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QUALITY SCHOOL MANAGEMENT AND PREVENTION OF VIOLENCE IN SCHOOL MILIEU: CASE STUDY OF GOVERNMENT HIGH SCHOOL NGOA-EKELE.

A Dissertation defended on 20th of July 2023 for the fulfilment of the requirement of the Award of a Master's Degree in Education

Option: **Educational Management.**

Speciality: **Administration of School Institutions.**

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To My Parents:

BOUBA TIMDEL GILBERT & FANTA ROSE

ACKNOWLEDGEMENTS

ABBREVIATIONS & ACRONYMS LIST.

BC: Before Christ.

BSC: Balanced Scorecard.

CSPRO: Census and Survey Processing System

FRM: Financial Resource Management

GBHS: Government Bilingual High School.

GHS: Government High School.

GRETAF: Study Group and Research on Educational Domain in Africa.

HRM: Human Resource Management.

IIWW: Second World War.

IRM: Informational Resource Management.

ISO: International Norm of Standardization.

JUSE: Japanese Union for Scientific Engineers.

MRM: Material Resource Management.

NBC: National Broadcasting Company.

NPM: New Public Management.

OECD: Organization of Economic & Cooperation Development.

PDCA: Plan, Do, Check, & Act.

PDSA: Plan, Do, Study & Act.

SPSS: Statistical Package for Social Sciences.

STATA: Statistics & Data

TIM: Time Resource Management.

TV: Television

UNESCO: United Nations for Educational, Scientific & Cultural Organization.

UNICEF: United Nations International for Children Emergency's Funds.

UNO: United Nations Organization

USA: United States of America.

WHO: World Health Organization.

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ABSTRACT

This project aims to restore the former Cameroonian educational system glory/dignity by measuring and enhancing the influence of quality school management on the school violence prevention which departs from the observation for decades already, the violence issue in our schools milieu becomes as endemic as it is taking a worrying and dangerous proportion. School violence arises from the context of the advent of the democratization progressive movement initiated by John Dewey (1920) and adopted by Human Rights and UNESCO. In Ngoa-Ekele GHS this violence issue has reached a historical record, despite the reforms carried out by the State, which led to the shifting from the new curricular and managerial paradigm. Due to the major systemic problem of managerial failure/defect linked to the incompetencies of school managers, this alarming situation calls out and challenges the minds of thinkers on daily basis. Aware of the consequences and threats that weight on society as well as schools, remaining indifferent, skeptical and insensitive to it would be a heresy. That is why they have been proactive by concocting the conative (Spinoza,1677) and criminology theories Godfredson & Travis Hirschi, (2002) stipulating a priori that the management style influences on the increase and reduction of school violence. As a result, they suggest a posteriori the paradigm of quality school management as a panacea, capable of delivering our schools from the chains of violence and preventing the rise of the said phenomenon in order to improve school climate, the performance of educational system. Hence the research hypothesis; quality school management influences the school violence prevention in Ngoa-Ekele GHS, from which is derived 4 specific hypothesis; **SH1:** Efficacious school planning influences the prevention of violence in Ngoa-Ekele GHS. **SH2:** Efficient school organization influences the prevention of violence in Ngoa-Ekele GHS. **SH3**: Relevant school administration influences the prevention of violence in Ngoa-Ekele GHS. **SH4:** Effective school control influences the prevention of violence in Ngoa-Ekele GHS. The research action design is the typology of research which is convened, then the method for data collection is quantitative, and the use of stratified random sampling technique. After administrating the distantial closed-ended questionnaire to our target population, including 76 individuals, as a sample size constituted of 5 personnel and 10 students in each class except those of form1 who were 11. The data collected were submitted to the STATA software for analysis via Chi-2 and Cramer's V tests who unfortunately abuses with dichotomous and uncorralated results. Immediately, we have not hesitated to refer to the binominal logistic regression which on 4 specific hypothesis, two have been validated **(SH1 & SH3)** and the two others have been invalidated **(SH2 & SH4)**. Therefore, our general hypothesis that quality school management influences the school violence prevention on Ngoa-Ekele GHS milieu has been validated partially, and some relevant recommendations that go in the sense of strengthening and improving quality school management and its 4 operationalizations on the prevention of violence in Ngoa-Ekele GHS milieu have necessarily been suggested.

Keywords: Quality School Management, Violence Prevention, School Performance.

RESUME

Ce projet vise à restaurer au système éducatif camerounais sa gloire/dignité d'antan en mesurant et améliorant l'influence du management scolaire de qualité sur la prévention de la violence en milieu scolaire. Il part du constat selon lequel depuis des décennies déjà, le phénomène de la violence dans nos écoles est devenu endémique qu'il prend une proportion inquiétante et dangereuse. Il émerge du contexte de l'avènement du mouvement de la démocratisation progressive initié par John Dewey (1920) et adopté par les Droits de L'Homme et l'UNESCO. Au Lycée de Ngoa-Ekele, ce phénomène a atteint un record historique, en dépit des réformes ayant abouti au changement du paradigme curiculaire et managériale effectué par l'Etat. Due au problème systémique majeur de l'échec/défaillance managérial lié à l'incompétence des managers scolaires, cette situation alarmante interpelle et tarode l'esprit des penseurs au quotidien. Conscient des conséquences et des menaces qui pèsent sur la société et l'école en particulier, y rester indifférent, sceptique et insensible serait une hérésie. C'est pourquoi, ils ont proagi en concoctant des théories conative (Spinoza, 1677) et de criminologie (Godfredson 2002) stipulant à priori que le style du management influence sur l'augmentation et la réduction de la violence scolaire. De ce fait, ils suggèrent à posteriori le paradigme du management scolaire de qualité comme panacée, susceptible de délivrer nos écoles des chaînes de la violence et de prévenir la montée dudit phénomène afin d'améliorer le climat scolaire, la performance du système éducatif. D'où l'hypothèse générale suivant: le management scolaire de qualité influence sur la prévention de la violence au lycée de Ngoa-Ekelé opérationalisée en 4 hypothèses spécifiques: HS1 la planification scolaire efficace influence sur la prévention de la violence au Lycée de Ngoa-Ekelé, HS2; l'organisation scolaire efficiente influence sur la prévention de la violence au Lycée de Ngoa-Ekelé, HS3; L'administration scolaire pertinente influence sur la prévention de la violence au Lycée de Ngoa-Ekele HS4: le contrôle scolaire effectif influence la prévention de la violence au Lycée de Ngoa-Ekelé. La recherche action est la typologie de recherche convoquée, ensuite la méthode pour la collecte des données est quantitative, puis la technique d'échantillonnage aléatoire stratifiée. Après avoir administré le questionnaire fermé en distanciel à notre population cible dont 76 individus, comme taille de l'échantillon constitués de 5 personnels et de 10 élèves de chaque classe sauf ceux de la classe de 6ème qui étaient 11, les données collectées ont été soumises au logiciel STATA pour analyse par les tests de Chi-2 et de V de Cramer qui malheureusement ont abouties à des résultats dichotomiques voire non corrélés des hypothèses. Puis, nous sommes nous référés à la régression logistique binominale qui sur 4 hypothèses spécifiques deux ont été validées (HS1 & HS3) et deux autres invalidées (HS2 & HS4). Donc, notre hypothèse générale a été partiellement validée, et les recommandations pertinentes qui vont dans le sens du renforcement et de l'amélioration du management scolaire de qualité sur la prévention de la violence au Lycée de Ngoa-Ekelé ont été nécessairement suggérées.

Mots Clés : **Management Scolaire de qualité, Prévention Violence, Performance Scolaire.**

O. GENERAL INTRODUCTION

This project proposal via this present general introduction aims to restore the former dignity and glory of the Cameroonian educational system and schools milieu by addressing and tackling with a dose of objectivity and neutrality the major issue of school deviance by suggesting the implementation of an alter and neo managerial mechanism/system based on the concept quality in order to prevent the above-mentioned issue prosaically denominated the phenomenon of school violence, which considerably and distastefully takes an extension up to install its bed in schools milieu. The violence's issue in school milieu increases at exponential velocity and has achieved a higher historically record. The deduction that arises from the meticulous analysis of the school violence issue is ineluctably the serious awareness of the threats and harmul consequences, which are becoming as well pandemic as they are weighting on social scale in general, worldwide and Cameroonian school milieu in particular. In other terms, a proportion of an extreme seriousness and dangerousness sold out by this phenomenon in school institutions requires directly and deeply our attention that remaining indifferent, skeptical and insensitive would sound a heresy. In this logic, it behoves us the necessity to be proactive or to carry out pragmatic and quick action by providing urgent, accurate and sustainable panacea for this deviance issue which is aggravating the decrease in the performance rate of learners level. Regarding those illustrative and explanatory elements, one could not get into the core of this school violence issue without first of all formulating the research questions and research objectives, then tackling the different interests, which imply this research project, finally proceeding to bring out the delimitation and present the research project structure.

0.1. Problem Statement.

Violence in school milieu is neither an utopia nor a myth, it is rather a pejorative historical and global phenomenon, which generally challenges human society. In school milieu, violence emerges from the context of the advent of educational progressive movement initiated by John Dewey (1920) and inspired from Human Rights which henceforth lays emphasis on the idea of educational democratization and advocates to concede a particular consideration and respect towards the learner's dignity, the promotion of equity and the integration of pedagogic freedom in the domain of teaching learning process. In fact, the International Organisms namely; the UNESCO, OECD and the different Governments members have not hesitated complying to these above requirements. Then, they judged necessary to adapt this liberalism in the educational realm. That is why one immediately remarked the shifting from the former paradigm to the new one namely; from the objectives based approach towards the new competencies based approach which recommends to put the learner at the center of teaching

learning process crowned by the prohibition of corporal punishments practiced before on the latter. The progress towards the implementation of this paradigm is perceptible through the convenient of many conjoined international conferences by UNO and UNESCO respectively on the themes; *Global Declaration On Education for All"* (Jomtian Conference, Thailand, 1990) and "*Convention On the Right of the Child:*"(42nd session, Geneva, June, 2006). Moreover, one should not forget to mention the publication of certain newspapers related to school management improvement on the title: *"Improving School Management a Promise and Challenge."* (IIEP, Newsletter, Dec., 2000) which aims to hammer the immediate implementation of these conventional decisions.

In the same logic, the Cameroonian Government has immediately complied and agreed with those stipulations stated in that convention. Although the Cameroonian's major worry since its accession to Independence is the endowment of Its educational system in general and school management in particular with the concept quality. Thereafter, many conferences have been convened and held respectively on the theme: *"Quality Indicators of School Institutions Management.",* (Pierre Merckle Wed., 8 Dec., 2004), and "*Violence in Cameroonian School Milieu". (*Yaoundé, 20-23 Dec., 2022) as well as many legislative measures have been carried out namely; the circular note N*05/06 MINESEC CAB of 12 JANUARY 2006 and the orientation law N*098/04 of APRIL 1998, followed by the conference related to the implementation of the competency based approach held on the theme; "*The Competency-Based Approach a Lever for Changing Teaching Practice in Cameroon".* (Bruno D. Tayim, Marrakech, 2014). All these reforms mentored by UNO, UNESCO, and OECD go in straight line of the achievement of different stipulated objectives, and assign the responsibility to school managers to steer school institutions as well as prevent and curb the prevalence and rise of certain school issues particularly violence, which aims to promote the learner's training towards the acquisition of great ethical and universal values namely dignity, honesty, honor, integrity and discipline. Moreover, the initiation to culture, the practice of democracy, the respect of human rights, freedom, justice and tolerance, the fight against all types of discrimination and the prohibition of corporal abuses in order to promote a serene school atmosphere for studies where learners will acquire competencies/skills for their socio-professional insertion.

Those curricular, managerial and legislative devices stated in those conventions have given birth to a mouse, incapable to reinstate the former dignity or glory of the educational system. Contrarily to the implementation of relevant expectations, the result of this project could not unfortunately be in adequacy with these recommended measures, despite those remarkable efforts issued by the International Organisms and Cameroon Government through

the adoption and implementation of the new school managerial and curricular paradigm during the related colloquims. One notices and reiterates that the spin-off of these reforms have enabled the emergence of laissez-faire and laissez-aller, which has negatively affected the educational system in general then caused not only a of a lot of incongruities, and ambiguities but also enhanced the prevalence of school deviance issue. Paradoxically, there exists a discrepancy between what is forseen in term of stipulated objectives achievements and the current situation on the field. School violence rather rages and still increases at an exponential velocity in the best possible worlds, and would be at the years lights to be easily eradicated and prevented. Nevertheless, the seeds of anarchism and chao, which have been sown in school milieu, does neither reflect nor suit this precious milieu. (Roy Baummeister, 1999). Hence; unfortunately the following major systemic problem of failure/defect and incompatibility/inconsistency of the school managerial and curricular paradigm in our context linked to the incompetencies and incapabilities of certain school managers or officials appointed by acquaintance, familiarity, favoritism, and corruption that lies.

The perennial issue of violence phenomenon in the worldwide school milieu in general and Cameroonian one in particular is a truism as well as an open secret that gains ground over these past decades. Violence has taken in hostage the Cameroonian schools milieu to the point where this precious environment is become the monastery of meditation, adoration, conjugation, expression and demonstration of violence in the most abject way. This famous and illustrious issue of violence has achieved a huge increase in the majority of Cameroonian school milieu. This historically achieved record by this issue in schools milieu is deplorable insofar as several schools of the Republic in particular the Ngoa-Ekele with its score of more than 50% do not derogate from this new statistical data.

This increase with enormity is palpable through the impossibility of spending a whole week without living, perpetrating, attending, understanding and undergoing a violence and aggressivity scene on all its forms and states of an absolutely unauthorized horror and severity. (Tuti Budirahayu, 2018). Become as pandemic as a kind of a new religion in school milieu, students, teachers, managerial personnel are not only involved, but also they passionately worship it, despite the fact that they are negatively affected by this phenomenon, which is full swing in horribly inadmissible manner. That is why, certain agressors among those above-mentionned people are familiarized and go up to adore and practice perpetually violence. Others are the victims and still part of them indeed live their life on daily basis above the threshold of this Sword of Damocles but also with fear in their stomach.

Defined as the intentional use of physical force or power, threatened or actual against oneself, another person or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological, harm, bad development or deprivation, (W.H.O, 1996, 49th Assembly of World Health) the issue of violence remains a major concern that worrying the mind of researchers on a daily frequency in society as well as in school milieu, due to the assault and invasion that it has always proved over the recent decades. Apprehended as an incident that occurs during the circumstance which school personnel and learners are victims of aggressions, threats and harassment by other personnel and even learners respectively in the framework of their professional and school duties processing. (Ward & Nastrass, 1990), violence in school milieu is a complex and controversial issue to whom several researchers or scholars through their explanatory theories keep attaching a cardinal value or particular interest, then there are gaining consensus to qualify the latter as an act or a conduct, which is identified to deviance and they are decrying by condemning vehemently this issue. (Becker, 1963).

Those explanatory theories are namely; The Criminology Theory, which makes account on the deviant and criminal behavior and has as subset the Victimology Theory perceived on the angle of School Bullying, Ecological and Evolutionary theory respectively by Cesare Beccaria (1764), Rigby (2013), Bronfenbrenner (1977) and Evan Smokowsky (2016) on crimes, victims and punishments resulted from environmental factors, which puts in evidence the interaction between, the context, perpetrators and victims. The Organizational Conflict Theory Management by Afzalur Rahim (2002), refers to the condition of misunderstanding or disagreement, which is caused by the perceived or actual opposition in the needs, interests and values among people who work together in the same institution. Conflicts occur during situations where there is an interaction between two or more members of an organization involving contradictory opinions. The Deviant Behavior Theory by Robert Merton under the designation of Strain Theory addresses the issue of deviance within society. More precisely he explains that some social structures pressure certain people to engage in uncomfortable, rather than comfortable conduct, which can often beget high rates of deviance within the group. The Conative theory by Spinoza (1677) refers to a desire or an intention for a man to act. School violence is caused by the inappropriate functioning of school management institutions. That is why, school managers should provide actions through the enhancement of the school institution management to avoid the phenomenon of school violence. The General Theory of Crime also explains the prevalence of violence in school milieu by Gottfredson and Travis Hirschi (2002) under the paradigm of Social Disorganization and Bonds Theory. The latter based their

assumption on the fact that human being naturally tends towards delinquency, which is caused by the weakening and fragility of the social bonds and institutions with non law-abiding people.

In view of the excessive magnitude of insecurity and the limitless rise of this alarming issue in the worldwide school milieu in general and Cameroonian in particular more precisely in Ngoa-Ekele GHS, those above-mentioned authors come to an agreement of adopting the zero tolerance principle, given that the prevalence, justification, legitimation and use of violence in society in general and in school milieu in particular sounds rather to be as absurd as aberrant that the perception, identification and explanation under the angle of deviant issue requires compulsorily an urgent, adequate prevention and eradication, which passes through the implementation of quality school management paradigm.

The paradigm of school management endowed with the concept quality is further to be a plansantry nor a fairy tale. This stands as a copernician revolution in the realm of school management nowadays. In order terms this managerial paradigm represents an organizational management showcase which inexorably represent an efficacious panacea as well as a new sine qua non method inscribed in a salutary, laudable and innovative dynamics capable to assure the survival of school milieu. Further of being a source of let-down nor baneful tool that rub salt in the wound and plunge educational system and even schools milieu in lethargy. But this managerial renewal rather constitutes a considerable lever as well as an efficacious weapon for steering school institutions, susceptible to wage a merciless battle against violence and win the latter in order to definitely deliver schools milieu from the chains of this evil with the purpose of promoting the equitable access of learners even those from the less favorable zones within a serene and stable school climate campus conducive for the acquisition of competencies/skills where the learners socio-professional insertion with the purpose of improving in general the educational system performance and school milieu in particular ought to be a palpable evidence.(Hunter Moorman, 2008).

0.2.Research Question.

This research project is articulated around several research questions, which aims to lead this present research towards the achievement of the study stipulated objective.

0.2.1. General Question

Can quality school management influence the prevention of violence in Ngoa-Ekele Government High School milieu?

0.2.2. Specific Questions

SQ1: Can efficacious school planning influence the prevention of violence in Ngoa-Ekele Government High School milieu?

SQ2: Can efficient school organization influence the prevention of violence in Ngoa-Ekele Government High School milieu?

SQ3: Can relevant school administration influence the prevention of violence in Ngoa-Ekele Government High School milieu?

SQ4: Can effective school control influence the prevention of violence in Ngoa-Ekele Government High School milieu?

0.3.Research Hypothesis.

One could not really achieve the research question without making an assumption, which helps us to lead our study towards logic. Our hypothesis is as follows:

0.3.1. General Hypothesis.

Quality school management influences the prevention of violence in Ngoa-Ekele Government High School milieu.

0.3.2. Specific Hypothesis.

SH1: Efficacious school planning influences the prevention of violence in Ngoa-Ekele Government High School milieu.

SH2: Efficient school organization influences the prevention of violence in Ngoa-Ekele Government High School milieu.

SH3: Relevant school administration influences the prevention of violence in Ngoa-Ekele Government High School milieu.

SH4: Effective school control influences the prevention of violence in Ngoa-Ekele Government High School milieu.

0.4.Study Objective

0.4.1. General Objective

To measure and enhance the influence of quality school management on the prevention of violence in Ngoa-Ekele Government High School milieu.

0.4.2. Specific Objectives.

SO1: To measure and enhance the influence of efficacious school planning on the prevention of violence in Ngoa-Ekele Government High School milieu.

SO2: To measure and enhance the influence of efficient school organization on the prevention of violence in Ngoa-Ekele Government High School milieu.

S03: To measure and enhance the influence of relevant school administration on the prevention of violence in Ngoa-Ekele Government High School milieu.

SO4: To measure and enhance the influence of effective school control on the prevention of violence in Ngoa-Ekele Government High School milieu.

0.5. Study Interest.

It enables to know how this study helps us through its eminent contribution. Otherwise, it prosaically represents what one has benefited or gained as avantage from a given situation in a study. It includes two interests, namely the scientific and the social interests.

0.5.1. Scientific Interest.

The issue of school violence is become a topical nowadays, worrying the mind of researchers on daily basis through the number of victimization and harmful impact begotten by this issue in school milieu. Through this project proposal, one is attempted to be aware of the essence of violence, then to be compulsorily proactive by providing the scientific as well as statistical cause, typology, demonstrations, methodology and solutions in order to eradicate and prevent its prevalence in school milieu.

0.5.2. Social Interest.

This project proposal regrets the prevalence of violence in school milieu and raises an alarm bell to civil society, experts, students, politicians and managerial personnel to be aware of the harmfulness, illegitimacy, irreasonbleness and unjustifiableness of violence's act in society, so that to involve everybody through sensitization and capability of undertaking a quick and relevant action by developing synergical strategies and means, which henceforth should stand as panacea capable to prevent and even eradicate this issue of violence in society.

0.6. Scope (Delimitation)

This part enables to bring out the delimitation and identification of precise space, time and place where this research project is carried out.

0.6.1. Thematic Delimitation

This topic of violence in school milieu generally concerns the educational field, more particularly the domain of educational management and school administration. It is a matter here to study a social phenomenon, which has taken in hostage the school environment. Thereafter, it behoves us an eminent responsibility to act by fighting back this issue, that would

lead to the implementation of serene environment for studies, where the prevalence of the learners competencies, their integration on job market, and the personnel performance as well as educational system should be obvious and undeniable factuality.

0.6.2. Space Delimitation

This research project is carried out in Africa and more precisely in Cameroon. It aims to address this issue of violence and determine its etiology in our area, then provide relevant solutions inspired and adapted to our context, realities and culture contrarily to western countries.

0.7. Research Presentation

This research project is structured around 2 different greatest parts. The first part delimits the theoretical background in chapters 1 and 2, which respectively focuses on quality school management and prevention of violence in school milieu. Whereas, the second part of this project brings out the empirical and methodological background, which respectively include the research methodology, as well as the results' presentation and discussions in chapters 3 and 4.

FIRST PART:
CONCEPTUAL AND THEORICAL BACKGROUND TO STUDY

CHAPTER 1: QUALITY SCHOOL MANAGEMENT.

Over the past few decades, the educational sector as well as other entreprises is facing a serious and major issues (Peter DeWitt, 12 Critical Issues Facing Education in 2020, 15th Dec., 2019). As a matter of fact, the convenient and implementation of a new and relevant paradigm calls the quality school management, capable to bring change improvement and substantiality (Nicholas Bloom, Renata Lemos, Raffaella Sadun, John Van Reenen, 2014) within the educational sector is necessarily urgent. Thus, quality school management has been recruited and become the essential function of educational enterprise, through its capacity of resolving certain problematics related to educational domain and the reinforcement of different modalities and indicators around the concept quality, guarantor without complaisency of efficacious, efficient, relevant and effective steering of school institutions involving the process of decision-making, and the empowerment of school managers and personnel (Garcia, 2018). Hence the arising of the following interrogation namely of the real essence of quality management and the role played by the latter in school milieu realm. Before responding to the above formulated interrogation, let us firstly lay emphasis on the definitional, characteristic and theorical background of the concept quality school management, then secondly let us go over the historical background of the concept, thirdly let us bring out the components of the quality school management, fourthly let us enumerate the principles on which quality school management is based on, fifthly let us mention the elements of quality school management, finally let us underline the indicators of quality school management.

1.1. Definitional, Characteristics and Theorical Background to Concepts.

1.1.1. Definitional Background to Concepts.

> **Quality**

The etymology of concept tells us that: "*Quality* " derived from Latin word *"qualitas"* which means *"manner of being "*. *"Qualitas"* is a Greek word, which has been coined by Ciceron, an antic Greek philosoher, on the Greek model *qualis,"quel*". The meaning of the term is related to a manner of being. Thus the concept quality is opposed to quantity. Nevertheless, dialectically Hegel thinks that (The phenomelogy of mind ,1806-1807) these words are used interchangeably meaning that one may oppose them each other. They are antonyms. Anyway, the broad meaning of the concept quality refers to manner of being, of someone or something that can be good/bad.

The current meaning of the concept quality tends to designate what renders something more superior than the average. Meanwhile, the concept quality has evolved and is become another entire subject of science. The ISO norm 9000, and the Norms' Reference Vocabulary

apprehends the system of quality management as the set of aptitude that intrinsically characterises an object (product, service) and is capable to satisfy the people's recommendations /demands. In this context, the concept of quality can sometimes be used with qualifiers like; poor, good, and excellent. Quality can also be defined as something /someone good, or a kind of service that suits well. Quality has many indicators. Let us focus on some important and relevant indicators in line with our project. There are namely; Efficacy, Efficiency, Relevance and Effectiveness.

> **Efficacy**

It is a situation in which more outputs are gotten from available inputs. It is also an achievement of maximum performance objective within an organizational management via the use of allocated resources.

> **Efficiency**

It is a situation where we are called to get more outputs from available inputs or get a lot for the efforts. It is an achievement of maximum performance objective within an organizational.

> **Relevance**

It is a situation in which the objectives' achievement is in conformity with the stipulated objectives. It is all what is expected as results from the stipulated objectives and the allocated resources within an organizational management.

> **Effectiveness**

It is a situation in which more outputs are gotten from available inputs. It is also an achievement of maximum performance objective within an organizational management via the use of allocated resources.

> **Qualitative**

It is an epithet, which qualifies an adjective and derives from the concept quality that keeps accompany a noun. For instance, Qualitative Management. This qualifying adjective derives from the noun quality, which also attracts our attention here.

> **School**

It is a public or private institution, which is in charge of promoting a collective and general knowledge/skills acquisition through teaching- learning process accordingly to the required criterion (Pascal Clerc, 1960). According to Emile Durkheim (1958-1917), school is

an environment which plays a social role of transmitting education to learners in order to make the citizen of tomorrow more responsible and capable to have a discernable mind.

➢ **Management**

To Henry Fayol (1841-1925) to manage is to forcast, plan, organize, command, coordinate and control. Fredmunk Malik (1944) defines management as the transformation of resources insofar as they should be useful. From English verb *"to manage"* which derives from the Italian language "*maneggiare"* that means to manipulate a particular tool or horse. *"menagerie"* is the French translation of the famous book of Xenephon (430-355). Management in this regard is the administration of an organization. It should be either an enterprise or NGOs and a simple organization.

➢ **Quality school management**

It is an aggregate of concepts which refers to the adoption, integration or the recruitment and applicability of the concept quality management to school management, given that the concept "*quality*" is not exclusively conceived or relevant in the organazational enterprise sector, but it could be rather applied or start to/in school first, due to the fact that school milieu is also considered as the real organizational enterprise. Defined as the efficacious, efficient, relevant and effective way of steering and leading school milieu by taking into consideration their managerial modalities namely; planning, organizing, administrating, coordinating and controlling. Regulated by the ISO norm 21001 version 2018, (Martinez-Costa & Martinez Lorente 2007), quality management in educational system is the best guarantee, which is not only adapted to an adequate training and student's performance in order to facilitate their access to employment/job market, but also to the prevention of certain evils for instance violence in school milieu, by way of promoting a serene atmosphere for studies. After presenting the definition background, it is important to move immediately to the characteristics background to concepts, given that the definitional and characteristics background march together.

1.1.2. Characteristics Background to Concepts

The characteristics background to concepts here refers to a manner of bringing out some descriptive elements, indicators and even some different forms that take the concepts in order to facilitate the understanding and the apprehension of those concepts. Our dissertation lays emphasis only on one concept, which is quality school management. Its different characteristics are obvious and articulated around 4 different approaches, which are namely; the systemic approach, the process approach, the human relations approach, and the rationality approach.

1.1.2.1.Systemic Approach.

A system (Fabienne & Frederic Salimi 2017) is a set of elements, which are in dynamic interaction. The systemic approach aims to put in place the collective intelligence process in order to adapt the quality school policy not only towards the evolution of school, but also towards its serene environment and educational needs of students, which requires the achievement of certain pragmatic objectives namely; stability, serenity, progress and improvement process in spite of the problematic context and situations encountered in school milieu. Interactions in the systemic approach are recommended during works, tasks and activities. In one word, let us admit that the implementation of cooperative and collaborative atmosphere is susceptible to enhance and boost completely the educational managers / personnel and learner's performance.

1.1.2.2.Process Approach.

This approach is apprehended as a set of correlative and interactive activities which are capable to transform the inputs elements into outputs one. In the context of quality management system, the cycle PDCA (Plan, Do, Act, Check) is deployed in the framework of each process of the organism and generally in the whole organizational system. Thanks to the implementation of the concept PDCA at different levels of the organism or school, certain capacities process are maintained and improved constantly. The birth of the ISO norm 9000 forbids the concept quality to regress and not only to assure its evolution towards substantiality, but also it enables to bring out the diagnosis, susceptible to define different components of the school, and to guide activities and tasks towards the achievement of stipulated objectives.

1.1.2.3.Human Relations Approach (Elton Mayo, 1924-1932)

School is a place or an environment where education and socialization should be carried out or constructed. The management system through quality in this regard takes into consideration the human interactions in order to favor an auspiscous and conducive school climate's campus related to an efficacious, efficient, effective and relevant teaching-learning process. The human relations approach (Fritz Roethlisberger, Whitehead & William Dickson, 1924-1932) puts also in place a better pedagogical concertation, a greatest mutualization of practices and the evolution of pedagogical relationship by creating a team work, which is capable to intervene in the process of relevant decision making.

1.1.2.4.Rationality Approach

Through this approach, the quality school management paradigm seeks to reinforce efficacy, that is to say the capability to see students succeeding in greatest number. It also seeks

to reinforce equity, which consists in promoting the equal access of learners without considering the social class to which they belong. In addition, the rationality approach (Herbert Simon, 1996) seeks finally to reinforce efficiency, which is understood as an optimum use of allocated resources.

The characteristics background of quality school management is obvious and real. This one is articulated around 4 approaches. These approaches have been enumerated and explained a little higher.

1.2.   Historic Background to Concept of Quality School Management.

1.2.1.   History of Quality School Management.

One should not retrace the history of quality school management without first of all focusing on the historical background of the concept "quality" and different theories that explain the quality management. Concerning the latter it is cardinal to notice three qualiticians managers are relevant. That is why it is compulsory for us to convene them. They are as follows; Walter A. Shewhart (1924), Deming, (1980) and Juran (1904).

Shewhart (1924), this American qualitician manager coined the theory of control method of quality by using the statistical method, known under the following designation PDCA circle, cycle or wheel (Plan, Do, Check and Act). Contrarily to his master Shewhart (1924). This famous method of performance analysis of quality management is kept accompanied by the balance scorecard and the process of statistics control. This method enables to measure a process using the statistical techniques, which is capable to determine whether one must either bring modifications to that or adopt that as it looks like.

To Deming (1980), he coined the theory of management and supervision/ inspection depending. This theory is called the Deming wheel or circle which is constituted of different steps, susceptible to implement the mastery of quality, known under the following designation PDSA (Plan, Do, Study, and Act), contrarily to his master Deming (1980) realized that the PDCA wheel is limited, because it dealts more with supervision / inspection than analysis. As a method this Deming wheel uses the Six Sigma which is one of the management methods based on the continuous process and quality improvement.

Inspired from his predecessors Shewhart (1924) and Deming (1980), Juran (1904) coined three concepts namely; quality planning, quality control and quality improvement. This Juran's trilogy enables to emphasize on the defaults concerning production. These concepts use the method of quality wheel the PDCA & PDSA and the change resistance analysis via the

Pareto Diagram which is a kind of graphic that represents not only the importance of different causes of phenomena, but also it enables to put in evidence the most important causes as far as a total number of effect is concerned and it also takes into consideration the targeted measures with the purpose of improving a situation.

The concept "*quality"* has a history. But, it is good and suitable to remind that its history is very recent. Meaning that, this concept which attracts our attention here is a neologism. As far as its history is concerned, let us affirm that one could not go back up to antic period as other concepts. Thus, the history of quality is an evidence, which is perceptible in 4 stages namely; the first stage in years 20-30; marks the first elaboration of concept by Shewhart at Bell telephon, the second stage, in years 1939-1945; marks the depth of concept, so that to enhance the efficacy of American army, the third stage in years 1950; marks the implementation of Japan recovery plan and the fourth stage; from 1980; marks the repatriation of concept in USA, and the consecration in the world of industrial production.

1.2.2. First stage, in years of 1920-1930; marks the first elaboration of the concept by Shewhart at Bell Telephon

In 1921, the laboratoires Bell Telephon entrust the young researchers by giving the tasks of finding out for one of the companies group the method of productivity improvement, guarantor of products quality. These works will offer the opportunity to Shewhart (1924) to publish his first reference book as far as quality is concerned.

1.2.3. Second stage, in years 1939-1945; marks the deepening of the concept so that to enhance efficacy for American Army.

During the II W. W, Shewhart (1950) has been joined by Deming (1980) and Juran (1904) in order to fix at the point the American Army, the new method of static management's production for Armies Companies. In years, 1941-1945, Deming (1950) has learned important things. He realized that his experience enabled him to create a philosophy of new and unique management, that the basic principles could be applied in the whole economy sector and even other services (Tribus, 1985, p.2).

1.2.4. Third stage, in years 1950; marks the implementation for Japan's recovery plan.

With the help of allies command forces guided by the General Mac Arthur, the Japanese Union of Scientific Engineers (JUSE) has invited Doctor Deming (1950) to preside over a conference in Japan on the mastery of quality (...). During his first visit in Japan, Deming (1950) studied the labourer's habit and he was convinced that, his method could be applied in their companies. In July 1950 once arrived in Tokyo, he has been invited to a meeting with the 45

Japanese greatest industrialists. He explained to them his method and promised them as follows;" *If Japanese apply this method, Japan would become in 5 years, an important actor in international scale"* (Tribus, 1985, p.2).

1.2.5. Fourth stage; from the year 1980 marks the repatriation of the concept in USA, and the consecration in the world of industrial production.

In 1980, the Japanese products is spread and became vulgar into American markets, the NBC projects a movie *"If Japan can, why not we?". This* statement enlightened the contribution of Deming and Juran theories as far as quality is concerned. (Gogue, 2012) These famous theories have immediately widened and diversified in the world of business. The ISO norm are edicted since 1987 and the current version (ISO norm 9001-2008) which always focused on the principle PDCA (Plan, Do, Check, Act) or the Deming wheel in order to seek to widen the customers satisfecit through the effective system of application. Let us notice that, under the push of other sector, namely the educational management one, it seems that the Deming approach (PDSA-1980) is actually applied in educational sector. To him, quality is a philosophy of management that aims to obtain the weakest costs, and the highest quality. Therefore, this method is recruited and integrated in school management system. That is why, one calls the latter quality school management.

The stakes around the quality of education (Marmar Mukhopadhyay 2020) has been crystallized since 1990. The emergence of this theme is linked to the development in years 1980 of economic globalization, which leads not only to the adoption of the new governance paradigm and the new public management but also to the definition of new role of State. It is not amazing that the OECD should be one of the main vectors among others for this tournament. By the way, it is necessary to remind briefly the essence of historical foundations of the economic design for education, which is recommended by OECD (Ludger, 2007). In 1958, the USA demanded to the OECE (name of the OECD at that epoch) to put in place a cooperation program in order to reinforce the training of scientific and technical personnel, and to counter the extension of Sovietic capacities, which has been demonstrated through the launching of the first Sputniks. This program was first limited to the modernization of mathematics and science teaching in schools, which pushes the OECD to be interested in education and the field of training system. The different governments members of OECD were bit by bit awared of the said trainings which constituted the key element of the economic growth, henceforth one should consider the public education as a kind of investment (Policy of economic growth and investment in teaching, Washington conference, 16-20 October 1961, quoted by OECD, 1988, P.1). The OECD has thus decided to play an important role in the process of teaching, planning

and to promote in this domain different policies, capable to achieve the organizations' goal like; achieving the strongest expansion of economy employment and progress at the level of life expectancy of the member's countries (Art.1 of the convention).

One could therefore summarize this NPM transposition in the field of educational systems administration by mentioning that the economist design of educational quality is carried out by OECD and the World Bank, which is mainly founded on quantitative measures of inputs and outputs, capable to prioritize the efficacy, efficiency, effectiveness and relevance of systems (Hanushek Eric A., 2007). The outputs recovered at the beginning of years 1990, which is perceptible through rates, related to schooling at different levels of performance, without forgetting the different examination and data concerning the number of trained teachers. These statistics concern more the side of World Bank as well as developing countries than OECD and richest or developped countries. (Woessmann, 2007) That is why, in years 1990 has started the development of outputs measurements under the form of tests, which laid emphasis on the cognitive acquisitions (Barett and al., 2006, P.2)

It seems quite interesting for us to deepen this adoption of NPM and quality principles in the logic of Maroy exploration (2008). The concept of educational quality can be then considered as the institutional regulation mode of educational systems, which is most often adopted. To Maroy (2008, P.31), one calls the institutional regulation mode of an educational system, a set of guidance, coordination and school mechanism control, personnel, families actions within an educational system. This mode of regulation is implemented by the educational authorities. It is as a matter of fact, one of the governances' activities of a system close to those who are involved into educational finance and properly said to the production of educational service. In the current dominant design, such as it has been shared by international intances namely OECD, and World Bank (Grek, 2003), quality as a regulation mode is therefore become applicable to management purposes of educational system, insofar as numerous authors stand and bet for quality management. This is indubitably the case of Gather Thurler (1997, P.6).

Before focusing on quality as a mode of regulation, the Western Europe and Northern America States know another regime of regulations of their educational system that Mintzberg (1979) has called the professional bureaucracy. In the framework of education, this regulation marches together with governmental, bureaucratic and administrative regulation, and even with professional corporation and pedagogical regulation (Maroy, 2008, P.36). All the teachings massification from years 1950/60 has been designed with a model which is based on important

national variants, and arrangements such as conformity control of rules, the socialization and professional autonomy of education or the conjoined regulation (States, teachers's syndicate) of questions linked to employment and curriculum (Maroy, 2008, P.50). It is also what one has called the management through inputs, that is why emphasis is put in this regard on the implementation and the relevance of learning objectives and means, which seem in this logic to be obvious, in order to achieve these objectives and initiatives. In such regulation's style, teachers are gifted of a certain level of competency/skills and posess a large autonomy. Generally, this autonomy increases according to the level of teaching in order to attain the famous "*academy liberty*" either in secondary or higher education level.

Nevertheless, in the years 1970 the educational systems have been victim of strongest pressure, demanding to be adapted to the global economic requirements; then the middle classes with less determining economic future could therefore face up certain challenges, their worry is related to the discontinuation of the social ascension of their children. Thereafter, has appeared some protestations against the system, which globally remains selective and elistic, despite not only the democratization of studies and massification, but also the expression of insatisfactions as far as curriculum's inertia, teaching methods, are concerned and lastly the instigation of neo-liberalism and NPM, crowned by different pressures related to the privatization and the reinforcement of the idea of education, which is considered as a constitutive service of economic activity (Behrens, 2007, P.6).

Since 1980-1990, the regime of vocational -bureaucratic regulation is replaced in function of governments or states histories, their culture and their political imperatives through a new model of bureaucracy, which enables the concept quality to play a central role. Numerous authors are insisting on the fact that regulations have always existed in educational systems under the form of inspections and evaluations (Broadfoot, 2000, Gather Thurler, 1997) as if the latter could conceive the passage to quality management as a simple linear evolution.

Generally, one observes that this part is focused on the historic background of quality school management. Before retracing the said history, we have started first of all by bringing out the history background of the concept management and then we have landed by the history background of quality school management which is very recent. Some authors have contributed a lot by explaining and describing many indicators, approaches and elements related to quality school management.

1.3. Components of Quality School Management.

The components of quality school management refer to the different modalities that structure the concept of quality school management, susceptible to provide guidelines or recommendations concerning what school enterprise should do at the operational plan, in order to implement the policy of quality and achieve the internal and external desired /stipulated objectives accordingly to quality norm. The component of quality school management are numerous that one could not list all them, but the most important one are as follows; Planning, administrating, organizing, coordinating and controlling (Fayol, 1841-1925)

1.3.1. Planning.

Laying emphasis only on the concept planning is not at all sufficient, that is why one is compelled to convene the concept efficacy, which is considered as a quality indicator, but also as norm capable not only to reinforce the concept of planning but also to make it relevant in the domain of educational system in general and in school milieu in particular. By intergrating the indicator of quality, which is efficacy to the concept planning, one realizes that this one takes this following designation; efficacy school management, which indubitably plays a crucial role within the educational domain. In addition, it is not exaggerated to affirm that, this paradigm of efficacious planning is the most important one as far as the school management is concerned. That is why, it is apprehended as the implication and consideration of different forsights related to different programs, methods, objectives, tasks, activities and school resources, that is implemented at the operational level, in effacious manner, namely at the level of school milieu.

According to Henri Fayol (1841-1925), planning is *"foresight/forecast"*. It consists in fixing the objectives and determining the actions which are capable to be achieved. (Koontz & O' Donnell, 1909 & 1984) efficacious school planning is a global sectoral analysis, which requires to bring out the data review and the availability of studies, susceptible to focus on the characteristics of educational system, without forgetting its substantiality and context. The sectoral planning exploits this analysis in order not only to draw a strategic identification of goals' priorities, but also to determine the most efficacious strategies, programs and specific activities which are required for the achievement of desired objectives. All this, is made possible through the availability of resources, competencies/skills and capabilities. Efficacy school planning contains three typologies or taxonomies of planning and is perceptible at two different levels;

The strategic planning refers to the philosophy, the ideas, or vision that the educational system intends to imply (Delmar Karger, 1991). Otherwise, at the macro level the process of

planning should be turned towards a precise vision of educational system improvement. Its goal is to define the general orientations/guidelines that should be achieved at long and middle term.

The operational planning is much more important to the different actions that should be undertaken for each function and service of the organization in order to achieve the desired /stipulated objectives at the level of strategic planning, that includes the short term actions (George L. Morrissey, 1987). Planning could not really exist without budgets, which consists in giving the statistics of different actions plan in term of foreseeing expenditures and incomes during the next or coming year, susceptible of corresponding to each operational unity of the organization and also to the control of the corrective measures which consist in evaluating the process of progress. The implementation of respectful measures should be here an evidence. The planning process is composed of many tools, which are namely; the activities plan which are considered as a set of activities that should be carried out in order to achieve the planning of targeted objectives. Prospectives as one of the planning tools refers to the study of technical, economic, social and political causes which accelerates the evolution of the environment. Thanks to this analysis, it is possible to establish different scenarios that enable to forsee and anticipate the future. Lastly as tools of planning; foresight and control process of different achievements enable not only to explore future from the past and present, but also to have an idea about the execution plan control, which is situated at three levels namely the results, foresights and methods of control.

Anyway, efficacious school planning in Ngoa-Ekele GHS takes into account several elements and processes, which should be put together in order to obtain the desired /stipulated and expected results as much as at macro and micro level. (Dayton, 1995-2019) Quality school planning should be based on critical and detailed analysis of current and past situations by repeating problems and their causes on which the new policies should act. The concept of quality school planning as much as at macro, meso and micro level should be carried out under the liability of solid informational system, which enables to planners, decisions makers and certain leaders of educational system to have a reliable, relevant and updated information in order to assure respectively the decisions making of each official at his level of intervention. The process of data collection, storage, treating and the detailed analysis, informational synthesis process enables the efficaciousness of planning and decision making in school milieu.

1.3.2. Administrating

The concept of administration is considered as one of the components of quality school management (Fred C., Lunenburg, Allan, Ornstein, 2021). In its general meaning the concept

of administration is understood as a process, which consists in administrating the management of an organization such as school, college in efficient manner. The main function of administration is to elaborate plans, policies and procedures, but also to define goals and objectives and to recommend the respect of rules and regulations to his collaborators and people. Beside Fayol (1841-1925) and Taylor (1856-1915), who is the founding father of scientific management theory, Herbert Simon (1947) through the Administrative Behavior theory (1947) is considered as one of the famous modern authors, who coined the concept of administration.

To him, the concept of administration should deal first of all with the rational decision making within organizations, which is known under the designation of bounded rationality theory. According to Simon (1947), this theory should study the human, behavorial and cognitive process, which lead towards making a rational decision. That is why, he states an administrative operational decision should be correct, efficient and practical and is capable to be implemented with a set of coordinated means. Furthermore, he recognizes that the administrative theory is in majority the theory of human decisions making and should be based at the same time on economic science and psychology. Hence, his following paraphrased statement, if the human rationality is not limited, the administrative theory should be sterile, selecting always one alternative among those available could lead to the complete achievement of your goals, which would be as a matter of fact the only precept.

Contrarily to homo economicus stereotype, Simon (1947) advocates that the alternatives and consequences should be partially known, means and ends are neither imperfectly differentiated nor linked and even less well detailed. Through this, he tries to define that the task of rational decisions making is related to the selection of alternatives, that lead to a preferred set of all possible consequences. The administrative decisions making has therefore been measured through:

> ➢ The achievement of desired objectives with adequacy;
> ➢ The efficiency, through which the result has been obtained;
> ➢ The tasks choice has been divided into three compulsory steps, which are namely;
> ➢ Identity and listing of the alternatives;
> ➢ Determination of all consequences that resulting from each alternative:
> ➢ Comparison of the accuracy and efficacy of each these sets of consequences.

All person or organization that attempts to implement this model according to Simon (1947) in a real situation would be unable of conforming to these requirements. Simon once more advocates that the knowledge of all alternatives or consequences, which derives from the latter, is impossible in numerous realistic cases. He tries to determine the skills or the behavioral processes that a person or an organization should implement in order to obtain in approximation the best result. That is why, the rational decisions making is bounded. In this regard he writes:

> *The human being striving for rationality and restricted within the limits of his knowledge has developed some working procedures that partially overcome these difficulties. These procedures consist in assuming that he can isolate from the rest of the world a closed system containing a limited number of variables and a limited range of consequences.*

Administrative behavior recommends a wide dose of human behavior, the personnel management techniques, cognitive capabilities, objective and training procedure, the specialized roles of evaluation, efficiency and all informational process criteria. Simon (1947) is more interested in how these factors influence at the same time on the direct and indirect decisions making. In addition, these factors are found or implemented also in schools through the mobilization of certain resources, namely the material, financial, human, informational and temporal resources.

In Ngoa-Ekele GHS, the principal is considered as the decisions maker, he represents the government within the school. He is the only judiciary leader, who is capable to delegate certain of his power to vice -principal. As a head of school, he has a double mission of organizing and controlling school activities and tasks. He is in charge of the application of school regulation, but also certain projects. The principal is a pedagogic leader and he is capable to recommend the teaching quality. He is the only person in school who has the capability of sanctioning students for indiscipline. Finally, he presides over the administration concil and he is mandated to order expenditures and incomes within school. The concept of Administration as advocates Simon (1947) with its principles and factors are perceptible in Ngoa-Ekele GHS. Hence the advent to the idea of contribution and enhancement of quality management.

1.3.3. Organizing

The concept of organization is an old concept, which the origin goes back to XVIIIth century. This concept is understood as a group of experts or a collectivity that shares the common interest for the survival of an organizational system through the commitment of each other in the common activities. Many authors have attempted to lay emphasis on the essence of

the concept organization. Among them, the most important one that attract our attention is Kaplan and David Norton (1992), who coined the method calls the balance scorecard or BSC. This method aims to measure the enterprise activities, which are articulated around 4 major axes and is enumerated as follows; costumer, learning and finance processes. Those 4 axis pose each question:

> ➢ Customer, poses this question: how does the customer perceive us?
> ➢ Process, poses this question: in which domain can we be excellent?
> ➢ Finance, poses this question: how do the shareholders perceive us?

The main goal of balanced scorecard is to favor the long-term decisions making process through the consideration of certain indicators, which are exclusively related to financial order. The use of balanced scorecard enables to satisfy two main management needs;

Gathering in only one report a set of various performance indicators and forearming against the under-optimization, that is to say avoiding the fact that the environment aspect of the enterprise should not be done to the detriment of another. The BSC requires a strategic system management and not only a tactical and operational tool. Its usefulness enables to:

- Clarify the vision and the enterprise strategy;
- Communicate the strategy through the organization;
- Link the strategy through the organization;
- Link the strategic objectives to long term goals and annual budgets;
- Range the departmental objectives with the enterprise strategy;
- Identify and coordinate the actions;
- Achieve the periodic review of the strategy;
- Obtain a kind of retroaction on the strategy execution and to bring the required adjustments.

According to Kaplan (1940) and Norton (1941), the BSC finally enables to evaluate the contribution of each 4 axis dimensions via the current expectations of customers, their respond in the future and the required efforts in order to improve the internal process, the developmental and training needs and even the financial improvement of the enterprize. This model of organization by Kaplan (1940) and Norton (1941) is indubitably applied in school as long as the latter is considered as an organizational system of enterprises.

In Ngoa-Ekele GHS milieu, the theory by Norton and Kaplan (1940 & 1941) should be perceptible through the fact that an organization is capable not only to define the set of group's

works but also to coordinate their activities. It encourages the creation of organizational links that help the individuals and the different groups to work harmoniously, in order to achieve the stipulated objectives. This process consists for school managers in establishing the material resources, tasks that should be accomplished and distributed to the competent members by determining who will accomplish the task. In this regard, the communication system should be created for them, by defining the rapport of personnel subordination and how certain unities should communicate between them insofar as to assure not only the good functioning of all organizational members, that aims to put in place the material resource such as chalks, books purchases. But also the financial resources like the budget, compatibility, PTA fees management and the human resources such as; the recruitment of security personnel and teachers. All this organization in school is called to be relevant and aims to achieve the educational objectives through the motivation, encouragement of the individuals and delegation of a part of power and certain responsibilities to others. Indeed, administrating a school milieu through drawing-up the actions plan is good, but piloting and guiding effectively the school personnel, and to make functioning programs is better.

1.3.4. Coordinating

Henry Mintzberg, besides Henri (1916) and Luther Gulick (1892-1993) is one of the authors, who coined the theory of coordination. From Latin term "*cum", with "ordinare"* means to put in order to rank and organize. Coordination as a matter of fact is apprehended as an act of coordinating, ordering, ranking and organizing the set's parts in order to achieve a particular objective. Coordination within a group seeks to guide the group's and actions initiatives of its members towards the achievement of a common goal through the intervention of the coordinator, whose role is to favor in maximum the interactions between the members of the group.

To Henry Mintzberg (Henry Mintzbert, *"Manager's Job: Folklore and Fact* ", Havard Business Review, July -August 1975, p 86-90) this famous Canadian author of several books as far as the domain of management is concerned, realizes that the concept of coordination is distinguishable in 6 fundamental mechanisms of task's coordination, which are namely:

- ➢ The mutual adjustment is the achievement of work through the informal communication. For instance, two labourers may orally communicate between them;
- ➢ The direct supervision, is the work's coordination through the intermediary of one person, who gives orders and instructions to many other persons, who are working in synergy;

- ➢ The standardization of work processes carries out the coordination by specifying the work process. These standards are usually at the level of techno-structure;

- ➢ The standardization of work outputs carries out the work's coordination by specifying the outputs of different type of work. The standards are also established at the level of techno-structure as well as the previous standard;

- ➢ The standardization of worker skills carries out the coordination of different types of work through a specific training of someone who executes the work.

- ➢ The standardization of norms is a kind of standardization through which norms demand or dictate work in its globality.

One therefore deduces that Henry Mintzberg is one of the most important adhocrat, who has systematized the concept of coordination. His contribution through the 6 fundamental mechanisms of coordination has enabled to integrate the total sum of means, which is used to divide work in distinct tasks and after to ensure the coordination between these tasks. This Mintzberg's theory of coordination is applicable in school milieu.

In Ngoa-Ekele GHS milieu, the coordination system is perceived at 4 different levels:

- - The promotion of work's team; This simply means all the educational actors, teachers, administrative staff security personnel should be mobilized around one objective or vision. They have to work then in synergy in order to achieve the academic year objectives and academic performance. Their vision of things should not be divergent, meaning that among them they should not cultivate the sensation of hatred, hostility and animosity. That is why it is necessary for them to hold certain pedagogic meetings related to the stipulated objectives and the deployment of means in order to achieve those objectives with accuracy. This one should be focused on the logic of information. Meaning that the educational actors should concert among themselves concerning for instance the academic and quality method used for teaching, the capacity of students to assimilate their lessons, the respect of timetables and attendance, the punctuality of students and their colleagues, the examination and the level of their students.

- - The promotion of school supervision is related to a kind of control system, namely inspection, supervision and monitoring of teachers, students, and certain administrative managers in school that its taking into account should be obligatorily an evidence. For instance, the school coordinator who is the principal should verify wether certain activities, which represent their duties are been fulfilled or not by teachers, students, certain administrative personnel and security staff. The Principal should be so rigorous

that he should not dare to allow laxity, immorality and deviance prospering in his school of command. Then, by realizing that certain duties are not fulfilled by certain personnel or collaborators he should be in his own rights of applying the policy of zero tolerance.

- The promotion of task's sharing means purely and simply that in school milieu all activities and tasks should be shared, each personnel should be put in front of his responsibility and make report on its fulfilled activities and tasks. No personnel should dare to exercise the activities and tasks, which does not reflect his competency. He should not exercise the work; to/for which he is not destined or train. For instance; the displine master should not do the work of vice principal, the biology teacher cannot teach the philosophy subject and vice versa. Except maybe in case of force majeure.

- The promotion of outputs simply refers to the typology of outputs that the principal is expecting from the team he is piloting. The kind of outputs, which is expected here should suppose to be positive. Negative outputs should not be welcome in his school. For instance, during national examinations, the principal's ardent desire is to see his teachers and students being the best. This satisfecit is explained through the fact he is called to be a right principal at right time and right place, who masters how, where and when to coordinate his personnel. Hence; the advent to the positive results and school performance.

The respect of school norms or regulations is compulsory and is related to the impossibility of perceiving a school environment, which does not possess certain regulation or norms. Otherwise, this school environment is subjected to become the field, where reigns chao and anarchy. These norms are very necessary and crucial in school milieu, insofar as they enable the prevention of certain deviant behaviors namely; violence, laxity, disorders. Anyway norms in school milieu enables to all personnel even principal to be conformed and exercise easily certain tasks and activities. These one should be respected by all. For instance, if the school norms do not allow students to come at school on sunday, they should not dare to do that. The respect of rules in school milieu would enable to promote a serene and peaceful atmosphere in that school where every personnel would find his account and the desired objectives should be achieved without any kind of obstacle. Anyway, coordinating is linking-up, harmonizing and uniting or gathering concrete actions related to activities and tasks. It is also this manner of adapting means to goals.

1.3.5. Controlling

The concept of control is relatively very ancient and this last one is supposed to be effective. (Flamholtz, Eric G., 1996) The act or process of control exists since many centuries. Before 1949, the directing process was responsible not only of the implementation of monitoring systems and process but also of planning some procedures and even the different control components. Thus, it is as from different financial scandals that the concept of control has really achieved its most cohersitive and rigorous form. (Samuel Eilon, 1979) First, the concept of control evolves towards the control perception and the awareness related to the identification of control concept not only on financial control and procedures, but on the consequences and shortcomings that control may arise.

Understood in this regard as a set of policies and procedures put in place by the organizational entity, in order to assure as much as possible, the rigorous and efficacious management of its activities (Robert Antony, 1970), Control enables to achieve these following objectives:

- The realization and optimization of operations.
- The reliabity of financial informations.
- The trust as far as laws and regulations in force are concerned.

Finally, control is therefore considered as a process which facilitates decision making. It follows a relevant objective which are focused on the behavior control and actions (Coladarci, and Gage, 1984, Sparks,1986).

In Ngoa-Ekele GHS milieu, control should be a process through which the principal proceeds to the examination of situations and he is in measure to express his conviction related to the achievement of the expected results in accordance with the desired/stipulated goals. Control also enables to managers to bring necessary changes and corrections to certain school needs, in order to reorganize the administration. Once the academic year resumes, the school administration puts in place certain control experts and instruments, who enable to verify the implementation in the field of the defined objectives as stated in the strategic level.

Thus, concerning the personnel attendance's control one may have the surveillance video and the biometric system. Moreover, one encounters the text books, and the attendance list for teachers, personnel and students. All these control instruments enable to verify the effectiveness of courses and to ensure wether all the recommendations edicted by hierarchy are really carried out in the field or not.

Therefore, the control process should enable to school manager to have a panoramic view on his structure. For instance, what occurs in the school environment through the person's filtration who enter and exit is a perfect illustration that the control system is very crucial and necessary in school milieu. In the same logic of process control, there is a kind of control calls the monitor and evaluation which generally intervenes in the framework of concertations meeting, that could be hold every week and at the end of each sequence evaluation. This enables at the same time to be informed of what occurs in school milieu in real time concerning not only the teacher's personnel, but also the administrative staff and security personnel. There is also the end of sequence evaluation, which enables to establish statistics concerning the pedagogic, disciplinary budgetary and health assessment. It is an opportunity which could be seized by the principal in order to allow him implementing the prospective vision in terms of different observed lackings, wether for instance he may make certain recommendations in order to find solutions or not as far as these lackings are concerned. Process control generally intervenes at the level of objectives and goals achievements, which is therefore perceptible in three types:

➢ Control of outputs that enables to verify plans, such as they have been forseen.
➢ Control of foresight that enables to verify if the works hypothesis are still valid.
➢ Control of methods that enables to ensure if the procedure is correctly monitored and relevant.

The process of control is very essential through its verifiable and sometimes repressive character. It enables to school administrative staff, teachers, security personnel and students to be serious and enthusiastic in the exercise of their jobs, activities and tasks for which they are assigned to, through not only the establishment of substantiality measures, and standards but also through the comparison between meaures and standards, finally by making a corrective and necessary decision.

The components of quality school management are the fundamental criteria on which the school management should refer or base on. They constitute the sight of management. That is why, one could not really conceive a school management without the existence of those components which are namely; planning, administrating, organizing, coordinating and control.

1.4. Principles of Quality School Management.

The principles of quality management are an evidence. That is to say doubting about its existence is quite impossible. In fact, these principles is understood as a set of norms or the general theories that determines the conducts and recommendations that the management

system should refer or obey to, in order to enable its deployment in the framework of certain structures or organizations. (Fred Decker & Michelle Seidel, 2019) These principles are regulated by ISO norm, which are considered as a globally acknowledged reference. The fundamental norms of quality management are two of them namely;

- ISO 21001 provides quality educational management.
- ISO norm 21002 version 2018 deals with educational products and performance improvement.

These norms are coined since 1987s by the international system of organization. But among those ISOs the new ISO calls ISO 9001 version 21002 has been adopted as norm, which deals with the quality school management. In this regard, 7 fundamental principles guide the revised norm, related to quality management school of the series ISO 9000, version 2000. These principles are namely; Customer Focus, Leadership, People Involvement, Process Approach, Continual Improvement, Factual-based Decision Making, Relationship Management (ISO.org).

1.4.1. Customer Focus.

The major stake of this principle is to persuade the customer in order to win his loyalty. This is very important nowadays with the advent of social media in particular and Internet in general. The customer within the enterprise is capable to express his lack of satisfaction and delight, so that to be understood by all. Through this explanation, instead of demolishing the enterprise image, this one should benefit from an excellent reputation. Sam Walton (1912-1992) has understood it, that is why he states,"*There is only one boss the customer, and he can fire everybody in the company from the chairman on down simply by spending his money somewhere else".* That is to say, in order to reinforce the customer guidance, the organization should work on the expectations through the identification and the implementation of everything, so that to allow the availability of products.

This principle should be relevant in Ngoa-Ekele GHS school milieu insofar as a learner who is a student should be privileged and should be at center of the study. A student is capable to express his lack of satisfaction and delight related to the type and quality of course transmitted by teacher to them, which do not reflect the quality of principles and requirements. In this logic, the reputation of that school should not only be tarnished, but students are attempted to go elsewhere in order to look for a quality teaching. Therefore, in all schools the principle of customer focus is identified to the students focus principle, which advocates that priority should be given to students first and these latter should also be satisfied through the

quality of teaching-learning process provided by this school. Otherwise, the leaders of a school would face seriously a variety of problems and hardships.

1.4.2. Leadership.

To Eisenhower Dwigt (1890-1969), the leadership is "*the art getting someone to something you want done, because he wants to do it"*. In order to avoid the sudden fall of an enterprise, this last one should invest more not only in quality leadership but also to the works renovation. What one expects from the directorate is as follows:

➢ Defining the organisation guidelines.
➢ Assuring the availability of resources in order to achieve the objectives.
➢ The personnel involvement.

Through this method, the enterprise knows actually its destination.

In Ngoa-Ekele GHS milieu, the principle of leadership should be implemented. Without any relevant leadership, school will appear senseless. That is why it is necessary to implement it, because it will immediately enable to undertake a relevant decisions making and to achieve for instance per year different school objectives. The achievement of those objectives should be kept accompanied by the deployment of different resources and the efficacious, efficient, effective and relevant use of them, through the involvement of all personnel that one encounters in that school. In this regard, those personnel should be worked in synergy, they have to collaborate one another, despite their differences, which rather constitute a wealth or richese. Hence the achievement of all school's goals/objectives.

1.4.3. Personnel Involvement.

The title of this principle is clearly simplistic. Moreover, one should develop different competencies and have the sensation of being valuable. It is a manner of considering the individual concerning the domain of activities and tasks process. In this logic, a relevant gratitude should be expressed. For instance, communication occupies a sine qua non place and the added value concerning the different activities and tasks process for the school personnel, then certain initiatives related to the personnel implications and interventions are not a taboo. Personnel competency should be encouraged. This one in return will also encourage the enterprise performance in general. In this regard Franklin Benjamin states: "*tell me, and I forgot, teach me, I may remember involve me and I learn"*

In Ngoa-Ekele GHS milieu, this principle ought to be so relevant that it should be implemented. School could not really exist without personnel, who their duties are to fulfill the

school tasks and activities without complaisency. In this logic those personnel should work seriously and enthusiastically by giving the best of themselves to learners, under the general piloting of the principal, who from time to time should motivate certain and why not all personnel, who are under his command. Hence the accession to the idea of personnel reinforcement competencies and school performance.

1.4.4. Process Approach

Aimé Césaire (1913-2008) states "*Civilization that proves incapable of solving the problems, it creates is a decadent civilization"* Adopting a process approach purely and simply means considering the organization's activity as a set of correlated sub-activities between them. In this model each process takes into account the input data and the product of output data. These data may move from one process towards another. This approach enables to tackle as much as easily the different activities, their management, needs, and objectives. Each enterprize as a matter of fact should be organized in different service, which has the ability of managing one or several processes.

In Ngoa-Ekele GHS milieu, the adoption and the integration of process approach is very interesting, insofar as it enables to prevent the internal problems that the school will face. The approach process will be able to take into consideration certain inputs and outputs data which easily enables to tackle different school activities in order to achieve the stipulated objectives. That is why each personnel; teachers, discipline master, and principal should at his level of responsibility and liability exercising his job without minding the job of others. The organization of school through the implementation of process approach, contributes to the avoidance of many evils for instance violence should be avoided and performance improvement will incontestably be obvious.

1.4.5. Continual Improvement

An organization should seek at least to improve itself in order to keep its level of performance, with an aim to prosper. Improvement should already be applied to enunciated principles. For instance; the improvement of customers' satisfaction, and the improvement of performance process. For ISO norm 9001: 2015, reducing risks, seizing opportunities or correcting the non-conformity are as much as possible the sources of improvement. Albert Einstein (1979-1955) states; "*life is like riding a bicycle".* In this logic, he adds one should move forward in order to maintain the balance.

In Ngoa-Ekele GHS milieu, the improvement process is understood as a movement from a good state towards the better one. This last one is not only crucial but it should also be taken

into consideration. It could be demonstrated through the fact that schools in general should not only deal every year with the same activities and tasks. Innovation is called to be at the heart of improvement process. For instance, teaching method and other managerial activities should compulsorily avoid dealing all the time with monotony, routine and even immobilism. Taking into account innovation in the promotion of school programs, managerial activities and tasks is reasonable and is even the most share thing in school management realm, insofar as improvement in school milieu enables to learners and even teachers to move from a good performance level towards the best one per year, even school managers and other personnel should not derogate from this rule.

1.4.6. Evidence Based Decision Making

This principle is so very Cartesian, that it only seduces job opportunities. This simply means it promotes the reduction of inevitable uncertainty and incongruities during the decision making process by laying emphasis on the objectives data, where one is capable to observe the causes in order to understand the effects. Euclid (325-265BC) states in this sense: "*whenever you see a successful business, someone once made a courageous decision»*. Furthermore, he adds as follows let us paraphrase him; affirming without proof is capable to be denying without proof.

In Ngoa-Ekele GHS milieu the top management should be able to make a relevant decision based on evidence, on concreteness, not on uncertainty and absurdity. Incongruities and speculations should be packed to leave free rose to concrete and pragmatic decisions by all means. Otherwise, the decision making process appears as free as gratuitous, and is in measure to harm, endanger and ruin the school performance. For instance, the decision of programming an examination should be made and implemented by referring to factual or pragmatic actions.

1.4.7. Relationship Management

To Jiddu Krishnamurti (1895-1986): "*Relationship is a mirror in which you see yourself as you are". This* quote reinforces the fact that certain interested parts should join the actors in order to influence the occurrence and the implementation of certain activities within an organization. They include namely; providers, regulation and even the ISO norm 9001. By communicating with certain interested parts and by taking into consideration their exigencies that the improvement of the organizational performance will be possible.

In Ngoa-Ekele GHS milieu, the top management which is composed of Principal, Vice-Principal and Discipline Master should take into consideration the suggestions of teachers, students, and why not parents concerning the management of school. Other being should be

involved in the process of school management; they should not be put aside or isolated. Moreover, their views contribution should count in the process of relevant decision-making by bringing their stone to the school management building. Hence; the school performance improvement.

Finally, this part laid emphasis on the principles of quality management. After quoting and explaining these principles, one has realized that those principles are regulated by the ISO norm 9000, which is exclusively applicable to the domain of educational system. Hence; the following expression; quality school management.

1.5. Elements of Quality School Management.

The elements of quality school management refer to an essential or important characteristics of quality school management. The constituent's elements are the primary principles on which the quality school management is based on, and unable to exist without them. They are as follows; the material resources, financial resources, human resources, temporal/time resources, and informational resources.

1.5.1. Human Resources

Human resources appear as a specific domain at the beginning of XIXth century, under the influence of Frederick Winslow Taylor (1856-1915). Taylor has coined the scientific management theory through the improvement of economic efficacy of manufacturers employments. He is considered as one of the founding father or pioneer of human resource management beside Max Weber (1864-1920), Maslow (1908-1970) and Hertzberg (1923-2000). Thus, the human resources is apprehended as the strategic approach related to the effective management of people within an organizational enterprise insofar as it helps their business gaining a competitive advantage. Otherwise, the human resource management concerns the management (HRM) of human capital within an organization by focusing on the policy of the system. The HRM enables to ensure of the organization's capacity to go forward thanks to personnel. The convening of the human capital is very crucial in HRM insofar as it enables to concentrate on the implementation of policies and processes, which permit to be specialized in research, recruitment, remuneration, training and the employee's development. The success and prosperity of an enterprise passes through the effective implementation of human resources.

School always considered as an educational enterprise borrows this method. That is why the Ngoa-Ekele GHS nowadays should invest more and more on human capital or resources by managing, recruiting, training and remunerating the educational personnel.

Cameroonian school in general and Ngoa-Ekele GHS in particular by betting on this method should achieve its millenium objectives for educational quality through its different indicators namely; efficacy, efficiency, effectiveness and relevance. All this is made possible through the availability of financial resources.

1.5.2. Financial Resources

Financial resources deal with the financial decisions, which start from the financial policy and the investments' choice up to the treasurery management. In order to seize the scope of the enterprise management, it is necessary to situate the financial management resource in the largest context, that is to say in the general framework, which constitutes the basis of all decisions, known as the strategy of the enterprise. (Russell E. Brayley, 2019). Generally, the term enterprise strategy means the determination of the basic enterprise strategy objectives in long term, the adoption of guidelines actions, the resource allowance are necessary in order to achieve its objectives. Otherwise, the set of objectives and enterprise basic policies. The enterprise's objectives represent what this last one intend to become, whereas the policies show sufficiently how those objectives should be achieved.

Generally, let us affirm that the financial resources consist in a set of decisions which have a financial character and this fact is related to the enterprise functioning. One therefore admits that, the financial management has always occupied a privileged place in the enterprise management, because it enables to conserve the general policy of the firm; its birth, growth, autonomy and survival. Regarding what is peviously said, the financial resources is a broad domain. G. Depalens (1967) has stated that, the financial resources management (FRM) for an enterprise is a function, which has an essential goal of ensuring regularly to a particular enterprise the necessary funds to not only for its rational equipment, but also the current exploitation and control the profitability of operations where those funds are affected. Moreover, the financial resource management is not only an issue of pure finances, because it can be integrated in the enterprise life and its activity. Therefore, schools milieu in general and Ngoa-Ekele GHS in particular needs necessarily the financial resources that is called budgets, in order to enable its internal functioning, the achievement of certain projects, the organization and success of certain activities and tasks, which pass through the deployment of financial resources, but also require a sufficient knowledge, experience and mastery in order to be managed rationally and at excellent purpose, susceptible to arouse the availability of relevant material resources.

1.5.3. Material Resources

Material resources management (MRM) are physical and concrete means or tools which are susceptible to help the achievement of a desired goals and objectives. This concept is generally used in the framework of organizations. The management of material resources (Barney,1991) aims to optimize performance on the capital that an enterprise should invest through the possession /and or use of the necessary material resources, capable to permit the good progress of the enterprise towards performance. The material resources are more and more present in school milieu. The educational personnel for instance, teachers could not exercise their work of transmitting knowledge to learners without the help and the use of those material resources. They could be classified in different categories:

- **Didactic materials:** is all kind of material that gathers means, objects and resources, capable to facilitate teaching-learning process. (Tomlinson,1998) Otherwise, this type of material is used in the framework of educational system, in order to enable the acquisition of knowledge, skills, attitudes and know-how. Those material are for instance; books, chalks, rulers, desks, tables, boards etc...
- **Locomotional materials**: refer to all kind of transport means. The educational personnel and even students need it to assure from time to time their movement, which generally belong to school; For instance, one has; school cars, buses, motorcycles, bicycles...
- **Technological materials** (Doug Johnson, 2017) refer to technological devices, that school uses if need be. One also has, computer equipments, computers, Internet, phones, music player's devices, speakers, microphones...
- **Infrastructural materials** (Jasmeet Chhabra, 2021) refer to different infrastructures that one encounters in school milieu. They are numerous, the most important one are; buildings, halls, toilets, classrooms, roads. The good management of those material resources supposes a reliable communication, addressed by the principal to the personnel in charge of taking care of these last one or to whom it may concern.

1.5.4. Informational Resources.

Informational resources management (IRM) is related to all kind of information that all personnel need, in order to enable the accomplishment of diverse required tasks, activities and the equipments' good use and care. Thus, the informational resource concerns the system of data collection, methods and procedures, policies and regulations of the enterprise related to its diverse activities. (Philip Bidet, 2012). The informational resource is nowadays sustained by

the UNESCO in general and public policies in particular that deals with the educational realm. The informational resource (Day, G. S., Wensley, 1918) is very crucial in the domain of education in general and Ngoa-Ekele GHS in particular, insofar as it enables the school actors who are Teachers, Learners, Discipline Master, Vice-principal and Principal to fulfill their assigned tasks and activities. This resource is precious and is not transmitted the same to personnel, it varies from one level of responsibility to another. For instance, the information that recives the Vice-Principal is further to be what the Discipline Master should receive up to Teachers, Students and vice versa. Elaborating a relevant information is not an easy task. It is a very complex task, which requires an enough time and a lot concentration crowned by enthusiasms.

1.5.5. Temporal Resources

Although, the concept of time itself is not considered as resource for others, but some authors like Parkinson (The straits time, 1982) have integrated it in the typology of most important resource, that exists. Despite of its volatile character, F. Scherrer (1997-2004) notices that, the time resource management (TRM) refers to all stakes and internal synchronization problems. An equilibrated functionning and the implementation of all planning approach is namely based on the principle of synchronization. In fact, the effective time management may enable us to plan the flexibility as far as the important tasks, activities are concerned. Being his time master and tackling the essentials by putting aside insignificant things are necessary in XXIst Century.

A good management and time mastery is one of the main school resources of a school manager. It requires discipline and a lot of systematics for educational personnel, which should be integrated in their daily process of works. That is why, the UNESCO has adopted a norm of 850 to 1000 hours of effective lessons per year for instance as a minimal duration, which is necessary to the achievement of educational quality in the secondary sector. Meaning that, this curriculum should be divided in three terms, each term should have at least 375 hours of lessons, without forgetting the timetables where all lessons planning and teaching hours are mentioned in. Anyway, time resource plays a necessary role as far as the achievement of school objectives are concerned. Ngoa-Ekele GHS needs time resource management, insofar as it facilitates the organization of teaching-learning process.

The elements of quality school management are human, material, financial, informational and temporal resources which should be managed rationally by the secondary school staff or managers. In order to be certain as far as the management of these resources are

concerned, it is very crucial to introduce control, audit, and inspection processes with the purpose of normal school functionning.

1.6. Indicators of Quality School Management.

Indicators are elements or data that enable to recognize and render operational the variables. Laying emphasis on some important and sine qua non indicators of quality school management means to endow our variables with more enligthment and concreteness. These indicators are articulated around 4 and differents elements, which are namely; the prevention of violence, the academic performance, the personnel enthusiam and the serene atmosphere for studies.

1.6.1. Absence of Violence in School.

The absence of violence within school milieu is a kind of a norm that should obviously be prescribed. (Kunyui Ngomenyui, 2021) Understood as the intentional use of physical strength or power, threatened, or actual against oneself, another or against a group or community, which is either results in or has a high likelyhood of resulting in injury, death, psychological harm, deprivation. Violence is considered as an illegitimate act perpetrated to mankind. One estimates that, it is more than 40% of children aged between 2 and 17 and 20% of educational personnel aged between 30 and 50 years are victims of physical, sexual and psychological violence over the past years. The school interpersonnel violence per years harms the life of more than one billion of people in general and children in particular (WHO: Topic, violence campaign 2012-2020). This type of violence undergone by children, students and educational personnel goes up to harm their physical and mental health and has a negative impact along their life. Violence compromises the scholar performance of children and the educational personnel career by forbidding them to live a prosperous and comfortable life. In this negative view, the prevention and why not the eradication of this deviant phenomenon is an absolute necessity. School milieu then occupies a particular place for sensitizing students and educational personnel. In addition, so that to combat the violence epiphenomenon. Not only, it behooves to personnel in general and discipline master in particular to guarantee safety in school milieu, but also they should play the role of vigilant and mobilizing community around the issue, linked to violence. The prevention and eradication of violence within Ngoa-Ekele GHS passes through the organization of activities, that should be introduced by the education experts in the academic curriculum, meaning that courses should henceforth focus on violence prevention.

School should also intergrate this recommendation which consists henceforth for parents in educating and disciplining their children as far the violence avoidance/prevention, prevalence, recurrence is concerned. A pertinent school planning, guidance and counselling plays an important role as far as the protection of learners, teachers and managerial personnel are concerned. The absence of violence in school milieu is made possible by waging an unprecedentedly and merciless fight to this violence phenomenon within school milieu, which immediately could contribute to the improvement of academic substantiality and learner's performance.

1.6.2. Academic Performance of Learners.

An academic performance of learners is an essential characteristics and desire of an educational sector. This concept is defined and explained by many authors. But, the most important one who are more interested to the concept are called Narad and Abdullah (2016). To them, the academic performance of students refers to the acquired knowledge, which is evaluated by teachers notes and /or the pedagogic objectives fixed by students or teachers and should be achieved on a specific period of time. The academic performance of students enables to determine the economic development of human capital. It enables to students, parents and teachers to know the current academic level of their students. (Howard, Gardner, Frames of Mind, 1983.) It also determines the failure and success rate within school milieu. The academic performance is regulated by many factors which are namely; the punctuality in school, the self-motivation, the regular study, the auspicious and peaceful environment, the availability of teaching and learning materials, the competencies/skills of teaching and environment, where school is situated, extrinsic motivation, the individual objectives and the teachers supports and the level of teacher experience, the social prestige and social reward are factors, that considerably influence the academic performance for learners. The implementation of these factors in Ngoa-Ekele GHS milieu reinforces indubitably the academic performance and the personnel enthusiasm.

1.6.3. Personnel Enthusiasm.

Enthusiasm suits the ambitious and serious educational managers /personnel and teachers. Appeared as the most important factor, the educational personnel describe it as the possession of considerable and fervent passion or attachments for teaching career and the commitment demonstration as far as the teaching career or work is concerned. This conception of the importance of enthusiasm is shared by numerous thinkers namely; Keller, Melanie, Neumann, knut, and Fischer (The Enthusiasm of teachers and leadership of students, in J. Hattie

& EM Anderman (Eds), Serie of Education Psychology Manuel, International Guide of Students Success, P., 247-249). As a matter of fact, enthusiasm is classified as a determining key element of an effective teaching. For instance, in universities milieu, notes are used in order to evaluate the lecturers level or competencies, enthusiasm is not only a common aspect of evaluation's instrument for lax personnel, but also it is a desired characteristic, capable to determine the affordable educational personnel. Usually, the educational personnel enthusiasm is considered as a particular mode of transmitting knowledge and information to learners. A teacher for instance is perceived as an enthusiastic if and only if he is capable to transmit knowledge to learners. The notion of enthusiam maintains a closely link with motivation, that is why it is sometimes advocated that this concept may considerably be varied. Teachers enthusiasm has been described as the emotional orientation towards work, which appears in teaching situation and based on the experience, sense of joy and pleasure in teaching. This implies the work commitment, seriousness which includes the cognitive and emotional dimension. Enthusiasm of educational personnel/managers is considered as an important indicator in Ngoa-Ekele GHS milieu, that is why it may enable the promotion of serene atmosphere for studies.

1.6.4. Serene Atmosphere for Studies.

A serene atmosphere for studies is a key of success and educational performances. (Yvonne Depeel, 2018). It may refer to the quality and the character of school life. It has been described as the heart and soul of school. Considered as an essence of school that pushes a learner, teacher and the managerial staff to develop a kind of attraction by considering school. (Ashley Brooks, 2019) A serene positive atmosphere help people to feel socially, emotionally and physically in safety within school milieu in particular in Ngoa-Ekele GHS. It comprises norms, believes, relations, the students learning and teaching practices, parents, educational personnel and even school structure and the organizational structures. A serene school atmosphere is positive and capable to favor the school and social development of learners and personnel.

Many factors may enhance the quality and the character of academic life. Although, those factors are not devoted to be standard, but variable from one structure to another. The most important factor that is supposed to be convened in the context of my dissertation are namely; Safety; all human being has that natural feeling to be socially, mentally and physically in safety (Freiner, school climate, 1999, P. ,11). School influences the students learning and their general development. In this regard, it is necessary to reinforce safety in school particularly

in Ngoa-Ekele GHS by putting in place some coherent guidelines in order to maintain order, stability, discipline and the prevention or violence avoidance for a serene academic atmosphere. The latter refers to the teaching and learning practices, which is promoted in school. It comprises 3 factors; leadership which includes the role of principal. This one is influenced through their school vision support and accessibility. The teaching and learning is related to pedagogic practices which are used by teachers in classrooms. Watchout, if those methods are not well chosen, it may influence on motivation and commitment of students which finally affects negatively their academic performance. The last factor is the availability of resources, which refers to the accessibility of students, teachers and managerial staff, concerning the academic equipments which are guarantor of academic performance and serene atmosphere.

A variety of quality school management's indicators are made possible through the convenient of 4 different characteristics elements, which have been abovesaid and explained. They are as follows; prevention of violence in school milieu, academic performance, enthusiasm of personnel and serene atmosphere of studies. These are incontestably the most important and relevant indicators of quality school management.

SUMMARY OF THE CHAPTER.

In the very short conclusion of this research project, it is crucial to remind that this scientific investigation focused on chapter1, entitled quality school management background. This topic is very enriching that reminding the arisen problem is necessary. What was the real essence of quality school management? To find out a relevant answer to this question was not an easy task. That is why one scrutinized the whole topic by bringing out first of all the definitional, and theorical background of the concept quality school management, then one went over the historic background of the concept, thus in third position one brought out the components of quality school management, fourthly one enumerated the principles of quality school management, fitthly one quoted the elements of quality school management lastly one showed some indicators of quality school management and one realized that the paradigm of quality management plays a real crucial and essential role of enabling the steering of school institutions, which henceforth has to be taken into consideration not only as a panacea but also as a sine qua non propaedeutic, susceptible to deliver as well as protect the educational system in general and Ngoa-Ekele GHS milieu in particular from all kind of evils precisely violence that could endanger and damage their prosperity.

CHAPTER 2: PREVENTION OF VIOLENCE IN SCHOOL MILIEU

Nowadays the phenomenon of violence is a reality that affects the social life. Violence tends to invade all structures in particular schools (Hughes, 2020) which indeed would neither enable the individual to develop multiple capabalities, nor leading him to harmoniously adapt to his environment. Thus for many years, schools in the world in general and Cameroon in particular become the most abject field of violence, by harming the life of millions children. In Ngoa-Ekele GHS, one estimates up to more than 60% of learners aged between 11 and 19 years as well as managerial personnel and teachers aged between 30 and 45years are often violence perpetrators and the victims of several types of violence. The prevalence, recurrence, upsurge and retrieval of violence in school milieu and GHS Ngoa-Ekele is illegitimate. Hence, the following interrogation; is it legitimate and urgent to find out a favorable way out as far as the prevention and eradication of violence in Ngoa-Ekele GHS milieu is concerned? Before responding as soon as possible to this issue, one is obliged first of all to focus on the definitional, characteristics and explanatory theories background to concepts, then one will follow the historic background to the prevention of violence in school milieu, and to highlight the cause of violence, which is not a taboo. After that one will not hesitate to enumerate the typology of violence, immediately to emphasize on the demonstration of violence in school milieu. Finally, to show some indicators of preventing violence in school milieu will sound the death kneel of this present chapter.

2.1. Definitional, Characteristics and Explanatory Theories Background to Concepts.

2.1.1. Definitional Background to Concepts.

> ➢ **Violence**

According to Thapa & Ferrara (2019) violence is generally defined as the treath or the deliberated use of physical force or power against himself, others or against a group or community, capable to arouse death, psychological damages, privations or bad development. This definition encompasses at the same time the different consequences caused by the phenomenon of violence, its different forms according to the context whereby violence may occur or the relationship between the author and the victim. For instance, violence in school milieu. (W.H.O: theme on violence, World Campaign, 2012-2020, World Campaign of Violence Prevention). The concept of violence according to Oxford English Dictionary, (John Simpson, Edmund Weiner & James Murray, 1884) is understood as a behavior involving physical force intended to hurt, damage or kill someone or something. For instance, violence erupted in march protesting.

According to law (Oxford English Dictionary, John Simpson, Edmund Weiner & James Murray, 1884)), violence is the unlawful exercise of physical force or intimidation by the exhibition of a destructive natural force. For instance, the violence of her own feelings.

> **Prevention**

According to English language learners Dictionary, (Samuel Johnson, 1773) the word prevention is defined as the act of stopping something in the most like evils to occur or happen. It is generally defined as the action of stopping something from occurring or arising. For instance, violence's prevention. Concerning violence, it is often said that prevention is better than cure. If we fail to prevent harmfulness, it can be cured without a lot of difficulties (John Locke, The Second Treaty on Civil Government, 1960). Through this Englishman philosopher statement, one is attempted immediately to admit that the concept of prevention describes or gathers a lot of measurements put in place in a domain, which is capable to avoid the occurrence of a worst phenomenon. For instance, his research in the field of violence prevention produced spectacular results. Accident prevention must view as a priority. Fire prevention officers. Health education in the local population is crucial to the prevention of killer diseases.

> **School milieu.**

School milieu it is a public or private institutions or environment in which the promotion of children education, instruction, learning and training is occurred and carried out. Thapa (2013) describes it as an educational environment auspicious for studies. School milieu is composed of infrastructures, school yard, toilets, didactic materials, students or learners, personnel, teachers, principals. In this environment, sometimes one perceives the presence of violence's behavior between school actors, the conditions of teaching and learning process, the quality of personal relationship, the quality of physical and social environment, but also a privileged environment, susceptible to acquire the positive social behavior and the development of socio emotional mechanism that enable to the individuals to manage and master adequately the interpersonal relationship.

- **School Violence Prevention.**

It is an aggregate of three concepts which refers to an act of avoiding the occurrence of violence in school. In other terms the latter can be considered as set of mechanisms that should put in place in order to prohibit in advance the occurrence of violence in the precious environment called school milieu which aims to transmit knowledge and enables to acquire competencies/skills to learners.

2.1.2. Characteristics Background to Concepts.

By characteristics of concepts according to Norbert M. Seel (Encyclopedia of the sciences of learning 2012), one may immediately understand the description of diverse elements which structures the nature of this latter. But also one may refer to the different forms, coated by the concept, the context in which one may appropriately use the concept and its direction. In the framework of my dissertation, one is going to emphasize on the characteristics background of 4 concepts, which are namely; Violence, Prevention, School Milieu and School Violence Prevention.

The concept of violence as well as other concepts is endowed of characteristics. (Patricia Hudson, 2005) Even though these characteristics are pejoratively conceived. Violence as a matter of fact is acknowledged through an undesired behavior, which is considered as harmful as hostile, capable to attain the psychic and physical integrity of somebody even his rights and dignity.

In Ngoa-Ekele GHS milieu, the characteristics of violence's phenomenon is real and obvious. In this logic, Patricia Hudson (2005) advocates that violence is recognized through the negative behavior, perpetrated by some students, personnel to mates/colleagues, who appear as being victims. Sometimes, personnel against personnel are also exposed to the scene of violence in the most abject way.

Violence begets inevitably negative consequences to those who undergo this phenomenon or those who observe it from others. The intensity, the duration and the gravity of consequences vary not only according to the nature of acts, the sociorelational context in which the violence occurs, but also according to the quality of social support and the individual characteristics of those who undergo or perceive aggressions. These negative impacts generate the psychological and social traumatism or trouble (Craig Windham & Hooper, 2003-2008) like anxiety, stress, demotivation, sensation of powerlessness, suicide, isolation, marginalization and social rejection. In addition to the negative consequence on the individual plan, the set of violence demonstrations combined with barbarian reactions contributes immediately to the modification of educational atmosphere. This horrible situation negatively affects students, teachers and school managers in Ngoa-Ekele GHS to the point where it goes up to harm the learning and teaching conditions of youth and school personnel in general. It is also important to underline that the problem of violence is scarcely and strictly concerned exclusively two persons, who are in conflicts. Thus, one notices that a child who intends to aggress than to undergo is also susceptible to live eventually serious difficulties on the developmental and

psychological plans by becoming sometimes the victim of violence. There is a scientific publication which states that young men, who predominantly live and undergo violence in repetitive manner is also exposed to become easily a furious aggressor. (Swerer, Espelage Vaillancourt and Hymel and Galand Recension, Baumont and his collaborators, 2014).

The conceptual description of prevention leads us immediately to bring out three types of prevention which are namely; the primary prevention the secondary and the the tertiary prevention. (Lisa A. Kisling, Das M. Joe, Prevention strategies, 2020).

Primary prevention is perceptible in GHS Ngoa-Ekele and it aims to the general change of behavior, meaning that certain relevant measures should be taken or implemented before the occurrence of the evil. For instance, the phenomenon of violence in school milieu is nowadays become recurrent to the point where the school managers should take certain measures and precautions in order to avoid or forbid the occurrence of the phenomenon. This type of violence refers to activities of targeted prevention. Its goal is to avoid the initial perpetration of violence. It also puts aside a great part of prevention, which is undertaken in the framework of emergency. The emphasis here is put on the ultimate and final attenuation and eradication of the evil. (Miller Thomas, school violence and primary prevention, 2008)

Secondary prevention in GHS of Ngoa-Ekele refers to different measures which are undertaken after the occurrence of violence. Those measures are considered as a kind of immediate response in order to attenuate the consequences of acts in short term. Otherwise, this deals with an immediate intervention in order to secure the victims' life. Secondary prevention does not deal with long term violence that requires a precise knowledge not only for the problem which one is fighting for, but the socio-cultural environment in which occurs presently the action. For instance, in school milieu, in the case of violence victimization the prevention will consist first in saving their lives immediately, not to seek to eradicate the evil itself. (Wiebel W., 1988)

Tertiary prevention in GHS of Ngoa-Ekele refers to a long term measures that aim to treat the sustainable consequence of violence and to forsee the adequate treatment for those who are committed the act or the aggressors. The involvement of national public policies in this regard seems to be significant insofar as they should have responsibilities to define it and to put in place a kind of ad-hoc legislation, susceptible to punish and sanction the actions of violence's author. For instance, violence perpetrated in school milieu should not be unsanctioned. Once the aggressors are identified they should rather and immediately be sanctioned in order to avoid all kind of recidivism. (Prevention, according to W.H.O; 1948)

School milieu is an environment whereby students, teachers and managerial staff maintains a kind of complementarity relationship. School milieu is recognized through quality of management, teaching, education and learning processes. In school milieu, one perceives the buildings attraction, the richese of pedagogical and didactic materials and the level of satisfaction, which is perceptible through the classroom activities. In school milieu to summarize three important things are visible namely; teaching learning process in educational milieu and school life. This is for instance the case of Ngoa-Ekele GHS milieu.

This present part laid emphasis on the definitional and the characteristics background to concepts. These concepts are three namely; prevention, violence and school milieu.

2.2. Historic Background to Violence in School Milieu.

This part of my dissertation calls historic background to violence may retrace the historical character of different forms of violence. It is also referring to the comprehension of bad incidents, indisciplines, conflicts, sexual harassment and insults in school milieu which have been perpetrated by educational managers/ personnel, parents' students and public authorities that enable to seize what has occurred in school since antic period up to modern period via medieval one.

2.3. Antic and Medieval Period

During the antic and medieval period, violence in school milieu is orchestrated in the most case by teachers and students. Learners at the epoch contrarily to those of nowadays were gifted of responsible and conscious character and were in this regard mostly victimized. The use of body punishment is considered as a determining factor of the teaching, learning and assimilating process. (Cecile Carra, Daniel Fraggianelli, in school violence 2011, p7-31). Otherwise, the corporal punishment is a pedagogical method which has been adopted by the trainer or master, so that to teach lessons to a trainee, who through his unability of assimilating lessons would unsurprisingly and immediately expose him to be victim of corporal punishments and sanctions through physical abuses through whip's application either by the school manager or the trainer. This is the case for instance of schools in Rome and Greece taught by the rhetors in IV-Vth Century B.C. According to them the expression of violence by applying physical abuses to the learner enables to fight and deliver the learner from the chains of ignorance. The frequent punishment which was practised in antic and medieval period is the worst and dangerous one, which consisted in using the " ferule", so that to beat or teach a lesson to a learner when the latter displays a deviant behavior and seems to be stubborn and irresponsible. (Annette Fuentes, 2018) Otherwise, they should open their hands and they have to be ready to

receive some beatings with stick well applied by their master. Afterwards, the guilty learner should be raised up on the neck of one his classmates older and stronger than him, while a second classmate holds his feet then the others are looking and mocking at him with tranquillity and serenity without any other form of trial or lawsuit. Then the master starts beating him with a lot of strength and energy. Otherwise, the master himself holds him at the middle of his body and his head behind his back, while another hand is applying him a severe correction.

Anyway, let us precise that violence in school milieu during the antic and medieval period is the expression of body punishment by beating the guilty learner or student energetically with a stick or ferule by his master/teacher in front of his classmates, which makes him appear as a subject of a laugh stocks among his classmates. (Annette Fuentes, 2018).

2.4. Modern Period

School violence in the modern period is not a new concept. It has been documented as from early 1927 when Andrew Kehoe (1872) set a bomb off in ones of Michigan State schools. Kehoe killed himself and several other people. In 1959, Paul Orgeron threw a bomb at playground in Texas that caused the death of himself along with teachers and students. The Federal Bureau of Investigation has recorded 272 school violence incidents from the early 1900 until present day. Those who committed school violence attacks include the staff members of the community even the current and former students. The age's range of those who commit crime is variable. The oldest offender was 62 years old librarian who killed his colleague. From 1990 up to today, the school violence has increased but the reasons that motivated the offenders committing this horrible act are not always known. (Study.com)

Violence perpetrated by students in school milieu is become a social issue in 1970. Georges Fallon (1979) as an inspector wrote a first report as far as this issue is concerned. He made an investigation in 41 schools. That was the first time where one could measure the school violence phenomenon. It is at the same epoch where the secondary school in France calls Collège Unique is founded (1975). In 2001, the first general statistics has started to be analyzed by the General Inspectorate in Charge of National Education. This Inspectorate has started to make a survey as far as school violence is concerned since 1979. This survey has shown that Colleges are the type of schools, which are more affected by violence.

The sociologist Eric Debardieux through the victimization surveys theory (1953) estimates that those data should be interesting. However, he was afraid to argue concerning this topic. He remained silent knowing that; school milieu requires the implementation of

considerable safety. He therefore thought that the ability of distinguishing the different types of violence would be capable to relativize the few existing data.

Nowadays, it is also difficult to appraise and sensitize violence and incivilities. In 1993, the Minister of Internal Affairs has started to sensitize those reports. Concerning the report of General Inspector Fotinos, it is about 75% over 215 incidents, which have been registered by the Parish Academy in different schools. In 1996 and 1997, inside those statistical data, the Central Directorate of Public Safety has noticed that 60% of Colleges are concerned by verbal violence, which later could be transformed into the physical violence. The development of this phenomenon has attracted the attention of the Minister of National Education. In this logic, the closely collaboration between the Minister of Internal Affairs and the Minister of National Education was obviously put in place. Then they proceeded to classify schools according to certain criteria in 1992. Although violence exists in all types of school, but they classified 111 Colleges as the risky or sensible schools. In May 2001, the Minister of National Education Jack Lang (1939) have announced different and drastic measures or norms, which ought to be implemented in 101 Colleges. These measures aim to prevent and fight back against the deviance phenomenon of violence and academic failure.

In summary, school violence in modern period becomes mostly the kind of violence perpetrated by learners or students. Meaning that teachers and educational personnel are not often the actors but in the most case the victims. (Chad Rimbey, 2021).

2.5. Explanatory Theories to Concept of School Milieu Violence.

This part urgently lays emphasis on the explanatory theories related to the phenomenon of school milieu violence, which is called the deviance theory. Many scholars are agreed and have found a capital interest of identifying this issue of school violence to a deviance theory. They vehemently decry and condemn its prevalence in society in general and school milieu in particular through its negative, unworthy and harmful essence. The list is further to be exhaustive, that one is obliged to focus only on some theories, their schools of thought and their methods. They are as follows; the Criminology Theory perceived in the interactionism view by Cesare Bekaria (1764), the Deviance Behavior Theory by Robert C. Merton (1930) the Victimology Theory by Heather Zaykowsky (2014) the General Theory of Crime by Gottfredson & Travis Hirschi (2002). Organizational Management and Conflict Theory by Afzalur Rahim (2002), and the Conative Theory by Spinoza (1677)

2.5.1. Criminology Theory

This famous theory is a scientific inquiry, which makes account on the deviant and criminal behavior. A variety of literature has been published in this domain. The most important one is coined by Cesare Beccaria on crimes and punishments in which several principles of crime and punishments have been developed (1764). Perceived in the symbolic interactionist view, the theory of criminology belongs to Classical School of Chicago and is based on the law creation, enactment, violation, punishments, sanctions, treatment and prevention. To those criminologist followers authors namely; Mertoglu Munnever (2005) and Kurt Lewin (2004), the human deviant behavior results from the social transgression of laws and norms in the society. Once a legislation is not abode by a person, the latter is called a delinquent. It results from these delinquent persons a kind of punishments and sanctions, which are reserved for them so that to bring them back to reasonableness. For instance, school milieu is considered as a social group in which students, teachers and school managers may interact and is regulated by norms and rules that forbid students to adopt a deviant behavior like committing violence. Once this one occurs, the aggressor should be punished and sanctioned in accordance to law in force.

2.5.2. Victimology Theory

Understood as the study of the victims of crime and its relationship with an offender, the victimology is a subset of the criminology theory and belonged to School of Chicago. Coined by one of authors Evan & Smokowsky (2016), this famous theory is perceived in the school bullying theory view under the paradigm of Evolutionary Psychology, which acknowledges the significant role played by the environment in the development of bullying process. Meaning purely and simply bullying can be also developed in school milieu and developing the strategies so that to counter the latter which seems to be necessary. School bullying is a desire to use strength, threats, intimidations, harassment by students, teachers, staff personnel to the weaker among that category of persons. The intention of school bullying is to make somebody to be victim of an aggression orchestrated by a perpetrator.

That is why this theory is based on the examination of crime victim, the perpetrator of crime and the offender by referring to objective data in order to draw conclusions related to victimization and prevention's measures to the latter. A crime victim is somebody who has undergone a physical, psychological and sexual suffering caused by a crime. Whereas a perpetrator is somebody who perpetrates or commits a crime and an offender is somebody who causes the crime to be committed. In certain measures, it is possible to notice that the offender

and the perpetrator should be the same person. The reduction of school bullying may arise from the improvement of school climate. (Kurt Lewin, 2004) Educators and managers are obliged to develop supporting and caring school environment, through the development of school Ethos and relevant decision making process that may discourage students to undertake a bullying action on his classmates. Hence the advent to the prevention and intervention method of this school bullying issue.

2.5.3. Deviant Behavior Theory

Robert Merton (1930) coined the "Strain Theory". Through this theory, the author addresses the issue of deviance within society. More directly he explains that some social structures pressure certain people to engage in uncomfortable, rather than comfortable conduct/behavior. When these groups that give off such pressure are found, there is often high rates of deviance within the groups. This is because the people within these groups are responding to the social institution in which they find themselves in. Merton explains this behavior is abnormal. In his writings the author also explains that the cultural exaggerations of success may impulse people to break restraints so that they could gain wealth, therefore gaining success. Because of these, individuals adapt in a series of ways; conformity, innovation, ritualism, retreatism and rebellion. According to Merton's strain theory, societal structures may pressure individuals into crime's perpetration. Classic Strain Theory predicts that deviance is likely to happen when there is a misalignment between the "cultural goals" of a society and the opportunities of people to obtain them. Classic Strain Theory shows a lot of shortcomings and is criticized by sociologists Robert Agnew, Steven Messner, and Richard Rosenfeld developed by the General Strain Theory. This famous theory predicts that various strains such as discrimination and violence create negative feelings even though there are no other viable options for coping, leads to deviance. Modern strain theories evolved from studies of "anomie," or normlessness, coined by the French sociologist Emile Durkheim, in his works he assumed that groups and social organizations are primary drivers of misconduct. (The Division of Labor in Society 1893, and Suicide 1897). Mainly, Durkheim claimed a breakdown in societal norms which is a result of rapid social change, and societal institutions could no longer regulate individuals well. For instance, in a society where economic norms are lacking transparency, they are weak or non-existent authorities to tell workers what they ought to or ought not do, mostly when one knows that if aspirations become limitless, anomie and deviant behavior results from.

2.5.4. Organizational Management and Conflict Theory

Coined by Afzalur Rahim (2002), the organizational conflict theory management refers to the condition of misunderstanding or disagreement caused by opposition related to needs, interests and values among people who work together. Organizational conflict may also be termed as workplace conflict. Conflicts occur during situations where there is an interaction between two or more members of an organization involving contradictory opinions. Organizational conflicts are influenced by a variety of factors like the lack of clarity, traceability and transparency in the responsibility of the team members, and even the interpersonal relationship showed by the members of the organization. The scarcity of the needed resources may lead to the rise of conflict between the members of the organization. This study attempts to look into the two theories of organizational conflict. These theories are organizational conflict theory and conflict management. These opinions may be brought forward concerning any particular decision or task that has taken place within the organization. Organizational conflict, in simpler terms, implies the outcomes of the human interaction that commences with the declaration of a member of the organization and his values, attitudes, or goals are not compatible with the attitude, values or goals that have been set by the organization and needs to be complied and followed-up by the members of the organization (Siira, 2012).

Disagreement may arise between two members of the organization working in the same group, between two different members group in the organization, or within the same group which a person is a working as member of an organization. Anyway there are several types of conflicts that may arise within an organization. The various types of conflicts are task conflicts, process conflicts, and relationship conflicts. The disagreement of the members in the fields of interest may also lead to conflicting violence. The main causes of the organizational conflict are the disruption of communication, the lack of accountability on the part of the members (Marion & Gonzales, 2013). The misunderstanding on the part of the employees may also lead to conflicts within the organization. Organizational conflict may also arise from the conditions where the targets, which are set by the superiors are not met by the employees who work under their supervision (Bhat and al, 2013). This following report deals with the theories of the conflict within the organization. The report aims to look into the causes behind the conflict within the organizations, the different types of conflicts, and the factors which influence the incidents of organizational conflict. The report, on the concluding note, attempts to look into some ways that may be helpful in the management of the conflicts that arise among the members of the organization.

2.5.5. General Theory of Crime.

The Crime General Theory also explains the prevalence of violence in school milieu, coined by Gottfredson & Travis Hirschi (2002) under the paradigm of social bonds theory. The latter based their assumption on the fact that human being naturally tends towards delinquency. Otherwise, this theory is caused by the weakening of the social bonds and institutions with non law-abiding people. The most interesting question for them is to know what push people to be in deviation from norms. They assume that the stronger the degree of social control and the denser the network of social bonds are, the more likely people are to behave in accordance with standards. Gottfredson & Hirschi (2002) explicitly refers their theory to adolescent delinquents and thus contradicts the assumption that delinquent adolescents exert a decisive influence on their peers of the same age. Finally, according to them conformity is generated by social control. That is why, they have not hesitated to distinguish 4 different social bonds and their social control. They are namely; attachment, commitment, involvement and belief. The presence of these principles contributes to make easier law abiding behavior.

2.5.6. Conative Theory.

This theory is coined by Spinoza (1677) inspired from the concept "conatus», which refers to a desire or an intention for a man to act. The conative theory gathers a set of elements which refers to the motives and actions that should be provided relatively to violence in school milieu. If the feeling of violence concerns all schools (Debarbieux, 2003), then it seems essential to take an interest in the proper functioning of the school. Otherwise, educational institutions are subject to violence, which is generated through inappropriate functioning. Many studies have focused on this aspect by seeking to identify a school effect and leadership. Thus, educational policy and practices, incoherence between educational and management teams, school climate, openness to the proximal environment and management's style have been identified as determining factors in evaluating the level of violence in an educational institution.

Mertoglu Munnever (2005) in delivering a synthesis of this research, concludes on the contribution of educational institutions related to the prevention of violent behavior. At this stage, functioning is optimized: the institution invests in technical and functional axes by adapting its routines to the needs and changes (of the professional world, of the users, of the environment). It reflects on the effectiveness of techniques with regard to the uniqueness of the population received and analyzes the successes of other institutions. The processes are agile, an internal evaluation system identifies system failures and regulations exist. There is a thoughtful applicability of techniques to make them efficient. The institution is working to offer a smart

system, adapted to eradicate violence. In the event of an incident, the institution is in the logic of violence prevention.

Comparative work carried out on different cultural contexts confirms the importance of structural elements (Eric Debardieux, Laurence Thouroude & Astor, 2005; 2008). Nevertheless, if these works make it possible to identify risk factors in the emergence of violence at school, they shed little light on the proper functioning of educational institutions. Yet, trying to understand violence means trying to understand the context that makes it exists, in other words, trying to understand the functioning of educational institutions as a whole: what drives them to act. We share the observation of Kurt Lewin (2004) who affirms that research on the subject pays little attention on the school institution and leadership, its team, its functioning, its organization, its professional practices. We would like to add that few studies are interested in the meaning and origin of the action. By looking for the "motives" allowing to explain the violence and by concealing most of the time the motives which push the actors to act, it seems that there is systematically, in the research on the subject, an eviction of the subject for the benefit of the object, a focus on how does the institution work rather than why the institution works this way. This is why the conative approach makes it possible to envisage a break in the apprehension of the phenomenon of violence in school milieu by focusing on the origins of the action; that is to say what drives professionals to act and the institutional conations that guide the behaviors and functioning of the system. In other words, is it possible to envisage a functional responsibility in the apprehension of school violence?

A variety of theories explain the prevalence of school violence in school milieu. Those theories have been above-enumerated with their different authors, principles and paradigms. All those authors come to an agreement that nothing justifies the use of violence in society in general and in school milieu in particular. Thereafter, violence is decried and is supposed to be condemned vehemently. That is why it is compulsory for them to act by providing a relevant panacea through the enhancement of school leadership, direction and management, conducive to a serene atmosphere for studies in order to deliver schools milieu from the chains of this issue of violence.

2.6. Etiology of Violence in School Milieu

The Etiology/cause of violence in school milieu is an undeniable fact (Michael Furlong & Gale Morison, 2000). This cause in Ngoa-Ekele GHS is exactly linked to numerous factors that one could not enumerate them exhaustively. But the most important factors that call our attention are namely; the media influence on learners, the parents' resignation concerning their

children education, the educational personnel laxity, the school overcrowding and narcotics, drugs & alcohol use.

2.6.1. Media Influence on Learners.

The development of media exercises a profound influence as far as the education of learners is concerned. (Freedman 1984) Television considered as one of the most important media among others has more a negative impact than the positive one on educational learners. Cameroonian students and particularly those of Ngoa-Ekele GHS are further to derogate from this rule. Although, the television programs are not in general negative, but the data have shown that the worst programs of television watched by learners has increased. Many learners and about 70% per year watch violent movies. Thus, these violent programs expose massively those learners to reproduce this aggressive behavior in school for instance. The reproduction of this aggressive behavior is more perceptible to learners of male sex. All over the world, it is recognized that persons in particular learners of male sex watch more violent programs than learners of female sex. Then, the latter influence considerably on the development of values systems and the behavior's training. Unfortunately, a large part of TV programs nowadays is violent. Many studies have demonstrated the negative impact of TV violence programs on children and students in particular. Studies have shown that students:

➢ become immunized or insensible to violence's horror;
➢ Start accepting violence as mean to solve different problems;
➢ Imitate violence that they observe in TV programs;
➢ Identify themselves to certain victims, and actors or aggressors.

Watching too much televized violence by learners can indubitably arouse a huge aggressivity. Learners who watch movies in which violence is more realistic, frequent, repeated and without punishment nor sanctions are more susceptible to imitate or to reproduce what they have watched before in the society or in school milieu. Learners who have emotional, behavioral problems of learning and impulsion's control are easily influenced by the televisual violence. The impact of televized violence is immediately shown in the learner behavior, which may appear later. Young men are affected even when their home or domestic life do not show any tendency of violence. Media, more particularly through the violent TV programs influences with negativity on children in general and learner's life and behavior in the society. The latter are capable to reproduce it in school when their parents have resigned or are not severe as far as their education is concerned.

2.6.2. Parents Resignation

Parents and families play or have a direct and positive impact as far as their children education and behavior are concerned (Holt & Etherington & Felliti and *al*., Dune & all., 2001). Researches have shown that, when parents do not assist their children concerning their education, these one are not more engaged to study and learn their lessons normally. Unfortunately, those students borrow the delinquency path, and would not achieve the precious sesame called the school performance. This kind of action is called parental or familial resignation. (Baker, 2008) This factor immediately trains a child to adopt a deviant and irresponsible behavior in the society. Among those deviant behaviors the most important one, which is applied by a child particularly in school milieu is incontestably violence (Mackiewicz,1998).

For instance, parents as long as they constitute the education basis of their children should not acclimate, familiarize and tolerate the laissez-faire habits, a parent is called to be responsible and be a model for their children. Those children by taking another negative and unreasonable path that leads them towards perdition such as some of Ngoa-Ekele GHS, it is compulsory for their parents to bring them back to reasonableness and show them a reasonable path, susceptible to lead them towards the adoption of good sense, positive, salutary and expected actions or behaviors as recommended and wanted the norm put in place by human community and society.

Violence which is present nowadays in school milieu is the most perpetrated by children. Students are more exposed to this deviant evil due to the fact that they are no more responsible. Hence the resignation of parents as far as their children education is concerned. This parental and familial resignation is recognized through laxity and lack of enthusiasm or seriousness. For instance, the parents silence when their children are watching certain horrible TV programs related to violence can negatively impact on children's training and education, that the purpose is to master and apply incontestably the phenomenon of violence. In this regard, drastic measures should be taken into account and implemented, so that to enable the child once in school milieu or elsewhere in the social group to shelter from reproducing exactly the scene of violence on his classmates and friends that he watched before in certain violent TV channels and programs.

Parental or familial resignation concerning the education of their children is neither virtuous nor a good sense. It is rather considered as a vicious factor, capable to train a child to

adopt a violent behavior in society in general and in particular in school milieu due to the laxity and unseriousness on behalf of managerial personnel too.

2.6.3. Laxity of Educational Personnel.

To Varia (2019) school milieu is suffering from a grave issue. This open secret could neither be for nothing, nor ex-nihilo. The main cause could due to the fact that the educational system has changed the paradigm. Ngoa-Ekele GHS is not spared from this phenomenon, given that nowadays we shifted from the former paradigm to the new one, which consists of putting learners at the center of the teaching learning process. Sometimes, punishment and sanctions seem to be prohibited vis-à-vis of the child, even though the act committed by him, attains at times the summum of immorality and anormality. This new paradigm calls competencies/skills based approach has contributed to the reinforcement of educational personnel laxity in particular teachers. This factor of educational personnel laxity is explained as follows; the advent of competencies/skills based approach which is not bad in itself has rather enabled to school personnel in general to work with a lack of seriousness. This laxity is perceived through the incapacity of those school personnel to give the best of themselves, one testifies the lack of will for those personnel and this may have a negative impact on the student's performance. (Elaine Weiss, 2019) This laxity is also perceived at the level of educational managers, in particular those who are in charge of discipline calls the Discipline Master. One observes that instead of exercising seriously their job with the purpose of implementing a serene atmosphere in school milieu, they rather enable the emergence of laissez-faire. In this regard, school milieu becomes a field where one encounters several social evils; more precisely violence. But paradoxically, it is suitable to deduce that Discipline Masters although they are responsible to forbid the progress of all kind of violence, they do not undertake certain preventive measures and precautions related to the occurrence, prevalence and recurrence of violence in school milieu because they are haunted by the lack of enthusiasm and seriousness.

The laxity of educational personnel is real and obvious within educational systems in general, and school milieu in particular. (Emma Garcia & Elaine Weiss, 2019) This factor arouses a kind of laissez-faire, laissez-aller and gives birth to different and variety of evils like violence in school milieu. The laxity of personnel could also be closely linked to one of the following factors; the phenomenon of schools overcrowding.

2.6.4. Schools Overcrowding

The phenomenon of schools overcrowding (Akech, 2017) is an undeniable evidence in Africa in general, Cameroon and GHS of Ngoa-Ekele in particular. The causes are linked to the

lack of infrastructures or lack of finances capable to build another schools in the area capable to share the number of students normally and equally. An overcrowded school (Guetzloe,1995) is simply that one which is densely populated, meaning purely and simply that the number of students who are registered in that school is twice more superior than the normalcy. This phenomenon is acknowledged through the most populated classrooms by students. For instance, within the overcrowded schools, one realizes that students are more than one hundred for a classroom conceived to receive only fifty students. In this logic, one observes students are sat and tightened like sardines in their tin cat.

In this regard, the process of teaching learning becomes quite difficult. Personnel and teachers feel sorry to master and to manage respectively their school and classrooms. Thus, schools and classrooms become as a matter of fact a place where chao, anarchy, disorders, violence in one word deviances prosper. Generally, in such school the personnel are in total confusion and exercise his work in the precarious conditions. That is why in most case the atmosphere of laissez-faire and laissez-aller is easily encountered in a such school milieu. Thus, one observes a kind of bitter commotion, which installs its bed in that school.

Ngoa-Ekele GHS contains an overcrowding classes, that all classrooms are not sheltered from this situation. Managing an overcrowding school is not an easy task. It requires a lot of resources and energies. This factor is not a virtue for a quality education, insofar as it rather reinforces the school mismanagement which is subject to to the deviance's phenomenon birth and proliferation.

2.6.5. Narcotics Drugs & Alcohol Use

Since several years, narcotics, drugs & alcohol use/consumption is become recurrent in school milieu according to Gary L. Fisher & Thomas Harrison (2018). This phenomenon is an undeniable reality to such an extent that many students of Ngoa-Ekele GHS do not escape from this rule. 45% of students are exposed or are not sheltered from this evil in school milieu. Sometimes, even other teachers, personnel and school managers are attempted to consume /use those narcotic products. To George B. Greaves (1831-1922) who coined the theory of an existential of drug dependence states that narcotics, drugs & alcohol use can be understood as an abusive consumption of substances. For instance, Alcoholism, Cigarette Smoking/Tabagism, Caffeine, Cannabis, Cocaine, Tramadol and Chicha consumption are capable to beget a physical and psychological dependence concerning those substances.

Students, teachers and school managers and personnel use those narcotic products for many reasons. According to them they use narcotic products, so that to forget sorrows, to be

motivated concerning the exercise of certain school tasks and activities namely reading, teaching and others. They also use those narcotics so that to chase out stress, depression, agoraphobia, to relax themselves and sometimes simply by pleasures and complaisency. These sufficient reasons that explain the use of the narcotics by teachers, educational personnel and managers, which with time becomes a kind of addiction by users and consumers, meaning purely and simply that, it is almost impossible for the latter to spend a whole day without consuming those narcotics. Otherwise, the users appear or are sick if they do not take narcotic products, even all their daily basis activities and business do no more work perfectly. Narcotic products become for them as a kind of second nature, their blood circulates henceforth with the use of those products. The general theory of addiction by Alfred Lindesmith (1905-1991) and Donald W. Goodwin (1913-1991) through the bad habit theory of drug abuse is very precise and concise on it.

Narcotics use has a grave and negative consequence in Ngoa-Ekele GHS milieu in particular and in society in general. Those consequences are huge that one could not list all them exhaustively. The most important one are namely; mental health problem, difficulties to think or reason, violence occurrence that causes injuries, which is capable to mortgage the future and life of students, teachers and educational personnel and managers. The use of narcotic products is not at all reasonable and it constitutes even a vice, which is not even the most share thing in the society in general and in school milieu in particular. That is why it is compulsory for educational experts to proceed vehemently by condemning and eradicating this social evil in school milieu. William Frisch (1578-1657) confirms this argument, that is why he enthusiastically proceeded to forge an adhoc theory of drug use.

The cause of violence is closely linked to 5 important factors that we have enumerated and explained by giving its different characteristics. Those factors are necessary, that one cannot hesitate to convene immediately the typology of violence.

2.7. Typology of Violence in School Milieu.

Typology according to Cambridge Dictionary means simply the study of diverse types, or a division of things in many and different types. Our study refers to the typology of violence and it means that, one has to highlight the different types or taxonomies of violence that exists in school milieu. They are numerous. But the most important one are namely, the physical violence, psychological violence and the sexual violence.

2.7.1. Physical Violence

GHS Ngoa-Ekele milieu is always considered as a sanctuary of physical violence. This first type of violence is widespread or found in almost all worldwide countries and their school milieu in particular. The physical violence implies the barbarian acts used by the strongest man or a bully on the weakest man calls the victims. These physical violent acts are demonstrated through namely; beating, burning, kicking, punching, killing, biting, mutilating, stabbing. In the framework of physical violence, one can encounter other taxonomies, which immediately imply those following evils; slavery and human trafficking, due to an initial coercion and the involved persons often becomes the victims of a new violence, because of the situation.

Physical violence can be understood as a barbarian act with an intention or consequence to cause pain and injury to a man. Compared to other types of violence, the objective of the author is not only to cause a physical suffering, but to reduce the self-control of others. (Henry & Lanier 1998, PP, 619-20). Through physical violence, the aggressor sends clearly a message to a victim as follows; "I will make you undergoing things that you do not want to endure." This type of violence does not spare youth, adults and particularly students, educational personnel in school milieu. It may be spontaneous, meaning that it can be originated from a kind of misunderstanding inherent to hazardous games or gambling which are henceforth considered as vulgar in school. Or it is a kind of revenge accordingly to whatsoever act perpetrated by a student and his classmate the victim. Anyway and no matter what the source is, the demonstration of physical violence is numerous. It is perceptible through slapping, punching, fighting and fighting, the use of fake guns and bullets, blades, knives, scissors, compass and other dangerous objects, so that to provoke injury to his classmate, teachers and other managerial personnel. The direct consequence of this act is paralysis and death. (Ferrara, 2019) This is for instance the case of GBHS Deido (Douala-Cameroon 2019), where a student stabbed his classmate to death, and the similar tragedy occurs a year later in GHS Nkolbissong in Cameroon-Yaoundé. (Kunyui Ngonmenyui, 2021) where a student also stabbed his teacher to death. In Ngoa-Ekele GHS milieu the demonstration of physical violence is very serious even though up to now one has not yet registered a mortal case depending on whether it is teacher, student and managerial personnel. This type of violence generally takes this following forms, learners-learners, personnel-learners, personnel-personnel. (Prinsloo, 2008).

For the first form of physical violence learners-learners, this physical violence occurs among students, the aggressor is a student even the victims too. It is kind of violence which simply occurs between classmates or schoolmates. (Van Jaarsveld Zulu, Urbani, 2004).

For the second form of physical violence, personnel-personnel; the physical violence occurs among those who are working in school milieu, it may be teachers-teachers/educational manager, meaning that a teacher may inflict to his colleague, Discipline Master, Vice-principal and Principal and vice versa.

For the third form of violence personnel-personnel; let us say it occurs between teachers, other managerial personnel who is considered as an aggressor and is capable to inflict for instance punishment or punch another student, or student may appear as an aggressor and is capable to punch, slap, stab and kill his teacher and other personnel. And teacher or managerial personnel becomes now a victim (Van der Merve and Van der Walt ,2004).

Physical violence in school milieu and particularly in Ngoa-Ekele GHS is factual. That is why, one has not hesitated to highlight or describe its demonstrations as affirmed Prinsloo (2008). Then it appears that the physical violence derives or originates from the psychological violence or it is a direct consequence of this latter.

2.7.2. Psychological Violence.

All types or forms of violence encompasses a psychological aspect, because its main objective is to hurt and attain the others' integrity, sensibility and dignity. Nevertheless, there exists one of the typologies of violence, which is called the "pure" psychological violence. This one is apprehended as a verbal offense or action that minimizes or underestimates another person. (Stets 1991:98). Otherwise, it is the use of all kind of words, expressions, gestures and acts, which are capable to underestimate the victims and capable to cause to the latter a kind of wrongness. It consists in devaluating, humiliating and using the primitive behaviors and the attainment of the victim's self-esteem. The bad treatment that usually takes the shape of insults, solitary confinement, threat, sequestration or all kind of behavior, which renders others to feel guilty, annoyed and humiliated are considered as the psychological violence. It is therefore all actions that tend towards the negation of others by refusing not to consider, respect, value and listen to the person.

Within Ngoa-Ekele GHS milieu, psychological violence is a typology of violence which is frequent and recurrent. It is the oral or verbal type of violence. To Van Jaarsveld, Van der Nerve & Van der Walt (2004), it is demonstrated through outrageous words /discussions, comments that a student is in measure to address his classmate, staff /personnel and vice versa. Or one personnel will do the same thing to his colleague.

Anyway, it is often a kind of verbal/oral provocation, which consists in humiliating others through its insulting and offending character (Zulu, Urbani, 2004) It is with a lot of efforts that the victims receive this type of violence. Sometimes digesting it, seems to be so difficult that it is susceptible to arouse the physical violence. School milieu is a cradle of psychological violence. This one arouses easily the physical violence may be also the sexual violence.

2.7.3. Sexual Violence.

All types of sexual violence according to William Lee Carter (,2002) is demonstrated either in public or private spheres. The consequences of this typology of violence concern more children in particular and the rest of the whole society. It is understood as a kind of constraint addressed to a male and female individual so that to accept certain acts related to sexuality without the consent of this last one. For instance; an attempt to rap, masturbation, the non consent of vaginal, anal and oral penetration, and sexual harassment are considered as the characteristics of sexual violence. In school milieu, sexual violence is perceptible through sexual harassment and rapping. (Rebecca M. Bolen, 2002) This occurs between the educational personnel and students in most cases. One is also attempted to underline that this also occurs between colleagues too. For instance, there exists certain so called emancipated students, in Ngoa-Ekele GHS who in majority are connected on daily basis to social media (Facebook, WhatsApp, Instagram...) and dare to watch not only the pornographic programs and sometimes dare to expose their innocent classmates to these programs in their phone. Even sexual aggression, harassment and rapping between students are factual. This type of violence negatively affects their learning and their future perspectives, visions or hopes (Ferrara, 2019). It also emanates from their teacher between other teachers /personnel between personnel, meaning that some personnel who is a man is capable to harass or rap his colleague who is a woman for having sex with this latter for instance. (Zulu Urbani & Van der Nerve) This kind of school personnel sexual harassment negatively impacts on the future and prosperity career of the victim. Sexual violence based on rapping is further to be a virtue, given that it contributes to bring a psychological trouble and the absence of peace of mind or ataraxia for the aggressor and even for the victim. This typology of violence has a bad effect on the future of the victims in particular.

Finally, violence in school milieu and particularly in Ngoa-Ekele GHS is real and is classified in three greatest typologies or taxonomies. This type of violence is in three orders;

the physical, psychological and sexual violence. For this part one has emphasized on the definition, characteristics and demonstration of typology of violence in school milieu.

2.8. Negative Impact of Violence in School.

In school milieu, the phenomenon of violence is still topical. (Barber, 2000) Instead of promoting peace, cohabitation, cohesion, solidarity among learner's teachers and educational personnel/managers, it rather reinforces the presence of violence in the abject manner to the detriment of cardinal values or principles. This paradoxical situation begets a negative impact and boomerang effect (Kathy Hoteling & Allen Ottens, 2001) on learners, personnel families and communities. As the most important negative impact, one could have death, the nuisance of learner's/students life, and the repercussion on the children and next generation future. (Muthukrishna, 2000)

2.8.1. Death/Murder

The concept of death/murder is understood as the physical cessation of human being life or existence. Contrarily to the concept of life and existence which is related to an act to be, death according to stoicism school of thought, whose the famous author is Marc -Aurele, (p.161-180) To him death is a part of things that does not depend on us, because it is the product of nature. The fear of death could be merely due to its mysterious character, which is beyong the human being understanding. However, death is a part of the world order which is divine in itself. And one must daily admit it as something wanted by Nature. Nature is capable to transform without no doubt all things and contribute to the birth, existence; feeding and disparition of being "*Do not despize death, welcome and familiarize with it, because it is a part of things wanted by nature*".

Although, death is a metaphysical action wanted by nature, but people in the world do not die in the same manner. Certain finds death simply. Others are killed or murdered, meaning that his classmate who turns out to be his enemy is capable to inflict to other student or to some personnel a scene of violence by using knife and other dangerous objects until removing the life of this latter for instance. This act of killing others is called murder. All kind of student who perpetrate this act to his classmate either to teacher or other personnel is negatively seen in the society in general and in school milieu in particular. This act of murder inflicted by a student to his classmate or to his teacher, managerial personnel and vice versa is vehemently condemned. In school milieu it is suitable to precise that death through killing/ murder is very recurrent. This barbarian act is perpetrated among people who compose the school milieu, they are namely; teachers, students and managerial personnel. It is demonstrated due to a small

misunderstanding and the scene of violence could start and this one is capable to arouse death/murder. (Kunyui Ngomenyui, 2021). This is for instance the case of GHS Nkolbissong (Yaoundé-Cameroon) two years ago where a student stabbed his teacher to death by using a knife. This also takes another form. This time around the situation is changeable, one may attend to the situation where a student kills his classmate by using the dangerous, criminal and murdered objects, so that to stop the life of his classmate.

These illustrating cases of violence in school milieu becomes vulgar. But it is very scarce to attend nowadays to a scene of violence among educational manager /personnel, and teachers up to arouse death or murder, meaning purely and simply that the majority of violence, which goes up to perpetrate death/murder is predominantly occurred by students and among them. Otherwise, students are at the center or the perpatrators of violence sometimes between them and teachers and other managerial personnel are in most cases the victims.

School milieu is the field of homicide. 70% of homicide act has been revealed over the last century, this scene of violence which is prevaling and recurrent nowadays in school milieu is neither tolerable nor acceptable for human being. That is why the experience of losing somebody who is a student, teacher and other managerial personnel is tragic, pitiful and is considered as a traumatic circumstance. Therefore, digesting this circumstance that possesses a tragedy and pity connotation could never be an easy task.

Death/murder is considered as one of the negative impacts of violence, encountered in school milieu. This latter is perpetrated by learners, teachers and educational personnel among them. After certain investigation, one has realized that the act of homicide is spread in school milieu nowadays and is capable to harm the life of learners and educational managers/personnel.

2.8.2. Nuisance to Learners and Educational Personnel Life

Bringing nuisance to somebody (Vuzumzi Nelson Ncontsa, 2013) is an action of causing harm and undermining the honor and somebody integrity, causing and creating an important perturbation to living being organism and health by putting the latter in an unbelievable danger and by hurting him severely. Nuisance to somebody is perceived as the idea or an act to offend gravely somebody, linked to annoyances and unpleasant situations, capable to harm or to annoy the well-being, psychic and physical health of somebody. Nuisance is difficult to measure, because it partially depends on the subjective appreciation of someone who is exposed to violence and appears as the determining factor. In particular, when youth reproduces it and proceeds to its victimization, this ineluctably contribute to the nuisance of youth and adults life.

Within Ngoa-Ekele GHS milieu, paradoxically nowadays is considered as a temple or cradle of violence should pertinently admit that this phenomenon of school violence is perceptible and affect the life of several youths, students and educational personnel. According to certain investigation, (World, Health, Organization) 70% of students and 5% of educational personnel and managers are touched by the phenomenon of violence victimization. This phenomenon affects negatively the life of these youths and adults. It appears that violence goes up to harm their lives by causing to the latter the physical and psychological annoyance, disturbances and troubles. Students who are gifted of competencies and qualities, that can confer them to succeed through studies are lacking seriousness and enthusiasm, because their mind is haunted by vicious things. Even though, they have found a job, they will not be serious in the exercise of their career. Those students are stubborn and be considered as social delights people and are susceptible to evolve in the margin of society. Committing a violence act for them becomes a kind of addiction (Christine Wekerle, 2001). The unhappiness of those delinquent people is rather justified through their powerlessness of spending a whole day without committing any kind of exactions. Otherwise, the blood of violence, wickedness and bad faith is circulating in their veins. This type of violence is much more committed by men gender, who are aggressors and perpetrators than female one. That is why, they are always with their armies, precisely knife analog to a snail that never separates from its shell. To crown all this, those people in particular students adore too much smoking cigarettes and drink wines, which is considered as their daily basis activities and jobs.

For women gender the precision is very cardinal that they are not naturally too much involved in the process of violence perpetration. Otherwise, violence is not too much inherent to their essence comparatively to men gender. Experiences have shown that, the majority of women in the world are in the most case victims of the scene of violence perpetrated by men particularly the physical and sexual violence. (Aline Umubyeyi & Ingrid Mogren, 2014). As in every domain, rule without exception does not exist, it is important to remind that there exists certain violent female student by nature and culture, who are zealed to apply a scene of all type of violence which are namely; physical, psychological and sexual violence to female like them, even men are often their victims.

For instance, certain female students may be capable to perpetrate a physical violence to his or her classmate through punching, boxing, kicking and through the latter the susceptibility of causing the privation of certain organs of the victims could be tourned out. If

this case occurs, it would be very difficult for the victim to continue his studies. His/her life would be harmed and devoted to total failure.

For sexual violence, male and female student may be the perpetrators. Nowadays, one has attended to many scenes of violence that occured through rapping. In school milieu, a male student for instance may rap her classmate up to getting an undesired pregnancy. Many students and school managers /personnel have stopped their studies and professional careers without their own consent due to rapping, undesired pregnancy and sexually transmitted infection caused by an act of violence. A female student may also rap a male student, who is her classmate and why not a female like her. This situation of homosexuality finds all its sense, with the advent nowadays of the new world order, a lesbian and gay may desire having sex with a female student and male like her and him, who is her/his classmate, if the latter refuse she/his will do all her/his best in order to rap her/him. This has a negative consequence on the victims like; stress, depression, and psychological traumatism and in the same logic it impacts negatively on studies and professional careers of the victim.

Psychological violence like insulting (Santa Cruz, 2007) perpetrates by the aggressor to the victim can cause the lack of peace of mind or ataraxia to the victim and the latter is capable to harm negatively the studies and professional careers of teacher for instance. The life nuisance of learners, teachers and educational personnel can be caused by all taxonomy of violence that exists and perpetrated by student's teachers and educational personnel among them. This situation contributes immediately by harming their current activities that they are exercising and could have certain repercussions even in their future and the next generation. Hence, the idea of youth, or adult future mortgage.

2.8.3. Students, Personnel and Next Generation Future Mortgage.

As violence is not a virtue, but an evil to human being/mankind, let us affirm in this logic that each person either students or educational personnel would not be amazed of testifying the negative impact of violence in their lives and even the next generation, if those people have made-up in their minds to postulate for this barbarian act. (Almon Shumba, 2013)

Many GHS Ngoa-Ekele students who have made-up in their mind to familiarize with violence would never prosper in the framework of studies. Many students during their childhood are known as intelligent clever and ingenious one. However, from the moment where some of them have decided to integrate violence henceforth as their daily activities would not be amazed to see these last one no more progressing and prospering as far as the process of their studies and learning are concerned. Their educational performance would without any

doubt be decreased. For instance, if there is a student who used to be first among his classmate, from the time where he would start dealing with violence, he could occupy the last place in terms of classrooms/ students ranking. His average and performance would greatly be decreased. This situation may negatively impact not only his studies performance but also his future life. (Ferrara, 2019) Because, studies performance allows students to get diplomas so that to be vocationally and professionally inserted. Then, a kind of student who has integrated violence as priority in his life will never taste the precious character of success as well as educationally, socially and vocationally.

For educational personnel namely, teachers, discipline -master, vice-principal and principals who have privileged violence to the detriment of peace negotiations and diplomacy during his career could not be surprised not to benefit from certain promotions, and advantages during the exercise of his profession and vocational career (Vusumzi Nelson Ncontsa, 2013). In one word, instead of progressing in the exercise of his career, he rather regresses. Many people in particular educational personnel at the beginning of their career are seen to become a great civil servant or consultants and experts in the domain of education, but from the moment these latter have started familiarizing with the phenomenon of violence, their social promotion are become an absurd illusion.

These acts of violence in school milieu particularly in Ngoa-Ekele GHS are perceptible through the fact that certain personnel are capable to beat, pregnant, kill/murder, insult harass and rap their learners or colleagues. To Van der Walt (2004), nobody ignores that the act of violence is energetically and vehemently condemned by the fundamental laws constitution of States and Governments. Once the act of violence is perpetrated, the aggressor or the perpetrator is generally the subject of sentence. They are many among students and educational personnel who have been sentenced to death, because the act of violence that they committed is not tolerable but very grave. Violence in school milieu in this regard is susceptible to contaminate and mortgage the next generation future life (Kathy Hoteling, 2001) and immediately may contribute to render them useless and insignificant, Allen Ottens (2001) has not hesitated to concede this statement.

As the current generation is more involved in perpetrating the act of violence, one is obliged to state that this phenomenon becomes to them as a kind of second nature and this latter has the ability to initiate those of the next and following generation involving or mastering and perpetrating violence in their daily activities. The next generation will also adopt and apply it too, given that this can be considered as a legacy on behalf of their ascendant generation. That

is why, in certain countries one realizes that the exists a kind of generation who only deals with violence. These persons in particular are useless and insignificant due to the fact that they inherited the violence's act commitment as a legacy, and they are capable to make it going on or perpetuating it.

Finally, this part focused on the negative impact of violence in school milieu. One has realized that, learners, teachers school or managerial personnel are the perpetrators and the victims among them and vice versa. Violence perpetration has negatively an impact on those educational personnel and even learners. This negative impact (Ferrara, 2019) is perceptible through three different factors or indicators, which has been enumerated and explained just a little higher.

2.9. Indicators of Prevention of Violence in School Milieu.

In the context of problems and crisis, referring to several indicators is not a taboo. It rather constitutes as a matter of fact an absolute necessity. The different and undertaken indicators could be considered as some elements, which indicate or designate an object that makes it peculiar or different from other objects.

Ngoa-Ekele GHS milieu is considered as the cradle of violence nowadays. Many mechanisms have been put in place, so that to prevent this deviance phenomenon of violence. Those mechanisms of preventing school violence are also considered as the indicators which are capable to cernate the different characteristics and peculiarities of violence's phenomenon compared to others in order not only to clean it up, but also to improve and enhance safety, which immediately contributes to implement a serene atmosphere for studies and even school performance.

For this part, it is imperative to focus on one important indicator of violence prevention, which is namely the quality school management and includes many following elements; the implementation of policies for preventing school violence, the school personnel training program organization, emergency plan crisis elaboration, physical safety measures adoption, profile and counsel at risk individual, software used for trends and risks identification, students, parents and the community roles assignation, right way addressing and resolution of conflicts and the reinforcement of disciplinary regime. These differents elements will attract our attention insofar as each one would be enumerated and explained.

2.9.1. Implementation of Designed Policies to Prevent Violence

The implementation of policies is indubitably contributing through the improvement in Ngoa-Ekele GHS safety in several manners, but as far as this part is concerned, it is suitable to focus only on two manners; through first of all the concept of deterrence and the promotion of an inclusive school safe area. (Connie A. Jones, 1998) The first manner could be through the concept of deterrence, which is identified to the concept of zero tolerance policy. The latter will be enabling to sanction pitiless the violence perpretrators, which is susceptible to deter students from having a violent behavior. Those who will proceed to the violation of this norms or regulations would be immediately exposed to severe punishments and sanctions. The most concerned one are those who have the courage to bring violent weapons in school milieu namely; blades, guns, compass, scissors, knife and even bully men. (Simms,1996).

The second manner could be through the promotion of an inclusive safe milieu in Ngoa-Ekele GHS. Many schools have adopted this strategy, which is capable to shape or endow school with the wide behavioral expectations that instills the cardinal and positive axiologies such as respect, inclusion and communication. For instance, demanding to all visitors to wear badges during certain visit in school milieu should be imperative, then those who do not wear any badge in the school agenda at the main entrance/gate.

All educational personnel via teachers and even students is called to adopt a moral conduct code/rule in Ngoa-Ekele GHS milieu and visitors should wear badges and the security personnel is supposed to be vigilant and intolerant as far as the badge wearing is concerned. Finally, it is very crucial to underline that these topics are related to the adoption of a moral conduct code/rule and should be updated in function of certain circumstances and realities. The flexibility and effectiveness of these policies should be reviewed annually. Hence; the advent to the concept of safe school milieu and the school personnel trainning program should be organized in this regard.

2.9.2. School Personnel Training Program Organization.

The school safety improvement passes through the creation of a safe and affordable in Ngoa-Ekele GHS environment. In this regard, education and training programs is thus relevant. (Eric Digest, 1994, Patricia First & Joan Curcio 1993) There is a study, which attested that nearly 50% of school homicide perpetrators gave at least one warning-signs like threatening before becoming violent. Teaching personnel warnings signs (Dwyer, K, Oscher & C. Warger, 1998) push them to intervene before the situation becomes violent and aggravates. These warning-signs are numerous, let us enumerate them. They are as follows:

- withdrawal
- Poor academic performance
- Expression of violence in writings and drawings.
- Uncontrolled anger.
- Impulse hitting Pattern
- Bullying behaviors.
- Deviant character
- Delinquent behavior
- Drug or alcohol use
- Affiliation with gangs.
- Violent serious threat

Moreover, the sensitization of warning signs is not sufficient. That is why developing the training program for teachers, which is capable to educate them on how to communicate effectively and defuse violence episodes in school milieu turns out to be unavoidable. Training program is capable to equip the Ngoa-Ekele GHS personnel with the right tools in order to intervene, when warranted and handle emergencies occur.

2.9.3. Physical Safety Measures Adoption.

Considered as the common way for reducing violence in schools, the physical measures should be strongly taken into account and implemented. (Albuquerque Junior, 2014 & Fontes 2006) Those measures are namely, security systems, campus guards, metal detector and surveillance cameras. Surveillance cameras for instance should be placed in hallways, classrooms and near doors in order to provide the safety of school personnel, but also the ability of identifying and following-up the unfamiliar faces and loitering from afar certain guests and people who, not only seem to be dangerous but also those who have the intention of committing at least any kind of violence.

Employment of security guards is necessary insofar as it enables to patrol the school, parking lots, campus grounds yard and other common areas. Security guards is capable to watch for suspicious behavior and is also capable to remove dangerous individual from Ngoa-Ekele GHS milieu before they cause any kind of nuisance.

The installation of security systems will help to control buildings and school area access or different entrances of school milieu, restricting for instance how people enter school by assigning the main doors as the only entrance point and locking all sides of doors from the external, or restricting one door where people should enter in school milieu by setting -up an

alarm and by implementing the school law to close immediately doors if these latter are opened during school/classes hours without the consent of the security man. School milieu with weapons or gang's violence issues may implement an extreme security measures such as metal detectors and permanent security personnel in order to deter students from behaving in violent way.

2.9.4. Software Use for Trends and Risks Identification

The software implementation with its capability to track whatsoever incident in Ngoa-Ekele GHS milieu is relevant. This technology is capable to identify tools in school violence. (Avdokskin and Pesotskaya (16), Barki and all.,17) When every incident is reported and consolidated into a single data base, it is easier to determine the severity of violence, where the latter occurs and even the group of individuals who are responsible for violence's act. Data generally show exactly the intention of rebel and guilty students.

Studies in foreign and developped countries like England, US, Israel and France found out that systematic monitoring, which is used to collect and interpret data from multiple strata, so that to quantify and explore different issues of concerns communities in particular. In 2014, more than 100 american schools learned the benefits of systematic monitoring. Through data, they learned that bullying, school's safety, weapon use was the important and interesting and targetted domain of study, as far as the prevention of violence in school milieu is concerned.

For instance, i-sight could help the Government High School of Ngoa-Ekele monitoring and addressing issues before they take a grave uncontrolled and unsolved proportion. According to an investigator Steve Simpson (2012) affirmed in this regard being able to signalize harassers or see multiple complaints about this issue is invaluable and acceptable in school milieu. That is why this technology would help them to identify and address areas of risks in that school milieu.

2.9.5. Crisis and Emergency Plan Development.

During crisis students often go into a state of schock and forget how to react properly. Preventing this from happening in real emergency schools in particular Ngoa-Ekele GHS should adopt routine that is to say natural emergency, evacuation and lockdown drills (Brewer 2011, Palenchar, 2010, Michael J. Fagel)

In fact, developing and practising a crisis emergency plan will teach school manager /personnel how to respond to violent questions and how to defuse dangerous situations and keep everyone safe from/during violent incident. The crisis and emergency plan will outline how

teachers and other school managers of GHS of Ngoa-Ekele should behave or react in a situation where a visitor is showing an imminent warning signs of violence. Those warning-signs include a variety of elements namely:

- Fighting with peers.
- Destroying property
- In a severe rage bout/crisis
- Self-harming.
- Possessing weapons.
- Making a detailed plan to harm.
- Beginning by conducting a risk and threat-assesment to identify serious potential emergencies.

Then developing and documenting a step-by-step plan that should be read and practiced routinely. When a crisis occurs, then the school managers of GHS of Ngoa-Ekele will be able to be efficacious, efficient, effective and relevant accordingly to training that they received, susceptible to handle it approximately.

2.9.6. Students, Parents and the Community Roles Assignation.

School community partner (Epstein et Cornors Lyon, Robbins and Smith (1993) Lynn,1994) is capable to create not only a safe atmosphere inside schools but also they may create a safe atmosphere outside school. Community and students are capable of watching programs in GHS of Ngoa-Ekele hall and yard, even at home related to school safety and violence prevention, that has as an effect to reduce effectively the severity, prevalence and occurrence, upsurge and retrieval of violence in school milieu.

Parents play also a major role by ending school violence with the right education and support for their children. Including the student's parents by devising plans for improved safety. Teaching the correct way to address their children about bullying, threats and weapons, encourage students to take responsibility for maintaining a safe space and offer them support when they do. Students may need emotional assistance if they are feeling guilty about resisting peer pressure or reporting a violent friend.

2.9.7. Counselling Risk Individual and Profile.

Identifying and monitoring at risk children will improve Ngoa-Ekele GHS safety by identifying potentially violent individuals early means simply that, there is more time to steer/guide the students towards a new path and also ensures that their efforts will be more

effective. Employing a qualified mental health professional who is experienced in handling at risk children or adolescent may be necessary for some situations. (Merlin -Knoblich, C. Moos, L. Cholewa B., (2019) A professional official may counsel potentially violent individual with undivided attention and support that may further prevent dangerous situations. However, profiling and counselling potentially violent individuals cause problems. There is a stigma that comes with being labeled as "at risk for professional work and carefully possible."

2.9.8. Right Way Addressing and Resolution of Conflicts

This method of resolving conflicts are very relevant. This is perceptible through the capability of the Government to train and post many school psychologists or counsellors in GHS of Ngoa-Ekele in order to mediate for violent behavior (Warren, J.M. & Mauk G. W, (2019), but for schools that do not have any mediation, it is often a huge and difficult task for the whole personnel and even for school administrators/managers. In less dangerous situations, such as a verbal argument with no signs of escalation, the intervention of the mediator would appear very important insofar as it is capable to contribute of solving issues effectively. First acknowledgement that violent tendencies is the result of several risks factors such as association with troubled peers, community poverty, pour grades and poor home environment.

The creation of a safe setting is possible. engagement with the violent individual in a semi private location with a limited number of spectators. A violent individual is more likely to lash out of his or her personal space. Take him where there is a little room to breathe. When you are in the rights settings, discuss the incident. Demonstrate, be opened and calm down your body, use the language and a tone to match treat the perpetrator with respect by avoiding sarcasm, negative comments and the passive-aggressive remains. The individual would be deeply troubled. Nevertheless, the use of the long and complex phrases will render the comprehension very difficult, that is why the use of basic term is recommended.

Guiding the conversation towards the achievement of stipulated objectives. The surest learning environment is the ultimate goal but at this level, what one ought to do is to understand the violent individual. Do you want to know their feelings and why they are behaving like this? In function of the objectives, solve the whole problem by using a strategy of conflict resolution, which corrects the current situation capable to underestimate the chances to be reproduced.

2.9.9. Rethinking/Revising the Moral and Citizenship Teaching Process in School Milieu.

Nowadays, one has realized that the moral and citizenship teaching/education in our school milieu has decreased. Understood as this manner of bringing citizens to develop by themselves the sense of citizenship, not only for their own good but also for the community to

which they belong, for state in which they live and for values to which they must adhere, the moral and citizenship teaching process in our different schools is a categorical imperative and very urgent to rethink or revise. (Alemnge, 2019), Taylor and Francis, Globalization Societies and education, 2011) This considerable aching is called to be efficacious efficient effective and relevant in Sub -Saharan African countries in general and Cameroonian educational system in particular. As a matter of fact, there are many suggestions, which have been tested and proved, susceptible to contribute to the improvement of the quality of moral and citizenship teaching process. These suggestions which are capable to reinforce the moral and citizenship teaching process are numerous, that one could not enumerate all them exhaustively. But the most important one, on which one must emphasize on, are as follows; The implementation of national policy design for moral and citizenship teaching process, the determination of monitoring/following-up applied guidelines to moral and citizenship teaching process and the adaptation of moral and citizenship teaching process to Cameroonian context.

2.9.9.1. Implementation of Moral and Citizenship Teaching Design in National Educational System.

Over the past decades, the moral and citizenship teaching process has immediately lost its cardinal values in Cameroonian system of education and particularly in school milieu. The case of GHS of Ngoa-Ekele is very alarming. (Alemnge, 2019) That purely and simply means that the moral and citizenship which is taught in African schools in general and Cameroonian one in particular are no more efficacious efficient effective and relevant. Otherwise, this manner of teaching moral and citizenship in Cameroonian school milieu lacks the label quality, and this last one has a negative impact, or repercussions through the arousals of certain deviances in school milieu. Violence considered as one of the school milieu deviant evils would surely be an illustrating example, which is present recurrent upsurge and caused by the lack of efficacious efficient effective and relevant moral and citizenship teaching. Certain drastic measures should be taken in order to avoid the occurrence of violence in school milieu.

The Cameroonian Government put in place some decades ago an efficacious efficient effective and relevant moral and citizenship teaching all over the whole national primary and secondary schools, capable to prevent and reduce the occurrence of school milieu violence. But with the advent of many educational reforms, the former curriculum has been replaced by the new one, which paradoxically seems to be inefficacious, inefficient, ineffective and irrelevant. Instead the new curriculum promotes and enhances the quality of moral and citizenship teaching process, it rather contributes to render the moral and citizenship teaching lacking the concept quality.

Hence, the urgent necessity and responsibility by the Cameroonian Government in general and educational system to proceed to the quality implementation of moral and citizenship teaching, susceptible to be defused all over the national primary and secondary schools. This fact seems to be urgent and necessary in the context where the Cameroonian school milieu is facing a lot of violence cases.

The teaching of moral and citizenship is supposed to be compulsory and passes through the providing and familiarizing learners with certain norms and principles, susceptible to be perceived in the framework of ethics morality and citizenship. Meaning that henceforth, teachers should be trained qualititatively and must be capable of providing a quality moral and citizenship lessons, with the purpose to help the learners/students to behave responsibly vis-à-vis of his teachers, classmates and educational managers. This process of teaching moral and citizenship values should reflect or correspond to learners' good behavior generally in society and particularly in school milieu, because it is capable to instill the moral principles and values namely; the promotion of affection and respect for others, deference, sympathy, solidarity, virtue, good sense, social cohesion, hospitality tolerance and the idea of togetherness.

Quality policy design of teaching moral and citizenship lacks in Cameroonian educational system in general and Ngoa-Ekele GHS milieu in particular. This lacking is neither tolerable, nor acceptable and admissible given that it contributes to deteriorate and tarnish the image of Cameroonian educational system and school milieu in particular. That is why, it is urgent to implement an efficacious efficient effective and relevant policy design, capable to avoid the occurrence of certain evils namely violence in school milieu.

2.9.9.2. Determination of Monitoring with Guidelines Applied to a Quality Policy Design for Moral and Citizenship Teaching Process.

Determining the monitoring applied guidelines to moral and citizenship teaching purely and simply refers to this concrete action of endowing this last one with certain applied guidelines capable to follow-up and monitor efficaciously efficiently effectively and relevantly the moral and citizenship teaching. Thus, the moral and citizenship teaching in national primary and secondary schools milieu is very crucial that one could not keep silent as far as this issue is concerned.

In fact, those applied guidelines capable to be taken into account as far as the issue of moral and citizenship teaching is concerned, (Wiel Veugelers & Isolde de Groot, Education for Democratic Intercultural Citizenship, 2019) They are as follows:

- Planning effectively the teaching of moral and citizenship subjects in all primary and secondary schools.

- Implementing the appropriate, financial, material, human temporal and informational resources capable to follow-up and monitor a quality design policy of teaching moral and citizenship at the strategic, or macro, tactical or meso and operational or micro level.

- Controlling, supervising, inspecting and evaluating the different tasks and activities for teachers related to the efficacy effectiveness efficiency and relevance by which the moral and citizenship subject is taught.

- Making decisions related to norms targets and goals.

- Identifying the constraints, difficulties, gap as far as the moral and citizenship teaching are concerned.

- Allocating duties and responsibilities to personnel and teachers that should be scrupulously respected.

- Maintaining faithful record of all events and sending reports to whom it may concern.

Some applied guidelines related to quality moral and citizenship teaching are numerous. The most crucial and essential one have been enumerated up. If these one is taken into account by the educational system of Cameroon in general and school milieu in particular, it is suitable to affirm that certain evils will be reduced why not eradicated, meaning that school milieu would no more face abjectly certain scene of violence. That is why sometimes to adapt the moral and citizenship teaching to Cameroonian context should be evident.

2.9.9.3. Adaptation of Moral and Citizenship Teaching to Cameroonian Context.

The context of Cameroonian school at the dawn of 21st century is indubitably related to the recurrence of violence. Violence is otherwise become a religion in Cameroonian school milieu, particularly in Ngoa-Ekele GHS. That is to say students, educational personnel via teacher's worship practice and live the phenomenon of violence. In school milieu, nobody escapes or is sheltered from the phenomenon of violence. That is why in this logic the adaptation of moral and citizenship teaching context and realties should be necessary and urgent.

The adaptation of moral and citizenship teaching to Cameroonian context passes through the integration of our local national and social values, cultures and realities in the framework of moral and citizenship teaching process. (Alemnge, International Journal of trend in scientific research, 2019 & Tanto, 2018) Otherwise the moral and citizenship teaching /education should thus be able to train citizens in particular students /learners rooted in their culture, respectful of the concept of general interest, a common good, ethics and democratic

values concerned with a harmonious living together and opened to the world. By adapting the moral and citizenship teaching process in our context, realities and cultures, this last one can enable:

- To promote the national consciousness and the pacific cohabitation, which is the demonstration of global life, perceptible through the inter individual reports and personal behaviors;
- To promote the will and an individual approach, capable to consider other as having the same right and duties in order to try the challenge concept of togetherness. (Esther Christian, 2021);
- To emerge the capacity of State and society by considering all citizens at the same level of equality or equal terms, through the respect of differences and particularism of individuals and ethnic group, considered not only as a richese but also as the key and fundamental element as from which the national unity should be forged. (Roland Ndille, 2020).

The adaptation of moral and citizenship teaching is related to the inculcation and familiazation with the precious concept of national unity. This famous unity is made of diversity, complementarity, solidarity and faith to the common destiny, susceptible to transcend all kind of particularism and differences, namely the geographical, historical, linguistic tribalistic, religious and political one. (Hélène Leenders, 2012). National unity first of all should imply the fact that Cameroonians are first Cameroonian before belonging to such as such Ethnic Group, Anglophones, Francophones, Moslems, Christians, Pagans and others.

The adaptation of moral and citizenship teaching to Cameroonian context responds to a worry of promoting in Cameroon society the practice of virtue, perceptible through the adoption of an exemplary behavior, a progressive readjustment at scale values and the implementation of prioritary and elementary rules and principles for instance the respect and love of each other, justice committing, equality, peace and sympathy begging, and violence enemy, susceptible to guide Cameroonians towards togetherness and violence avoidance and prevention as well as in the whole Cameroonian society in general and Ngoa-Ekele GHS milieu in particular despite their shortcomings, or even a loss if not a deficiency of ethical civic and moral bearings.

In summary, rethinking the moral and citizenship teaching in Cameroonian educational system in general and GHS of Ngoa-Ekele in particular is an absolute necessity and constitutes also an emergency in the context where school milieu is facing a lot of deviances/evils precisely

violence. Rethinking the moral and citizenship teaching is supposed to be articulated around three elements namely; the implementation of quality policy design as far as the teaching of moral and citizenship is concerned. The determination of applied guidelines capable to follow-up and monitor the quality policy design as far as the the teaching of moral and citizenship are concerned and the adaptation of moral and citizenship teaching to Cameroonian context.

2.9.10. Reinforcement of Disciplinary Regime/Arsenal in School Milieu.

To Curvin & Mendlers (1999), through the discipline with dignity model theory, William Glasser's (1998), through the theory of educational transformation and Skinner (1992) through the theory of behavioural modification, the reinforcement of disciplinary arsenal or regime in Ngoa-Ekele GHS milieu turns out nowadays to be a fundamental, necessary, urgent and crucial element. This question is due to the fact that educational systems in general and school milieu in particular is facing a recurrent scene of violence. Understood as a set of disposals and the respect of convention capable to implement and reinforce not only discipline in school milieu, but also to promote the essential values namely, obedience, attendance, punctuality, in one word promoting a serene atmosphere for studies where no evil like violence should reign accordingly to established convention between school, educational personnel and others.

In school milieu, the personnel in charge of maintaining or mastering the discipline is doubtlessly the Discipline Master, who has the essential mission to apply certain rules assigned to him so that to master discipline, with the purpose of preventing the advent of certain evils in particular violence, the disciplinary arsenal or regime occupies a central position, insofar as it enables to contribute for students performance via the achievement of stipulated school objectives efficaciously, efficiently, effectively and relevantly by adapting teaching/learning process to Cameroonian context. Among all the indicators related to the violence prevention, there exists one relevant and important indicator, which attracted our attention and is considered as very crucial in the process of cleaning-up the phenomenon of violence in school milieu. This indicator is called the quality school management. By laying emphasis on the quality school management as the sole indicator for preventing the school violence, one has realized that this last one includes or implies many elements, which have been enumerated and explained above.

SUMMARY OF THE CHAPTER

This chapter 2 of my dissertation laid emphasis on the prevention of violence in school milieu. After having made our scientific investigation, one has realized that violence is a reccurrent fact in school milieu. Perpetrating the act of violence by whoever whenever and wherever is neither justified nor illegitimate in society as well as in school milieu in particular. That is why the prevalence, recurrence, recrudescence and resurgence of this phenomenon is vehemently condemned by civil society and more particularly by educational experts, due to bad repercussions and nuisance caused by this issue on students, teachers and school manager's life and future. Before arriving to the presentation of violence as an illegimate evil, one first of all brought out the definitional, characteristics and theorical background to concept of violence, then one went to the history of this last one, after that the cause of violence, and also the typology and demonstrations of violence encountered in school milieu. Finally, one enumerated the prevention of violence indicators, which could contribute to find out a panacea or solutions to prevent the occurence of violence in Ngoa-Ekele GHS milieu.

SECOND PART:
METHODOLOGICAL AND EMPIRICAL
BACKGROUND TO STUDY

CHAPTER 3: RESEARCH METHODOLOGY

The chapter 3 of this project proposal lays emphasis on the research methodology. The elaboration of this chapter is so very crucial and important that one should not bypass it, given that the latter constitutes the figurehead of this project proposal. The absence of this chapter would render this project proposal not meaningful, but very fade and insipid. Hence the formulation of its main objective which consists of presenting data, that should be used for evaluating their quality, without forgetting to focus on the definition of the operational variables, but also to proceed to the clarification of the study's analysis background and even the methods of data statistical analysis in order to achieve the stipulated objectives.

3.1. Data Presentation

Before focusing in this part not only on the data sources their collection supports and their sampling but also on the study of target population, and the sampling size, we used the quantitative data collection method, which consists of quantifying or measuring the violence phenomenon in GHS Ngoa-Ekele by way of generating the numerical and measurable data which is transformable into useable statistics, so that to formulate facts and uncover pattern in the framework of this present research project.

3.1.1. Data Sources

The data used in this study is made by students, teachers and managerial personnel survey.

3.1.2. Supports and Instrument of Data Collection.

Three types of questionnaire (module) are subject to the present survey, namely the *Identification* Module, the *Management* Module, and the *Prevention of Violence* Module. The content of those modules has fundamentally been elaborated in function of this project proposal. Data Collection and the physical administration of questionnaire to respondents were quite impossible through the unavailability of students, teachers and school managerial staff. Everyone was occupied by its professional activities and tasks, we judged then necessary to choose randomly within the Ngoa-Ekele GHS population the student of each class, some teachers some school managerial personnel to make a list of the latter followed by their different WhatsApp numbers. Thereafter, one has created a sequence mask from **CSPRO** software that we had transported to the phone as **CSENTRY**. This method of data collection seems to be modern and relevant, given that it may enable not only to encourage the implementation of digitalization through E-learning or even distant learning, which nowadays appears as the new deal in the framework of educationnal domain more particularly in the teaching-learning

process, but also this method has enabled to make easier this present dissertation by reducing certain expenses related to waste and undiscernment use of papers.
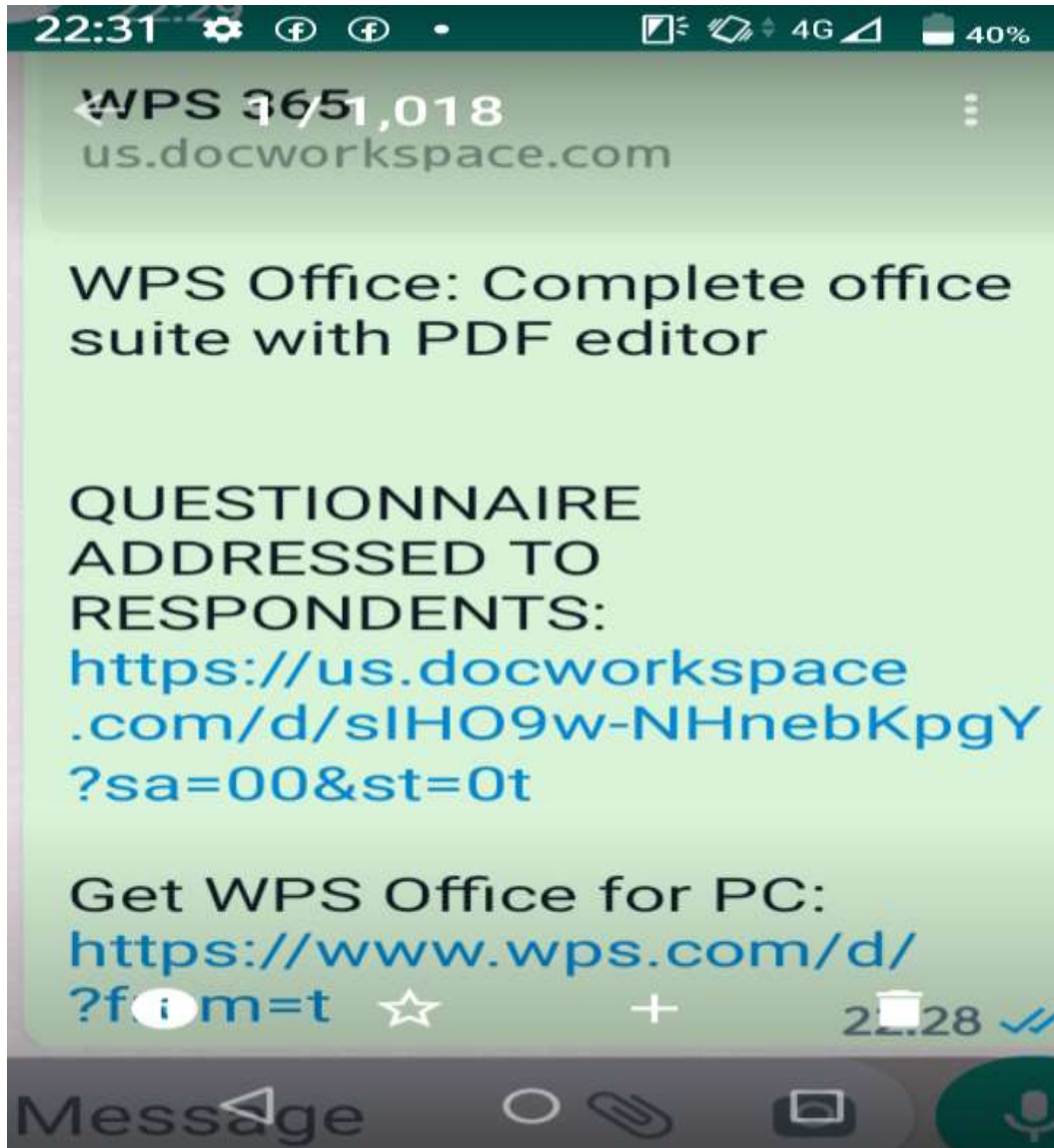
3.1.3. Sampling

The present survey follows a quite particular methodology and focuses on the Cameroon-Yaoundé GHS Ngoa-Ekele. The sampling type which is used is called the stratified random sampling of one degree. In order to guarantee an adequate representativeness two stratas are in this regard created (personnel strata and student strata). A stratified random sampling technique and of one degree has been implemented. It consists of choosing among personnel 5 individuals and among students of each class 10, except in form 1 where 11 students have been chosen. Thus, as from a list which has been updated by students of each class

provided by the GHS administration and a list of managerial personnel and teachers and their WhatsApp numbers, so that to randomly choose the individuals within a population, who should be divided into a smaller group known as stratas (same number as indicated up) with an aim to be surveyed.

3.1.4. Target Population, Size and Study Sampling Characteristics.

The target population is constituted of all personnel (Administrative and Teachers one) and learners of GHS Ngoa-Ekele in Yaoundé. The sample size is 76 individuals. The choice of this population is linked to the current context, which is marked by the huge disorder observed in Yaoundé Capital City in general and some schools milieu in particular.

In addition, one should notice that the reliability of informations related to Administrative Management and the types of perpetrated violences within school milieu are more accessible only to those who attend the milieu. Furthermore, one should precise that the choice of one school; the Ngoa-Ekele GHS is linked to the delicacy, which in turn is linked to the data collection made by the target population.

Table 1: Sampling Characteristics.

Variables	Workforce	Percentages (%)
Sex		
Male	34	44.74
Female	42	55.26
Total	76	100.00
		Age
Average		17.22
Gap		7.63
Minimum		11
Maximum		55
		Social Class
Administrative Personnel	2	2.63
Teacher Personnel	3	3.95
Students	71	93.42
Total	**76**	**10.00**

Source: Survey made by the author on Ngoa-Ekele GHS Personnel and Students.

Graphic 1: Distribution of Sampling by Sex
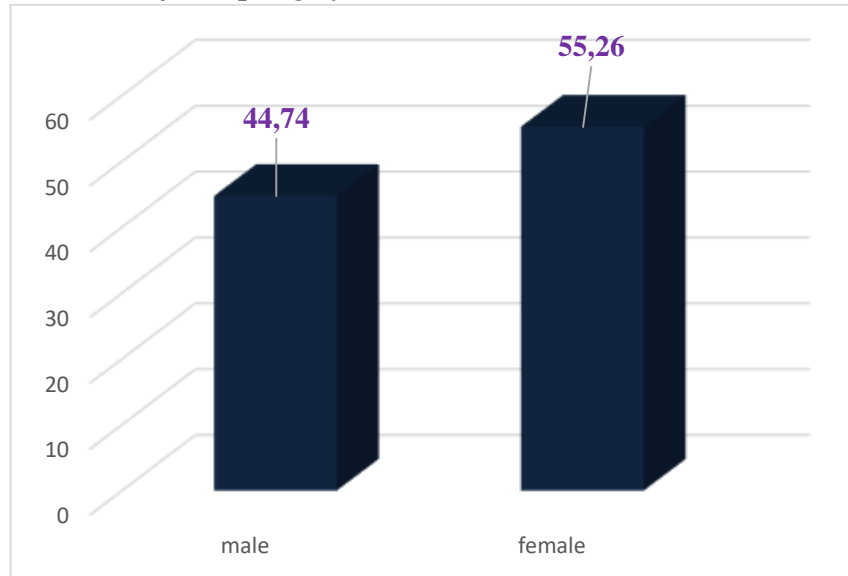
Source: Author's work from STATA

From the graphic above, it comes out that 44.74% of our sampling are male while 55.26% are female.

Graphic 2: Distribution of Sampling according to Social Class
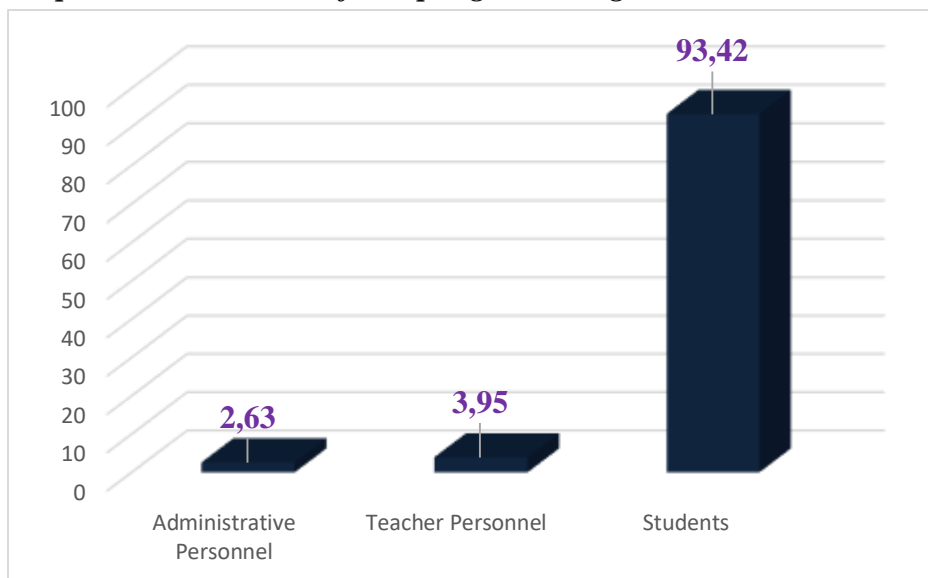
Source: Author's work from STATA

From the graphic above, it comes out that on the three social classes which constitute our sampling are namely; 93.42% of students, 3.95% of teachers and 2.63% of administrative personnel. It comes out that our main population is students, given that they are the ones who are more involved in violence's perpetration act. From this three classes of respondents, who were 76 participants, constituted of two administrative personnel namely; Principal and Discipline Master, and their respective ages vary from 40 to 45 years old, the three teachers are

the Philosophy, Biology and History Teachers. Their ages vary from 30 to 45, and for the seventy-one students, their ages vary from 11 to 20. Therefore, it results that in GHS Ngoa-Ekele, the ages of all respondents generally vary from 11 to 45 years, and the age average is 17.22.

Graphic 3: Distribution of Sampling by Age
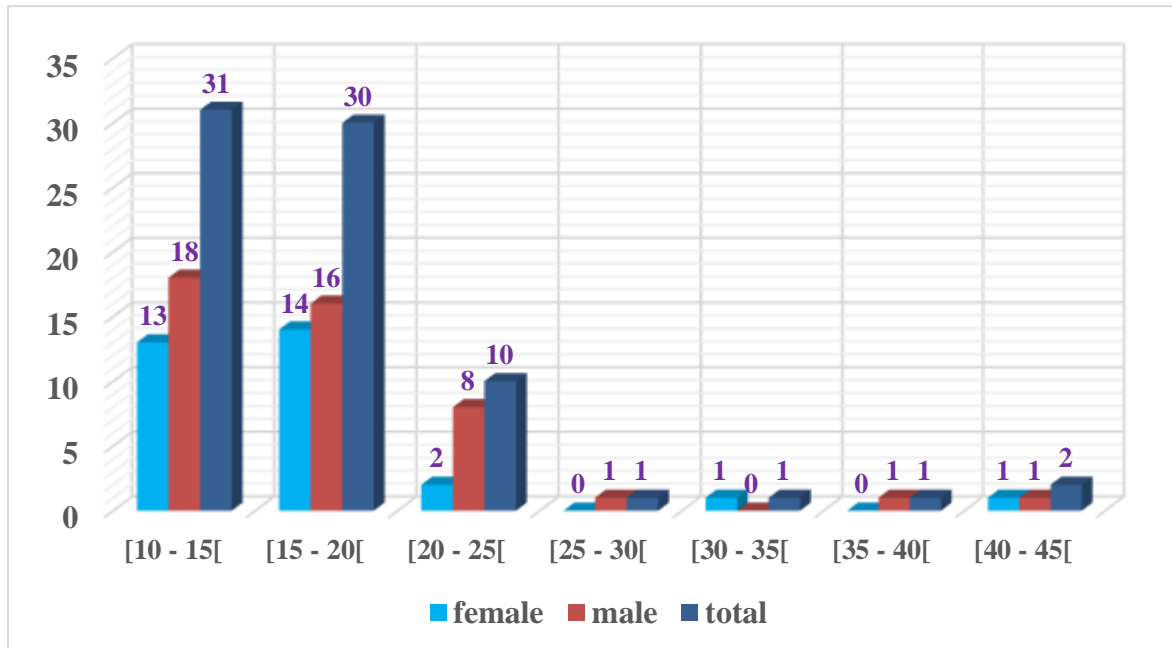
3.1.5. Collected data limits.

The data which have been collected within GHS Ngoa-Ekele are not exempted of errors. One may encounter a kind of omissions, refusal, sampling and measurements errors. The statements of informations about the survey itself are often subject to omissions or refusals that may arise following a defect of mind or a desire to conceal certain informations on surveyed people.

Sampling errors could be introduced during the survey design. Indeed, the action of observing only one portion of the population called sample and not the whole, necessarily introduces an error into the data collected. This always leads to a discrepancy between the sample data and the population data even if one took whatever precautions, given that a sample may never be the perfect reflection of total population.

Measurements errors are generally due not only to the collection device of data analysis, but also to the bad definition of concepts, bad formulation of/a question(s) of its/their understanding, and the case of non response and refusal etc... They generally intervene at the moment of data collection on the field.

3.2. Variables Study

3.2.1. Dependent variable

The Dependent Variable of study is indubitably the following expression; prevention of violence in school millieu. This variable has a so broad meaning or lexical field that proceeding to operationalize the latter is not at all an easy task given that it is perceived as a composite variable supposedly called "***PROXY*** " captured from several indicators which inquire on some important mechanisms related to violence prevention. They are namely: Control of sharpening objects, presence of the school security, efficacy, efficiency effectiveness and relevance of measures against violence, sanctions and punishments against violence, beating delinquent students, parents implications in case of their students' indiscipline, destroying the narcotics products selling points around school, reinforcement of educational discipline regime and citizenship teaching in GHS Ngoa-Ekele. These indicators inquire on mechanisms put in place in order to prevent and eradicate drastically the phenomenon of violence in Ngoa-Ekele GHS milieu. It comprises two modalities in this study namely; the effective and the non effective one.

3.2.2. Independant Variable

This present section focuses on the definition and operationalization of the variable of study. (Let us see how to define them). Each variable includes two modalities: *Yes* and *No.* They are Efficacious Planning, Efficient Organization, Relevant Administration and Effective Control. We are going to discover their usefulness.

3.2.3. Response Rate of Non-Operational Variables.

Response rates are part of the evaluation of data quality . They make it possible to assess the extent of the missing values of each operational variable in order to decide whether to take it into account in this dissertation or not. They appear as instruments for measuring the level of reliability of indicators related to these operational variables. For a variable (V), the non-response rate is calculated by relating the number of individuals whose response to this variable and was not recorded to the total workforce of the concerned population. The calculation of these different rates will be used to detect any errors in the quality of data. In this study, any variable with a non-response rate of less than 90% will be considered as useful.

$$\text{Non response rate} = \frac{number\ of\ valid\ information\ for\ a\ variable}{total\ number\ of\ registration\ related\ to\ this\ variable}\ x\ 100$$

Table 2: Non -Responses Rate

Analysis Variables	Responses	Non responses rates (%)
Efficacious Planning	76	0.00
Efficient Organization	76	0.00
Relevant Administration	76	0.00
Effective Control	76	0.00

Source: Survey made by the Ngoa-Ekele GHS personnel and students

All the non-response rates for these different variables are all null, as shown in Table 3 above. As a result, it follows that our study variables are good quality or at less reliable, then they are judged to address the present research work.

3.3. Data Analysis.

Data analysis is the process of data transformation which have been collected and aims to condensate them such as to make easier the interpretation without at all loosing the essential of informations contained by the data. It is therefore a synthesis of information, which enables to highlight the data mass. In this present study, one will essentially proceed to make a descriptive and explanatory analysis.

• **Descriptive Analysis.**

One is obliged to refer here to univariate and bivariate analysis:

The univariate part is related to the distribution of variables. This is useful in a summary description, which aims to report on relationships between variables. Furthermore, this is a portion of control stage of the abstraction phase. It therefore helps to identify the variables that contain the lower rate of response, the null variances variables and the aberrant values, to the recoding of some variables, so that to test the normality hypothesis not only, but to test the linearity hypothesis. The above may be done through the examination of frequencies distribution and statistical parameters, which is likely making account of the central trend dispersion or distribution form.

Whereas the bivariate descriptive analysis involves the analysis of associations between the prevention of violence in school milieu and each one of the explanatory variables. The existence and the non existence of a correlation between these variables (Prevention of Violence and the Independent Variable, which has been taken individually) will be assessed to the statistical light of Chi Square within 5%. The results of bivariate analysis are generally presented under the form of tables and graphics that provides thus some presomptions on the level of relationship between the Prevention of Violence and each of Independent Variable without however to relieve the cause-effect relationship. The Chi-2 formula is as follows:

$$\chi^2 = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{(n_{ij} - n'_{ij})^2}{n'_{ij}} \; where \; n'_{ij} = \frac{n_{i,} * n_{,j}}{n_{.,}}$$

The Chi-2 follows a probability law of a freedom degree χ^2 **to** $(\mathbf{r - 1})(\mathbf{c - 1})$. The decision is taken by comparing the calculated (or empirical) Chi-2, and the theorical Chi-2. When the calculated Chi-2 is lower to Chi-2, it is concluded that there is a relationship (and eventually with the stata software, when the value -P is lower to 5%, one rejects the null hypothesis and concludes that there is a link between the dependent variable and the independent variable which is considered. In other terms, the repellent reiterates that the case is exposed to the relationship between the dependent variable and the independent variable.)

Parallely, one will attempt to measure the relationship of intensity between the prevention of violence in school milieu and each of the predictive variables using the Cramer's V. When V=1 /-1, the link is total. When it is close to the unity, the link is stronger. The more it is far from 1 (and eventually of -1), the more the association's degree becomes lower. When V is close to 0, there is an absence of link.

• **Explanatory Analysis**

The matching results of descriptive methods is often leading to the non satisfied conclusions or even erroneous one. In fact, they may not report of the causality link. Thus, would not it be therefore useful to refer to a deeper analysis such as the multivariate explanatory method? Considering the fact that the dependent variable should be dichotomous and qualitative, the binominal logistic regression seems to be the best appropriated one. Given that, the dependent variable takes the value 1, when the event is realized (the prevention of violence in school milieu is effective) and 0 if not, the binominal logistic regression estimates the probability with which the school administration prevents violence within school milieu. Let P the probability with which the event is producing (effectiveness of violence prevention in school milieu), 1-P the probability of this non-event, the model of logistic regression enables to put L=Log (P/(1-P) under the following linear form:

L= b0+ b1x1+ b2x2+……+ bpxp, where the x1, x2, ..., xp are the independent variables and the b0, b1, b2, ..., bp are the regression coefficients of the model. To the latter, is associated a nonlinear form probability P which is written: P=1/(1-exp(-L)).

In reason of its non-linear character, the present model estimates the parameters by iteration from the likelihood maximum method. It provides the regression coefficient "*bi* " from which one calculates the Odds Ratio (OR) which represents nothing else the chances reports

(exp(β)) ... In this part, one will be interesting in Odds Ratio. A greater OR to 1 in a given modality indicates that there is a greatest chance that the advent of violence in school milieu should be prevented or warned compared with reference group. A lower chance report to 1 symbolizes as well as the inverse compared with the reference group. For Fit Model, one will resort to a Fit Statistical Test of logistic regression model related to data provided by the procedure *''lroc''* of *''STATA 16.0''* software, without ignoring at all the results of Chi -Square model fit test.

Moreover, one will be dealing in this present study with the verification of the multicolinearity between different variables of analysis. The method to use is the variance inflation factor test (VIF). In general, there is a multicolinearity problem if there is a strong link between the explanatory variables and the impossibility of isolating the individual effect of them on the dependent variable. Thus, one will have as consequences the presence of biases on the estimating which results from the test if and only if the correlation between the explanatory variables is not put in highlights, thereby the verification of the existence of correlation between two explanatory variables requires the calculation of VIF that should be highlighted. This automatically refers to the regression of each of the explanatory variables on the others. The calculation of VIF has the purpose of appreciating the tolerance, that worths the complement to one of the determination coefficient ($R2$). When a variable draws or presents a greater VIF compared to 2 or when the VIF average of different variables of analysis is greater or equal to 10, then the problem of multicolinearity lies.

SUMMARY 0F THE CHAPTER.

From the abovesaid, let us notice that the collected data accordingly to an appropriated methodology are not exempted of errors. These errors observed during survey can be closely linked either to the surveyors or the respondents and the sampling. Nevertheless, the quality of these data enable us to achieve our stipulated or assigned objectives. A better refining of this present project and the achievement of our stipulated objectives is made possible through the convenient of the statistical technique called the binominal logistic regression, which seemed to be useful, utile and necessary in order to fill nuances that may be experienced by association bonds matched to Chi-2 tests.

CHAPTER 4: RESULTS PRESENTATION AND DISCUSSIONS

This present chapter is consecrated to the interpretation of data through the descriptive and explanatory methods. This will be not only to show the associativity between the prevention of violence in school milieu and each of explanatory variables, but this also enable to seek the determinents which explain the phenomenon. A significance level of 5% is retained for all the analysis. Then, one should notice that all data which are used for the calculation of our different proportions are been weighted. Thus, these present interpretations, results discussions will only be relevant in Ngoa-Ekele GHS where the data have been collected.

4.1. Level of Violence Prevalence in Ngoa-Ekele GHS Milieu.

The prevalence of violence in Ngoa-Ekele GHS has achieved a historically record that remaining passive seems to be unacceptable and intolerable. According to the collected data, the phenomenon of violence has increased of 96%, namely 31% for physical violence, 46% for psychological violence and 19% for sexual violence. This statistical data involved managerial personnel, teachers and students. This also shows us exactly and openly that the prevalence and recurrence of violence is obvious within that school. (See the table and graphic below).

Table 3: Percentage of violence prevalence in GHS Ngoa-Ekele.

	Physical violence		**Psychological violence**		**Sexual violence**	
	Yes	No	Yes	No	Yes	No
Effective	29	2	40	6	16	3
Non effective	2	29	6	40	3	16
Total	**31**		**46**		**19**	

Source: Survey made by the Ngoa-Ekele GHS personnel and students

Graphic 4: Respondents rates to the typology of violence in Ngoa-Ekele GHS.
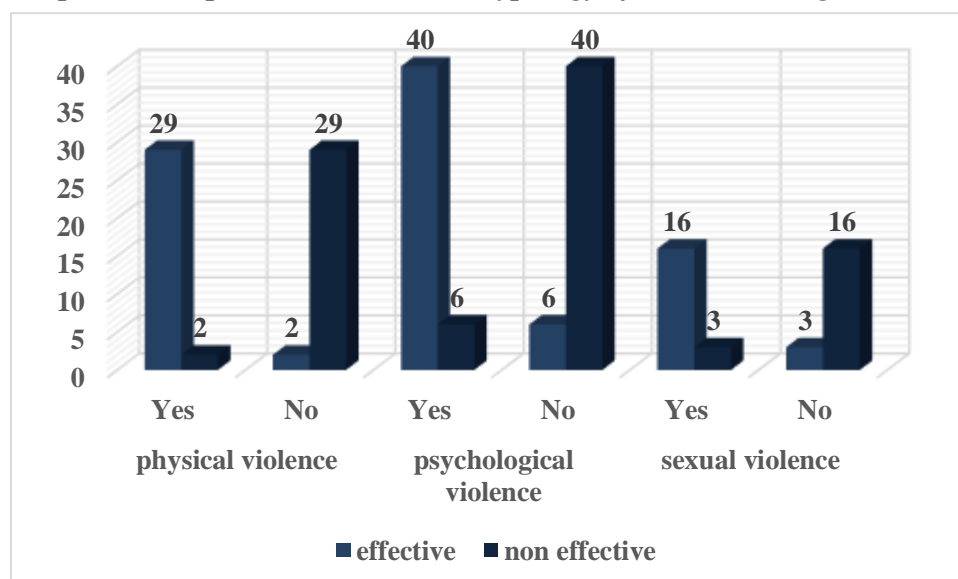
This above figure (***Graphic4***) lays emphasis on the description of the Respondents rates related to the typology of violence issue encountered in Ngoa-Ekele GHS milieu. Indeed, there exists three types of violence, which prevails in that school, namely the physical, psychological and sexual violence. This table is showing that on 76 online questionnaire addressed to our respondent 29 % among our target population have responded by YES, whereas only two others who have responded by NO respectively for the prevalence and non prevalence of physical violence in Ngoa-Ekele GHS. Then, 40% of respondents among our target population have reacted by given the answer YES, and 6% still among our target population have responded by NO respectively to the prevalence and non prevalence of psychological violence in Ngoa-Ekele GHS milieu. Finally, 16% among our target population have responded by YES and only 3% have responded by NO respectively to the prevalence and non prevalence of sexual violence in Ngoa-Ekele GHS milieu. The figure (***Graphic 5***) below confirms the hypothesis that violence issue in GHS Ngoa-Ekele has reached a higher historical record of 96%.

Graphic 5: Percentage of the prevalence of violence in Ngoa-Ekele GHS.
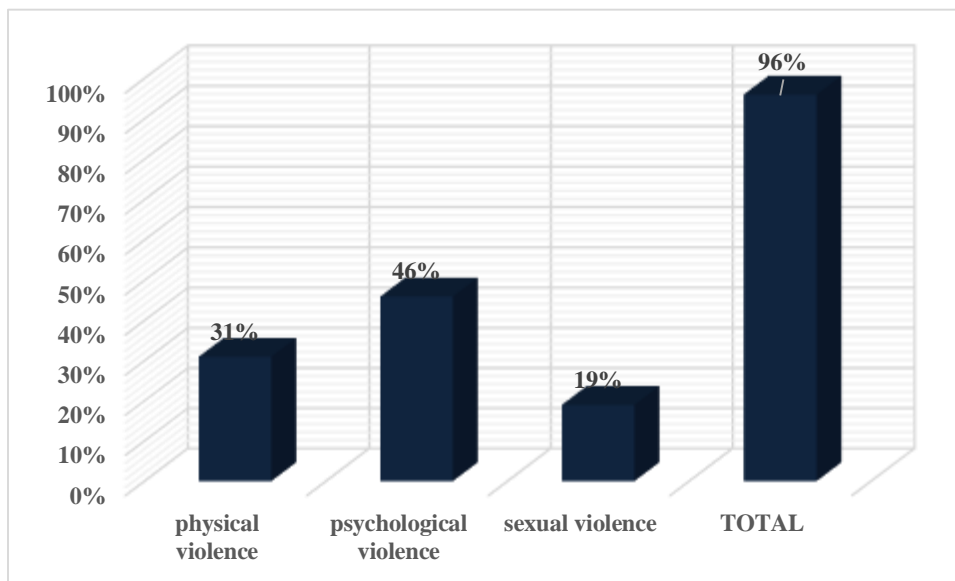
Source: Survey made by the Ngoa-Ekele GHS personnel and students

4.2. Level of Violence Prevention in Ngoa-Ekele GHS Milieu.

Based on collected data, the level of the prevention of violence in Ngoa-Ekele GHS milieu is estimated at **80. 28%** (Graphic 1). The managerial personnel of Ngoa-Ekele GHS provide many important efforts in order to prevent and clean-up the phenomenon of violence in Ngoa-Ekele GHS and to proceed to make understanding to students (and eventually parents) and teacher's personnel the mefaits or the inconveniences of this deviance phenomenon.

Table 4: Level of Violence Prevention in Ngoa-Ekele GHS Milieu

Prevention of violence in Ngoa-Ekele GHS milieu	Workforces	Frequences
Effective	61	80.28
Non effective	15	19.72
Total	76	100%

Source: Survey made by the Ngoa-Ekele GHS personnel and students

Graphic 6: Level of Prevention of Violence in Ngoa-Ekele GHS Milieu.
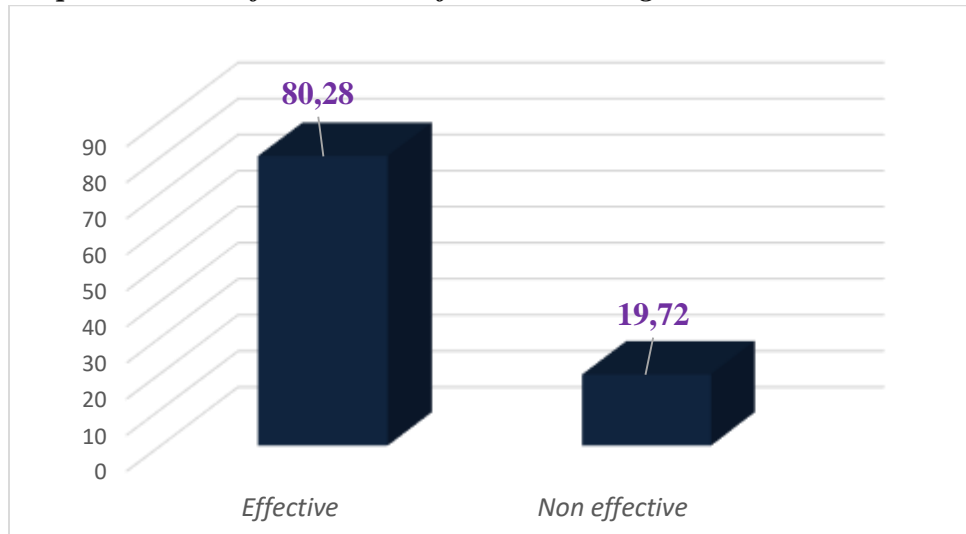
Source: Survey made by the Ngoa-Ekele GHS personnel and students

4.3. Response Rate of Operational Variables

The results obtained from collected data reveals that **77.63%** of surveyed individuals have affirmatively responded for the **Effacacious Planning, 72.37% for Efficient Organization, 60.53% for Relevant Administration** and **60.53%** for **Effective Control (Table 4).** The complement to 1 of these different proportions characterises the surveyed which have been negatively responded.

Table 5: Response Rate of Operational Variables

Analysis Variables	Workforces	Proportions (%)
Efficacious Planning		
Yes	59	77.63
No	17	22.37
Total	76	100.00
Efficient Organization		
Yes	55	72.37
No	21	29.63
Total	76	100.00
Relevant Administration		
Yes	46	60.53
No	30	39.47
Total	76	100.00
Effective Control		
Yes	46	60.53
No	30	39.47
Total	76	100.00

Source: Survey made by the Ngoa -Ekele GHS personnel and students.

Graphic 7: Response Rate of Operational Variables
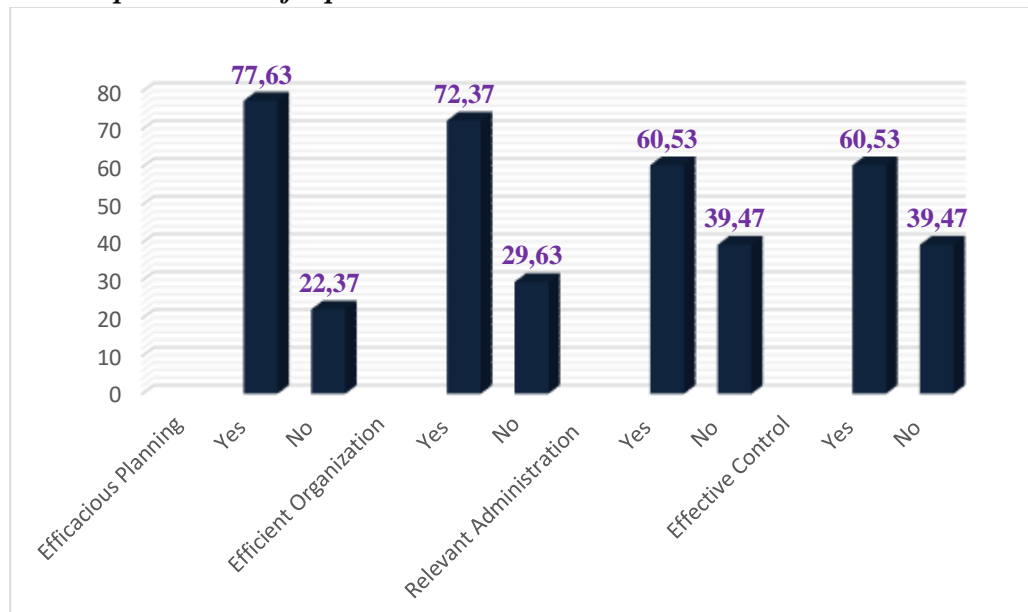
Source: Survey made by the Ngoa -Ekele GHS personnel and students.

4.3. Bivariate Analysis.

One should present in this section, the different results embossed with the distribution of the prevention of violence in school milieu, according to each of explanatory variables which have been retained in the framework of study. The Chi-2 test will be useful for these analysis.

4.3.1. Prevention of Violence in Ngoa-Ekele GHS Milieu According to Effacacious Planning.

Efficacious Planning is significantly associated with the threshold of 5% to the non-use of prevention of violence in Ngoa-Ekele GHS milieu (table 3) Nevertheless, this relation remains lower in view of Cramer's V analysis (Cramer's V =0. 2056). An Efficacious Planning leads to prevent at 93. 22% violence in school milieu whereas the inefficacious planning does not prevent at 64.41% (Graphic 2).

Table 6: Prevention of Violence in Ngoa-Ekele GHS Milieu According to Efficacious Planning.

Prevention of violence in Ngoa-Ekele GHS milieu	Efficacious Planning		Total
	Yes	No	
Effective	55	6	61
Non effective	4	11	15
Total	59	17	76

Pearson Chi2(1) = 3.2126 ; Pr = 0.043
Cramer's V = 0.2056

Source: Survey made by the Ngoa-Ekele GHS personnel and students

Graphic 8: Prevention of Violence in School Milieu According to Efficacious Planning
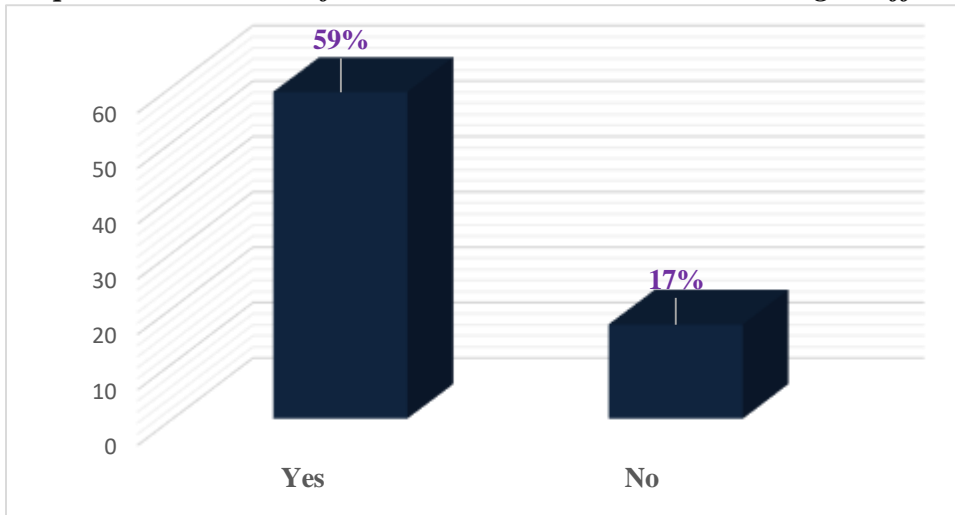
Source: Survey made by the Ngoa -Ekele GHS personnel and students.

4.3.2. Prevention of Violence in Ngoa-Ekele GHS Milieu According to Efficient Organization.

The recorded results in table 4 show clearly that there exists none relationship which is statistically proved between the Efficient Organization and the prevention of violence in Ngoa-Ekele GHS milieu within 5%. In other words, the incidence of efficient administratively

organization of a school institution does in nothing influence on violence which is produced in that school milieu.

Table 7: Prevention of Violence in Ngoa-Ekele GHS Milieu According to Efficient Organization

Prevention of violence in Ngoa-Ekele GHS	Efficient Organization		Total
	Yes	No	
Effective	45	16	61
Non effective	10	5	15
Total	55	21	76

Pearson Chi2(1) = 0.4746 ; Pr = 0.491
Cramer's V = 0.0790

Source: Survey made by the Ngoa-Ekele GHS personnel and students

Graphic 9: Prevention Of Violence In Ngoa-Ekele Milieu According To Efficient

Organization
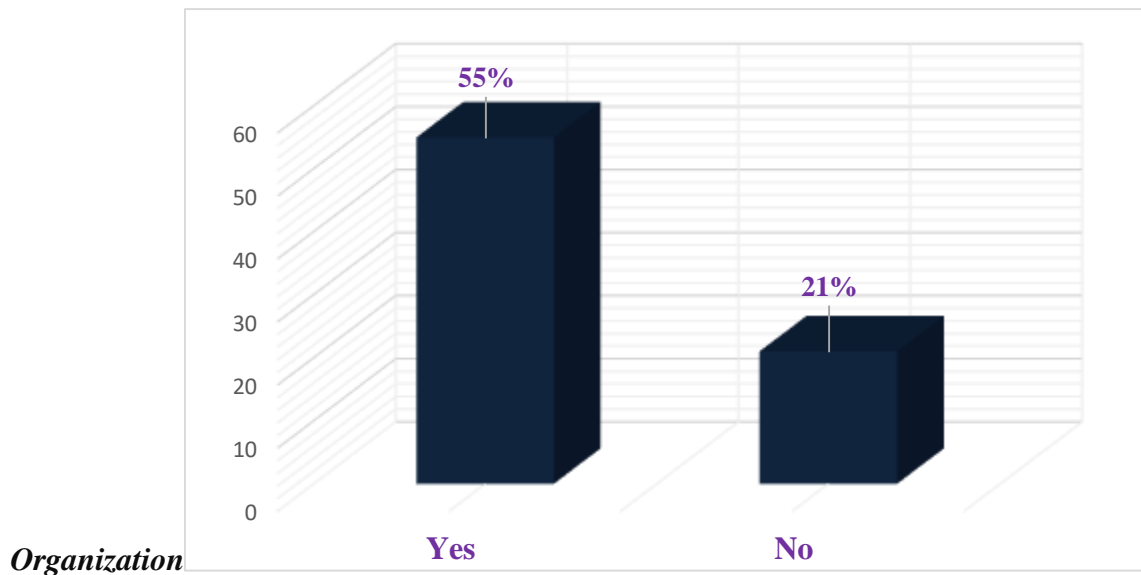
Source: Survey made by the Ngoa-Ekele GHS personnel and students

4.3.3. Prevention of Violence in Ngoa-Ekele GHS Milieu According to Relevant Administration.

Relevant Administration and prevention of violence in Ngoa-Ekele GHS milieu are not significantly associated with the threshold of 5% (table 5) and appear nevertheless lower and negatively linked at the threshold of 10% in view of Cramer's V value (Cramer's V =0.1976. It therefore advents that at the threshold of 10%, the absence of Relevant Administration is susceptible to help the prevention of violence within Ngoa-Ekele GHS milieu.

Table 8: Prevention of Violence in Ngoa-Ekele GHS Milieu According to Relevant Administration.

Prevention of violence Ngoa-Ekele in GHS	Relevant Administration		Total
	Yes	No	
Effective	34	27	61
Non effective	12	3	15
Total	46	30	76

Pearson Chi2(1) = 2.9663 ; Pr = 0.085
Cramer's V = -0.1976

Source: Survey made by the Ngoa-Ekele GHS personnel and students

Graphic 10: Prevention of Violence in Ngoa-Ekele GHS Milieu According to Relevant Administration
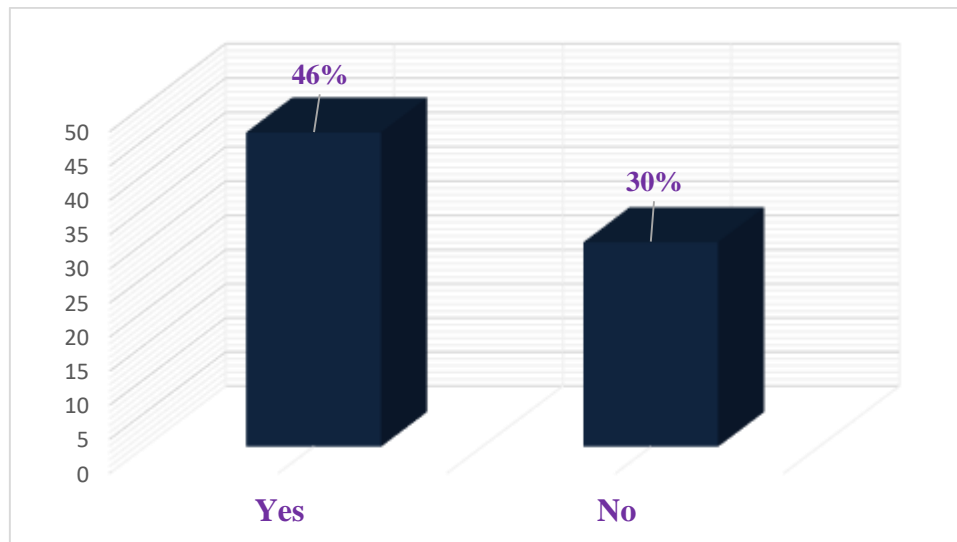
Source: Survey made by the Ngoa-Ekele GHS personnel and students

4.4. Prevention of Violence in Ngoa-Ekele GHS Milieu According to Effective Control

Effective Control is statistically associated to the prevention of violence in Ngoa-Ekele GHS milieu at the threshold of 6%. This link is positive, nevertheless weaker to the Camer's V analysis (**Camer's V=0.034 See Table 6**). It therefore results that the existence of effective control within Ngoa-Ekele GHS contributes about 87% to the prevention of violence in school milieu.

Table 9: Prevention of Violence in Ngoa-Ekele GHS Milieu According to Effective Control

Prevention of violence in Ngoa-Ekele GHS	Effective Control		Total
	Yes	**No**	
Effective	40%	21%	61%
Non effective	6%	9%	15%
Total	46%	30%	76%

Pearson Chi2(1) = 2.6700 ; Pr = 0.034
Cramer's V = 0.0939

Source: Survey made by the Ngoa-Ekele GHS personnel and students.

Graphic 11: Prevention of Violence in Ngoa-Ekele GHS Milieu According to Effective Control
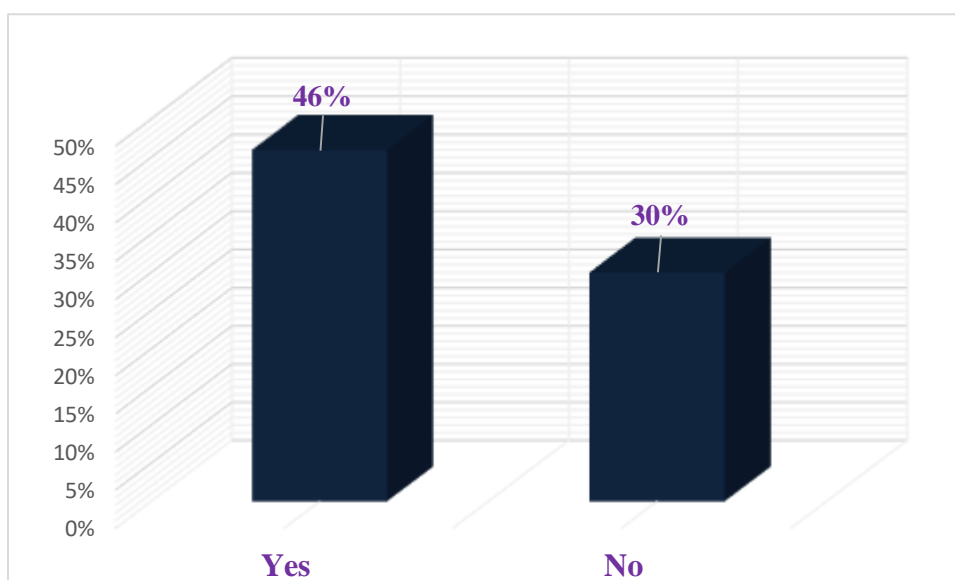
Source: Survey made by the Ngoa-Ekele GHS personnel and students.

4.5. Explanatory Trial of Violence Prevention in School Milieu: Case Study of GHS Ngoa-Ekele.

The relations of association previously issued through the enlightenment of Chi-2 tests are actually only the simple correspondences, the isolated correlations or the concomitant variables of facts, which will only reflect any causality relationship. A link between an explanatory variable and the prevalence of violence in school milieu could turn out to be fallacious in the presence of other explanatory variables. Taking simultaneously into account our explanatory variables seems to be imperative. In order to achieve this, we will use *"the step by step"* model of binominal logistic regression due to the dichotomous nature of the prevalence

of violence in school milieu) with the purpose of highlighting the mechanisms of action linked to the explanation of the phenomenon.

4.5.1. Multi colinearity Test

On the basis of Table 9 and methodological considerations relayed above, all variables show a VIF, which is strictly lower to 10 and moreover the average of each VIF is strictly lower to 2, meaning that the problem of multi-linearity between the explanatory variables does not arise. Thus, the mobilized variables of study should be kept for the analysis.

Table 10: Statistical Table of Multicolinearity

Variables	*VIF*	*1/VIF*
Efficacious Planning	2.29	0.44
Efficient Organisation	1.09	0.92
Relevant Administration	2.25	0.45
Effective Control	1.14	0.88
VIF Average	1.69	

Source: Survey made by the Ngoa-Ekele GHS personnel and students

4.5.2. Models Fit Test.

This section essentially focuses on fit statistical tests (fit quality) of the 5 regression models on the collected data using the "*IROC*" procedure of the STATA software. The ROC procedure enables to determine parallely the models of the discriminating power. It will be a question of convening the test classification model. This test aims to divide school milieu into two following elements; according to the effectiveness of violence prevention in school milieu or the absence of effectiveness to the light of estimated probabilities of regression. It will bring out the good predictions rate models by reporting the main diagonal values to total workforce of classification's table. The cutoff value is 0.5 or 50 %. Thus, the estimated probabilities are brought back to 1 if they are higher or equal at the threshold of 0.5 and 0 if not. Thus, the ROC curve expresses the sensitivity in function of specificity when the cutoff value varies from 0 to 1. In fact, the area under ROC curve is an estimator of the overall efficiency of the model, that is to say its ability to discriminate. The model decisions table offered by Taffe Patrick (2004) is as follows:

➢ If **ROC area =0.5**, Therefore, there is no discrimination;

➢ If **0.5 ≤ ROC area < 0.6;** Therefore, the discrimination is very lower;

➢ If **0.6 ≤ ROC < 0.7;** Therefore, the discrimination is lower;

> If **0.7 ≤ ROC area < 0.8;** Therefore, the discrimination is acceptable.
> If **0.8 ≤ ROC area < 0.9;** Therefore, the discrimination is excellent;
> If **ROC area ≥ 0.9;** Therefore, the discrimination is exceptional.

The applicability of ROC procedure for the saturated model (M4) gives the value of area under the curve which is equal to 0. 6481, synonymous of lower discrimination model as illustrates the following graphic **(See graphic 6)** below.

Graphic 12: Discriminanting Power of Saturated Model (M4)
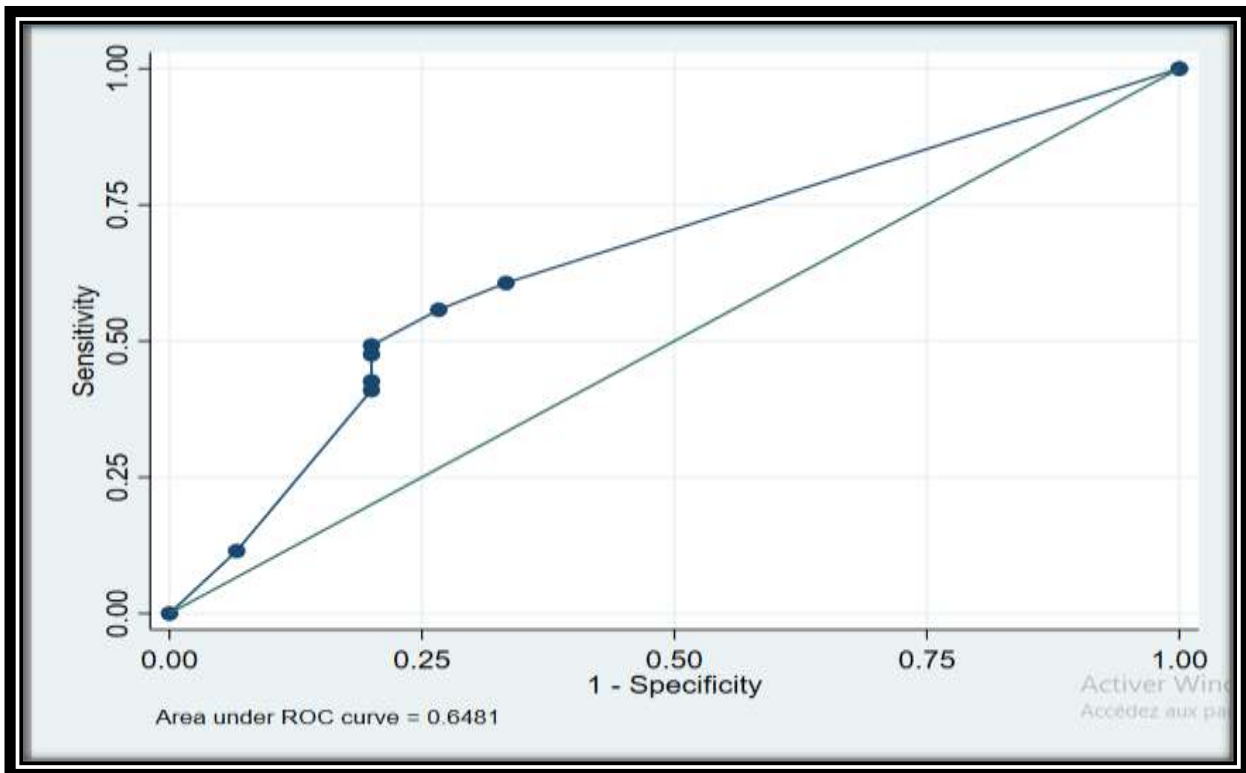
Source: Survey made by the Ngoa-Ekele GHS personnel and student.

4.5.3. Analysis Model Characteristics.

This work is discussed in an explanatory perspective on the basis of a binomial logistic regression from 5 models.

The **M0 Model** or empty model, which gives the raw effect of each potentially explanatory variable on the prevention of violence in school milieu. Thus, it serves to highlight the influence of each of the predictive variables on the studied variable (Prevention of violence in school milieu).

The **M1 Model** which corresponds to the introduction of a variable in the empty model. It will be translated by **M0+ Efficacious Planning.**

The **M2 model** corresponds to the introduction of another variable **in Model M1. M2= M1 + Efficient Organization.**

The **M3 model** is however translated by the integration of the **Efficient Administration** in the **M2 model.**

Finally, the so-called saturated **M4 Model** which corresponds to the introduction of all the explanatory variables in a single model. It actually gives the net effect of each explanatory variable on the explained variable, which is the prevention of violence in school milieu.

4.5.4. Influence of Quality School Management on the Prevention of Violence in School Milieu. (Ngoa-Ekele GHS)

In this section, we will analyze the influence of each explanatory variable on the prevention of violence in school milieu.

1- Influence of Efficacious Planning on Prevention of Violence in Ngoa-Ekele GHS Milieu.

The effects of Efficacious Planning determine the occurrence of violence. It turns out (Model M4, Table 8) that a school institution, where managerial planning is not efficacious has approximately 1.758 times the risk of not preventing violence within it. At the same time, we note a decline in the significance of this variable to the model obtained after the introduction of the third explanatory variable (Relevant Administration). This implies that it plays the role of intermediation by explaining the prevention of violence in school milieu.

2- Influence of Efficient Organization on Prevention of Violence in Ngoa-Ekele GHS Milieu.

Efficient Organization does not have a net significant effect on the prevention of violence in Ngoa-Ekele GHS milieu at the 5% threshold, even if it appears to be slightly significant at the 10% threshold (Model M4, Table 8). Thus, the efficient school organization has almost no impact on the prevention of violence within it. However, it appears slightly that the fourth variable intervenes only as an inhibitor as to a slight increase in the significance of this variable.

3- Influence of Relevant Administration on Prevention of Violence in Ngoa-Ekele GHS Milieu.

Relevant Administration has a clear influence on school-based violence prevention in Ngoa-Ekele High School at the 5% threshold (Model M4, Table 8). Indeed, an irrelevant

administration leads to 2.018 times more risk of not preventing school-related violence than one that is actually relevant.

4- Influence of Effective Control on Prevention of Violence in Ngoa-Ekele GHS Milieu.

Effective Control has no a clear influence on the prevention of violence in school milieu according to the analysis of collected data within the Ngoa-Ekele Government High School at the 5% threshold (Model M4, Table 8). Thus, the existence or not of an effective control within this school institution has no impact on the violence that would rage within it.

Note, however that we have a total of 2 variables that influence the prevention of violence in Ngoa-Ekele GHS milieu. It would therefore be useful to base the recommendations solely on the obtained results without having to resort to the ranking of these two variables in relation to their degree of influence on the studied phenomenon even if we know in advance that the ranking allows, in a context of budget limitation, to prioritize the most important factors in future planning.

Table 11: Results of The Logistic Regression of the Influence of Quality School Management on the Prevention of Violence in Ngoa-Ekele GHS Milieu.

Variables/modalities	Raw Effects	Net Effects			
	M0	**M1**	**M2**	**M3**	**M4**
Efficacious Planning					
No	3.034^{***}	3.034^{***}	3.106^{***}	1.933^{**}	1.758^{**}
Yes	Ref	Ref	Ref	Ref	Ref
Efficient Organisation					
No	1.614^{ns}		1.614^{ns}	1.879^{ns}	1.907^{*}
Yes	Ref		Ref	Ref	Ref
Relevant Administration					
No	2.052^{*}			2.052^{*}	2.018^{**}
Yes	Ref			Ref	Ref
Effective Control					
No	1.656^{ns}				1.656^{ns}
Yes	Ref				Ref
Chi2 Wald		3.334	3.899	4.461	4.818
Pseudo R2					
Significativity	***	***	***	***	***
Workforces	76	76	76	76	76

Source: Survey made by the Ngoa -Ekele GHS personnel and students.

4.5.5. Confirmation of Hypothesis

1-SH1: Efficacious Planning Influences the Prevention of Violence in Ngoa-Ekele GHS Milieu.

This study presents Efficacious Planning as a determinant of school violence prevention. Thus, the absence of Efficacious Planning within the Ngoa-Ekele High School constitutes an important assault not to limit the studied phenomenon. Ultimately, we therefore confirm the research hypothesis **SH1** according to which Efficacious Planning influences the prevention of violence in Ngoa-Ekele GHS milieu.

2- SH2: Efficient Organization Influences the Prevention of Violence in Ngoa-Ekele GHS Milieu.

Efficient Organization does not significantly influence the prevention of violence in in Ngoa-Ekele GHS milieu even if a slight significance seems to be pronounced at the 10% threshold. In conclusion, we can reject the **SH2** hypothesis, because there is nothing to prove it.

3- SH3: Relevant Administration Influences the Prevention of Violence in Ngoa-Ekele GHS Milieu.

The regression analysis showed that the Relevant Administration has a significant effect on the prevention of violence in Ngoa-Ekele GHS milieu. Thus, we can confirm the research hypothesis **SH3.**

4- SH4: Effective Control Influences the Prevention of Violence in Ngoa-Ekele GHS Milieu.

The study could not show that Effective Control had an effect on the prevention of school violence in Ngoa-Ekele GHS. In conclusion, the **SH4** research hypothesis is rejected, because there is no tangible proof of its validation.

4.6. Discussion of Results

Before entering the liver discussion, it would be for us very imperative to remind that the study itself tries to present a survey that follows a quite special methodology and focuses on the Cameroon-Yaoundé GHS Ngoa-Ekele. In order to guarantee an adequate representativeness two stratas are in this regard created (personnel strata and students strata) A stratified random sampling technique and of one degree has been implemented. Linked to the

context of school milieu violence, the sampling size is constituted of 76 individuals which consisted in choosing among personnel 5 individuals and among students of each class 10 (except in form1 where 11 students have been chosen. Thus, as from a list and WhatsApp number, which has been updated by students of each class provided by the GHS Administration and a list of managerial personnel and teachers and their WhatsApp numbers, so that to choose randomly the individuals (same number as indicated up) with an aim to be surveyed or addressing them the distancial/online closed-ended questionnaire.

After collecting different data by using the quantitative data collection method close to target population, we submitted the latter to SPSS software so that to analyze and establish the link that exists between the independent and the dependent variables namely; ***Quality School Management and Prevention of Violence in School Milieu.*** The obtained results from the collected data in terms of percentage reveals that **77. 63%** of surveyed individuals have affirmatively responded for the **Efficacious Planning**, **72. 37%** for **Efficient Organization, 60. 53%** for **Relevant Administration** and **Effective Control (table 2).** The complement to 1 of these different proportions characterises the surveyed who have negatively responded. Thereafter, in order to determine the empirical link between two quantitative variables, the bivariate analysis of **Pearson Chi-2** and **Cramer's V** show the following results:

➢ **Efficacious Planning, Pearson Chi-2=3. 2126 Pr=0. 043; Cramer's V=0. 2056** which simply means that at the level of this **SH1** is not statistically corralated and the link analysis is lower.

➢ **Efficient Organization, Pearson Chi-2=O. 4746, Or=O. 491, Cramer's V=O. 0790** means simply that at the level of **SH2**, there is none proved statistical link. Therefore, there is an absence of link.

➢ **Relevant Administration, Pearson Chi-2=2. 9663; Pr=0. 085, Cramer's V=0. 1976**, which means simply that **SH3** is non statistically corralated and the link analysis is lower.

➢ **Effective Control, Pearson Chi-2=2, 6700; Pr=0. 034, Cramer's V=O. 093**, which means simply the **SH4** is positively corralated and the link analysis is lower.

Regarding these results of bivariate analysis according to **Pearson Chi-2** and **V Cramer's**, one is obliged to draw the following conclusion that this statistical method called the Chi-2 and Cramer's V analysis show a fallacious, ambiguous, dichotomous and paradoxical results, which are neither incapable to measure and link those variables, nor confirm totally our

General Hypothesis. These methods have unfortunately confirmed partially the results related to the General Hypothesis for project proposal.

In fine, the statistical method calls binominal regression has been decisive and peremptory as far as the confirmation of the project proposal hypothesis is concerned. Among 4 specific hypothesis, 2 hypothesis have been validated or corralated **(SH1 & SH2)** and the two others **(SH2 &SH4)** are rejected or invalidated. They are as follows:

The hypothesis that Efficacious Planning influences the prevention of violence in school milieu is validated or accepted, meaning purely and simply that Efficacious Planning is indeed applicable by managers of that school and this is considered as determinent as important link concerning the prevention of violence in school milieu in particular in GHS Ngoa-Ekele. (**See Model M.4, Table 6**) Nevertheless, the absence of Efficacious Planning constitutes an important assault, which is capable not only of enhancing, stimulating and perpetuating the phenomenon of violence within that school, but to transform the latter into a field where chao and anarchism would rule, through the leadership's laxism related to the identification of certain eventual dysfunctionning of the institution and by ignoring the applicability of the internal regulation by the protocol put in place and in charge of violence prevention within that institution. The binominal logistic regression method analysis is clear on it, that is why one should not hesitate to deduce that Conative theory by Spinoza (1977) and his disciple Mertoglu Munnever (2005) admit that management style/stakes play an important role in the process of violence's prevention in school milieu. In the same logic, the Scientific Management Theory by Taylor (1856-1915), his master Fayol (1841) and his disciple Juran (1904), who respectively coined many theories namely; quality planning, quality control and quality improvement theories which are in right line with our **SH1** and recommends to all organizational enterprize in particular school institutions to adopt, apply and implement Efficacious Planning, susceptible to influence positively on the deviance school violence phenomenon related to its prevention and eradication in Ngoa-Ekele GHS. That is why bullying theory perceived in sociocultural perspective by Vogotsky (1978), shares this idea through the statement that violence is a vicious phenomenon and the latter should imperatively be eradicated in society in general and school milieu in particular in order to enable Ngoa-Ekele GHS milieu learners gifted of certain skills/competencies on the market job, but also this school has to achieve its stipulated objectives for its progress and performance.

The hypothesis that Efficient Organization influences the prevention of violence in school milieu in GHS Ngoa-Ekele has been rejected or is invalid in accordance with the data

made by personnel and students of Ngoa-Ekele GHS. Meaning purely and simply that there is none link and significative effect between those both variables due to the fact the school manager of that school are neither taking into consideration nor applying seriously the paradigm of Efficient Organization, which nevertheless seems to be necessary and very significant in the process of school management. In other terms, the organizational system for that school is neither efficient, nor coherent and even adapted to the prevention of violence. All personnel in charge of this responsibility could not develop the culture of enthusiasm, dynamism and permanent improvement as far as this precious modality of management is concerned. Nevertheless, the organizational system should be mastered, clarified and efficient in order to make functioning perfectly the staff. **(See Model M4, Table 7).** Unfortunately, the rejection or invalidation of this **SH2** hypothesis would promote the emergence and prevalence of deviant, crime and victimization behavior in school milieu. Criminology theory by Cesare Becaria, and his disciples are relevant in this regard, but are in phase shifting of balance scorecard theory coined by Norton and Kaplan (1940 &1941) and considered as an examplary model, which advocates not only to organize and coordinate certain activities, tasks, resources, programs but also to define the team work so that to achieve the stipulated objectives, susceptible to save an organizational enterprize in particular Ngoa-Ekele GHS from certain evils namely the deviance violence phenomenon as understood and advocated so well the resistance theory coined by Paul Willis (1976) and perceived in the culturalism perspective. This present theory states that school deviance is identified to the product of resistance and culture, that should be eradicated in all means and costs. Thereby, the refusal of organizing efficiently certain activities, tasks, resources, programs and team work within Ngoa-Ekele GHS would not prevent the deviance phenomenon of violence within this school, but it rather contributes to aggravate the prevalence of violence phenomenon which negatively impacts on the decrease and lack of school performance within Ngoa-Ekele GHS milieu.

The hypothesis that Relevant Administration influences the prevention of violence in school milieu has been confirmed or valid that is to say this modality of management has a significant effect on the dependent variable in GHS Ngoa-Ekele. **(See Model M4, Table 8)** Relevant Administration in that institution invests in technical and functional axis by adapting its routinely activities, programs, tasks, means and methods to practical needs and evolutions inspired from the performance of other institutions. The process is agile, an internal appraisal system identifies the defects and related regulations. Therefore, there exists in case of incident namely the prevalence of violence a technique or a "smart" system, which is capable to prevent in efficacious and efficient manner. Relevant Administration or **SH3** is applicable within that

school and is in right line with Conative Theory coined by Spinoza (1677), which refers to a desire or an intention for a man to act vis-a-vis of certain deviant phenomenon in occurrence school violence. Conative theory gathers a set of elements which refers to the motives and actions that should be provided relatively to violence phenomenon in school milieu. If the feeling of violence concerns all schools (Debarbieux, 2003), then it seems essential to take an interest in the proper functioning of the school. The quality of school direction and leadership is capable to prevent violence in school milieu. Otherwise, educational institutions are subject to violence issue, which is generated through inappropriate functioning. In this logic, Administrative Behavior theory by Herbert Simon (1947), constitutes an avoidable and applicable paradigm and advocates to school manager to be able of steering school activities, tasks, resources and programs as far as the organizational enterprize in particular school institution are concerned. Once well applied, this paradigm contributes to achieve the stipulated objectives and improve the enterprise's performance by condemning vehemently and with last energy the deviance violence phenomenon in school milieu particularly within Ngoa-Ekele GHS.

The hypothesis that Effective Control influences the prevention of violence in school milieu has been rejected and invalidated, that is to say the Effective Control does not have an impact on the prevention of violence in GHS Ngoa-Ekele in reference of different data made by the personnel and students of that school. **(See Model M4, Table 9**). The school managers of Ngoa-Ekele GHS are shining through the absence of effective application of the process control or supervision of tasks, activities, programs and their execution by whom it may concern. Otherwise, those managers dare to give a slight importance related to the effective application and implementation of the control processes. Indeed, it functions in Ngoa-Ekele GHS through the lack of seriousness, dynamism proper to the officials in charge of this task and responsibility. The non- existence of control, inspection and enlightment mechanism and processes, capable to report about the different projects, tasks, activities, programs which have been achieved and the different gap which has been observed seems to be obvious. In this regard, the laxism of those officials may negatively impact on the prevalence of deviant behavior in particular violence in Ngoa-Ekele GHS milieu. Thereafter, the **SH4** is in phase shifting with this General Theory of Crime, which explains the prevalence of violence in school milieu, coined by Gottfredson & Travis Hirschi (2002) under the paradigm of social bonds theory. The latter based their assumption on the fact that human being naturally tends towards delinquency. Otherwise, this theory is caused by the weakening of the social bonds and institutions with non law-abiding people. The most interesting question for them is to know

what push people to be in deviation from norms. They assume that the stronger the degree of social control and the denser the network of social bonds are, the more likely people are to behave in accordance with standards. Gottfredson & Hirschi explicitly refers their theory to adolescent delinquents and thus contradicts the assumption that delinquent adolescents exert a decisive influence on their peers of the same age. Finally, according to them conformity is generated by social control. That is why, they have not hesitated to distinguish 4 different social bonds and their principle on social control. They are namely; attachment, commitment, involvement and belief. The presence of these principles contributes to make easier law abiding behavior. In the same logic, the wheel PDCA and PDSA Deming circle theories coined by Shewhart (1924) and Deming (1980) under the principle of control method & management and supervision depending recommends to check wether there exists or not a discrepancy between what is forseen and what is implemented on the field, with the purpose of achieving the stipulated objectives in term of violence prevention. Otherwise, even though the obtained results are comfortable to the stipulated objectives, they do not necessarily have any link with the different mechanisms put in place so that to prevent the deviance phenomenon of violence in Ngoa-Ekele GHS. Effective Control is in inadequacy with the prevention of violence in Ngoa-Ekele GHS, meaning purely and simply that the applicability of effective control modalities is not real and obvious within that school. Nevertheless, it should be very necessary to eradicate the phenomenon of violence within Ngoa-Ekele GHS through the applicability of control process as well as quality control and improvement theories coined and advocated by Juran (1904).

4.7. Implications.

The General Hypothesis of this project proposal; ***"Quality School Management influences the Prevention of Violence in Ngoa-Ekele GHS Milieu"*** has been partially rejected and partially validated. Meaning that two specific hypothesis have been validated namely the **SH1** and **SH3**. Concerning those specific hypothesis, it is suitable to admit this following factuality the more the managerial personnel of GHS Ngoa-Ekele are practicing an Efficacious Planning and Relevant Administration, the more this school is capable to achieve its stipulated objectives and performances improvement via the avoidance and prevention of the recurrence retrieval and upsurge of certain evil in school milieu precisely the deviance violence phenomenon. Whereas two specific hypothesis in the other hand have been rejected or invalidated. They are namely **SH2** and **SH4**. As far as those specific hypotheses are concerned, it is imperative to admit this following factuality that the more the GHS Ngoa-Ekele managerial personnel does not proceed to apply the Efficient Organization and Effective Control the lesser

this school institution will be unable to achieve its stipulated objectives as forseen, the existence of certain discrepancy will be an undeniable evidence and the improvement of school performance will be an absurdity. Hence the birth of anarchism that may beget the presence, recurrence, upsurge and retrieval of certain evil namely the school deviance in particular violence.

4.7.1. Government Educational Policy Plan

The results of this project is far from being enslaving and even frustrating, they rather appear crucial, interesting and enriching for educational systems in general and school institutions in particular. It departs from the finding that Cameroonian schools milieu in general are become abjectly the field where the deviance phenomenon of violence is taking an embarrassing and alarming expansion. Vis-à -vis of this deviance phenomenon due to certain managerial defect or failure, remaining indifferent by whoever will be impossible. That is why after carrying out minutiously research and analysis of the situation within GHS Ngoa-Ekele, one has realized that the label quality school management or managerialization as a paradigm may influence and enhance on the prevention of violence school milieu in general and in particular in Ngoa-Ekele GHS milieu by way of panacea, which is capable to eradicate radically the prevalence, recurrence upsurge and retrieval of violence in Cameroonian educational system in general and schools milieu in particular. Once this paradigm is adopted and implemented school violence would no more be on one of newspapers or a matter of news in our country through its capacity of cleaning-up school violence but also of transforming the national schools milieu into a serene atmosphere of study where students, teachers and managerial personnel would find henceforth their account with the purpose of achieving not only the stipulated objectives efficaciously, efficiently, effectively and relevantly, but also the improvement of learners performance insofar as they should be competent and productive on the job market, that might immediately contributes to economic growth of Cameroonian fatherland.

4.7.2. School Plan.

This project is beneficial on school plan. The implementation of quality school management as a new paradigm in school milieu is cardinal and necessary, mostly in the context where violence is certainly become as endemic as a new religion, which respectively is affected and worshipped by all within schools. In this regard, this paradigm has the main mission of impacting positively insofar as it would be enabling to learners, teachers, managerial personnel and others to prevent, avoid and be sheltered from the prevalence recurrence, retrieval and upsurge of violence. School milieu would no more be the field where evil like murder, fighting,

punching, raping, insulting and harassing should be raging, predominant and flagrant. Hencenforth with the advent and effective implementation of this new deal called quality managerialization paradigm, school milieu would henceforth find its nobody back and would be a place where peace, enthusiasm of personnel and good live rule, in order to promote a safe environment where the students monitor, the achievement of stipulated objectives and the improvement of performance would therefore be an open secret or a truism.

4.7.3. Theorical Plan.

This project lays the premisses of a scientific research project proposal which focuses on quality school management. Thus, the results of this study is further from being neglected or thrown in the forgetfulness, they should rather be valued. It will enable the public policies, educational experts and managers, students to be aware of/and familiarized with this paradigm insofar as they could be able to link it to other variables for instance the prevention of violence in school milieu, susceptible of helping to resolve certain evils or deviance phenomenon in society and within a precise educational domain.

4.8. Recommendations.

This project proposal could neither be perfect nor full and even less exhaustive. That is why, those following recommendations should be taken into consideration for prospective studies:

- Training the school managers to be capable not only to acquire competencies/skills related to school institution's steering but also to make a relevant decisions making and drawing-up the balance scorecard related to quality school management, school deviance, school delinquency, school violence then developing methods and means so that to prevent and fight back these major issues.
- Revitalizing the security systems put in place and the disciplinary personnel and enhancing the school management around the concept quality.
- Broadcasting a daily televized programs and adverts are not enough. That is why sending certain messages/textos through mobile phones to all citizens should also be necessary and will enable to sensitize, educate and discipline students, teachers and parents on the negative and harmful essence or aspect of violence, then teaching, inculcating and practicing with them the citizenship and moral lessons that arise from the latter.
- Repressing, punishing and sanctioning severely the violence perpetrators or actors. Students in particular have not well understood the meaning of competencies based

approach, they have made a fallacious hermeneutics of the latter by abusing the pedagogic liberty which given to them. In order to prevent and eradicate the abuse of violence in school milieu it would be necessary that by the disposal of things violence in school milieu should be countered by another corrective and coersitive form of violence perceptible through using physical abuses/whips as before, but also by applying a severe punishment and sanction which seem to be intelligible and interesting, because in our vision of things, using whips, and promoting punishments and sanctions would arouse the sensation of fear to those delinquent students. Therefore, the fear of punishment, sanctions by using whipping or physical abuses could be considered as the beginning of discipline in school milieu. Impunity and zero tolerance must be driven out in school milieu to give way to the infliction of disciplinary sanctions and punishments through whipping which is capable of responding to questions related to recidivism, delinquency acts and even other attitudes of deviance phenomenon in and around school milieu.

- Reajusting the relations teachers- students by giving more autonomy to teachers and not frustrating the latter. Supporting teachers and considering students in their diffulties and potentialities. In fine, reducing an overcrowding high schools and classrooms is a propedeutic or a sine qua non prerequisite, which enables to know and master individually the attitudes and behaviors of each student and will contribute to prevent and eradicate the rise and prevalence of violence phenomenon in school milieu.

SUMMARY OF THE CHAPTER

This present chapter on methodology has enabled us to make the data analysis, then we proceeded to present them and interpreted the obtained results. The sample size is 76 individuals and the target population is the managerial personnel, teachers and learners. It consisted in choosing among personnel 5 individuals and among students of each class 10 (except in form 1 where 11 students have been chosen.), so that to administrate them the questionnaire. Thereafter, the different collected data has been submitted to STATA software for the interpretation where the two hypothesis have been validated and two others invalidated or rejected by the Pearson Chi-2 Cramer's V tests and binominal logistic regression. Therefore, one realized that in GHS Ngoa-Ekele the efficient organization and effective control do not influence on the prevention of violence in Ngoa-Ekele GHS and to land one is attempted to affirm that certain implications namely at the level of Government educational policy, school, theorical plan and recommendations for prospective purposes have been unhesitatingly be mentioned above.

GENERAL CONCLUSION

In fine, the topic of this present scientific project proposal is entitled: ***Quality School Management and Prevention of Violence in School Milieu. Case Study of Government High School of Ngoa-Ekele.*** This present project proposal is structured into 2 greatest parts namely; the theorical background of studies, which is the first part and the empirical background of studies, which is the second part. These both parts are sub-divided in 4 chapters. In chapter0, entitled the general introduction, one attempted to plant the decor's work by including the different elements namely; problem statement, the general and specific hypothesis, question and objective. In chapter1, one outlined to present the background of quality school management including its different modalities and indicators. In chapter2, one proceeded to present the background of violence's prevention in Ngoa-Ekele GHS milieu by including different modalities and indicators. In chapter 3, entitled the research methodology, one outlined to present the collected data, which one should use for evaluating their quality, by including the definition of the operational variables not only, but also by clarifying the study analysis background and the data statistical analysis methods. In Chapter4, entitled results presentation and discussions, one outlined to present the interpretation of collected data, then discuss the results by including the explanatory theories. As from this topic one attempted to demonstrate the relationship, which existed between those both variables namely the Independent Variable; ***Quality School Management*** and the Dependent Variable***; Prevention of Violence in School Milieu.*** It turned out those both variables maintained a kind of intermonadic and deterministic relationship. The independent variable appears upstream like the cause, whereas the dependent variable is downstream like the effect. Thereby and without no hesitation we proceeded to operationalize our independent variable in 4 specific hypothesis namely; **SH1:** Efficacious school planning influences the prevention of violence in Ngoa-Ekele GHS.**SH2**: Efficient school organization influences the prevention of violence in Ngoa-Ekele GHS.**SH3**: Relevant school administration influences the prevention of violence in Ngoa-Ekele GHS.**SH4:** Effective school control influences the prevention of violence in Ngoa-Ekele GHS. then the general objective of the study that would enable to achieve the objective of this project proposal is formulated as to measure and enhance the influence of quality school management on the prevention of violence in school, particularly in GHS Ngoa-Ekele. Thus, this topic raises the major systemic problem of managerial failure/defect even inconsistency and incompatibility of the current managerial paradigm in our context inherent to the incompetencies of school managers. That is why several authors keep attaching a great value to the phenomenon of school violence and have the same vision of problem. To them, the prevalence of school violence is caused by the effects linked to school institutions management. The management style is

capable either to increase or reduce school violence. These authors and their explanatory theories are namely; Criminology Theory, which has as subset Victimology perceived on the angle of School Bullying, Ecological and Evolutionary Theory respectively by Cesare Beccaria (1764), Rigby (2013) and Evan Smokowsky (2016). Organizational conflict Theory Management by Afzalur Rahim (2002), Deviant Behavior Theory by Robert Merton under the designation of Strain. General Theory of Crime by Gottfredson and Travis Hirschi (2002) under the paradigm of Social Disorganization and Conative Theory by Spinoza (1677). Thereafter, many investigations carried out by those authors on school violence is caused by the failure/defect of school management. To them, nothing can justify, explain and reason the prevalence in school milieu. That is why, they have not hesitated to suggest paradigm of quality school management, which has a main mission of preventing and eradicating the occurrence, prevalence and recurrence of violence in school milieu. In other terms, this paradigm appears as panacea through which school milieu should be delivered from the chains of violence with the purpose of promoting a serene atmosphere for studies via the enthusiasm of all educational personnel, susceptible not only to improve the educational system performance and the professional insertion of learners on job market, but also to contribute immediately to economic growth. From this analysis, which has been made, it is suitable to remind that the specific hypothesis of the study has been validated partially. Before arriving to this, let us remind that our target population was doubtlessly the managerial personnel, teachers and students of GHS Ngoa-Ekele, we went on the basis of sample size of 76 individuals namely 5 personnel, 71 students. Among those students of each class, they were 10, except those for form 1, who were 11 to whom we administered the distancial/online questionnaire. Finally, the data collected (Efficacious Planning 77.63%, Efficient Organization 72.37%, Relevant Administration 60.53%, Effective Control 60.53% and the prevalence of violence 96%) were submitted to the STATA software for analysis using the Chi-2 and Cramer's V, so that to link these both variables, which unfortunately abuses with dichotomous and uncorrelated results. Immediately, we have not hesitated to refer to the binominal logistic regression which on 4 specific hypothesis, two have been validated **(SH1 & SH3)** and the two others have been invalidated **(SH2 & SH4)**. Therefore, the deduction that is derived from the general hypothesis of this study has been validated partially, and some relevant recommendations, which go in the sense of strengthening and improving quality school management on the prevention of violence in Ngoa-Ekele GHS milieu have been necessarily suggested.

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APPENDICES

Annex A: Research Authorization

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie
****
UNIVERSITE DE YAOUNDE I
****
FACULTE DES SCIENCES DE
L'EDUCATION
****
DEPARTEMENT DE CURRICULA
ET EVALUATION
****

REPUBLIC OF CAMEROON
Peace-Work-Fatherland
****
UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
****
DEPARTEMENT OF CURRILUM
AND EVALUATION
****

The Dean

N° 364 /21/UY1/FSE/VDSSE

AUTHORISATION FOR RESEARCH

I the undersigned, **Professor MOUPOU Moïse,** Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **BOUBA Prosper** Matricule **19Y3404,** is a student in Master II in the Faculty of Education, Department: **Curriculum and Evaluation,** Option : **Educational Management,** Speciality: **Secondary Schools Administration.**

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Professor NGAMALEU NJENGOUE Henri Rodrigue (MC).** His work titled: "**QUALITATIVE SCHOOL MANAGEMENT, AND PREVENTION OF VIOLENCE WITHIN THE SCHOOL MILIEU THE CASE OF GOVERNMENT HIGH SCHOOL OF NGOA-EKELE ".**

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

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

Done in Yaoundé. 0 8 AVR 2021

For the Dean, by order

NGO Etienne
Professeur
Le Vice-Doyen

Annex B: QUESTIONNAIRE

République du Cameroun
Paix-Travail- Patrie
******

Université de Yaoundé I
******

Centre de Recherche et de Formation Doctorale (CRFD)
en *Sciences Humaines, Sociales et Educatives*
******

Unité de Recherche et de Formation Doctorale en
Sciences de l'Education Ingénierie Educative
******

Département de Curricula et Evaluation
******

Republic of Cameroon
Peace- Work-Fatherland
******

The University of Yaoundé I
******

Post Graduate School for Social and
Educational Sciences
Research and Doctoral Training
Unit for Sciences of Education
and Educational Engineering
*****

Department of Curriculum and
Evaluation
******

QUESTIONNAIRE ADDRESSED TO ADMINISTRATORS

Good Morning Dear Administrators

I am called **Bouba Prosper,** student in Educational Management in Master. Option; Administration of School Institutions in University of Yaoundé I. In the framework of my dissertation, I carry out a study, which focuses on the following topic:"*Quality School Management, and Prevention of Violence in School Milieu. Case Study of Government High School of Ngoa-Ekele*. The main objective of this study is to measure and enhance the influence of Quality School Management on the Prevention of Violence in School Milieu. The achievement of my research objective is possible if and only if you respond to all my questions with more objectivity and sincerity. I guarantee you the confidentiality as far as your identification is concerned. Dear respondents, the results of this study would be benificial for the Staff Administration, lecturers and students of Faculty of Education in particular and University of Yaoundé 1 in general.

Instructions: Tick the Right Response.

QUALITY SCHOOL MANAGEMENT.QUALITY SCHOOL MANAGEMENT

Are you the principal of GHS of Ngoa-Ekele?

YES   **NO**

2. Can you as a principal make efficacious elaborations and forsights related to school programs, methods, tasks, activities, resources, and objectives?

YES   **NO**

3-Can you as a principal determine efficiently the school programs, objectives and methods, then proceed to the division of tasks, activities, and resources?

YES   **NO**

4-Can you as a principal dress-up coherently the action program and plan, then pilot and give directives and make the personnel functioning well?

YES   **NO**

5-Can you as a principal harmonize relevantly school programs, methods, tasks, activities, then adapt means to different goals?

YES   **NO**

6-Can you as a principal follow-up effectively the progress of school program, methods, tasks and activities then establish the standards performance measures, check the adequacy between the allocated resource and the achievement of objectives, compare measures with standards and make make a corrective and necessary decisions?

YES   **NO**

7-Can you as a principal create a serene atmosphere for studies in your school of command, so that to enable the academic performance of learners?

YES   **NO**

8-As a principal, all conditions are gathered, so that to push your personnel to exercise their job with enthusiasm?

YES   **NO**

II-PREVENTION OF VIOLENCE IN SCHOOL MILIEU.

As a principal of Ngoa-Ekele GHS, does the prevalence of violence a reality in your school of command?

YES   **NO**

What are the types of violence that we can encounter in your school of command?

YES   **NO**

What are the different causes of violence, that we encounter in your school of command?

YES   **NO**

What are the demonstrations of violence in your school of command?

YES   **NO**

What are the consequences of violence, that we can encounter in your school command?

YES   **NO**

Do the different mechanisms which put in place, so that to prevent the prevalence of violence in your school milieu a reality?

III- RECOMMENDATIONS BY WAY OF PREVENTING VIOLENCE IN SCHOOL MILIEU

What do you suggest as recommendations, which are capable to prevent the prevalence of violence in your school of command?

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QUESTIONNAIRE ADDRESSED TO TEACHERS

Good Morning Dear Teachers

I am called **Bouba Prosper,** student in Educational Management in Master. Option; Administration of School Institutions in University of Yaoundé I. In the framework of my dissertation, I carry out a study, which focuses on the following topic: "*Quality School Management, and Prevention of Violence in School Milieu. Case study of Government High School of Ngoa-Ekele.* The main objective of this study is to measure and enhance the influence of Quality School Management on the Prevention of Violence in School Milieu. The achievement of my research objective is possible if and only if you respond to all my questions with more objectivity and sincerity. I guarantee you the confidentiality as far as your identification is concerned. Dear respondents, the results of this study would be beneficial for the Staff Administration, lecturers and students of Faculty of Education in particular and University of Yaoundé 1 in general.

Instructions: Tick the Right Response

I- QUALITY SCHOOL MANAGEMENT

1-Are you a teacher of which subject?

        YES   **NO**

2-As a teacher of this school, the GHS of Ngoa-Ekele draws a serene atmosphere for studies, capable to bring performance of learners?

        YES   **NO**

2-Do you manage very well your classroom?

        YES   **NO**

3- You as a teacher participate to the elaboration of school program, methods activities, tasks?

        YES   **NO**

4-As a teacher, in the framework of your jobs exercise, certain conditions are gathered so that to enable you exercising your job with enthusiasm?

YES   **NO**

5-Can you apply the recommended method related to your different tasks and activities?.

YES   **NO**

6-As a teacher are attending and contribute to the coordination meeting convened by your principal?

YES   **NO**

7-As a teacher can you apply the decisions made by your hierarchy during the coordination meeting?

YES   **NO**

8-As a teacher can you harmonize your methods, tasks, activities so that to achieve your objectives?

YES   **NO**

9-As a teacher do you use efficaciously and efficiently different resources allocated to the exercise of your tasks and activities?.

YES   **NO**

10-As a teacher lastly can you verify effectively whether your objectives have been achieved or not? if not you can take certain corrective and necessary measures to achieve it?

YES   **NO**

II-PREVENTION OF VIOLENCE IN SCHOOL MILIEU.

1-As a teacher does the prevalence of violence in your posted school or your classroom a reality?.

YES   **NO**

2-All types of violence namely the physical, psychological and sexual one are present and recurrent in your school and sometimes in your classroom?

YES   **NO**

3- What are the causes of violence in your school and your classrooms?

YES   **NO**

4 What are the demonstrations of violence in your school and classrooms?.

YES   **NO**

5-What are the consequences of violence in your school and classrooms?

6-Do the different mechanisms put in place, so that to prevent the prevalence of violence in your posted school milieu a reality in GHS of Ngoa-Ekele?

III- RECOMMENDATIONS BY WAY OF PREVENTING VIOLENCE IN SCHOOL MILIEU

As a teacher posted in this GHS of Ngoa-Ekele What do you suggest as recommendations, which are capable to prevent the occurence and recurrence of violence in your school and classrooms?...
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QUESTIONNAIRE ADDRESSED TO STUDENTS.

Good Morning Dear Students.

I am called **Bouba Prosper,** student in Educational Management in Master.Option; Administration of School Institutions in University of Yaoundé I. In the framework of my dissertation, I carry out a study, which focuses on the following topic:"***Quality School Management, and Prevention of Violence in School Milieu. Case Study of Government High School of Ngoa-Ekele.*** The main objective of this study is to measure and enhance the influence of Quality School Management on the Prevention of Violence in School Milieu. The achievement of my research objective is possible if and only if you respond to all my questions with more objectivity and sincerity. I guarantee you the confidentiality as far as your identification is concerned. Dear respondents, the results of this study would be beneficial for the Staff Administration, lecturers and students of Faculty of Education in particular and University of Yaoundé 1 in general.

Instructions: Tick the Right Response

I- QUALITY SCHOOL MANAGEMENT.

1-Are you a student of which class?

YES **NO**

2-As a student do your school managers and teachers elaborate and forsee the school programs, methods, tasks, activities and resources?

YES **NO**

3-As a student do your school managers and teachers hold a coordination meeting which focuses on the progress of school programs, methods, tasks, activities and resources?

YES **NO**

4-As a student do your school principal dress-up the school program and action plan, then pilot school activities and tasks and make the personnel executing them?

YES **NO**

5-As a student do your school managers and teachers achieved their school objectives related to the exercise of their tasks and activities?

YES   **NO**

6-As a student do you facilitate the school managers and teachers to achieve their objectives?

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As a student the serenity atmosphere in your school milieu, auspicious for studies and learner's performance is a reality?

YES   **NO**

7-As a student your school managers and teachers exercise their job with enthusiasm, so that they achieve school performance comfortably to what have been elaborated and forseen? Otherwise, they are obliging to make certain corrective drastic and necessary measures?

II-PREVENTION OF VIOLENCE IN SCHOOL MILIEU.

1-As a student do the prevalence and recurrence of violence in school or your classroom a reality?

YES   **NO**

2- What types of violence are encountered in your school?

YES   **NO**

3-Do all educational personnel in school milieu namely; teachers, managers, students are violence perpetrators and victims at the same time?

YES   **NO**

4- What are the causes of violence in your school and sometimes in your classroom?

YES   **NO**

5- What are the demonstrations of violence in your school and classrooms?

YES   **NO**

6- What are the consequences of violence in your school and classrooms?

6-The different mechanisms which are put in place, so that to prevent the advent occurrence, presence, recurrence of violence in your school milieu a reality?

YES   **NO**

III-RECOMMENDATIONS BY WAY OF PREVENTING VIOLENCE IN SCHOOL MILIEU

What do you suggest as recommendations, susceptible to prevent the occurence and recurrence of violence in your school?

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