire and they complained of lack of time, whereas others collected and did not fill it completely. Thus, it created some difficulties when analyzing the data as some of the questionnaire items were missing.

The researcher had financial difficulties during the collection of data because some groups of teachers were being motivated with money in order to fill the questionnaires. At the level of the regional delegation and the ministry, the researcher encountered some difficulties to collect statistics because it was based on several appointments.

Suggestions for Further Research

This dissertation was centered on principals' management functions and teachers' effectiveness in government secondary schools in the Mfoundi Division, Centre Region of Cameroon. The study was conducted only in seven out of the forty-three government secondary schools in Mfoundi Division. Equally, this research project focused only on some four variables of management functions which are: Planning, organizing, controlling and motivating, and with the dependent variable being teachers' effectiveness. The principal has a wide range of functions that cannot be exploited in one study. Other domains of principals' management functions in relation to effective teaching could be studied. Given this, the researcher thought that more research could be carried out in other areas as seen below:

Since this research on principals' management functions and teachers' effectiveness was carried out in the Mfoundi Division in the Centre Region of Cameroon, a similar study could still be carried out in another division or region in Cameroon.

A researcher can conduct research on other factors affecting teachers' effectiveness. This is because when we look at the four variables, the regression model predicted 3.9% of the variance for planning functions, 1.8% for organising functions, 12.1% for controlling function and 1% for motivating functions making a total of 18.8%/20 which implies that apart from principals' management functions, other factors are also responsible for teachers' effectiveness which a further research can be conducted on such as environmental factors, supervision, the use of didactic materials, just to name a few on which further research can be conducted.

A further study should be carried out on enhancing principals' motivation and the impact on teachers' effectiveness.

Another study could still be carried out on the impact of principal's control and teacher's effectiveness. This study which was carried out in government secondary schools can as well be carried out in private secondary schools.

Summary of the Study

The purpose of this study was to investigate principals' management functions and teachers' effectiveness in some government bilingual secondary schools in the Mfoundi Division, Centre Region of Cameroon. The work is divided into five chapters namely: chapter one which handled the problem, chapter two literature review, chapter three research methodology, chapter four presentations and analysis of data while chapter five focused on the discussion of findings which was done with references to literature review, theoretical assumptions and statistical analysis.

In this study, three alternative hypotheses were retained and one null hypothesis was retained indicating that there is a strong relationship between principals' management function of planning, organizing and control on teachers' effectiveness and also indicating that the principal has to work hard on the motivational aspect which is absent according to the findings.

From the results of the study, we came out with a major conclusion that principals' management functions significantly influence teachers' effectiveness. Based on the findings of this study, recommendations were made to the stakeholders in the field of educational management and suggestions for further studies were outlined.

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APPENDICES

1. Questionnaire for teachers
2. Authorization for research
3. R.V. Krejcie and D.W. Morgan 1970, determining sample size for research activities

APPENDIX 1

Questionnaire for teachers

Dear Respondent,

My name is DEBA NKONGHO Jenet (20v3555). I am a master's degree student of the Department of curriculum and evaluation, Faculty of Science of Education, University of Yaoundé 1. I am carrying out a research on, "The principals' management functions and Teachers' Effectiveness in Some Government secondary Schools in Mfoundi Division, Center Region of Cameroon". Please, this exercise is conducted just for research purposes. Therefore, the whole process is going to be kept completely confidential. Thank you very much for your understanding.

Yours Sincerely.

Please tick (✓) where appropriate.

Section A: Dermographique Information

- 1) School : _____
- 2) Sex: Male: Female:
- 3) Age range: a) 18 – 25 b) 26 – 35 c) 36 – 45 d) 46 – 55
e) 56 – and above
- 4) Academic qualification: a) Advance level/Baccalaureate b) BA
c) Master d) PHD e) Others
- 5) Professional qualification: a) DIPES I b) DIPESS II c) DIPCO
d) Others
- 6) Working experience: a) 1 – 3 years b) 4 – 7 years c) 8 – 11 years
d) 12 years and above

You shall use the following keys in answering the questions:

Key: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Section B: Independent Variable (The Principals' Management Functions)

Respondent's view on the principals' planning functions

No	Questionnaire Items	SA	A	D	SD
1	The principal develops action plan to ensure the achievement of learning goals				
2	The principal sets learning goals for the school and the community during staff meetings				
3	The Principal organizes coordination meetings with his subordinates at the beginning of every week				
4	The principal plans strategies to monitor, evaluate and report on progress				
5	The principal involves the staffs in the decision making process of the school.				

Respondent's view on the principals' organizing functions

No	Questionnaire Items	SA	A	D	SD
1	The principal organizes seminars for teachers in order to improve on their capacity building				
2	The principal assigns tasks to his subordinates to ensure the achievement of predetermined objectives				
3	The principal organizes effective educational programs like debates and conferences within the school in order to improve on the teaching and learning process				
4	The principal organizes effective means of communication with the staffs for the smooth functioning of the school				
5	The principal organizes and ensures collaboration among teachers of the different departments of the school to ensure the achievement of predetermined goals.				

Respondent's view on the principals' controlling functions

No	Questionnaire Items	SA	A	D	SD
1	The principal does internal auditing periodically by checking records to ensure that school policies and procedures are respected by personnel.				
2	The principal usually goes to class often even if it is just for a few minutes				
3	The principal evaluates teachers from time to time to ensure teachers' effectiveness.				
4	The principal always punish absentee and late coming teachers.				

5	The principal supervises school activities at the end of each week.				
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Respondents view on the principals' motivating functions

No	Questionnaire Items	SA	A	D	SD
1	The principal offers fringe (extra) benefits to teachers who take extra work.				
2	The principal ensures a reasonable pay of incentives to his staffs.				
3	The principal encourages teachers to seek out professional development opportunities.				
4	The principal recognizes key stress time of teachers				
5	The principal usually offer gifts to hard working teachers at the end of each year.				

To what extend do you agree on the following statements on teachers' effectiveness?

No	Questionnaire items	SA	A	D	SD
1	I am always punctual in class				
2	I sign in registers when i report to work and when leaving				
3	I prepare lessons and schemes of work before teaching				
4	I state the objectives and student responsibilities at the beginning of the lesson.				
5	I organize and present my lessons well.				
6	I explain the content of my lessons very well.				
7	I encourage students to think independently, critically and/or analytically				
8	I cover the contents of my course				
9	I give appropriate and valuable assignments for a better understanding of the subject matter				
10	I use not too simple nor too complex teaching aids suitable for the lesson and the level				
11	I usually listen to the students' worry in class				
12	I am always tolerant with students during my lessons				
13	I always ask students questions at the end of each lesson				
14	I Ensure learners have a better understanding of the lesson taught				
15	I accomplish my objectives at the end of the lesson				

APPENDIX 2

AUTHORISATION FOR RESEARCH

<p>REPUBLIQUE DU CAMEROUN <i>Paix - Travail - Patrie</i> ***** UNIVERSITE DE YAOUNDE I ***** FACULTE DES SCIENCES DE L'EDUCATION ***** DEPARTEMENT DE CURRICULA ET EVALUATION</p>		<p>REPUBLIC OF CAMEROON <i>Peace - Work - Fatherland</i> ***** THE UNIVERSITY OF YAOUNDE I ***** THE FACULTY OF EDUCATION ***** DEPARTMENT OF CURRICULUM AND EVALUATION</p>
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The Dean

N° 771 /22/UYI/FSE/VDSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **DEBA NKONGHO Jennet**, Matricule **20V3555**, is a student in Masters II in the Faculty of Education. Department: **CURRICULUM AND EVALUATION**, Option: **ADMINISTRATION**.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. MBEH Adolf TANYI**. Her work is titled « *The principal's management functions and teacher's effectiveness. The case of some secondary schools in the Yaounde VI municipality* ».

I would be grateful if you provide hier 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 02 Mars 2022

For the Dean, by order


PONGO EIH
Professeur

APPENDIX 3

R.V. KREJCIE AND D.W. MORGAN 1970, DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*