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FACULTE DES SCIENCES DE  
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UNITE DE RECHERCHE ET FORMATION  
DOCTORALE EN SCIENCES DE  
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REPUBLIC OF CAMEROON  
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THE UNIVERSITY OF YAOUNDE I  
FACULTY OF EDUCATION

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DOCTORAL RESEARCH AND TRAINING  
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DOCTORAL UNIT OF RESEARH AND  
TRAINING SCHOOL IN EDUCATION AND  
EDUCATIONAL ENGINEERING

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## DEMOCRATIC LEADERSHIP STYLE AND PERFORMANCES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN THE MFOUNDI DIVISION, CAMEROON

*A thesis submitted in the partial fulfilment for the requirements for the award of a PhD in  
Educational Management*

*Speciality : Administration des Etablissements Scolaires (AES)*

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**DEDICATION**

TO

Poumie's Family

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## **ABBREVIATIONS AND ACRONYMS**

<b>APPS</b>	Post and extra-curricular Activities
<b>BEPC</b>	Brevet d'Etude de Premier Cycle
<b>CAP</b>	Certificat d'aptitude Professionnelle
<b>CETI</b>	Collège d'Enseignement Technique Industrielle
<b>CFA</b>	Conformity Factor Analysis
<b>CGCEB</b>	Cameroon General Certificate of Educational Board
<b>CIPP</b>	Context-Input-Process-Product
<b>CPD</b>	Continuos Professional Development
<b>DIPES I</b>	Secondary School Teachers' Diploma Grade I
<b>DIPES II</b>	Secondary School Teachers' Diploma Grade II
<b>DV</b>	Dependent Variable
<b>EMIA</b>	Ecole Militaire Inter Arme
<b>ENAM</b>	Ecole Nationale d'Administration et de Magistrature
<b>FGD</b>	Focus Group Discussion
<b>GCE</b>	General Certificate of Education
<b>GBHS</b>	Government Bilingual High School
<b>GHS</b>	Government High School
<b>GNP</b>	Gross National Product
<b>HDI</b>	Human Development Index
<b>HOD</b>	Head of Department
<b>HTTC</b>	Higher Teachers Training College
<b>IV</b>	Independent Variable
<b>LSSPM</b>	Leadership Style and School Performances Model
<b>MINESEC</b>	Ministry of Secondary Education

<b>NLS and NNS</b>	England's National Literacy and Numeracy Strategy
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>PC</b>	Path Coefficient
<b>PTA</b>	Parents Teachers Association
<b>PhD</b>	Doctor of Philosophy
<b>PLS-SEM</b>	Smart Partial Least Square- Structural Equation Modelling
<b>PME</b>	Path Modeling Estimation
<b>RESEN</b>	Rapport d'Etat du Système Educatif National Camerounais
<b>SPSS</b>	Statistical Product for Service Solution
<b>SRS</b>	Simple Random Sampling Technique
<b>SSA</b>	Sub-Saharan African (SSA)
<b>SEM</b>	Structural Equation modelling
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNDP</b>	United Nation Development Program

## ABSTRACT

This research was entitled “principal leadership styles and performances in public and private school performances in the Mfoundi Division, Cameroon”. The purpose of this study was to verify the influence of principals’ leadership styles on performances. The research question of this study was: Do democratic leadership style of principal’s influence performances? The study used both qualitative and quantitative methods that is a mixed method. The study included ten secondary schools in the Mfoundi Division selected using the simple random sampling. Also, 426 teachers, 8 principals and 60 students’ leaders were also included in this study. This study adopted two research designs that is descriptive survey and a simple research design that is correlational survey that enable the researcher to easily establish the relationship between leadership styles and school performances. Accordingly, data were collected on the independent variable which was leadership style and dependent variable which was school performances. The relationship between the two variables was identified in order to determine the strength of their relationship. In order to get relevant data for the study, the researcher used the following tools: questionnaires for teachers, interviews were also held with principals and focus group discussion with student leaders. Data was analysed using structural equation modelling (SEM) with the help of SPSS version 23 and Smart PLS. The results from the path modelling estimation (PME) showed that all the null hypothesis was rejected while the alternative hypothesis was accepted. Thus, Ha 1 was retained with a p-value of 0.000 less than alpha (0.05) and path coefficient (PC) significant at 0.964, thus influencing on school performances. Ha 2 was retained with a p-value of 0.000, path coefficient significant at 0.905, thus influencing on school performances, Ha 3 was retained with a p-value of 0.000, path coefficient significant at 0.955, thus influencing on school performances and Ha 4 was retained with a p-value of 0.000, path coefficient significant at 0.979, thus influencing on school performances. Using SmartPLS3, we developed a model which we named “Principal Leadership style and performances model” (LSPM). Based on the results, we brought out several suggestions to the principals, ministry in charge of secondary and higher education and a proposed course for the training of school principals.

**Key Words:** *Principal, leadership, school, performance, public, private schools, secondary education*

## RESUME

Cette recherche s'intitule "styles de leadership des proviseurs et performances des écoles publiques et privées dans le département du Mfoundi, Cameroun". L'objectif de cette étude était de vérifier l'influence des styles de leadership des proviseurs sur les performances. La question de recherche de cette étude était la suivante : le style de leadership démocratique du proviseur influence-t-il les performances ? L'étude a utilisé des méthodes qualitatives et quantitatives, c'est-à-dire une méthode mixte. L'étude a porté sur dix écoles secondaires du département du Mfoundi, sélectionnées par échantillonnage aléatoire simple. En outre, 426 enseignants, 8 directeurs et 60 leaders étudiants ont également été inclus dans cette étude. Cette étude a adopté deux modèles de recherche, à savoir une enquête descriptive et un modèle de recherche simple, à savoir une enquête corrélationnelle, qui permettent au chercheur d'établir facilement la relation entre les styles de leadership et les performances de l'école. En conséquence, des données ont été collectées sur la variable indépendante, à savoir le style de leadership, et sur la variable dépendante, à savoir les performances de l'école. La relation entre les deux variables a été identifiée afin de déterminer la force de leur relation. Afin d'obtenir des données pertinentes pour l'étude, le chercheur a utilisé les outils suivants : des questionnaires, des entretiens avec les chefs d'établissement et des discussions de groupe. Les données ont été analysées à l'aide de la modélisation par équations structurelles (SEM) avec l'aide de SPSS version 23 et Smart PLS. Les résultats de l'estimation de la modélisation du cheminement (PME) ont montré que toutes les hypothèses nulles ont été rejetées tandis que l'hypothèse alternative a été acceptée. Ainsi, l'hypothèse Ha 1 a été retenue avec une valeur p de 0,000 inférieure à alpha (0,05) et un coefficient de cheminement (CP) significatif de 0,964, influençant ainsi les performances de l'école. Ha 2 a été retenu avec une valeur p de 0.000, un coefficient de chemin significatif à 0.905, influençant ainsi les performances scolaires, Ha 3 a été retenu avec une valeur p de 0.000, un coefficient de chemin significatif à 0.955, influençant ainsi les performances scolaires et Ha 4 a été retenu avec une valeur p de 0.000, un coefficient de chemin significatif à 0.979, influençant ainsi les performances scolaires. En utilisant SmartPLS3, nous avons développé un modèle que nous avons nommé "Principal Leadership style and performances model" (LSPM). Sur la base des résultats, nous avons formulé plusieurs suggestions à l'intention des chefs d'établissement, du ministère chargé de l'enseignement secondaire et supérieur, ainsi qu'une proposition de cours pour la formation des chefs d'établissement.

**Mots clés :** *Proviseur, leadership, école, performance, écoles publiques, écoles privées, enseignement secondaire*

## GENERAL INTRODUCTION

Education is a fundamental pillar of a nation's development, and secondary schools play a crucial role in shaping future citizens (Aikaman & Unterhalter, 2005). In Cameroon, the education sector is characterised by the coexistence of public and public schools, each with its own challenges and opportunities. One of the key factors influencing the quality of education in these schools is the leadership style adopted by headteachers.

The leadership of principal's in secondary schools, whether in the public or private sector, is a key determinant of the overall success of the educational establishment. A headteacher's leadership style can have a significant impact on the school climate, teacher motivation, pupil performance and stakeholder satisfaction (Bass, 1985).

In the Cameroonian context, where the diversity of secondary schools reflects different socio-economic and cultural realities, it is crucial to analyse in depth how headteachers' leadership styles influence school performance. State schools, which often face financial and structural challenges, can benefit from effective and innovative management to overcome these obstacles. Similarly, public schools, although often better funded, also face challenges related to teaching quality, equity and social responsibility.

Education, as the engine of progress and social transformation, is of crucial importance in the development of a nation. Secondary schools, in particular, are key institutions where the skills, values and knowledge needed to prepare young people for their future lives are forged (Adeyemi 2011). In Cameroon, the diversity of the educational landscape, characterised by the coexistence of public and public schools, raises essential questions about the quality of the education provided and the overall performance of secondary schools.

The leadership of principals, whether in the public or private sector, emerges as a determining variable that profoundly influences the way schools operate. The leadership style adopted by these educational leaders plays a central role in defining the organisational culture, in motivating teachers and, by extension, in the academic success of pupils (Ngware & Odebero 2006). Thus, an in-depth exploration of leadership styles in the specific context of secondary schools in Cameroon is essential to understand the strengths and weaknesses of each educational model.

In a context where state schools are facing structural and financial challenges, effective leadership becomes all the more critical in overcoming these obstacles. Public schools, although often better funded, also have to navigate through issues related to educational quality, social

inclusion and responsibility to the community (Ngware & Odebero 2006). Exploring leadership styles should help to highlight best practice, identify areas for improvement and promote a holistic vision of education within these establishments.

This research aims to analyse in depth the different leadership styles adopted by headteachers in public and private secondary schools in Cameroon. Using empirical data, it will seek to assess the impact of these leadership styles on educational performance, considering the academic success of pupils, the well-being of teachers and the satisfaction of parents.

At the same time, this study will explore the contextual factors that influence leadership choices, including national education policies, available resources, parental and local community expectations, and cultural nuances specific to the Cameroonian social fabric. By highlighting these dynamics, this research aims to provide in-depth perspectives to inform educational decision-makers and contribute to the positive evolution of the Cameroonian education system. Ultimately, the aim is to foster educational environments that are conducive to the development of learners and society as a whole.

This research will examine the mechanisms of principal's leadership in secondary schools, highlighting the different approaches adopted in the public and private sectors. Using empirical data, it will seek to assess how these leadership styles impact on student learning, teacher satisfaction and parent perceptions.

Beyond these considerations, the study will explore the contextual factors that act as driving forces behind leadership choices. National education policies, financial constraints, socio-cultural expectations and community particularities will play a key role in understanding how leadership adapts to the specific realities of the Cameroonian context.

Ultimately, this research aspires to transcend conceptual limitations by offering practical recommendations for improving leadership practices in secondary schools in Cameroon. By highlighting successes and identifying opportunities for improvement, it aims to contribute to the positive evolution of Cameroon's education system, thereby creating a solid foundation for the educational development of young people and the strengthening of society as a whole.

The present research sought to analyse the leadership styles of principals and its performances in public and private secondary schools in the Mfoundi Division, Cameroon. Interviews were conducted with principals; questionnaires were distributed to teachers and focus group discussions were organised with students' leaders and documentary analysis were performed in order to identify factors affecting school performance and the effectiveness and relationship

between principal leadership styles and school performance. Questionnaires were given to the participants and documentary analysis was performed. The researcher determined, on the basis of an extensive literature review and the in-depth research undertaken, whether principals adopt a range of leadership styles. However, for the purposes of this investigation, the researcher examined the relationship between leadership styles of the principal and performance.

## CHAPTER ONE

### Background and Problem of the study

#### 1.1 Background of the Research

The principal's leadership style is a crucial factor in the overall performance of both public and private high schools (Ali & al 2013). In Cameroon, a country in Central Africa, the education system includes a combination of public and private schools that play an essential role in training young people and preparing them for the future.

A principal's leadership style can vary considerably from one institution to another. Some managers take an authoritarian approach, where power and decision-making are centralized in their hands (Northouse 2018). Others prefer a more participatory approach, where they encourage the involvement and contribution of their teaching team and students. Each leadership style has its advantage and disadvantage, and it is important to understand how they influence student performance.

In Cameroon's public schools, principals are often appointed by the government and are responsible for the management of the school in accordance with established educational policies (Decree N° 2000/359 article 69). Their role is to supervise teachers, maintain discipline, ensure that resources are used effectively, and ensure academic standards are met. In this context, the principal's leadership style can have a significant impact on the motivation of teachers and students, as well as on the implementation of school programs.

On the other hand, private schools in Cameroon operate according to different principles. Private school principals generally have more flexibility in decision-making and can adapt educational programmes to meet the specific needs of their pupils. In this context, the manager's leadership style can be instrumental in creating a supportive, stimulating and successful learning environment.

Pupils' performance in public and private schools is often assessed through standardised national examinations. However, these assessments do not always consider contextual factors such as the manager's leadership style. Empirical studies in other countries have shown that effective educational leadership can improve educational outcomes, student motivation, teacher retention and parental satisfaction (Borde 1998).

It is therefore essential to conduct in-depth research in Cameroon to examine the specific impact of the leadership style of school principals on student performance in public and private



secondary schools. Such research could include surveys of principals, teachers, students and parents, as well as statistical analyses of student performance data.

By understanding how the leadership style of principals influences school performance, educational officials in Cameroon could identify good practices and implement policies to promote effective educational leadership. This could contribute to the overall improvement of the quality of education in the country, by fostering a learning environment conducive to the development of students, whatever the type of institution in which they study (Oghuvbu 2010).

The school head's leadership style and academic performance in public and private secondary schools in Cameroon is a subject of major interest in the field of education. The head of the school plays a key role in the direction and management of schools, and his leadership style can have a significant impact on student performance and the overall functioning of the school.

Academic performance refers to academic achievement and the overall effectiveness of educational institutions in providing quality education to students. It covers various aspects, including student academic achievement, standardized test scores, pass rates, university admission rates and other indicators of educational success. Academic performance is crucial because it reflects the effectiveness of teaching methods, curricula and support systems in schools (Borde 1998).

The performance of a school is generally assessed through several measures and evaluations. These assessments may include national or state-level standardized tests, classroom assessments and feedback from parents, students and teachers. The objective is to assess students' competence in different subjects and their ability to meet established learning standards (Harris & Bennett 2001).

Academic achievement is not limited to academic achievement, it also encompasses the holistic development of students. Factors such as extracurricular activities, sports, arts and socio-emotional learning initiatives play an important role in assessing a school's overall performance (Muijis & Harris 2002). Comprehensive education promotes the development of critical thinking, creativity, problem-solving skills and character traits necessary for success in life.

Successful schools are characterized by several key factors. These include highly skilled and dedicated teachers, a rigorous and well-designed curriculum, a safe and supportive learning environment, parental involvement and strong leadership from school administrators. These

elements help create an atmosphere that encourages students to excel academically and supports their overall development.

In contrast, low-performing schools may face challenges such as limited resources, inadequate infrastructure, a lack of support for teachers, and socio-economic disparities among students. These factors can hinder the educational progress of students and have a negative impact on overall academic performance.

Efforts to improve school performance often involve implementing evidence-based educational reforms, providing professional development opportunities for teachers, the adoption of innovative teaching methods and the promotion of a collaborative school culture (Ogunola & al 2013). In addition, addressing socio-economic inequalities, promoting inclusive education and ensuring equitable access to resources and opportunities are crucial steps to improving academic performance.

To conclude, academic performance is a complex concept that reflects the quality of education provided by schools and their ability to prepare students for future success. This is an ongoing process that requires the collaboration and commitment of various stakeholders, including teachers, parents, policy makers and the community as a whole, to ensure that every student receives an excellent education.

## **1.2 Historical Background**

### **1.2.1 Description of the study area**

The area under study is found at the centre region of Cameroon, precisely at the Mfoundi division made up of seven subdivisions namely Yaounde I, Yaounde II, Yaounde III, Yaounde IV, Yaounde V, Yaounde VI and Yaounde VI.

### **1.2.2 Pre-Colonial Era**

This period was dominated by European missionaries with the goal of spreading the word of God. Through evangelism therefore, early missionaries in Cameroon used education as the main instrument to evangelize. By 1884, the first primary school was opened in Bimbia, with most missionaries coming from Britain. Thus, by the time Germany annexed Cameroon in 1884, there were already about 15 primary schools with an enrolment of 368 pupils, run by London Baptist missionary society.

### 1.2.3 Colonial Era

This period could be classified between 1884-1960. With three colonial masters, Cameroon's educational system was greatly shaped by these colonial masters, that is Germany, Britain and France.

When the Germans annexed Cameroon in 1884, they left education in the hands of missionaries. This was because the German administration was very unconcerned about the expansion of education in Cameroon. Later, the Germans opened many schools in Douala (1887, 1897), Garoua (1906) and Yaoundé (1900). Thus, the introduction of the education law of April 1910, made it clear that the Germans were willing to use education as a necessary tool to facilitate the spread of the German culture in Cameroon *Ngoh, (1987)*. The Cameroonian born historian Julius Ngoh in analysing this law, emphasized on the fundamental principle of the law, which instituted the use of German language as the only medium of instruction within schools, placing a five years duration period for primary school which was mandatory for all the pupils. It must be noted here that since many mission schools were operating even before Germany's annexation of Cameroon, the German administration gave out subventions to mission schools. These subventions were actually given with the condition that missionary schools expand the language and culture of the Germans. This is a clear manifestation of cultural colonialism. This idea was greatly used during the German colonial era in Cameroon to have total control of the institutions put in place. By the end of German rule in Cameroon, there were about 531 primary schools with an enrolment figure of about 34,117 pupils *Ngoh, (1996)*.

French colonial rule in Cameroon could be seen between 1914-1960. The French colonial policy of assimilation was greatly utilized in her educational policy during the colonial period. The structure of such a system falls within a centralized administration which was directly controlled from France. By 1924, French language was imposed as the only language of instruction, even though education was still being managed by missionaries. There were two types of curricula introduced by the French administration, a metropolitan curriculum and a curriculum adapted to the Cameroon context. By 1945, the duration for primary education in French Cameroon was six years, with the creation of the Ministry of National Education in 1957 to improve the quality of education, registering about 15, and 1635 pupils in 977 public primary schools by 1960.

The British rule in Cameroon was between 1916-1961, with the used of the indirect rule. Under the British rule, education was seen as a way of training temporary civil servants for colonial exploitation. British administration was decentralized and education was dictated by British

policy in Nigeria. Missionaries played a significant role in British educational policies, in British Cameroons. The educational curriculum was structured in a way that reflected the British educational system, as education was free at primary levels with the standard six certificates marking the end of primary education. The number of primary school enrolment by 1961 was 86,257 and a total number of schools 499. Until 1933, there was no secondary school in British Cameroon as student had to go to Nigeria to study.

#### **1.2.4 Post-Colonial Era**

Reforms took various forms for the development and progress of the national economy. The post-colonial era could be seen between 1961 to 2010. The Federal law No 63/137 of June 1963 organizing secondary education in Cameroon stipulated that, the first three years were meant for general education and the last two for academic specification. This law did not apply to Francophone schools. Also, decree No 62-DF-289 of the 26<sup>th</sup> of July 1962 created the federal university of Cameroon. The federal era witnessed two different sets of structures, program and exams settings. Under the Republic of Cameroon era, secondary level failure rate in examination was estimated at 70percent, 68percent for general education and 30 and 32 percentages for technical and vocational education pass rates in school systems MINEDUC (1989), *MINEDUC Reports*.

The Anglophone system was based on a 7-5-2(seven years of primary school, five years of first cycle secondary and three years of second cycle secondary education). The francophone system was in the form of 6-4-3(six years of primary school, four years of first cycle secondary and three years of second cycle secondary education). The 1993 set out reforms in the university education of Cameroon, addressing both internal and external efficiency, while also instituting a tuition fee of 50,000FCFA (100USD) *Decree No 93/026 of the 19th of January, 1993*. This sparked a bloody protest by university students. Also, the 1998 law which lay down guide lines for Cameroon education provides in sections 22(1) that school year shall comprise at least 36weeks of effective classes and holiday periods *Law No 98/004 of 14th April 1998, Lay down guide lines for Education in Cameroon*. Main while, the 1989 economic crisis in Cameroon greatly affected the educational sector, with a dropped in enrolment by 2.3 percent, between 1990-1994 *UNESCO (1995) Reports on the State of Education in Africa Education Strategies for 1990s: Orientation and Achievements, (UNESCO)*.

Today, the general certificate examination board coordinates GCE O/A Levels in the Anglophone educational sub-system while the office de Baccalauréat (OBC) does same for the Francophone educational sub-system in Cameroon. Also, Ministry of Education has been divided into the ministry of basic and secondary school education and the ministry of higher education.

### **1.2.5 Secondary education in Cameroon**

The present study engages with international literature to explore and theorize the interplay between leadership styles and school performance with a focus on exploring and theorizing the phenomenon in public schools in Yaounde. In Cameroon, there are about 2458 (1148 public and 1305 private) secondary schools and are awarded a certificate at the end of their training that is GCE A/L (General Certificate of Education) for the Anglo-Saxon sub system of education and BACC for the Francophone sub system. These schools are semi-autonomous in their functions and are accountable to the regional government, for their administrative issues. The principal is the main governing body for secondary education in Cameroon, which provides assistance to these institutions in terms of academics, human resource development, pedagogy, quality assurance, planning and development, reforms, monitoring and evaluation, and financial support.

### **1.2.6 The organisation and functioning of secondary schools**

According to Decree N° 2022/3200, schools are made up of the following bodies:

- The School Council;
- The General Assembly of the staff;
- The Council of Student Delegates;
- The Teaching Councils;
- The Council of Pedagogical Animators;
- Class Councils;
- Disciplinary Council;
- The General Assembly of Clubs and Student Associations;
- The School Administration.

### **1.2.6.1 The school council: composition, attribution and functioning**

#### **Composition of a class Council**

Secondary schools are administered by a School Council composed of a maximum of twenty-eight (28) members, including twelve (12) members by right and sixteen (16) members elected by their association or trade body. (Article 19)

#### **The following are members by right**

- The school Principal;
- The Dean of studies in a Lycée;
- The discipline master(s);
- The Head of Works in a Lycée or College of Technical and Vocational Education;
- The Financial Officer;
- The Representative of the Councils;
- The President of the School Cooperative;
- The President, the Secretary and the Treasurer of the PTA;
- The representative of the Minister of Finance.

#### **The following are elected members**

- The Representative of the Administrative Staff;
- Two (02) Pupils' Representatives, one girl and one boy;
- Three (03) Teachers' Representatives
- Four (04) Representatives of non-teaching parents in the school;
- Two (02) Representatives of the most representative Teachers' Association in the school;
- The Representative of the socio-economic and professional circles;
- The Representative of the NGOs operating in the locality;
- The Representative of the Local Development Associations;
- The Representative of the Traditional Authorities.

The School Council will also include two (02) Auditors, one of whom shall be elected from within the said Council by a first-past-the-post secret ballot and the other shall be the representative of the Minister of Finance.

The number of members and the various representations on the School Council are modulated according to the environment, size and type of the school.

The School Council is headed by a Bureau in charge of implementing the resolutions of the said Council and composed as follows

- A Chairman;
- A Vice-Chairman
- A Rapporteur;
- A Financial Officer.

The Chairperson and the Vice-Chairperson of the School Council Bureau are elected from among the members of the said Council for a term of one (01) year renewable twice (02). Note that they are not members of the staff of the Secondary School, nor students of the said School.

The election of the Chairman and the Vice-Chairperson is done by uninominal and secret ballot within the School Council. The results are obtained by a simple majority of the votes of the members present or represented.

The school principal acts as the Council's Rapporteur.

The Bursar or the Bursar is the Financial Agent of the School Council.

### **Attribution of the School council**

The School Council is the organ of supervision, deliberation, control and evaluation of the functioning of the Secondary School are responsible for

- Adopting the school project;
- Adopting the school project and controlling its implementation;
- Approve the administrative and management accounts;
- Adopting the organisation chart of the establishment;
- To approve the needs of the school in terms of staff, buildings, equipment and teaching materials;
- To ensure the good use of infrastructures, human, financial and material resources;
- To ensure the respect of the norms relating to the structures and staffing;
- Participate in the recruitment of students as well as in the recruitment of temporary and support staff;
- To adopt the internal regulations of the school;
- To evaluate the performance of the school;
- To give its opinion on all matters relating to the life of the school.

### **Functioning of a school council**

In case of serious breach or malpractice duly noted in the School, the Council immediately refers the matter to the Governance Observatory and the Minister in charge of Education.

During the first meeting, the School Council set up a Standing Committee to assist Principals in the recruitment of pupils and temporary teachers and support staff. They are:

- The Vice-President of the School Council;
- The Vice Principal;
- The Financial Officer;
- Two (02) Parents' Representatives elected within the School Council by a first-past-the-post vote;
- One (01) Students' Representative elected within the School Council in a first ballot;
- One (01) Teachers' Representative elected within the School Council in a first-past-the-post ballot;
- The representative of the administrative staff to the School Council.

#### **1.2.6.2 The general assembly of staff**

The General Assembly are made up of all the staff in service in the Institution.

- It is the forum for information and discussion on matters relating to the life of the Institution.
- It is chaired by the principal.
- It is held at the beginning of each term summoned by the school principal at times by the vice principal depending on the situation

#### **1.2.6.3 The council of student delegates**

The Council of Student Representatives is made up of all the representatives of the classes in the school and is convened as necessary by the School Principal.

- One (01) Student Delegate is elected per class.
- The Council of Delegates is chaired by the Principal or his Representative.
- The Vice Principal, the Discipline masters and the Heads of Works attend the meetings.
- The Council of Deputies gives its opinion and makes proposals on matters relating to work, pupil discipline and, in general, the running of the school.



#### **1.2.6.4 The education council or teaching council**

The Teaching Council are consisted of all the teachers of the same discipline, speciality or department of the school.

The said Council deal with pedagogical and material problems related to the application of the teaching programmes in the different disciplines.

It is placed under the authority of a Head of Department.

It shall meet at least two (02) times per term upon invitation of the Head of Department.

#### **1.2.6.5 The council of educational animators or head of department**

The Council of Educational Animators or Head of Department is made up of all the Head of Department of the school.

The said Council is chaired by the principal.

It analyses the pedagogical activities of the school and ensures the harmony of the evaluations in relation to teaching.

The Vice Principal, the Disciplinary Master and the Heads of Work attend the meeting.

#### **1.2.6.6 The class council**

The Class Council is composed of the Vice Principal, the Disciplinary Master, the Head of Works concerned, all teachers working in the same class, the Guidance Counsellor, two (02) Students' Representatives and two (02) Parents' Representatives of the class.

It is chaired by the principal or his/her representative.

It meets two (02) times per term upon convocation by the principal, the Vice Principal or the Disciplinary Master or the Head of Works.

The Class Council is in charge of examining pedagogical and educational issues concerning the life of the class and the progress of the schooling of each student.

The Class Council at the end of the year, chaired by the principal, decides on the orientation, promotion to the next class, repetition or dismissal of pupils.

#### **1.2.6.7 The disciplinary board**

The Discipline Council is in charge of judging pupils for serious reprehensible acts committed by them in a class or within the school.

Convened as necessary and chaired by the Principal, the Discipline Council are made up of:

- The Vice Principal concerned
- The Disciplinary Master concerned
- The Head of Works concerned
- The Head Teacher of the class;
- A Parent Representative, member of the School Council;
- A Student Representative, member of the School Council
- The Representative of the administrative staff to the School Council;
- A Teacher Representative, member of the School Council.
- The disciplinary procedure is contradictory.
- The Discipline Council shall hear any person likely to help in the determination of the truth.

#### **1.2.6.8 The general assembly of students' clubs or associations**

The purpose of the General Assembly of Students' Clubs or Associations is to create and develop social, cultural and sports activities within the school. It brings together:

- The student presidents of the Clubs or Student Associations;
- The members of the Educational Community who lead or sponsor the post and extra-curricular activities.
- It is chaired by a pupil elected by his/her fellow pupils

#### **1.2.6.9 School administration**

- The School Administration is responsible for the management of the school. The School Administration is composed of
- A Principal;
- One or more Vice principals in Secondary Schools;
- One or more Discipline Master in Lycées and Collèges;
- One or more Workshops in the Lycées and Colleges of Technical and Vocational Education;
- A Bursar's Office;
- An Accountant;
- A Documentation Centre;
- A School Guidance Service;
- A Social Service and a School Medical Service;

- A Service of Post and Peri-school Activities;
- A School Sports Service.

### **1.2.7 Management of a secondary school**

The management of a Secondary is placed under the authority of a principal who is responsible for its administration, teaching, education and finance.

#### **The principal:**

- Executes the instructions of the Minister in charge of Education and the decisions of the School Council;
- Represents the School in all acts of civil life;
- Presides over all councils except the School Council;
- Presents the administrative account to the School Council;
- Prepares in a collegial way the work of the School Council within the framework of the Standing Committee;
- Presents the draft budget;
- Negotiates any contract or agreement in the name of the school and signs it after approval by the School Council;
- Organises the vacations decided by the School Council;
- Manages the credits allocated to the school;
- Carries out the operations of recruitment of students and recruitment of temporary and support staff after approval of the Permanent Commission constituted within the School Council;
- Has authority over all the staff in service in the school;
- Notes the staff under his authority;
- Organises the service of the staff in accordance with their status;
- Ensures that timetables and programmes are respected;
- Ensures that teaching is carried out correctly, that pupils' knowledge is checked, and that pupils are informed and guided in their studies;
- Ensures the application of the internal regulations;
- Establishes the certificates of taking up or resumption of service and school identity cards and delivers the authorisations of absence in accordance with the texts in force;
- Ensures the safety of people and property, the hygiene and health of the school and the preservation of its environment;

- Organise the systematic medical check-up of pupils and inform parents of the state of health of their children;
- Ensures the dissemination of school legislation and regulations;
- Ensures the quality of catering in the school;
- Takes out school insurance for its pupils;
- Draws up and keeps the minutes of the School Council meetings.

In Bilingual Schools, the principal is assisted by two vice Principals, one of whom is Vice Principal or Discipline Master of the French-speaking sector and the other Vice Principal or Discipline Master of the English-speaking sector.

In Technical and Vocational Education Establishments, the Principal is assisted by two Vice Principal, one of whom is Vice Principal or Disciplinary Master of the industrial sector and the other Vice Principal or Disciplinary Master of the commercial sector.

The principal is personally responsible before the School Council for acts performed by him/her in the exercise of his/her duties, without prejudice to his/her criminal liability before the courts of law.

### **Vice principals**

The Vice Principal, he/she replaces the principal in case of absence or impediment.

Under the authority of the Principal, the Vice Principal shall be responsible for the application of pedagogical regulations and discipline.

He/she shall draw up the timetable for the use of the premises and the various facilities for the students.

In a Technical or Vocational High School, the Head of Works assists the Vice Principal in the organisation of workshop activities.

### **Discipline master**

In the Lycées, he is especially responsible for maintaining order and discipline.

He/she is assisted by one or more Sector Supervisors.

### **Workshops**

Under the authority of the principal, the Head of Works is responsible for the activities of the workshops.

He manages the workshops and the technological and productive sectors of the school and shall propose manufacturing and services.

He is involved in the purchase of material or tools necessary for the workshop.

### **Bursar**

The Bursar or Bursar's Office is the financial agent in the Schools or Colleges. In this capacity, he/she

- opens accounts in the name of the school with banking or postal institutions
- Implements expenditure;
- Ensures the availability of credits and the regularity of the ordered expenditure;
- Prepares the preliminary draft budget and the technical files of the contracts;
- Presents the management accounts to the Governing Board;
- Collects the contributions due and all the funds received by the school;
- Collects and deposits all bank titles and funds collected;
- Ensures the management of the impress account;
- Ensures the payment of scholarships to students;
- Ensures the catering of pupils in collaboration with the health service in school and school canteens.

### **The accountant**

The accountant of the institution performs his duties in accordance with the regulations in force.

### **The library and information centre**

Placed under the responsibility of a librarian, the library and Information Centre is in charge of acquiring, classifying and making consult books and all kinds of didactic materials useful to the persons in charge, the teachers, the students and the educational community.

The librarian is also responsible for the dissemination of educational information.

### **School, university and vocational guidance service**

Placed under the authority of a School, University and Vocational Guidance Counsellor, the School and Vocational Guidance Service is responsible for advising, informing and guiding pupils according to their aptitudes at the Class Councils.

It organises psycho-technical tests and gathers all the information necessary for the Class Councils.

### **The social service and school medicine**

Placed under the authority of a doctor assisted by a Social Assistant, the Social and School Medicine Service is responsible for monitoring the physical, mental and moral health of pupils so it has a dispensary to provide first aid to sick pupils.

### **Post and Extracurricular Activities**

Placed under the authority of a youth and animation staff, the Post and Extracurricular Activities is in charge of coordinating the activities of the school cooperation, the school insurance of the pupils, the parents' association, the camps and holiday camps, the youth work camps and the cultural animation of the school.

A specific text organises the Post and Extracurricular Activities.

### **The school sports service**

Placed under the authority of a Physical Education and Sports Teacher, the School Sports Service is in charge of organizing physical education and sports lessons and school competitions within the school and in relation with the outside world.

### **1.2.8 Resources of public schools**

The financial resources of Public Schools are public funds. They include

- The budgetary allocations for operation and investment included in the budget of the Ministry of Secondary Education;
- Compulsory statutory contributions from the decentralised territorial authorities;
- Voluntary contributions from PTAs;
- The contributions of other partners of the Educational Community;
- Income generated from:
  - Annual contributions due from pupils;
  - Registration fees for official competitions;
  - Contributions from users to operating costs;
  - Income from activities carried out by the pupils;
  - The counterpart of services rendered by the school;
  - Penalties resulting from damage caused by pupils, staff and users;
  - Donations and legacies.

### **1.2.9 Educational system**

It is made up of two sub system that is the Anglophone sub system of education and the Francophone sub system of education

General secondary education – Anglophone sub system and it is divided into two cycles

The secondary education qualifications of the Anglophone sub system is called (General Certificate of Education, Ordinary and Advanced Level) and are awarded by the General Certificate of Education Board (GCE Board).

#### **First Cycle Education**

Diploma: General Certificate of Education, Ordinary Level (GCE O/L)

Age group: 12 – 17

Duration of programme: 5 years

#### **Second Cycle education**

Diploma: General Certificate of Education, Advanced Level (GCE A/L)

Age group: 17 – 19

Duration of programme: 2 years

General secondary education – Francophone sub system divided into two cycles

The secondary education qualification of the French system (Baccalauréat de l'Enseignement Secondaire) is awarded by the Office du Baccalauréat du Cameroun (OBC)

General secondary education: First Cycle

Diploma : Brevet d'Etudes du premier Cycle (BEPC)

Age group: 12 – 16

Duration of programme: 4 years

#### **Second Cycle**

Diploma : Baccalauréat de l'Enseignement Secondaire (BAC)

Age group: 16 – 19

Duration of programme: 3 years

Secondary vocational education – Anglophone sub system

Diploma: General Certificate of Education (Technical/Commercial)

Age Group: 12 – 19

Duration of programme: 7 years (5 plus 2 years)

A General Certificate of Education Commercial or Technical is offered at both Ordinary and Advanced Level

Examinations are administered by the GCE Board. These certificates grant access to higher education in Cameroon

### **Secondary vocational education – Francophone sub system**

Diploma : Brevet de Technicien, Brevet Professionnel, Baccalauréat Technique

Age group: 12 – 19

Duration of programme: 7 years (4 junior and 3 senior years)

First cycle is taught by Collèges d'Enseignement Technique Industrielle (CETIs). This type of education has a duration of 4 years and culminates in a Certificat d'Aptitude Professionnelle (CAP) in commercial and industrial fields of study. A holder of this qualification is eligible to enrol in an advanced senior secondary vocational programme.

Second cycle education is taught by private Collèges d'Enseignement Technique Industriel (CETIs) and Lycées Techniques. The first 2 years culminate in a Probatoire. A Probatoire does not grant access to higher education in Cameroon.

Completion of the third and final year results in the award of a Brevet de Technicien, Brevet professionnel or Baccalauréat Technique. The Diplôme de Bachelier de Technicien and Brevet de Technicien are equivalent to the Baccalauréat in technical programmes of study or subjects.

Students that enrol in a programme culminating in a Brevet de Technicien can specialize in one of the following programmes of study: manufacturing engineering, automobile engineering, surveying or metalwork. In a Baccalauréat Technique programme, students can specialize in civil engineering, electronics, electrotechnology, mathematics and technology, industrial cooling systems or general mechanics. Examinations for the Baccalauréat Technique qualification are administered by the GCE Board.

These diplomas grant access to an advanced higher professional education programme.



The Diplôme de Technicien programme lasts for 2 years and is designed to qualify graduates for work in subdivisional services or routes, construction, town planning, community development or rural engineering.

The admission requirement is a Probatoire Technique or GCE, Advanced Level in one subject (mathematics/physics), together with at least 4 subjects at GCE, Ordinary Level. A Diplôme de Bachelier de Technicien is not required for admission to this 2-year programme, though in some cases holders of a Bachelier qualification can be granted an exemption of up to at most 1 year. This diploma grant access to an advanced higher professional education programme in Cameroon in a similar programme of study.

### **Francophone sub system of education**

Secondary education both cycles

**Table 1: Grading scales**

<b>Numerical grade</b>	<b>Description</b>	<b>Meaning</b>
16-20	Très bien	Excellent
14-15	Bien	Good
12-13	Assez bien	Satisfactory
10-11	Passable	Fair
0-9	Fail	Fail

### **1.3 Context of the study**

The issue of school performance is of great concern to the international community, to governments and to researchers. Over the past two decades there has been an unparalleled financial and intellectual investment in the search for solutions for Africa's development by making education a major factor (UNESCO, 2013/2014). Only the means to achieve a substantial improvement in performance is not appreciated in the same way by the different actors.

#### **1.3.1 The international context**

In 1990, the United Nations Development Programme (UNDP) created a global event by using the Human Development Index (HDI) as a benchmark for the progress of nations Human

Development Index (HDI), calculated not only on the basis of a country's wealth, as had previously been - the Gross National Product (GNP), but also on life expectancy and on the measure of overall educational conditions, i.e., the degree of literacy and the average of schooling (UNDP, 1990). This report rightly points out the pre-eminence of education in human development as well as access to better health. The same is true of the World Bank, which stresses that the fight against poverty requires human capacity building with a particular focus on education and health (World Bank, 2004). Wolfs (2001) reports that despite the will expressed at the World Conference on Education for All in Jomtien in 1990, governments in Africa are struggling to develop and implement adequate educational policies and reforms that would enable them to fully exploit their human resources for development.

There is no shortage of new opportunities to move forward and strengthen quality, with the impetus given by the international community to programmes to combat poverty and the Millennium Development Goals. In order to face the challenges, as well as to seize development opportunities, Africa has no more powerful lever than nothing human has ever done without education (Weil, 2003). It therefore seems useful to place the teacher at the heart of educational policy by strengthening their skills. UNESCO's Education for All and the Millennium Development Goals, in addition to many other initiatives, must prioritise the need to upgrade teacher training and provide retraining or continuing education for African teachers (UNESCO, 2013/2014). Also, as the OECD report (2007) states in the current economic climate, education must play a central role in the success and development of nations. Beyond the direct impact of education on the average productivity of the labour force as a whole, this report confirms the role that education plays in the assimilation and shaping of technical progress. For the OECD, education is of crucial importance in our modern societies. A key factor in national cohesion and an expected vehicle for social justice, education is also increasingly seen as a driver of economic growth and development. Even if it should be noted that there is significant progress in Africa in general, UNESCO recognises that the education systems of many African countries are nevertheless characterised by relatively low learning achievement and African education systems where system effectiveness remains particularly low (UNESCO, 2013/2014).

### **1.3.2 The national context**

In Cameroon, the law on the orientation of education in 1998 stipulates in its article 1 that education is a major national priority. Its general mission is the training of the child with a view to the intellectual, physical, civic and moral development of the child and his or her harmonious integration society, taking into consideration economic, socio-cultural, political and moral

contingencies (Article 4). However, the school, which is intended to implement this mission, faces many difficulties. Apart from material and financial difficulties due to poverty, there are real problems of mobilisation and involvement of teachers in schools (UNESCO, 2015). This would explain the unsatisfactory school results as indicated in the MINESEC statistical yearbook (2020-2021). According to this report, the rate of internal promotion in General Secondary schools is 75.39%, the internal promotion rate in the secondary technical education is 74.33% while the results of official examinations for BACC are around 66.27% in 2022 (OBC), Probatoire 46.90% in 2022 (OBC), GCE AL 69.47% in 2022 and for the OL 67.01 (GCE board). However, the investments made by the State in the field of education are significant. According to the same report, the budget of MINESEC has reduced from 388,726 billion CFA in 2020 to 379,157 billion in 2021. The main expenditure items are: current or recurrent operating expenditure and capital expenditure. The current or recurrent operating expenditure is made up of personnel expenditure, of which the payment of salaries, expenditure on materials and services, expenditure of a social nature (school grants, donations, etc.), and expenditure on social expenditure (school grants, book donations, facilities offered to pupils, accommodation, catering, transport, food, transport, etc.) (MINESEC statistical yearbook, 2021). It is easy to see from the analysis that the bulk of the operating budget is devoted to the payment of salaries, while other aspects of leadership such as working conditions, training, etc are not the main focus. Yet, as Rivking, Hanushek and Kain (2005, p.417) point out, "The effects of a costly ten student reduction in class size are smaller than the benefit of moving one standard deviation up the teacher quality distribution, highlighting the importance of teacher effectiveness in the determination of school quality".

As Gauthier and Dembélé (2004) point out, the teacher effect undeniably affects school performance. It is therefore necessary to give pride of place to the satisfaction of teachers, their working conditions and the quality of their skills if we want to achieve better school performance. For Darling-Hammond (2000, p.1), investment in increasing teacher capacity has a strong influence on student performance. He aptly states:

*"The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance (...) policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work".*

In a recent publication on the link between human resource management and student learning must be preserved.

The Mfoundi Division is made up of seven sub division that is Yaounde I, Yaounde II, Yaounde III, Yaounde IV, Yaounde V, Yaounde VI and Yaounde VII. These different sub division has several public (39 Public secondary schools according to the Mfoundi Divisional Delegation for secondary education and private secondary schools ( 456 private schools) but our study will focus only on 5 Publics secondary schools (Government bilingual secondary school Nkoleton, Government secondary school Biyem assi, Government bilingual secondary school essos, Government bilingual secondary school Mendong and Government secondary school Cité Vert) and 5 private schools (college Jean Tabi, College François Vogt, College Fleming, College Polyvalant Saint Augustain (COPOSA) and College bilingue la Retraite) These schools are made of several classrooms, administrative bloc etc. There are also several vice principals and departments (departments of socials sciences, sciences etc.) Each campus is headed by a principal and is assisted by vice principals and the discipline master is in charge of the student's discipline. In the context of the present study the principal and divisional delegates work under the ministry and are responsible for the entire administrative, academic and research affairs of the various schools.

These secondary schools offers both anglophone and francophone sub system of education (for some) and are made up of two cycles. For the anglophone sub system of education, the first cycle is crown by the GCE OL (Form 1 to Form 5) and the second cycle is crown with the GCE AL (Lower sixth to Upper sixth). In the other hand, the francophone sub system of education is also made up of two cycles. The first cycle is crown with the BEPC (6<sup>e</sup> to 3<sup>e</sup>) and the second cycle is crown with Probatoire and BAC (2<sup>nd</sup> to Terminal). These public secondary schools offer both arts and science education. For the arts series, we have the following series A1, A2, A3, A4 and A5 and for the sciences series we have the following series: S1, S2, S3, S4, S5, S6 and S7.

The school aims to prepare young Cameroonians to higher education, research and management having content excellence, commitment and integrity who may ensure quality and sustainable development at all tiers and sectors of education. In order to achieve this aim, the Government focus is to offer nationally and internationally accepted academic programs to produce competent students to the need of public and private higher institutions such as public universities, private universities, professional schools like HTTC, ENAM, EMIA etc.



**Figure 1 : Graphical representation of Mfoundi Division**

#### **1.4 Conceptual Background**

A conceptual framework refers to a narrative or graphical presentation of variable and hypothetical relationship of concepts that presents a systematic view of a phenomenon to be studied (George, 2007). In the same light, Amin (2005) opines that the conceptual framework allows the researcher to identify the concepts and variables in the study and show how these concepts are connected usually with the help of a diagram illustrating how the variables in a theory are connected. Based on the study objectives, theory and the literature reviewed, the Context-Input-Process-Product (CIPP) model of Stufflebeam, (1971) was adopted and developed in order to successfully establish a relationship. Kurt Lewin, a pioneering psychologist in the field of organizational behavior, is often associated with the development of the three leadership styles: autocratic, democratic, and laissez-faire. These styles are part of his leadership theory known as the "Lewin's Leadership Styles Framework" or the "Three-Dimensional Leadership Model." This study will make use of Democratic leadership style only. Independent variable was characterised by democratic leadership styles, operationalised as follows: Consultative leadership style, Delegative leadership style, Communicative leadership style and participative leadership style and dependent variable school performance. The illustration of these variables will be seen in figure 2 below

##### **1.4.1 Democratic leadership style**

The term democratic leadership was conceptualized in the 1960s by White and Lippitt. In this style of leadership, emphasis has been placed on group involvement encouraged by the leader

in the decision-making process (Choi, 2007). Gastil (1994) drew a conceptual distinction between democratic leadership and authoritarianism, defining it as a delegation of responsibility between group members, empowerment of group members and assistance provided by group members through the decision-making process. Democratic leadership promotes the leadership style of the leader, that is, he consults the opinions of the members when setting goals, plans and policies (Başaran, 1992; Tengilimoğlu, 2005). As democratic leadership is an ethical entity, it guarantees the right of individuals to participate, the respect of all members and the satisfaction of expectations, which means that democracy spreads through the structures and network of educational institutions (Woods, 2004). Documentation indicates that production performance and employee satisfaction are higher in the long term in organizations governed by democratic leadership than in those governed by other leadership styles. (Robbins and Coulter, 2012; Lunenburg and Ornstein, 2013). It also states that democratic leadership is comprehensive leadership with various elements, and in order to achieve the highest quality, these elements (participation, equality, freedom, consensus, communication, emotional intelligence -human relations-, cooperation; use of authority, democratic culture) should be in perfect coordination (Yörük & Kocabaş, 2001). Democratic leadership style was operationalised as follows: Consultative leadership style, Delegative leadership style, Communicative leadership style and participative leadership style.

#### **1.4.1.1 Consultative Leadership style**

The consultative leadership style, also known as advisory leadership, is a management approach in which leaders make decisions after consulting their team. Unlike authoritarian styles where decisions are taken unilaterally by the leader, consultative leadership involves close collaboration between the leader and team members. This style of leadership fosters a participative working environment and encourages team members to contribute actively to decision-making.

One of the main authors who contributed to the understanding of consultative leadership is Kurt Lewin, a German social psychologist who introduced the concept of participative leadership in the 1930s. Lewin developed the theory of leadership in three styles: authoritarian, democratic and laissez-faire. The democratic style, which is similar to consultative leadership, encourages the participation of team members in the decision-making process.

In his book "Leadership in Administration: A Sociological Interpretation" (1939), Lewin stresses the importance of collaboration and consultation in fostering the motivation and

commitment of team members. He suggests that consultative leadership leads to better quality decisions, because it takes into account a variety of perspectives and expertise.

Another author who has explored consultative leadership is René Dailey, a French psychologist and researcher. In his book "Leadership: Style and Performance" (1979), Dailey highlights the benefits of consultative leadership in terms of developing team morale and creative problem solving. He argues that consultative leadership also promotes skills development and job satisfaction.

In his book "Leadership: Style and Performance" (1979), Dailey highlights the crucial role of consultative leadership in promoting creativity within teams. He argues that when team members are involved in the decision-making process, this stimulates the generation of new and innovative ideas. This approach fosters an environment where employees feel more invested and are more inclined to contribute actively to problem solving.

Consultative leadership also fits into the context of contemporary theories on motivation at work. The theory of self-determination, developed in particular by the psychologists Edward L. Deci and Richard M. Ryan, suggests that individuals are intrinsically motivated when their fundamental psychological needs for autonomy, competence and relationships are met. Consultative leadership, by involving employees in decision-making, can help to meet these needs, thereby strengthening intrinsic motivation within the team.

In France, the "industrial democracy" model has also influenced the perception of consultative leadership. Proposed by researchers such as Michel Crozier and Erhard Friedberg in their book "The Actor and the System" (1977), this model emphasises the idea of sharing decision-making power between the various stakeholders within the organisation. Consultative leadership aligns itself with this vision by seeking to create a dynamic in which employees feel involved in the decision-making processes, which can contribute to more balanced governance.

Finally, consultative leadership is a management approach that promotes collaboration and the inclusion of team members in the decision-making process. By drawing on the diversity of skills and perspectives within the team, consultative leaders can make informed decisions that strengthen the commitment, trust and overall performance of the team.

#### **1.4.1.2 Delegative leadership style**

The delegative leadership style, also known as decentralised leadership, is a management approach in which leaders delegate a significant part of their responsibilities and authority to

subordinates. This style of leadership is based on trust in team members and encourages their active participation in decision-making.

In a delegative context, leaders provide general guidelines, objectives and resources, then leave the power to make operational decisions to their team members. This gives team members greater autonomy and responsibility in carrying out their tasks. The delegative leader acts more as a guide and facilitator, ready to offer support and advice when needed (Northouse, 2018).

One author who has contributed to the understanding of delegative leadership is the French psychologist and management theorist Henri Fayol. In his book "Administration industrielle et générale", published at the beginning of the 20th century, Fayol highlights the importance of delegation as one of the key administrative functions. He suggests that managers should delegate authority while maintaining responsibility, thus enabling greater organisational efficiency.

Another influential French thinker in this field is the philosopher and writer Michel Foucault. Although his work focuses more on political and social philosophy, his ideas on power, control and delegation can be applied to the context of leadership. Foucault explores power relationships and highlights how power can be delegated upwards, creating complex organisational structures.

Delegative leadership has also been studied in the context of organisational psychology by researchers such as Henri Mintzberg. Mintzberg, a Canadian professor, developed the theory of managerial roles and identified the liaison role, in which managers interact with external parties and delegate responsibilities. His work underlines the importance of delegating effectively to free up managers' time for more strategic activities.

One of the key characteristics of delegative leadership is the recognition of the potential and skills of team members (Hackman & Walton, 1986). Delegative leaders have confidence in their employees' ability to take responsibility and make informed decisions. This fosters a work environment where employees feel valued and motivated, because they have the opportunity to make a significant contribution to organisational objectives.

However, delegative leadership is not without its challenges. It requires clear and open communication to avoid any misunderstandings, as expectations need to be well defined from the outset. In addition, it is important that delegative leaders remain available to offer support and advice when needed, to ensure the success of delegated projects and tasks.



In a delegative context, leaders set broad objectives and provide overall direction, but leave team members free to decide how to achieve these objectives. This creates a sense of responsibility among employees, as they are accountable for carrying out the tasks entrusted to them (Lewin & al, 1939). This autonomy can also stimulate creativity and innovation, as team members are free to explore different approaches to achieving set objectives.

However, delegative leadership is not suitable for all situations. It works best when team members are competent, autonomous and motivated. In addition, clear and open communication is crucial to avoid misunderstandings and ensure that expectations are clearly understood. Delegative leaders must also be prepared to provide support and advice when needed, ensuring that team members feel supported in their efforts (Bass & Avolio, 1990).

Finally, delegative leadership is based on trust in team members, recognition of their individual skills and the promotion of autonomy. It is an approach that can strengthen employee commitment, encourage skills development and lead to positive results when implemented thoughtfully and adapted to the specific context of the organisation.

#### **1.4.1.3 Communicative leadership style**

According to Johansson, Miller & Hamrin (2014) Communicative leadership style is a management approach that emphasises open, transparent and engaging communication between leaders and team members. This leadership style recognises the fundamental importance of communication in creating a positive, productive and collaborative working environment.

A communicative leader actively seeks to establish effective channels of communication within the organisation. This includes not only top-down communication, where leaders pass on information to team members, but also bottom-up communication, where employees are encouraged to share their ideas, concerns and suggestions Men (2014). In addition, communicative leadership fosters horizontal communication, encouraging collaboration and the exchange of information between team members at different hierarchical levels.

Communicative leadership, often attributed to authors and researchers in management, is based on an approach that emphasises open and transparent communication within an organisation. One of the first theorists to highlight the importance of communication in leadership was Warren Bennis, a scholar of leadership studies. In his book "On Becoming a Leader", Bennis

highlights the central role of communication in building a shared vision and a strong organisational culture.

Another major contributor to communicative leadership theory is Peter Northouse, author of "Leadership: Theory and Practice". Northouse examines various leadership styles, including the transformational style, which includes elements of inspirational communication and motivation. He stresses the importance of effective communication in mobilising teams towards common goals.

In the context of participative leadership, which is also linked to communicative leadership, Kurt Lewin, a psychologist and behavioural scientist, contributed to the idea of participative decision-making. Lewin emphasised that the involvement of team members in the decision-making process can be facilitated by open communication, creating a sense of shared responsibility.

With regard to positive communication, Kim Cameron and Robert Quinn, in their book "Diagnosing and Changing Organizational Culture", highlight the positive impact of constructive communication on organizational culture. They encourage leaders to adopt positive language to reinforce trust and motivation within the team.

With regard to conflict management, Kenneth Thomas and Ralph Kilmann, with their Thomas-Kilmann Conflict Mode Instrument, stress the importance of open communication in resolving conflicts constructively. Their model proposes conflict management strategies based on collaboration and the search for mutually beneficial solutions.

The idea of effective non-verbal communication is often associated with the work of Albert Mehrabian, a psychologist specialising in communication. Although his model is sometimes simplified, Mehrabian highlighted the importance of non-verbal signals in understanding messages.

In a communicative leadership context, communication is not limited to formal or professional exchanges. Leaders recognise the importance of informal interactions and moments of personal connection. This can include casual discussions, team-building activities and opportunities for team members to share personal experiences. By investing in these informal interactions, leaders create an environment where team members feel more comfortable expressing themselves and contributing creatively (Johansson Heide 2008).

Communicative leadership is particularly powerful in managing conflict. Rather than avoiding difficult situations, communicative leaders tackle them head-on. They encourage open dialogue to understand different perspectives and work with the team to find collaborative solutions. By dealing with conflict constructively, these leaders help to strengthen relationships within the team and foster a harmonious working environment.

Communicative leadership also extends to the management of communication technologies. In a world where teams can be geographically dispersed, leaders need to master virtual communication tools. This means choosing appropriate platforms, encouraging effective use of online collaboration tools and ensuring that virtual communication does not compromise the quality of interactions (Zerfass, & Huck, 2007).

To conclude, communicative leadership goes beyond the simple transmission of information to encompass the creation of a working environment based on solid relationships, open communication and mutual understanding. Leaders who adopt this approach are well equipped to navigate the complex challenges of modern management, fostering an organisational culture that is dynamic, innovative and focused on collective success.

#### **1.4.1.4 Participative leadership style**

According to Yukl (2006), participative leadership style, also known as collaborative leadership, is a management approach that emphasises the inclusion of team members in the decision-making process. This leadership style encourages the active participation of employees, fostering collaboration and open communication within the organisation.

A participative leader recognises the value of each team member's ideas and contributions. Rather than making decisions in an authoritarian manner, the participative leader encourages collective decision-making by gathering opinions and suggestions from the whole team. This approach fosters a sense of shared responsibility and strengthens employee commitment (Cheong, & al 2016).

In a participative context, the decision-making process can take the form of group meetings, brainstorming sessions or other interactive methods. Ideas are often debated and evaluated collectively before a final decision is reached. This makes the most of the diversity of perspectives within the team, which can lead to more innovative solutions and greater acceptance of decisions.

A number of authors and researchers have contributed to the understanding and analysis of participative leadership. Here are just a few of them:

**Kurt Lewin:** A German-American psychologist, Lewin is often regarded as the pioneer of participative leadership theory. He introduced the concept of "group democracy" in the 1930s, emphasising the importance of group participation in the decision-making process.

**Rensis Likert:** An American sociologist and organisational psychologist, Likert developed the theory of management systems into four leadership styles, including the participative style. According to Likert, participative leadership encourages open communication and positive interpersonal relations.

**Chris Argyris:** An American psychologist and organisational theorist, Argyris contributed to the understanding of participative leadership by focusing on organisational learning. He believes that effective participative leadership fosters an environment where team members can learn from each other.

**René Chartrand:** A Quebec researcher and author, Chartrand has written about participative leadership in a Francophone context. He has emphasised the importance of active listening, mutual trust and collaboration in participative leadership.

Participative leadership is part of the current trend towards more inclusive and democratic forms of management. By adopting this style of leadership, organisations recognise the importance of drawing on the diverse talents and skills of their members to achieve common goals. In fact, participative decision-making makes it possible to capitalise on the wealth of ideas generated by a multidisciplinary team (Gumusluoglu & al 2013).

In a context of participative leadership, communication plays a central role. Communication channels are not only open, they are also encouraged. Participative leaders actively seek to create an environment where employees feel free to share their views without fear of negative repercussions. This fosters a sense of transparency and trust within the team, strengthening interpersonal bonds.

Another important aspect of participative leadership is the delegation of responsibility. Participative leaders recognise individual strengths within the team and delegate tasks according to each person's skills and interests (Somech, 2002). This not only stimulates the development of skills, but also strengthens team members' sense of belonging and commitment.

Conclusively, participative leadership embodies a modern approach to management that values collaboration, open communication and collective decision-making. By encouraging the active involvement of team members, this style of leadership helps to create dynamic, stimulating working environments that are conducive to innovation, which can ultimately lead to improved performance and greater employee well-being.

#### **1.4.1.5 Performances**

Performance in the school context is a subject of great importance, as it influences not only the academic career of students, but also their subsequent personal and professional development. School performance is generally measured by the results obtained in examinations, the marks awarded by teachers, and other indicators such as class participation and the completion of projects (Hattie, 2009).

According to OECD, (2018) one of the main factors influencing academic performance is students' commitment to their learning. Students who are motivated, curious and involved in their education tend to achieve better results. This underlines the importance of creating a stimulating educational environment that encourages students' active participation and fosters their interest in the subjects studied.

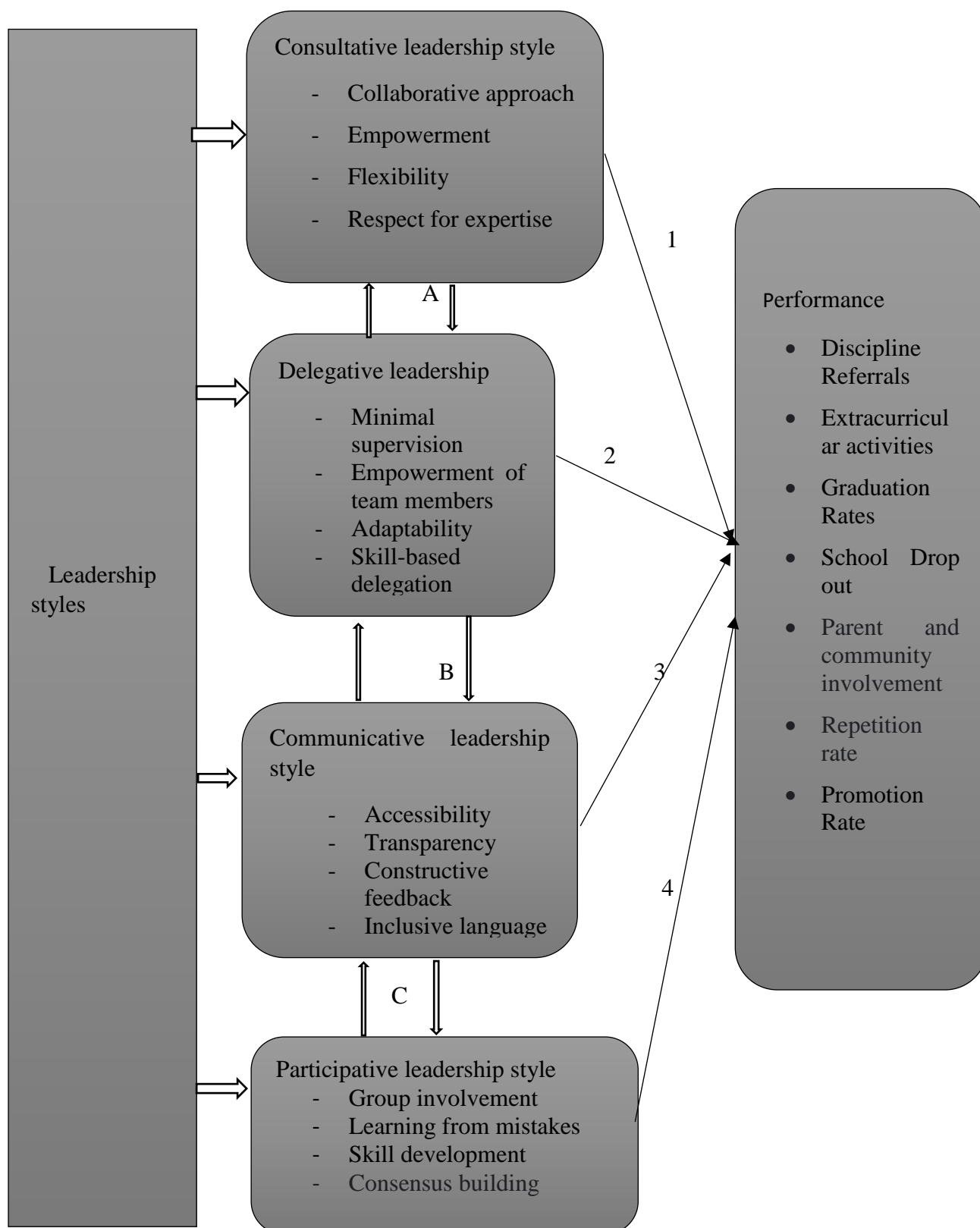
The role of teachers is also crucial to school performance. Innovative teaching methods, adapted to students' different learning styles, can have a significant impact. Teachers have a responsibility to identify students' individual needs and provide appropriate support to help them overcome any obstacles (García & Weiss, 2019)

Socio-economic factors can also influence school performance. Students from disadvantaged backgrounds may face additional challenges, such as lack of access to educational resources, health problems, or financial pressures that can hinder their concentration and academic success.

School performance is not limited to academic results. It also encompasses the development of non-academic skills such as problem solving, critical thinking, communication and collaboration. These skills are essential in preparing students for success in their personal and professional lives.

To conclude, academic performance is a multidimensional concept influenced by various factors such as student engagement, the quality of teaching, the education system, socio-economic factors, and the development of non-academic skills. It is crucial to take these

different aspects into account in order to create an educational environment conducive to students' overall success.



**Figure 2:** A representation of the relationship between the dependent and independent variables

Source: Researcher (2022)

Figure 2 is a demonstration of the link or relationship that exist between principal leadership styles and performances. The process of performances is at the core of our problem and it is broken down into consultative leadership styles, delegative leadership style, communicative leadership style and participative leadership style. These sub-elements are the major and direct effects on performances as shown in arrows (1, 2, 3, 4). These elements also influence one another as shown by double arrows (A, B, C).

## **1.5 Theoretical Background**

The theoretical context of this study is the explanation of the phenomenon studied. This explanation is based on theories developed by several eminent researchers and theorists. According to Kerlinger cited in Amin, 2005, p. 10, a theory is a predisposition that presents a systematic view of specifying the relationship between variables in order to explain and predict phenomena. In addition, a theory could be considered as a set of interdependent concepts that structure a systematic view of a phenomenon in order to explain and predict. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interdependent statements that provide an explanation for a class of events, improve the explanation of the occurrences of concepts. In this research work 4 theories and 4 approaches to leadership were used. Each theory (bureaucracy, management theory, contingency and theory of great men and traits) and every leadership approach (X and Y approach, situational/contingent approach, Tannenbaum and schimdt and vroom-yettom-jago normative approach) helped explain each variable. These theories and approaches where:

### **1.5.1 The theory of self-determination (Edward L. Deci and Richard M. Ryan 1985)**

The theory of self-determination, developed by psychologists Edward L. Deci and Richard M. Ryan, postulates that individuals have fundamental psychological needs such as the need for autonomy, competence and social relationships. According to this theory, satisfying these needs promotes intrinsic motivation and psychological well-being.

Consultative leadership style can be linked to self-determination theory in a way that supports people's fundamental psychological needs. Here's how these concepts can be connected: autonomy, competence, social relations, intrinsic motivation, commitment adaptability, empowerment, professional development, open communication. By combining the principles of self-determination theory with consultative leadership, leaders can create an environment conducive to personal growth, job satisfaction and collective success. This can have a positive impact on both individual performance and overall organisational results.

### **1.5.2 Management theory (Fayol 1916)**

The earliest manager to systematically examine his own personal experience and try to draw from it a theory of management was Henri Fayol. In 1916 he published the book “Administration Industrielle et Générale” which deplorably was not available in English until 1929. Fayol’s major contribution was to identify management as a separate set of skills, or functions, performed by supervisors in organizations. He clearly delineated the difference between technical and managerial skills and noted that supervisor must be proficient in both to be successful. He defined management in 5 different ways that is (To forecast and plan, to organize, to command, to coordinate and to control).

To forecast and plan: Examining the future and drawing up the plan of operation;

To organize: Building up the structure, material and human of the undertaking;

To command: Maintaining activity among the personnel;

To coordinate: Building together, unifying and harmonizing all activities and effort;

To control: Seeing that everything occurs in conformity with established rules and expressed command. This theory helps to explain the democratic leadership style of principals where principal need to be equipped with both technical and managerial skills in order to be successful.

### **1.5.3 Contingency theory (Fiedler 1964)**

Fiedler (in Lussier & Achua, 2001:66) was the first to develop this leadership theory, which shows that a situational variable interacts with a leader’s personality and behaviour. He believes that leadership style reflects the underlining need-structure that prompts behaviour. Fiedler (1967:36) is of the opinion that leadership styles are constant. Thus, leaders do not change styles, but they change the situation. The bone of contention here is that a leader’s effectiveness depends on the situation (Fiedler, 1967:147). This implies that a leader may be effective in one situation or organization, but not in another. This theory is used to establish whether a person’s leadership style is task-oriented or relationship-oriented and if the situation (Leader-follower relationship, task structure and level of authority) matches the leader’s style to maximize performance. This theory helps to explain the situational leadership style of principals where principal does not have a specific type of leadership. They react according to the situation or environment.

### **1.5.4 Participative leadership Theory (Chris Argyris 1957)**

Participative leadership is an organisational theory developed by authors such as Argyris in 1957 (Fonkeng and Tamajong 2010: 32). It is a theory which postulates that the active



participation and intervention of all the actors and stakeholders of an organisation in the development of the strategic plan and in decision-making enables the development of competencies. Participative leadership aims to develop skills.

The hierarchy builds and develops the company's strategy and vision with all the different functions (finance, communication, marketing, human resources, administration, production) and the rest of the company's community. Within the framework of the school,

Participative leadership theory, also known as participative leadership, is based on the idea that the decision-making process should actively involve the members of a team or organisation. This approach promotes inclusion, collaboration and shared decision-making. Several authors have contributed to the development and understanding of this theory, which has its roots in the field of leadership

To summarise, the theory of participative leadership is based on the work of several key authors who have highlighted the importance of the active participation of members of the organisation in the decision-making process. This approach aims to foster an inclusive work environment, improve employee motivation and promote organisational development.

### **1.5.5 The X and Y approach**

The scientific management and human relations approach to leadership behaviour were given formal expression as Theory X and Theory Y (McGregor, 1960). The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teacher's love teaching; they love their school and hence do not need direction. This approach helps to explain the Autocratic leadership style of principals where a leader dictates all the working methods in school

### **1.5.6 Situational/Contingency Approaches to Leadership**

There are diverse, complex situations in schools that demand diverse leadership skills (Oyetunyi, 2006). The principal with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2000) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the

schools, linked to the norms and is affected by the rate of interaction among members of the school. This approach helps to explain the situational leadership style of principals where principal does not have a specific type of leadership. They react according to the situation or environment.

### **1.5.7 The Tannenbaum and Schmidt Leadership Continuum**

This model highlights two major ways in which a leader can influence his/her followers. It is believed that a leader either influences his/her followers by telling them what to do and how to do it, or by involving them in planning and the execution of the task (Hersey & Blanchard, 1988). Two related explanations of the leadership continuum are examined: the boss-centred versus employee-centred and the autocratic-participative-free-rein continuum. Tannenbaum and Schmidt's Leadership Continuum is considered one of the most significant situational approaches to leadership (Oyetunyi, 2006). This approach helps to explain the *laissez-faire* leadership style of principals where principal allow his teammates to do as they want, free delegation of authority.

### **1.5.8 The Vroom-Yetton-Jago Normative Model**

It is based on one aspect of the leader's behaviour and focuses on the subordinates' involvement in decision-making. The authors assume that a leader may exhibit different leadership styles; this is particularly important when it relates to the decision-making process. The leader should be able to know when to take charge and when to allow the group to take decisions (Vroom & Jago, 1988). This model helps to explain the democratic leadership style of principals where principal need to be equipped with both technical and managerial skills in order to be successful.

## **1.6 Problem Statement**

The relationship between the leadership style of principals' and the performance of secondary schools, whether public or private, in Cameroon is a complex and crucial issue in the field of education. It raises fundamental questions about how principal leadership directly or indirectly influences academic performance, school climate and stakeholder satisfaction in these schools.

A central aspect of this problem is the diversity of leadership styles adopted by headteachers, be they consultative, participative, communicative or delegative. How do these different approaches affect teacher motivation, pupil engagement and the overall quality of teaching in secondary schools in Cameroon? What are the specific features and nuances of these dynamics in public schools compared with public schools?

Moreover, the variety of socio-economic, cultural and geographical contexts within Cameroon adds a further dimension to this problem. How do principals adapt their leadership styles to meet the specific needs of their schools, considering the differences between urban and rural areas, Francophone and Anglophone regions, as well as ethnic diversities?

The impact of national education policies on the leadership of principals is also a major concern. How do the educational reforms under way in Cameroon affect the way in which principals exercise their leadership and the results achieved by secondary schools, whether in the public or private sector?

Finally, the perception of stakeholders, including teachers, pupils, parents and the local community, towards the leadership of principals may be a key element in this issue. How do these different perspectives shape leadership expectations and how do they affect the overall performance of secondary schools?

The statistics for the last few years in Cameroon show that the best school performances are found in the private sector, yet it is the public schools that benefit from better working conditions, remuneration, careers and training.

Nji Mfout (2010) notes that the overall level of performance of the Cameroonian education system is very low. According to him, the devaluation or inefficiency of the education system is constantly being claimed. This failure is the result of various major trends that reflect both internal logics of the education system as well as phenomena running through society as a whole. He believes that these observed effects are a consequence of the employment rate. On the other hand, the "Rapport d'Etat du Système Educatif National Camerounais" (RESEN, 2006) revealed that the profession of teaching seems to no longer arouse great affection nowadays. Indeed, the consideration that was once attached to the teacher is no longer recognised according to Tsafak (1998) for whom "these teachers, instead of arousing students' interest in the profession they practice they rather discourage them".

However, as Nji Mfout (2010) thinks, if we start from the postulate of the theoretical model of coherence according to which the individual uses his or her self-motivation to choose an occupation, we would expect the latter to show total commitment to his or her career. But very often the individual seems to be in conflict with himself. He sometimes behaves as if they have been forced to choose this profession. According to Müller and Djuatio (2011), commitment is variable, so we can be committed to different degrees. But it seems obvious, notes Nji Mfout (2010), that individuals are no longer attached to vocational values but are more oriented

towards other or extrinsic motivations. Professional life as indicated by Tsafak (1998) states that working life is faced with several alternatives such as the pressure of immediate necessity or the prospect of progression, personal initiative, maximisation of gain. The teacher's commitment is therefore "hypothecated" in the words of Nji Mfout (2010) and this can be observed through certain moods, including strikes that are observed with such regularity, laxity at work, frequent abandonment of classrooms, cheating of having one's duties replaced by a third person in order to return to the city to perform other duties that have nothing to do with teaching, the failure of teachers to take up their duties, and the fact that they are not allowed to work especially in the countryside, fraudulent reassignments, use of forgeries, etc.

These various observations led Nji Mfout (2010, p.14) to question the reasons for disengagement and other declines in performance. "How can this be explained when they themselves have made their choice? Would it not be necessary to look for the causes elsewhere? explain the phenomenon of disengagement in the education system? Are there no other factors that influence the individual in his work and consequently explain his different attitudes? and therefore explain their different attitudes?"

He concludes his study by stating that the solution to the performance crisis in schools is no longer to be found in the pedagogical aspects but rather in the management of personnel (Leadership). Following his lead, we focused on the effect of leadership practices on school performance on which the academic success of learners largely depends. Academic performance refers to results in national examinations, repetition rates and internal and internal promotion (learner performance).

School leadership has become a top priority in Cameroonian Education policy because it is believed to play a key role in improving the relations between the outside world and individual schools, school policies and practice in the classroom. Hence, Pont et.al (2008) Argue that effective school leadership is essential to improve the efficiency and equity of schooling.

Therefore, school principal should serve as the key intermediary between the whole education system, individual teacher and classroom performance. In addition, Principals as educational leader play a pivotal role in the success of the school performance. By creating a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess a leadership quality that takes responsibility for students' achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community

members. In Cameroon, the appointment of secondary school principals is very much based on the career profile which considers the grade (A1, A2 and B2), additional qualifications, durability (10 to 15 years), administrative and pedagogical marks, functions of responsibility already held (Decree N° 2000/359 article 69). Therefore, the principal's leadership style was characterized by less effective in performing technical management, in building school culture and participatory decision making for teachers and students; creating orderly school environment by clarifying duties and responsibilities and communicating with different stakeholders. This seems to affect the school performance and school improvement programs and student performance.

Hence, the practice of principal leadership style on school performance in the selected public and private secondary schools have different problems regarding the issue of low student achievement, discipline referrals, attendance rate of students, teachers satisfaction, school drops out, low community participation, lack of facilities in most schools, lack of finance. Particularly, lack of school leadership capacity had frequently existing. Leadership and managerial competencies are needed for principal ship, rather than good teaching abilities, grading, durability, administrative and pedagogical remarks or longevity alone. Previous research has shown that applied knowledge alone does not constitute lawful administration training. Too many costly errors can happen while knowledge is being acquired and, in any case, the superiority of knowledge can vary extensively. Trial and error should not be a substitute for leadership skills and competencies training. Although prior practical experience is also needed, it is important and necessary that those who are to be principals in schools in Cameroon and elsewhere have to be trained in leadership and management skills (complete training following a specific program). The fact that any teacher who graduates from Higher Teachers Training College (HTTC) or any other civil servant can become principal of a secondary school in Cameroon without much experience in Principal leadership style is an issue. On the basis of this background, the research proposed to ask the following questions

### **1.7 General Research Question**

Do democratic leadership styles influence school performance in public and private secondary schools in the Mfoundi Division ?

#### **1.7.1 Specific research questions**

- Do the consultative leadership style of principals' influence performances?
- Do delegative leadership styles of principal's influence performances?

- Do communicative leadership style of principal's influence performances?
- Do participative leadership styles of principal's influence performances?

## **1.8 Research Hypothesis**

The conduct of this research employed both general and specific hypothesis guided by the alternative hypothesis (Ha) and the null hypothesis will come later after data analysis.

### **1.8.1 General Hypotheses**

GRHa1: There is a relationship between democratic leadership style and performances in selected public and private secondary schools in the Mfoundi Division.

### **1.8.2 Specific Hypotheses**

- Ha 1: Consultative leadership style of principal influences performances.
- Ha 2: Delegative leadership style of principal influences performances.
- Ha 3: There is a relationship between communicative leadership style of principal and performances.
- Ha 4: There is a relationship between participative leadership style of principal and performances..

### **➤ 1.9 Objectives of the Study**

In the subsequent paragraphs, we will be presenting the general and specific objectives of the study

#### **1.9.1 General objective:**

The general objective of this study is to verify the influence of democratic leadership styles on performances in public and private secondary schools in the Mfoundi Division.

#### **1.9.2 Specific Objective:**

- To analyse how the consultative leadership styles of a principal relate to performance.
- To show how the delegative leadership style of principal relates to performances.
- To verify how the communicative leadership styles of principals relate to performances.
- To verify how the participative leadership style of principal relates to school performances

## **1.10 Delimitation of the research**

For the researcher, limiting a piece of research means specifying the field, the environment and the time frame in which the research has evolved. In other words, it means specifying the thematic and geographical limits of the present work.

### **Thematic boundaries**

Our study falls within the field of Educational Management, and the speciality is school administration.

### **Geographical limits**

Geographically the scope of this study is delimited to public and private secondary schools in the Mfoundi division. This means it does not include technical secondary education and primary schools found under the study area.

## **1.11 Interest of the study**

In this section of our research, we are going to look at the theoretical interest and the practical interest

### **1.11.1 Theoretical Interest**

To science of education in general and the department of educational management in particular, the theoretical part of this research is going to help highlight the importance of principal leadership in Cameroon educational context.

Also, this research is going to alert stakeholders of the discipline of science of education on the various barriers that effective integration of leadership style facing higher institution in Cameroon, so that by the time they fully integrate principal leadership styles in their system, stakeholder will be capable of avoiding the mistakes others did

Again, this research is going to help the Faculty of Education to overcome the challenges they are facing with the archaic leadership style they have been using in their respective department.

### **1.11.2 Practical Interest**

The practical part of this research goes to the targeted institution. This is going to help selected public and private secondary schools in Mfoundi especially principals and the entire school body to revalorize leadership styles and then put them into practice in order to improve on school performance.

To the staff members, this research will encourage them to put more effort in order to help them improve on their teaching styles

To the administration, the recommendations of this research are going to refresh their spirit on the need to change their strategies and adopt new leadership styles or techniques

### **1.12 Justification of the study**

The research topic entitles principals' leadership style and performance in public and private secondary schools in the Mfoundi Division is important for several reasons.

Firstly, principal leadership is recognized as a key factor influencing the functioning and performance of a school. Understanding how the principal's leadership style affects student performance in both public and public schools would shed light on the most effective management practices.

Secondly, in Cameroon, where the education system is diverse with public and public schools coexisting, it is essential to understand how these structural differences can affect leadership and, consequently, academic performance. This research could help identify the best leadership practices adapted to each context.

Thirdly, by exploring this topic, we can also contribute to the wider discussion on educational policies in Cameroon. The results of this study could be used to formulate policy recommendations aimed at improving school leadership and, consequently, student performance.

### **1.13 Significance of the study**

Lovitts and Wert (2009, p. 5) describe the significance of a study as a substantial contribution of something that is valuable and will have an effect so that it:

- Offers a nontrivial to a very important breakthrough at the empirical, conceptual, theoretical, or policy level;
- Is useful and will have an impact;
- Causes those inside, and possibly those outside, the community to see things differently;
- Influences the conversation, research, and teaching;
- Has implications for and advances in the field, the discipline, other disciplines, or society.



They go on to suggest that the significance of a study can be categorised into various degrees at the highest level such as, the significance is a function of the field's long-term interest in the problem, the difficulty involved in solving the problem, the influence of the results on further developments in the field, as well as the degree to which the results affect other fields, disciplines, and even society.

Creswell (2009) on his side suggests that, the purpose of describing the significance of the study is to convey the importance of the problem to the relevant audiences that may profit from reading and using the study. Accordingly, as more audiences benefit through realising the importance of the study, the possibility of the application of the study by the readers will be increased.

Three among many groups who use and value research are identified as the target audience for the study, namely: secondary school principals, staff at secondary schools that is teachers, and students. The importance of the current research study shows a strong relationship and correlation with the three most important reasons for conducting research as proposed by Creswell (2009):

- Research adds to knowledge.
- Research improves practice.
- Research helps to improve policy.

### **1.13.1 Research adds to our knowledge base**

The aim of the present research study is to investigate the effects of principal leadership styles on school performances in selected public and private secondary schools in Yaounde. The results and data obtained from this study can contribute to the strategy of using the appropriate leadership style and the system of identifying challenges associated with leadership styles and school performances. Potential solutions to problems related to principal leadership styles and school performances can emerge from this research. Principal leadership styles and its effects on school performances has been identified as topics of concern in the field of educational management across the globe.

This study has the potential to fill a void in the knowledge base and research regarding secondary school principals' effectiveness and their leadership behaviour related to school performances. The results can contribute to the existing body of literature about leadership styles that increases school performances of student that other principal can implement in other

schools. Ultimately the study can add to the existing knowledge by increasing the audiences' understanding and knowledge base of the topic under investigation (Creswell, 2009).

### **1.13.2 Research improves practice**

The researcher's personal leadership skill can be improved through conducting this research study. The research will broaden his existing knowledge base and develop a deeper understanding regarding strategies of improving the leadership skills of public and private secondary school principals. The results from this study can also influence the professional practices of various professional groups in the field of educational management and leadership that include:

- Educational managers working at the MINESEC, various regional delegation of MINESEC and secondary school principals and leaders will have insights about how school leaders need to improve their effectiveness in performing appropriate leadership styles.
- Educational experts and supervisors employed by the education sector at all levels.
- Faculty at universities and colleges responsible for preparing and delivering training programmes in educational management or leadership.
- Students pursuing their further education in the field of education management and leadership.
- Informing Educational Policy: Insights gained from this research can guide educational policymakers in formulating policies aimed at improving leadership training programs for principals and enhancing the quality of school leadership in Cameroon.
- Enhancing School Leadership Practices: School administrators can use the findings to reflect on their leadership approaches and adopt strategies that align with best practices to foster a conducive learning environment and enhance student outcomes.
- Improving Teacher Retention and Satisfaction: Understanding the impact of leadership styles on teacher morale and job satisfaction can help in implementing interventions to address issues related to teacher turnover and retention

Managers and/or principals who are tasked with the management and leadership of education in general in particular employed by the MINESEC, various regional delegation of MINESEC and secondary school principals and leaders or other organisations will be exposed to relevant and informative ideas and evidence-based practices that have emerged from the primary data

sources of the research. This first-hand information and the evidence-based practices derived from the research findings can be integrated into their managerial practices or used to evaluate their current leadership practices and approaches. The results from the study will provide principals with another set of data that can be evaluated or help them establish connections with other professionals in the field of educational leadership, and add to their existing knowledge data base relating to the principals' leadership role and challenges faced by principals in performing their principal leadership roles more effectively.

### **1.13.3 Research helps improve policy**

A new management model, on principal leadership styles and its effects on school performances employed by the education sector was developed in the current study. The research data provides valuable, relevant and contemporary information regarding effective principal leadership practice that influences the performance of principals in public and private secondary school in the Mfoundi Division and elsewhere in the country.

The study yielded data to develop strategy model and framework that may be used in the education sector to positively influence public and private secondary school principals. These findings may also be informative to educators and policy makers and in other administrative zones and regional states of the country. The findings may resonate with other educators and researchers as they examine principal leadership styles and its effects on school performances.

## **1.14 Scope of the Study**

According to Ogula (2009), the scope of a research work specifies the boundaries of the study according to time spread, content and discipline. The study is centralised on the Principal leadership styles and its effects on school performances in public and private secondary schools in Cameroon: Case of selected public and private secondary schools in the Mfoundi Division. We carried out a ballot and five public secondary schools out of 39 in the Mfoundi Division and Five private schools were selected out of 456 privates' secondary schools in the Mfoundi Division giving a total of Ten schools (Regional Delegation for mfoundi)

### **1.14.1 The time factors**

This research project ran from the academic year 2019/2020 to 2021/2022. These three years were characterised by intensive seminars, conferences and active field work. This effective period helped the researcher to have an in-depth mastery of principal leadership styles and their effects on school performances. These years were however juxtaposed by seminars and national conferences in the domain.

### **1.14.2 Theoretical scope**

In the schema of this research work, a host of theories were employed to enable the researcher to explain and expatiate on the main concepts of Principal leadership styles and its effects on school performances. Among these theories, we have The Great man and trait theory, Fayol's management theory, Bureaucracy theory Situational Leadership theory and contingency theory. These theories facilitated the understanding of events, behaviors, actions, situations that exist between the variables of the study.

### **1.14.3 Thematic Scope**

This piece of work falls within the ambit of educational management. School manager or administrators exploit principal leadership style to meet standards and attain objectives. Managers have different department under their control and the quality of their outputs are expected to be fit for purposes, thus leadership styles strategies become a good tool to ensure quality output, accountability, and recognition in education institutions. We are focused on the effects of leadership styles on school performances. This falls in line with the objectives of Government who want a constant improve on school performances.

## **1.15 Definition of key Terms**

### **1.15.1 Leadership**

According to the Oxford Dictionary, "to 'lead' means 'to cause to go with one, especially by guiding or showing the way, or by going in front and taking a person's hand, to guide by persuasion or example.'" According to Warren Bennis a pioneer in leadership studies, defined leadership as "the capacity to translate vision into reality."

According to Bennis, effective leaders inspire and guide others toward a common goal by articulating a compelling vision. Also, according to Daniel Goleman, "leadership that works today is not based on authority, but on the ability to create a climate that encourages participation and commitment." These definitions underline the idea that leadership goes beyond mere formal authority and is often based on the ability to inspire, motivate and influence others to achieve common goals.

For the purposes of this research, the definition given by Daniel Goleman can be contextualised to this study because in order for a school to perform well, the leader need to create a climate that encourages both the staff and students to work hand in hand for the growth of the school.

### **1.15.2 Principal**

The role and definition of a school principal may vary slightly depending on the source, but generally, a school principal is considered the leader and administrative head of a school. According to Glickman, Gordon, and Ross-Gordon (2014): "the principal is the instructional leader and administrative head of a school, responsible for shaping the school's vision and mission, promoting an effective learning environment, and ensuring the overall success of students and staff." Also, according to Marzano, Waters, and McNulty (2005): "the principal is a key factor in school effectiveness, influencing student achievement through their leadership practices. Effective principals focus on setting high expectations, creating a safe and orderly environment, and fostering a culture of continuous improvement."

These definitions highlight the multifaceted role of a school principal, encompassing instructional leadership, community engagement, ethical leadership, and the promotion of a positive and effective learning environment. Keep in mind that the role of a principal can evolve and adapt to the specific needs and context of each school

For the purposes of this research, both definitions can be contextualised to this study because for a school to function normal, they must have an outstanding principal who will be able to create a favourable working condition for his or her collaborators.

### **1.15.3 Performance**

The concept of school performance is often multifaceted and can be approached from various perspectives. According to Leithwood and Riehl (2003): "school performance is seen as the ability of a school to achieve its goals and objectives. This includes not only academic achievement but also the development of a positive school culture, effective leadership, and the overall well-being of students and staff." Also, Elmore (2002): "school performance is conceptualized as the capacity of a school to improve continuously. This perspective emphasizes the school's ability to learn and adapt over time, engaging in ongoing cycles of improvement." The definition of school performance varies, and it can encompass academic achievement, school improvement, organizational effectiveness, and the overall well-being of the school community. The concept is often broad and considers various factors that contribute to a school's success.

For the purposes of this research, both definitions can be contextualised to this study because school performance englobes several aspects that has been exploit in this study.

#### **1.15.4 School**

The term "school" can have different meanings depending on the context and the author's perspective. Here are a few possible definitions according to various authors and contexts:

In the context of educational philosophy, John Dewey might define a school as a social institution where students learn not only academic subjects but also how to function as active members of society through hands-on, experiential learning.

From a sociological standpoint, Emile Durkheim might view a school as a socialization agent that transmits cultural values and norms, playing a role in shaping individuals into productive members of society.

For the purposes of this research, both definitions can be contextualised to this study because all the activities that is leadership, performances are carried out in a school.

#### **1.15.5 Public and private secondary schools**

Public secondary schools in Cameroon are institutions that are funded and managed by the government. They are operated under the Ministry of Secondary Education or other relevant governmental bodies. Public secondary schools are open to all students, and tuition fees are usually subsidized or free, making education more accessible to a broader segment of the population. These schools follow the national curriculum set by educational authorities and are subject to government regulations and standards. The teaching staff is often civil servants employed by the government.

Private secondary schools in Cameroon are independent institutions that are owned and operated by private entities, organizations, or individuals. Unlike public schools, private secondary schools in Cameroon rely on tuition fees, donations, and other private sources for funding. They have more autonomy in terms of curriculum development, teaching methods, and admission policies. Private schools may offer additional facilities, specialized programs, or smaller class sizes compared to public schools. Admission to private schools is typically based on the school's criteria, and students may be required to pay higher tuition fees compared to public schools.

In Cameroon, both public and private secondary schools play crucial roles in providing education to the population. Public schools aim to ensure widespread access to education, while private schools often emphasize flexibility, innovation, and specialization in their educational approaches. It's essential to consult specific sources within the Cameroonian education system

or official documents from the Ministry of Secondary Education for the most accurate and up-to-date information on this topic.

### **1.15.6 Secondary education**

Secondary education is an educational level that follows primary education and precedes tertiary or higher education. It is often a crucial stage in a student's academic journey, providing a more specialized and in-depth curriculum than primary education.

In Cameroon, secondary education is a critical stage in the country's educational system, and it typically follows primary education. The secondary education system in Cameroon is structured into two cycles: that is the first cycle and the second cycle. Also, secondary education is made up of both general studies and technical studies.

### **Conclusion.**

Finally, this research entitled principal leadership style and performances in public and private secondary schools will be made up of five chapters. The first chapter will be background of the study and problem of the study. Chapter two will literature review and theoretical framework, that is principal leadership style will be reviewed and performances also, followed by theories that will be applied in this study. Chapter three deals with research methodology, chapter four deals with presentations and interpretation of findings and lastly chapter five dealing with discussions of results, recommendations, suggestion and proposal for further studies.



## **CHAPTER TWO**

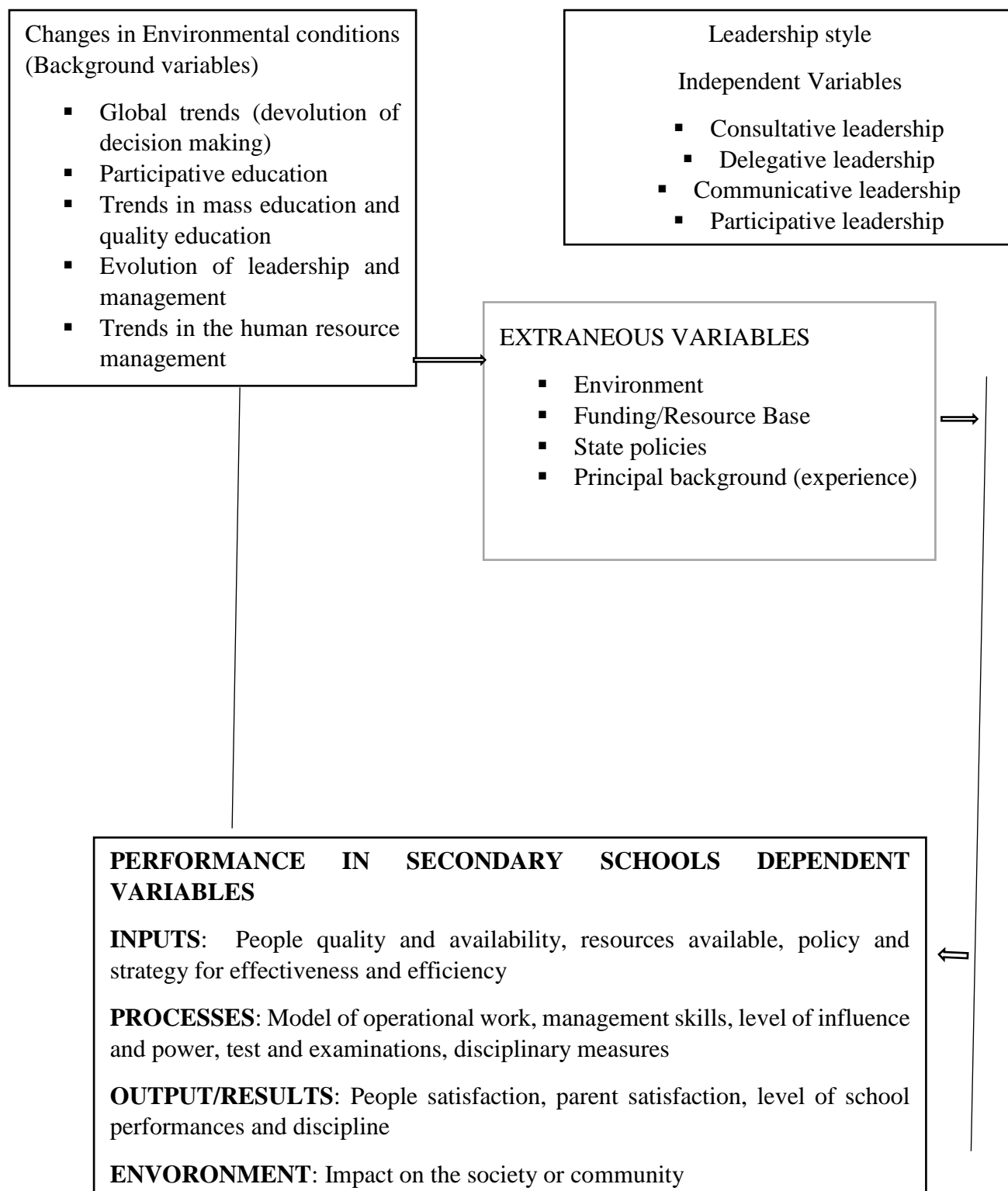
### **LITTERATURE REVIEW AND CONCPETUAL FRAMEWORK**

#### **2.0 Introduction.**

This chapter focuses on a review of the literature related to research of principal's leadership styles and performance. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles with special reference to styles that relate to educational institutions. Leadership practices and leadership styles of principals in the realm of education in Cameroon will be highlighted. A summary of the literature highlighting the possible gaps in the review and the lessons learned will be provided.

#### **2.1 Conceptual Framework on Leadership and School Performance in Schools**

The ideal conceptualization of leadership and performance in secondary schools is built on the idea that leadership is power and influence that directs people to effectively perform as illustrated in **Figure 3**.



**Figure 3: Conceptual framework on leadership and performance in secondary schools (Yusuf K.K. Nsubuga (2008) and modified from Mullins (2002) and Armstrong (2001))**

## **2.2 Background Variables**

Contextual variables on leadership style refer to environmental factors that influence how a leader adopts a particular leadership style. These variables can play a crucial role in determining the most appropriate leadership style for a given situation. Here is a brief description in French:

Contextual variables on leadership style include:

**Organizational Culture:** An organization's culture can influence expectations and standards for leadership. In some cultures, more directive leadership is valued, while in others, participatory leadership is preferred.

**Task Type:** The nature of the task or project may require a specific leadership style. For example, complex tasks may require more consultative leadership to encourage team members to contribute.

**Maturity of team members:** The competence and motivation of team members can influence the appropriate leadership style. Experienced teams may benefit from more delegated leadership, while novice teams may require more directive leadership.

**Time pressure:** Time constraints may require a more directive style of leadership to quickly make decisions and achieve urgent goals.

**The size of the organization or team:** In large organizations or teams, delegated leadership can be more effective in delegating responsibilities to different levels of management.

**Team Members' Values and Expectations:** Team members' values and expectations can influence their receptivity to a particular leadership style.

It is important for leaders to understand these contextual variables and take them into account when adopting their leadership style. Situational-appropriate leadership can improve team collaboration, motivation and effectiveness, contributing to more positive outcomes in the organization.

### **2.2.1 Independent Variables**

The independent variable of this study is principal leadership styles and it can be operationalised into four variables that is consultative leadership style, delegative leadership style, communicative leadership style and participative leadership style.

### **2.2.2 Dependent Variables.**

For this study, the dependent variable is performances and it can be operationalised as follows: student achievement, transition rate, repetition rate, teachers' satisfaction, school dropout, promotion rate, graduation rates etc

### **2.3 Review of Empirical studies**

Ojokuku et al. (2012) explored a study of the effect of leadership style on the organizational performance of the Nigerian Bank in Nigeria. The results showed that the relationship between success and leadership style was both positive and unproductive in some cases. There was a 23% performance gap to jointly predict leadership styles and organizational effectiveness. This study concluded that constructive and inclusive leadership styles have positive effects on outcomes and membership. Dalluay and Jalagat (2016) conducted a study in Cavite, Philippines, on the impact of effective leadership styles on job satisfaction and worker productivity in some small businesses. The result concluded that, while there is room for improvement, organizations must continually make the most of the leadership style that increases employee productivity and a reasonable level of employee work.

Nasir et al. (2014) conducted research on the relationship between leadership styles and educational leadership and IPTA's organizational success in the Klang Valley region of Malaysia. The study used correlation methods to assess the relationship between leadership styles and organizational performance. The findings concluded that leadership styles have had a significant impact on employee engagement.

Ukaidi (2016) studied the effect of leadership styles on organizational performance to examine the leadership styles of two Nigerian universities. I was told that the style of democratic leadership had a positive impact on the organization's results compared to other forms of leadership: the autocratic and laissez-faire style. Mohammad, Chowdhury, and Sanju (2017), their research aimed to define appropriate leadership in Bangladesh's banking sector. They found that the administrative style of leadership is mostly practised in the banking sector compared to other leadership styles.

In their study, Basit, Sebastian & Hassan (2017) attempted to identify the many leadership style factors that primarily influence employee performance in Malaysian private enterprise. They also noted that the style of democratic leadership has a greater influence on the quality performance of the organization.

Khan and Adnan (2014) aimed to focus the organization's performance on the appropriate leadership style. They indicated that transformation management has a strong positive influence on employee performance, which translates into improvement for the organization.

Akther (2015) conducted a study-to-study leadership styles of executives in mergers in Bangladesh's hotel industry. Ten executives were removed from the Dhaka & Chittagong division to participate in this study, showing that their behaviour is marked by tension, anxiety, cultural shock and job insecurity during mergers and acquisitions.

The literature above suggests that many studies have been explored in the area of leadership, but there is a notable gap that only a few of them are conducted in Bangladesh and none of them have demonstrated the effect of three styles of leadership: Autocratic, democratic and laissez-faire leadership on organizational success among successful organizations.

Leadership and organizational performance have received a lot of attention in previous studies because of their importance. To begin with, in the Obiwuru, Okwu, Akpa and Nwankere (2011) leadership and organizational performance study, the study followed a survey design and used an evaluative quantitative analysis method, performance was measured by effort, productivity and loyalty. The result showed that while the transactional leadership style had a significant positive impact on performance, the transformational leadership style had a positive but insignificant impact on performance. Benkhoff (1997) studied the relationship between leadership and organizational performance through correlation analysis. Performance was measured against sales targets and profits. It was found that leadership was closely linked to the financial success of bank branches. In addition, Ryan and Tipu (2013) analyzed 548 participants in Pakistan to study the impact of leadership on organizational performance through correlation analysis. Their study identified two types of leadership behaviour: relational leadership and operational leadership. Later in their studies, organizational performance was measured in terms of propensity for innovation, development and expansion. Their study revealed that the behaviour of the project leader is directly related to the propensity for innovation, development and expansion. Day and Lord (1988) undoubtedly created a turning point in this debate: organizational performance and leadership. Indeed, they evaluated organizational performance from 03 points: profit, sales and profit margin. At the same time, leadership was assessed at the highest level of organizational management or management. It has been defined as the succession of administration over time. The sample was based on 167 US companies in 13 industrial sectors over 20 years. The results showed that leadership influences only 7.5% of the total variance in organizational performance in a three-year

correlation analysis between leadership and net profit. On the contrary, for a three-year period, leadership accounted for 15.2% of the profit margin in the overall variance.

## **2.4 Introduction to Leadership**

In an ever-changing economic environment leaves room for fierce competition where each company seeks to reach the monopoly, it is necessary for the leaders have a bit more than managerial skills because the world is a little too unpredictable and too changeable to this ill-conceived approach. Now what is needed is deeper than the traditional management; What businesses need today is leadership.

Know how to help everyone achieve what they are capable of, establish a vision for the future, encourage, guide, establish and maintain serious and successful human relationships

Leadership is a journey. A Lifelong Learning Journey. This is what should allow you to discover who you are, the world around you and the people you meet. Another aspect of this journey set a goal for your life and leadership. To find out, you need to be open to all opportunities to learn, consider challenges as doors to learning and see life as an opportunity to experiment, reflect, learn and act.

Leadership is generally one of the most talked about topics within companies and organizations. At the heart of these discussions is always the attempt to define leadership. Everyone has their own understanding

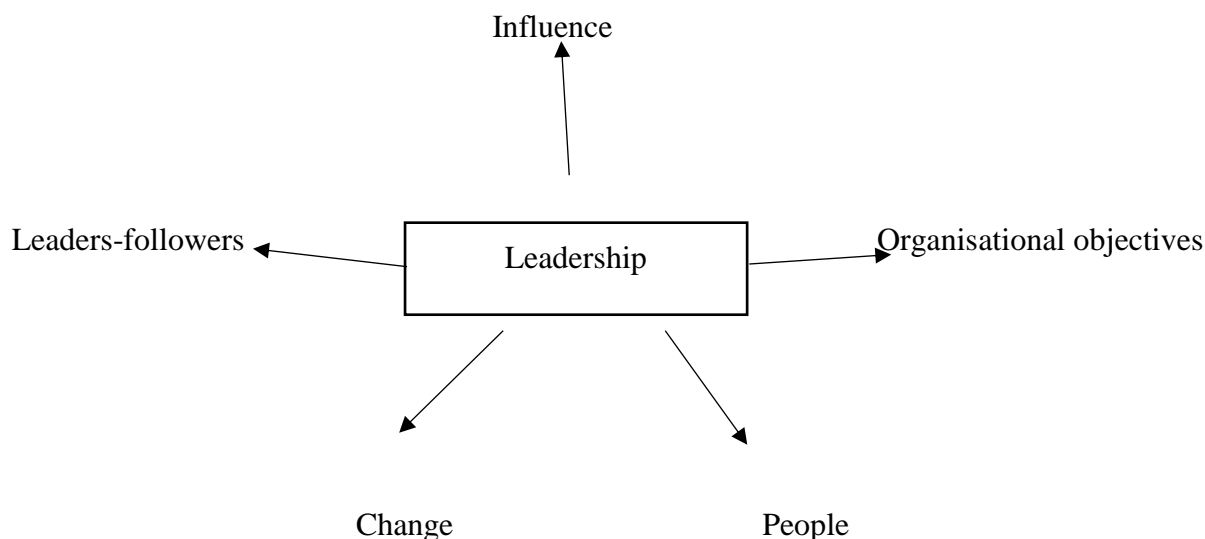
leadership, based on a mixture of experience, cultural context and learning. In the Girl Guiding/Girl Scouting, leadership development has been at the heart of everything we do. For 100 years,

Female Guiding/Scouting practices leadership based on its core values of openness, commitment voluntary, responsible, equal opportunities, sense of service, recognition of a spiritual dimension and global engagement. Our leadership approach focuses on the methods that have been introduced by Lord Baden Powell and have been used for decades, namely:

1. Doing Learning or Experiential Learning: Each guide/scout is encouraged to test its leadership capabilities through stimulating activities and challenges, enabling implementation practice what has been learned.
2. Progressive Personal Development: allowing each guide/girl scout to choose their own path and proceed activities at one's own pace.

3. Patrol System: Baden-Powell defined it as a small natural group of six to eight people under the guidance of one of them and where each individual has an indispensable role to play” (team work). The patrol system encourages interaction with others, personal expression and development of joint and individual responsibilities, democracy in action. (Girl Guiding/Girl Scouting. A Movement challenges, 3rd edition 1997).

The history of Girl Guiding/Scouting shows that many women in leadership positions in the community and in today’s world have been and still are guides/scouts. Many will say that their experience in guiding/scouting provided them with a solid foundation in leadership development through the self-confidence and self-esteem, ability to adapt to change, valuing others, skills international leadership and understanding.



**Figure 4: Leadership Definition key elements**

## 2.5 The Differences between Leadership and Management

The difference between leadership and management lies in their approach and management style.

Leadership:

Leadership focuses on the overall vision, motivation and inspiration of team members. A leader encourages others to achieve their goals by providing clear direction and leading by example. Leadership is based on effective communication skills and the ability to positively influence others. Leaders are often visionary and seek to innovate, take calculated risks and create a positive environment where team members can thrive.

### Management:

Management, on the other hand, focuses on organising, planning and coordinating tasks and resources to achieve the objectives set. Managers implement the leader's vision by defining specific objectives, developing action plans and overseeing the day-to-day activities of the team. They must have strong problem solving, decision making and time management skills. Managers ensure that operations are conducted in an efficient and effective manner, ensuring that resources are used in an optimal manner.

### Leadership:

Leadership is distinguished by its ability to inspire, motivate and positively influence others. A leader has a clear vision and is able to communicate that vision in a way that engages and rallies team members towards a common goal. It encourages innovation, creativity and often takes calculated risks to achieve desired results. Leadership is based on human qualities such as empathy, trust and integrity.

### Management:

Management, on the other hand, focuses on planning, organizing and coordinating resources to achieve the objectives defined by the team or organization. Managers implement the leader's vision by defining strategies, action plans and assigning tasks to team members. They also ensure that resources are used effectively, that deadlines are met and that expected results are achieved. Key management skills include decision-making, problem-solving and performance management.

In short, leadership focuses on vision and inspiration, while management focuses on execution and organization. Leaders tend to be charismatic visionaries, while managers excel at planning and coordinating efforts. Ideally, a successful combination of leadership and management will achieve the goals set while motivating and supporting team members.

## **2.6 The Importance of Leadership**

The importance of leadership is crucial in all areas of life, whether it is business, politics, education or any other organization. Good leadership plays a critical role in guiding, motivating and inspiring individuals to achieve common goals. Here are some key reasons why leadership is so important:



**Vision and Leadership:** A good leader defines a clear vision for the future and guides their team or organization towards that vision. It provides consistent direction that helps members stay focused and move towards concrete goals.

**Motivation:** Effective leadership encourages and motivates team members to perform at their best. A good leader inspires others with his example and passion, thus stimulating productivity and creativity within the group.

**Informed decision-making:** Leaders often have to make difficult decisions. Good leadership involves the ability to make informed decisions based on relevant information, while considering the needs and interests of all members involved.

**Conflict management:** In a group, differences of opinion and conflicts may arise. An effective leader is able to handle these situations diplomatically and help find balanced and satisfying solutions for all.

**Skills Development:** Leadership also includes developing the skills of team members. A good leader identifies each person's strengths and weaknesses and helps them improve their abilities and knowledge.

**Creating a Positive Culture:** Leadership has an impact on an organization's culture. A positive and caring leader fosters a healthy and supportive work environment, contributing to team member satisfaction and retention.

**Achievement of objectives:** By effectively guiding the team towards specific objectives, leadership maximizes the chances of success and achieves the desired results in an effective and efficient manner.

In conclusion, leadership is essential to the growth, development and success of an organization. A good leader inspires, motivates and guides others towards their common goals, creating a positive impact on all involved members.

## **2.7 Introduction to Leadership Styles**

Leadership style is the way and approach to direct, implement plans and motivate people (Lewin, Lippert & White, 1939). Lewin led this group of researchers to identify different leadership styles. This first study was very influential and established three major styles of leadership, authoritarian, participatory and delegation. These leadership styles have expanded over the years. The following studies have incorporated some aspects of these fundamental

leadership styles into an effort to help managers develop leadership styles conducive to current education systems. The literature on leadership styles (Hershey and Blanchard, 1977; Sergiovanni, 1995) provides some important clues about the main leadership styles. These leadership theorists argue that leadership style is a relatively fixed concept for a person and that while some people may have the ability to lead using more than one style, flexibility in leadership style is not characteristic of all leaders (Waters, 2004). Although Fiedler (1974) and Hershey and Blanchard (1977) believe less in the ability of leaders to vary their styles, Sergiovanni (1991) suggests that, under certain conditions, individuals can adapt their leadership style to different situations.

Blake & Mouton developed the Management Leadership Matrix (1964) which was designed to explain how leaders help organizations reach their goals through two factors: production and people. While the focus on production relates primarily to the way in which a leader deals with organizational tasks, it can refer to anything the organization seeks to accomplish (Blake & Mouton, 1964). The second factor, the concern for people, is how a leader looks after the people in an organization who are trying to achieve their goals.

Some studies in some secondary schools in Cameroon show that, while focusing on the impact of leadership behaviours on the performance of small groups, have identified two types of leadership behaviours. The first, employee orientation, is the behaviour of leaders who approach their subordinates with a strong emphasis on human relations. The second is production-oriented leadership that focuses on the technical and production aspects of work. From this orientation, workers are seen as a means of accomplishing their work (Bowers and Seashore, 1966).

### **2.7.1 Principal leadership style**

According to Adeyemi (2010:84), a leadership style is the ability of a leader to accomplish tasks with the help and cooperation of people in a school system. The Director's concept of "leadership style" is familiar to administrative staff as there are many manuals and documents that address this topic. According to Daft and Noe (2001:388-389), a principal's leadership style affects teachers and students. The four commonly known core leadership styles will be presented first, followed by a presentation of the goal-path leadership styles that have not been discussed in depth to date.

### **2.7.1.1 Democratic Leadership Style**

According to Somech, (2005) Democratic leadership style is a management approach in which decisions and actions are taken collectively by the group or team. This style of leadership promotes the active participation of all members of the group, encouraging the exchange of ideas, joint decision-making and individual autonomy.

In democratic leadership, the group leader facilitates the decision-making process by encouraging commitment and valuing each other's contributions. Group members are encouraged to express their opinions, share their knowledge and help solve problems. Open and transparent communication is essential in this style of leadership, allowing all members of the group to understand the issues, objectives and decisions taken (Luthans & Avolio, 2003).

A key feature of democratic leadership is the equality of voices and inclusion of all members. Each person has the opportunity to influence the decisions made, regardless of their level of authority. This approach encourages autonomy and individual accountability, as each member feels invested in the collective mission.

Democratic leadership also promotes lifelong learning and skills development. Group members are encouraged to take initiative, take calculated risks and learn from their mistakes. This creates an environment conducive to innovation, creativity and continuous improvement.

When used effectively, the style of democratic leadership can lead to many benefits. It promotes group member engagement, strengthens cohesion and collaboration, stimulates intrinsic motivation and encourages diversity of ideas. By involving group members in the decision-making process, it also strengthens their sense of belonging and value within the organization (Bass & Avolio, 1994).

However, it is important to recognize that democratic leadership can take longer to reach decisions and require more complex conflict management. Therefore, it may not be appropriate in emergency situations or when quick decisions need to be made.

Democratic leadership style is a management approach in which decisions and actions are taken collectively by the group or team. This style of leadership promotes the active participation of all members of the group, encouraging the exchange of ideas, joint decision-making and individual autonomy.

In democratic leadership, the group leader does not simply impose decisions, but rather plays the role of facilitator and mediator. He encourages group members to express their opinions,

share their knowledge and actively contribute to problem solving. The group leader recognizes the value of each individual and ensures that everyone has an opportunity to express themselves (Bass & Avolio, 1994).

Communication is central to democratic leadership. Group members are encouraged to openly and honestly exchange ideas, concerns and suggestions. Communication channels are open, transparent and accessible to all. Regular meetings, group discussions and feedback are used to promote open and constructive dialogue.

A key feature of democratic leadership is the equality of voices and inclusion of all members. Each person has the opportunity to influence the decisions made, regardless of their level of authority. Decisions are made by consensus or vote, considering different perspectives and seeking collective well-being.

Democratic leadership promotes autonomy and individual accountability. Group members are given responsibilities and are encouraged to take initiatives. They have the freedom to explore new ideas, experiment and learn from their mistakes. This leadership style promotes skills development and personal growth.

When used effectively, the style of democratic leadership can lead to many benefits. It promotes group member engagement, strengthens cohesion and collaboration, stimulates intrinsic motivation and encourages diversity of ideas. By involving group members in the decision-making process, it also strengthens their sense of belonging and value within the organization (Luthans & Avolio, 2003).

However, it is important to recognize that democratic leadership can take longer to reach decisions and require more complex conflict management. Consensus building can be a laborious process and there may be disagreements that require resolution. Therefore, this style of leadership may not be appropriate in emergency situations where quick decisions need to be made.

The style of democratic leadership is of great importance for academic performance. This leadership style promotes the active participation of students and teachers in decision-making about the school's educational and administrative activities.

Key points that illustrate the relevance of democratic leadership style to academic performance include:

**Encouraging participation:** Democratic leadership encourages the participation of all school stakeholders, including students, teachers and administrative staff. This creates an environment where everyone feels heard and valued, which can stimulate commitment and motivation.

**Collective decision-making:** In a democratic setting, important decisions are made collectively after evaluating different opinions and ideas. This allows for more informed decision-making and involves all members of the school community in the problem-solving process.

**Positive learning climate:** Democratic leadership creates a positive learning climate where communication is open and transparent. Students feel more comfortable asking questions, expressing concerns and exploring new ideas.

**Accountability:** The style of democratic leadership encourages accountability for actions and results. This can motivate students and staff to work hard to achieve their academic and personal goals.

**Promoting Creativity:** When ideas and opinions are encouraged, it also promotes creativity and innovation in the way teachers teach and students learn. This can lead to pedagogical approaches more adapted to the individual needs of students.

**Team Cohesiveness:** Democratic leadership can strengthen team cohesiveness within the school by fostering collaboration and problem solving together. A united team can work better together to achieve common goals.

To summarised, the style of democratic leadership promotes active participation, inclusion, open communication and individual accountability. It encourages skills development, strengthens intrinsic motivation and creates an environment conducive to innovation and collaboration. It is a management approach that values everyone's opinion and promotes the commitment of all group members towards a common goal.

Overall, democratic leadership can contribute to creating a positive and stimulating school environment, thereby promoting academic success and the well-being of students and staff. For this study, Democratic leadership style can be operationalised as: consultative, delegative, communicative and participative leadership styles. These are going to be examined in the following lines.

### **2.7.1.1.1 Consultative Leadership style**

The consultative leadership style, also known as advisory leadership, is a management approach in which leaders make decisions after consulting their team. Unlike authoritarian styles where decisions are taken unilaterally by the leader, consultative leadership involves close collaboration between the leader and team members. This style of leadership fosters a participative working environment and encourages team members to contribute actively to decision-making.

One of the main authors who contributed to the understanding of consultative leadership is Kurt Lewin, a German social psychologist who introduced the concept of participative leadership in the 1930s. Lewin developed the theory of leadership in three styles: authoritarian, democratic and laissez-faire. The democratic style, which is similar to consultative leadership, encourages the participation of team members in the decision-making process.

In his book "Leadership in Administration: A Sociological Interpretation" (1939), Lewin stresses the importance of collaboration and consultation in fostering the motivation and commitment of team members. He suggests that consultative leadership leads to better quality decisions, because it takes into account a variety of perspectives and expertise.

Another author who has explored consultative leadership is René Dailey, a French psychologist and researcher. In his book "Leadership: Style and Performance" (1979), Dailey highlights the benefits of consultative leadership in terms of developing team morale and creative problem solving. He argues that consultative leadership also promotes skills development and job satisfaction.

In his book "Leadership: Style and Performance" (1979), Dailey highlights the crucial role of consultative leadership in promoting creativity within teams. He argues that when team members are involved in the decision-making process, this stimulates the generation of new and innovative ideas. This approach fosters an environment where employees feel more invested and are more inclined to contribute actively to problem solving.

Consultative leadership also fits into the context of contemporary theories on motivation at work. The theory of self-determination, developed in particular by the psychologists Edward L. Deci and Richard M. Ryan, suggests that individuals are intrinsically motivated when their fundamental psychological needs for autonomy, competence and relationships are met.

Consultative leadership, by involving employees in decision-making, can help to meet these needs, thereby strengthening intrinsic motivation within the team.

In France, the "industrial democracy" model has also influenced the perception of consultative leadership. Proposed by researchers such as Michel Crozier and Erhard Friedberg in their book "The Actor and the System" (1977), this model emphasises the idea of sharing decision-making power between the various stakeholders within the organisation. Consultative leadership aligns itself with this vision by seeking to create a dynamic in which employees feel involved in the decision-making processes, which can contribute to more balanced governance.

One of the notable advantages of consultative leadership is its ability to stimulate the intrinsic motivation of team members. When individuals are given the opportunity to contribute to decision-making, they are more inclined to invest themselves in implementing those decisions. This can lead to greater job satisfaction, increased productivity and a stronger team spirit.

Consultative leadership is particularly effective in environments where the complexity of problems requires in-depth understanding and specialist expertise. By harnessing the diversity of knowledge within the team, the consultative leader can make informed decisions that take into account multiple perspectives. This can lead to more comprehensive solutions and better anticipation of potential challenges (Yukl, 2002).

However, it is important to note that consultative leadership can be more time-consuming than other leadership styles, as it involves a more inclusive decision-making process. Consultative leaders must be prepared to invest time in communication and collaboration, but the long-term benefits in terms of employee satisfaction and overall team performance may outweigh this initial investment.

This leadership style also fosters an organisational climate where communication is open and feedback channels are encouraged. Team members feel comfortable sharing their opinions, even if they differ from the dominant view. This encourages a constant exchange of ideas, enabling the team to adapt more quickly to change and make more informed decisions when faced with complex and dynamic situations.

Another important aspect of consultative leadership is its ability to strengthen the team's sense of belonging. By actively involving members in decision-making, the advisory leader creates an environment where everyone feels invested in the collective success. This ownership of decisions often leads to greater individual responsibility and a stronger commitment to the team's common goals (Northouse, 2015)

However, it is essential to stress that consultative leadership is not necessarily the best approach in all situations. Some contexts require quick and effective decisions, where a more directive style may be more appropriate. It is therefore crucial for leaders to be flexible and choose the style that best suits the specific needs of the situation.

Ultimately, consultative leadership is distinguished by its ability to harness the wealth of individual knowledge within the team, fostering a collaborative, innovative and dynamic working environment. By encouraging participation, developing skills and building trust, consultative leaders help to create high-performance, resilient teams in a constantly changing professional world.

#### **2.7.1.1.2 Delegative leadership style**

The delegative leadership style, also known as decentralised leadership, is a management approach in which leaders delegate a significant part of their responsibilities and authority to subordinates. This style of leadership is based on trust in team members and encourages their active participation in decision-making.

One author who has contributed to the understanding of delegative leadership is the French psychologist and management theorist Henri Fayol. In his book "Administration industrielle et générale", published at the beginning of the 20th century, Fayol highlights the importance of delegation as one of the key administrative functions. He suggests that managers should delegate authority while maintaining responsibility, thus enabling greater organisational efficiency.

Another influential French thinker in this field is the philosopher and writer Michel Foucault. Although his work focuses more on political and social philosophy, his ideas on power, control and delegation can be applied to the context of leadership. Foucault explores power relationships and highlights how power can be delegated upwards, creating complex organisational structures (Northouse, 2018).

Delegative leadership has also been studied in the context of organisational psychology by researchers such as Henri Mintzberg. Mintzberg, a Canadian professor, developed the theory of managerial roles and identified the liaison role, in which managers interact with external parties and delegate responsibilities. His work underlines the importance of delegating effectively to free up managers' time for more strategic activities.



One of the key characteristics of delegative leadership is the recognition of the potential and skills of team members. Delegative leaders have confidence in their employees' ability to take responsibility and make informed decisions. This fosters a work environment where employees feel valued and motivated, because they have the opportunity to make a significant contribution to organisational objectives (Cherry, 2020).

However, delegative leadership is not without its challenges. It requires clear and open communication to avoid any misunderstandings, as expectations need to be well defined from the outset. In addition, it is important that delegative leaders remain available to offer support and advice when needed, to ensure the success of delegated projects and tasks.

In a delegative context, leaders set broad objectives and provide overall direction, but leave team members free to decide how to achieve these objectives. This creates a sense of responsibility among employees, as they are accountable for carrying out the tasks entrusted to them. This autonomy can also stimulate creativity and innovation, as team members are free to explore different approaches to achieving set objectives .

However, delegative leadership is not suitable for all situations. It works best when team members are competent, autonomous and motivated. In addition, clear and open communication is crucial to avoid misunderstandings and ensure that expectations are clearly understood. Delegative leaders must also be prepared to provide support and advice when needed, ensuring that team members feel supported in their efforts (Northouse, 2018).

In a delegative framework, leaders establish general objectives, define the broad strategic lines and then give their colleagues the latitude to determine the best methods for achieving these objectives. This goes beyond simply delegating tasks; it also involves conferring a certain level of autonomy and decision-making on team members.

One of the major benefits of delegative leadership is the promotion of employee commitment. By offering team members the opportunity to contribute actively to decision-making, it reinforces their sense of belonging and responsibility towards the organisation's common goals. It can also lead to greater job satisfaction, as individuals feel valued and recognised for their skills and expertise.

However, it is essential to stress that delegative leadership is not a one-size-fits-all approach and is not suitable for all situations. It requires an environment where team members are competent, motivated and able to work autonomously. In addition, effective communication

remains crucial to avoid misunderstandings and ensure that objectives and expectations are clear.

Conclusively, delegative leadership is a strategic approach that aims to unleash the potential of team members by giving them greater autonomy. It is an approach that fosters commitment, responsibility and creativity, but requires thoughtful implementation adapted to the specific dynamics of the team and the organisation.

### **2.7.1.1.3 Communicative leadership style**

Communicative leadership style is a management approach that emphasises open, transparent and engaging communication between leaders and team members. This leadership style recognises the fundamental importance of communication in creating a positive, productive and collaborative working environment.

A communicative leader actively seeks to establish effective channels of communication within the organisation. This includes not only top-down communication, where leaders pass on information to team members, but also bottom-up communication, where employees are encouraged to share their ideas, concerns and suggestions. In addition, communicative leadership fosters horizontal communication, encouraging collaboration and the exchange of information between team members at different hierarchical levels.

Communicative leadership, often attributed to authors and researchers in management, is based on an approach that emphasises open and transparent communication within an organisation. One of the first theorists to highlight the importance of communication in leadership was Warren Bennis, a scholar of leadership studies. In his book "On Becoming a Leader" (1990), Bennis highlights the central role of communication in building a shared vision and a strong organisational culture.

Another major contributor to communicative leadership theory is Peter Northouse, author of "Leadership: Theory and Practice". Northouse examines various leadership styles, including the transformational style, which includes elements of inspirational communication and motivation. He stresses the importance of effective communication in mobilising teams towards common goals.

In the context of participative leadership, which is also linked to communicative leadership, Kurt Lewin, a psychologist and behavioural scientist, contributed to the idea of participative decision-making. Lewin emphasised that the involvement of team members in the decision-

making process can be facilitated by open communication, creating a sense of shared responsibility.

With regard to positive communication, Kim Cameron and Robert Quinn, in their book "Diagnosing and Changing Organizational Culture", highlight the positive impact of constructive communication on organizational culture. They encourage leaders to adopt positive language to reinforce trust and motivation within the team.

With regard to conflict management, Kenneth Thomas and Ralph Kilmann, with their Thomas-Kilmann Conflict Mode Instrument, stress the importance of open communication in resolving conflicts constructively. Their model proposes conflict management strategies based on collaboration and the search for mutually beneficial solutions.

The idea of effective non-verbal communication is often associated with the work of Albert Mehrabian, a psychologist specialising in communication. Although his model is sometimes simplified, Mehrabian highlighted the importance of non-verbal signals in understanding messages.

In a communicative leadership context, communication is not limited to formal or professional exchanges. Leaders recognise the importance of informal interactions and moments of personal connection. This can include casual discussions, team-building activities and opportunities for team members to share personal experiences. By investing in these informal interactions, leaders create an environment where team members feel more comfortable expressing themselves and contributing creatively (Johansson, Miller & Hamrin, 2014).

Communicative leadership is particularly powerful in managing conflict. Rather than avoiding difficult situations, communicative leaders tackle them head-on. They encourage open dialogue to understand different perspectives and work with the team to find collaborative solutions. By dealing with conflict constructively, these leaders help to strengthen relationships within the team and foster a harmonious working environment.

Communicative leadership also extends to the management of communication technologies. In a world where teams can be geographically dispersed, leaders need to master virtual communication tools. This means choosing appropriate platforms, encouraging effective use of online collaboration tools and ensuring that virtual communication does not compromise the quality of interactions (Men, 2014).

A communicative leader seeks to eliminate barriers to communication within the organisation. This may involve setting up regular discussion forums, team meetings and feedback sessions. By fostering a culture of open communication, leaders create a space where employees feel comfortable sharing ideas, asking questions and discussing the challenges they face.

A crucial aspect of communicative leadership is the ability to communicate adaptively. Leaders understand that different team members may have different communication preferences, and they adjust their style accordingly. Some employees may prefer formal, planned communications, while others may be more receptive to informal, spontaneous exchanges. Flexibility in communication style makes it possible to adapt to individual needs and optimise the effectiveness of interactions.

Communicative leadership also fosters a culture of continuous feedback. Leaders encourage regular feedback and offer constructive comments themselves. This creates an environment where mistakes are seen as learning opportunities, and where team members feel supported in their professional development (Heide, Johansson & Simonsson, 2005).

A concrete example of communicative leadership is the transparent management of moments of change within the organisation. Whether it's the implementation of new policies, changes to the organisational structure or strategic adjustments, a communicative leader clearly explains the reasons behind these changes, the implications for the team and the long-term benefits. This helps to reduce uncertainty and resistance to change, while boosting employees' confidence in management.

To conclude, communicative leadership goes beyond the simple transmission of information to encompass the creation of a working environment based on solid relationships, open communication and mutual understanding. Leaders who adopt this approach are well equipped to navigate the complex challenges of modern management, fostering an organisational culture that is dynamic, innovative and focused on collective success.

#### **2.7.1.1.3 Participative leadership style**

According to Yukl (2006), participative leadership style, also known as collaborative leadership, is a management approach that emphasises the inclusion of team members in the decision-making process. This leadership style encourages the active participation of employees, fostering collaboration and open communication within the organisation.

A participative leader recognises the value of each team member's ideas and contributions. Rather than making decisions in an authoritarian manner, the participative leader encourages collective decision-making by gathering opinions and suggestions from the whole team. This approach fosters a sense of shared responsibility and strengthens employee commitment.

In a participative context, the decision-making process can take the form of group meetings, brainstorming sessions or other interactive methods. Ideas are often debated and evaluated collectively before a final decision is reached. This makes the most of the diversity of perspectives within the team, which can lead to more innovative solutions and greater acceptance of decisions (Cheong & al 2016)

A number of authors and researchers have contributed to the understanding and analysis of participative leadership. Here are just a few of them:

**Kurt Lewin:** A German-American psychologist, Lewin is often regarded as the pioneer of participative leadership theory. He introduced the concept of "group democracy" in the 1930s, emphasising the importance of group participation in the decision-making process.

**Rensis Likert:** An American sociologist and organisational psychologist, Likert developed the theory of management systems into four leadership styles, including the participative style. According to Likert, participative leadership encourages open communication and positive interpersonal relations.

**Chris Argyris:** An American psychologist and organisational theorist, Argyris contributed to the understanding of participative leadership by focusing on organisational learning. He believes that effective participative leadership fosters an environment where team members can learn from each other.

**René Chartrand:** A Quebec researcher and author, Chartrand has written about participative leadership in a Francophone context. He has emphasised the importance of active listening, mutual trust and collaboration in participative leadership.

Participative leadership is part of the current trend towards more inclusive and democratic forms of management. By adopting this style of leadership, organisations recognise the importance of drawing on the diverse talents and skills of their members to achieve common goals. In fact, participative decision-making makes it possible to capitalise on the wealth of ideas generated by a multidisciplinary team.

In a context of participative leadership, communication plays a central role. Communication channels are not only open, they are also encouraged. Participative leaders actively seek to create an environment where employees feel free to share their views without fear of negative repercussions. This fosters a sense of transparency and trust within the team, strengthening interpersonal bonds (Kouzes & Posner, 2002).

Another important aspect of participative leadership is the delegation of responsibility. Participative leaders recognise individual strengths within the team and delegate tasks according to each person's skills and interests. This not only stimulates the development of skills, but also strengthens team members' sense of belonging and commitment.

Conclusively, participative leadership embodies a modern approach to management that values collaboration, open communication and collective decision-making. By encouraging the active involvement of team members, this style of leadership helps to create dynamic, stimulating working environments that are conducive to innovation, which can ultimately lead to improved performance and greater employee well-being.

#### **2.7.1.2 Autocratic or authoritative Leadership Style**

According to McGregor, (1960), autocratic leadership style is one of the most traditional and widespread management approaches, where a leader or leader has total control over decision-making and operations management within an organization or group. In this style of leadership, the leader makes unilateral decisions and imposes his ideas and directives on subordinates without consulting them or giving them meaningful decision-making power. The autocratic leader generally positions himself as the supreme authority and expects to be obeyed without question.

This leadership style can be effective in specific situations and circumstances, such as when quick decisions and strict control are required to maintain order and discipline. It can also be useful in emergency situations where a quick response is crucial to avoid negative consequences. In highly structured or hierarchical environments, such as the military, where discipline and cohesion are paramount, autocratic leadership may be preferred (House & Aditya 1997).

However, this leadership style also has major disadvantages. By giving all decision-making power to the leader, he can create an environment where subordinates feel devalued, demotivated and little involved in the decision-making process. This can lead to a decline in

creativity and innovation within the organization as employee ideas are not considered or encouraged. In addition, too much reliance on the leader can affect the continuity of the organization in the absence or departure of the leader.

Another problematic aspect of autocratic leadership is its potential for abuse of power. When the leader is solely responsible for all decisions, he may be tempted to use his authority to further his personal interests rather than those of the organization or group. This can lead to tyrannical behaviour, intimidation and mistrust within the organization, creating an unhealthy work environment (McGregor, 1960).

In addition, autocratic leadership can impede the development of leadership skills among members of the organization. Opportunities for learning and development are often limited as subordinates have little flexibility to make decisions on their own and learn from their mistakes.

Over time, businesses and organizations have begun to shift towards more participatory and democratic leadership styles, such as transformational leadership or participatory leadership, that involve employees more in the decision-making process and encourage collaboration and exchange of ideas.

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Also, autocratic leadership is a management style in which the leader has absolute decision-making power and imposes his directives on subordinates without consultation or deliberation. While it may be appropriate in certain situations, it carries risks of demotivation, lack of innovation and abuse of power. Modern organizations are increasingly seeking more participatory leadership styles to foster a healthier, more creative and more effective work environment.

Autocratic leadership style can have an impact on academic performance. This leadership style is characterized by centralized decision-making and strict control by the leader, without actively consulting or involving other team members.

Key points that illustrate the relevance of autocratic leadership style to academic performance include:

**Quick Decision Making:** The autocratic leader is able to make decisions quickly and effectively, without the need to consult or negotiate with other team members. This can allow rapid implementation of policies and actions.

**Clarifying expectations:** In an autocratic environment, expectations and objectives are generally clearly defined by the leader. This can help create a clear structure and direction for teachers and students.



**Discipline and Order:** Autocratic leadership can emphasize discipline and order in the school. This can help maintain a structured school environment, where students are required to follow strict rules.

**Accountability:** The autocratic leader is generally responsible for decision-making and results. This can make it easier to account for success or failure.

However, it is important to note that autocratic leadership style also has disadvantages:

**Lack of participation and collaboration:** Team members, including teachers and students, may feel excluded from the decision-making process. This can reduce their motivation, commitment and creativity.

**Reduced communication:** Authoritarianism can lead to one-way communication, where ideas and suggestions from other team members are ignored. This can impede important information sharing and collaborative problem solving.

**Lack of flexibility:** Autocratic style can limit flexibility and adaptability to the changing needs of the school and students. Leader decisions may not consider the diverse opinions and perspectives of team members.

Overall, while autocratic leadership can lead to quick decision-making and clarification of expectations, it can also limit the participation, collaboration and creativity of team members. For optimal academic performance, it is often preferable to adopt a more participatory and inclusive leadership style (Tannenbaum & Schmidt, 1958).

### **2.7.1.3 Laissez-faire or permissive Leadership styles**

According to Laissez-faire is the least intrusive form of leadership. The French term “laissez-faire” literally translates into “laissez-faire”, and the leaders who adopt it give almost all authority to their employees. The type of laissez-faire or non-interference of the leader transfers responsibility for decision-making to his subordinates and takes a minimum of initiative in the administration. It gives no direction and allows the group to set its own goals and solve its own problems. The leader plays only a minor role. His idea is that each member of the group when left to himself will highlight his best effort and maximum results can be achieved in this way. The leader acts as an arbiter. But since no leadership or control is exercised over the people, the organization is likely to fail.

Herbert Hoover: The 31st president of the United States from 1929 to 1933 was well known for his laissez-faire approach to politics. He has used this leadership style by trusting his teams and their experience and has been extremely successful with this leadership approach.

Queen Victoria: The Victorian period was named after her, and this time was known for her laissez-faire attitude. The Victorian era was also known as the age of individualism, and people were encouraged to use their own skills and talents to make England a prominent and strong country.

Warren Buffett: Warren Buffett was known for his great success, surrounding himself with people he trusted. He uses that leadership style to ensure that the people he works with can do their jobs effectively so that he doesn't have to worry about it, that he doesn't intervene until it's absolutely necessary. Buffett is known for letting people make mistakes so they can learn from them, a huge benefit for many.

Steve Jobs: Steve Jobs was known for the way he gave instructions to the team, and let them find the best way to satisfy his wishes. Her team has often said that they were able to use their creative skills and try new things while working for Jobs.

The "Laissez-faire" leadership style, also known as "Quitter" or "Laissez-Aller" leadership, is a management approach in which the leader takes a hands-off attitude and gives a lot of autonomy to the members of his team. In this style of leadership, the leader avoids making decisions in an active way and instead encourages his employees to act independently, take initiatives and manage themselves in carrying out their tasks and responsibilities (Avolio & Bass, 2004).

A leader adopting the laissez-faire style is often perceived as being very open, tolerant and flexible. It encourages creativity and risk-taking, allowing its employees to develop their own solutions and working methods. This type of leader generally places a high degree of confidence in their team and is confident that they are competent and able to perform their duties successfully.

However, while laissez-faire leadership may seem beneficial at first glance, it also has potential disadvantages. By giving the team complete freedom without a minimum of supervision or guidance, some members may feel lost or disengaged, which can lead to a lack of clarity about goals and expectations. Some employees could also take advantage of this freedom to avoid their responsibilities, which could lead to lower productivity and poor results (Avolio & Bass, 2004).

This leadership style is generally more appropriate in environments where team members are highly competent, motivated, and already have strong experience and knowledge of their work. In such situations, laissez-faire leadership can help to fully exploit the creative and innovative potential of individuals, and foster a positive and fulfilling work environment.

However, in situations where the team is less experienced or requires more direction and direction, a more directive leadership style may be more appropriate. In these cases, a leader must make decisions, provide clear direction, and provide more active support to help team members achieve their goals.

The Laissez-faire leadership style is a concept developed in the theory of leadership and management. It is one of the different leadership styles identified by social science and management researchers. This style is characterized by a relatively hands-off (literally hands-free) management approach in which the leader gives a great deal of autonomy to his employees to make decisions and manage their tasks without constant intervention on his part (Hersey & Blanchard, 1996).

Key features of the Laissez-faire leadership style:

**Autonomy granted:** The Laissez-faire leader gives his employees a lot of freedom of action. It encourages individual initiative and allows team members to decide for themselves how to accomplish their tasks and achieve their goals.

**Trust in the team:** This type of leader has great confidence in the skills and abilities of his employees. He believes that his team members are competent enough to manage themselves and make sound decisions.

**Low Intervention:** Unlike other more direct leadership styles, the Laissez-faire leader has little involvement in the team's daily activities. It prefers to focus on broader tasks, such as setting goals, communicating the vision, and providing resources and support if necessary.

**Encouraging Creativity:** Laissez-faire leadership encourages creativity and innovation within the team. By giving employees the freedom to choose their own working methods, they are more likely to explore new ideas and come up with original solutions.

Benefits of the Laissez-faire Leadership Style:

**Stimulates creativity:** By letting team members explore new ideas and approaches, Laissez-faire leadership fosters innovation and creativity within the organization.

**Increases motivation:** When employees feel responsible and autonomous in their work, they can be more motivated, engaged and satisfied with their job.

**Promotes competency development:** This leadership style allows team members to develop their skills by making decisions and managing projects independently.

**Disadvantages of Laissez-faire Leadership Style:**

**Lack of structure:** If the leader does not provide enough direction and guidance, this can lead to a lack of clarity about objectives and expectations, resulting in a decrease in productivity.

Also, laissez-faire leadership can be an effective style in certain circumstances, but it is not adapted to all situations. A good leader must be able to adapt to different contexts and use different leadership styles based on the needs of their team. The key is to find the right balance between the autonomy given to employees and the level of guidance needed to ensure collective success.

The “laissez-faire” style of leadership in French can have a significant impact on academic performance. This style of leadership implies a more hands-off approach where the leader has little involvement in the decision-making or day-to-day management of the school. Key points that illustrate the relevance of the laissez-faire leadership style to academic performance include:

**Teacher autonomy:** The laissez-faire leadership style can allow teachers to have more autonomy in their teaching methods and in their course planning. This can be positive for experienced teachers who have developed effective and innovative approaches.

**Fostering Creativity:** This leadership style can foster creativity in teachers, as they are free to experiment with new ideas and approaches without being too constrained by strict guidelines.

**Intrinsic Motivation:** Some people are naturally motivated and feel more responsible when allowed to work independently. The laissez-faire leadership style can suit those individuals who have an intrinsic motivation to succeed.

**Encouraging Initiative:** This leadership style can encourage teachers and staff to take initiatives and come up with ideas to improve educational processes.

However, it is essential to note that the laissez-faire leadership style also has some drawbacks:

Lack of direction: If leadership is too hands-off, it can lead to a lack of clear direction, which can lead to confusion about school goals and expectations.

Lack of accountability: Lack of oversight and accountability can lead to a decline in performance, as some staff may not feel accountable for their actions.

Lack of structure: A laissez-faire approach can lead to a lack of organizational structure, which can affect the overall effectiveness of the school.

In conclusion, the laissez-faire leadership style can have a positive impact on school performance by allowing teachers to have more autonomy and creativity. However, it is essential to find a balance between autonomy and leadership to ensure optimal academic performance.

#### **2.7.1.4 Situational Leadership style**

Situational leadership style is a management model that focuses on adapting the leadership style to the specific situations and needs of team members. It was developed by Paul Hersey and Kenneth Blanchard in the 1970s and is often used in the field of management and leadership to help executives better understand how to adapt their approach to different levels of competence and maturity of their collaborators (Hersey & Blanchard, 1982).

The fundamental concept of situational leadership is that each team member is different and has different needs and skills. Therefore, there is no one-size-fits-all style of leadership. Instead, leaders need to be flexible and able to adjust to the situation and the people involved.

Situational leadership is based on two main dimensions: leader behaviour and team member maturity. Leadership behaviour includes two fundamental leadership styles: directive and participatory. The directive style implies that the leader makes decisions and gives clear directives, while the participatory style encourages participation and collective decision-making.

The maturity of team members is assessed based on two criteria: competence and motivation. Competence refers to the level of competence and expertise of a team member in a given task, while motivation refers to the level of confidence and commitment to the task.

By combining these two dimensions, the situational leadership model offers four leadership styles:

S1: Directive - The leader makes decisions and closely guides team members who lack competence in a specific task.

S2: Persuasive - Leader continues to make decisions, but now seeks ideas and suggestions from team members who have acquired some skill but may still lack confidence.

S3: Participatory - The leader encourages the active participation of team members with high competence and high motivation. It takes their ideas and opinions into account in the decision-making process.

S4: Delegate - The leader delegates responsibility for decision-making to team members who have achieved a high level of competence and motivation. The leader acts primarily as an advisor and facilitator.

Situational leadership is therefore a dynamic model that assumes that the needs of team members can change over time and with specific tasks. A good situational leader is able to identify the maturity level of each team member in a given task and adjust their leadership style accordingly (Hersey & Blanchard, 1982).

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Also, situational leadership is a flexible and adaptable approach that focuses on individualizing leadership based on the needs of each team member and the demands of the situation. By using this model, leaders can improve their efficiency and ability to motivate their people, which can lead to better overall team and organizational performance. Flexibility and active listening

Situational leadership is of great importance for academic performance. This leadership style involves a flexible approach where the leader adapts his management style according to the needs and skills of the team members, as well as the specific nature of the task to be accomplished.

Key points that illustrate the relevance of situational leadership to academic performance include:

**Adaptability:** Situational leadership allows the leader to adapt to different situations encountered in a school environment, such as teacher and student proficiency levels, pedagogical challenges, and individual student needs.

**Empowering:** Situational leadership allows for more responsibilities to be delegated to team members who have the skills to perform certain tasks independently. This promotes commitment and motivation within the teaching team.

**Support and feedback:** The situational leader provide support and feedback tailored to the individual needs of teachers and students. This can help improve job performance and satisfaction.

**Goal Direction:** Situational leadership allows clear and realistic goals to be set considering available skills and resources. This can improve the overall performance of the school.

**Crisis Management:** In situations of crisis or change, situational leadership can be particularly useful as it allows the leader to quickly adjust to changing circumstances and guide the team effectively.

By implementing situational leadership, schools can benefit from an adaptive approach that considers the specific skills, needs and situations encountered. This can help create a more effective school environment, where teachers are supported in their professional development, students are appropriately guided and educational goals are achieved more efficiently.

## **2.7.2 Other leadership styles**

### **2.7.2.1 Directive style of leadership**

The directive leadership style, also known as authoritarian leadership, is an approach in which the leader exercises close control over his subordinates. In this style of leadership, the leader makes decisions unilaterally and gives clear and precise instructions to the members of his team. Employees generally have little flexibility to make decisions or get involved in the decision-making process (Hersey, Blanchard & Johnson, 2008).

The directive leader defines the tasks, working methods and deadlines to be followed. He expects team members to obey strict rules and standards. This leadership style is often used in emergency situations or when quick decisions need to be made.

While directional leadership can be effective in some situations, it can also have drawbacks. For example, it can lead to a lack of employee engagement, low creativity and excessive reliance on the leader to solve problems (Northouse, 2019).

To conclude, the directive leadership style is characterized by close control of the leader over subordinates, with clear instructions and centralized decision-making. It is an appropriate style in specific situations, but it is essential to consider individual needs and organizational contexts to choose the most appropriate leadership style.

### **2.7.2.2 Supportive style of leadership**

According to Ehrhart and Klein (2020), supportive leadership style, also known as caring or supportive leadership, is a management approach that focuses on the well-being and development of team members. In this leadership style, the leader strives to create a positive, supportive and empathetic work environment where employees feel supported, valued and understood.

The supporting leader attaches great importance to open communication and active listening. He takes the time to listen to the concerns and ideas of his collaborators, recognizing their efforts and appreciating their contributions. By establishing a trusting relationship with team members, the supportive leader fosters a work environment conducive to the expression of opinions and the exchange of ideas.

A key feature of supportive leadership is the encouragement of employee growth and professional development. The manager seeks to identify the skills, talents and aspirations of



each member of the team, and actively encourages their progression by offering them opportunities for training and development (Wang & al. 2021).

In case of personal difficulties or problems, the supporting leader is understanding and empathetic. He seeks to help employees overcome barriers, providing emotional support and creating a work-life balance. This approach encourages employees to be more committed to their work and strengthens their motivation to do their best.

Supportive leadership is particularly effective in encouraging creativity and innovation within the team. By encouraging members to express themselves freely and to actively contribute to projects, the leader supports the emergence of new and stimulating ideas (Bakker & Xanthopoulou 2013).

In short, supportive leadership is a management style that promotes active listening, empathy, and employee appreciation. This type of leadership encourages personal and professional development, fosters a positive work environment, and strengthens the motivation and commitment of team members. By taking a caring and understanding approach, the supportive leader creates an environment conducive to collective success and individual well-being within the organization.

### **2.7.2.3 Achievement-oriented style of leadership**

According to House, (1971) The achievement-oriented leadership style, also known as achievement-oriented or goal-oriented leadership, is a management approach that emphasizes setting high standards and the pursuit of excellence. In this leadership style, the leader sets ambitious goals for himself and his team, and encourages members to achieve those goals successfully.

An accomplishment-oriented leader motivates his or her team by setting an example and emphasizing the importance of going above and beyond. He believes in the ability of every individual to excel and achieve exceptional performance. It does this by clearly communicating expectations and objectives, setting clear and measurable success criteria.

The leader actively encourages team members to excel and take on challenging challenges. It recognizes and rewards outstanding achievements, strengthening employees' intrinsic motivation to pursue excellence (McClelland, 1961).

An accomplishment-oriented leader is also a model of perseverance and resilience. He encourages his team to overcome obstacles and see failures as learning opportunities. He

supports his employees in difficult times and encourages them to learn from mistakes to make further progress.

This leadership style can be particularly effective in environments where there are many challenges and where high performance is required. It creates a corporate culture of excellence and continuous improvement.

However, it is essential that the achievement-oriented leader ensure a balance between ambitious goals and the health and well-being of team members. The pressure to achieve high results can be stressful, and it is important for managers to support their employees and ensure they do not feel overwhelmed or exhausted (Vroom, & Yetton, 1973).

This leadership style may not be appropriate for all team members. Some employees may prefer a more flexible and less goal-oriented management style, while others may be motivated by more collaborative approaches.

Finally, the Achievement Leadership Style focuses on setting ambitious goals, striving for excellence, and going above and beyond. The leader stimulates the team's intrinsic motivation by leading by example, recognizing achievements and encouraging perseverance. While effective in some situations, it is important that this leadership style is tailored to the needs and preferences of team members, while ensuring that the achievement of goals and the well-being of employees are balanced.

#### **2.7.2.4 Servant Leadership**

Servant leadership, also known as servant leadership, is a management approach that focuses on well-being, support and service to team members. Unlike other leadership styles that emphasize the authority and power of the leader, the serving leader sees his or her role as one that serves others and seeks to meet the needs of his or her collaborators before his or her own.

The concept of serving leadership was popularized by Robert K. Greenleaf in the 1970s. According to him, a serving leader puts the needs of others first, which leads him to lead with empathy, compassion and altruism. This leadership style emphasizes the importance of creating an organizational culture based on ethics, trust, collaboration and inclusion.

A serving leader is humble and grateful to his team. It values the contributions of each member and seeks to help them reach their full potential by fostering their personal and professional development. It also encourages open and transparent communication, where team members feel comfortable sharing their ideas and concerns.

The serving leader is a model of ethical behaviour and values, creating a work environment of integrity and trust. It emphasizes equality and respect, treating all team members with consideration and dignity, regardless of their status or hierarchical level (Northouse, 2018).

A key characteristic of serving leadership is its willingness to delegate power and authority. Leaders seek to empower team members by giving them the freedom to make decisions and take responsibility. This fosters a sense of belonging and responsibility, leading to greater employee motivation and commitment to their work and the organization.

Serving leadership also focuses on the importance of serving the community and society as a whole. A serving leader is aware of the impact of the organization on society and seeks to leave a positive legacy by contributing to collective well-being.

It is important to note that serving leadership is not synonymous with weakness or passivity. On the contrary, a serving leader can be resolute, determined and assertive in pursuing the goals of the organization, while remaining attentive to the needs and well-being of his team (Spears, 1995).

Finally, serving leadership is a service-based management approach to others. The serving leader is empathetic, selfless and dedicated to the well-being of his team. By fostering trust, empowerment and a culture of respect and integrity, serving leadership creates a positive and harmonious work environment that stimulates employee motivation, creativity and commitment, while contributing to the well-being of employees and of the community as a whole.

### **2.7.2.5 Authentic Leadership**

According to Avolio & Gardner (2005) The authentic leadership style, also known as authentic leadership, is a management approach based on authenticity, integrity and transparency. This style of leadership emphasizes the importance for the leader to be himself, to remain true to his values and convictions, and to act consistently with his personality and identity.

Authenticity in leadership means not trying to play a role or hide your true personality behind a facade. Authentic leaders are honest with themselves and with others, fostering trust, credibility and respect within the team.

An authentic leader is aware of his strengths and weaknesses, and is able to recognize them openly. He is not afraid to show some vulnerability and admit when he has made a mistake. This openness creates a work environment where others feel comfortable sharing their own

opinions and contributing fully, without fear of being judged or criticized (Walumbwa & al 2008).

The authentic leader is also inclined to actively listen and consider the perspectives of others. It values the diversity of ideas and encourages open dialogue within the team. By creating an environment where everyone feels listened to and respected, the authentic leader fosters a positive and stimulating work environment conducive to innovation and creativity.

Authenticity in leadership also translates into consistency between the leader's words and actions. An authentic leader does not promise what he cannot keep, and he acts in accordance with his values and commitments. This consistency inspires the trust and respect of team members who see their leader as a role model.

Authentic leadership can also manifest itself in emotional and social sensitivity. Authentic leaders recognize and consider the emotions of others, allowing them to better understand their needs and concerns. He is empathetic and compassionate towards his employees, creating a stronger and lasting bond with them (George, B. 2003).

To conclude, authentic leadership is a management style that emphasizes the importance of staying true to yourself and cultivating sincere and respectful relationships with team members. By being open, honest and consistent, authentic leaders inspire trust, encourage collaboration and promote the well-being of their employees. It is a powerful and positive leadership approach that helps create a harmonious and stimulating work environment, conducive to individual growth and collective success.

#### **2.7.2.6 Transactional Leadership**

Transactional leadership is a management approach based on the exchange of incentives and rewards between the leader and subordinates. In this style of leadership, the leader clearly defines the roles, expectations and responsibilities of team members and sets specific objectives to be achieved. Team members are rewarded for achieving these goals and are disciplined for not meeting expectations (Judge & Piccolo, 2004).

A fundamental aspect of transactional leadership is the use of positive and negative reinforcements to motivate employees. Positive reinforcements, such as commendations, financial awards or public recognition, are used to encourage and reward outstanding performance. On the other hand, negative reinforcements, such as warnings or disciplinary sanctions, are used to deter undesirable or non-compliant behaviour.

This style of leadership is based on an exchange management system: team members commit to achieving the goals set by the leader in exchange for the rewards promised. Relations between the leader and subordinates are therefore based on transactions and negotiations.

Transactional leadership can be effective in environments where tasks are well defined and objectives are clear. It establishes a strong organizational structure with well-defined roles and responsibilities, which promotes efficiency and productivity (Yukl, 2012).

However, transactional leadership can also have disadvantages. For example, it may lack flexibility and creativity, as it focuses on strict adherence to predefined expectations. Employees may feel demotivated if they perceive the rewards as insufficient or feel they are constantly being monitored.

In addition, transactional leadership may not be adapted to environments where innovation, creativity and employee autonomy are essential. In such situations, a more participatory or transformational leadership style may be more appropriate.

In short, transactional leadership is a management approach based on the exchange of incentives and rewards between the leader and subordinates. It is based on a system of positive and negative reinforcements to motivate employees to achieve their objectives. While it can be effective in well-structured environments, it may lack flexibility and creativity. Each leadership style has its advantages and limitations, and the choice of style depends on the specific needs of the organization and the situation.

### **2.7.2.7 Transformational Leadership**

Despite the fact that the study of leadership contains a multitude of theories, that transformational leadership remains without a shadow of a doubt the most used (Yammarino et al., 2005). Over the years, we have seen a significant number study the effects of this type of leadership in different settings organizational (Bass and Riggio, 2006), including labour (Cregan, Bartram and Stanton, 2009; Fullagar et al., 1994; Fullagar et al., 1992; Kelloway and Barling, 1993; Metochi, 2002; Twigg et al., 2007).

In the United Kingdom, the Netherlands, the Netherlands and the United Kingdom maturity, ideals, and concerns for the well-being of others, the organization, and society” (Bass and Bass, 2008: 619). In other words, these leaders are recognized for their ability to increase collective awareness within a group and support the achievement of collective objectives (García-Morales et al., 2012).

Four behavioural dimensions are generally associated with leadership transformational, “idealized influence”, “inspirational motivation”, “intellectual stimulation” and “individual consideration” (Bass and Bass, 2008). An idealized leader of influence is known for his charisma and will earned him the admiration, respect and trust of his subordinates (Bass & Riggio, 2006). Inspirational motivation is the faculty the leader to give challenges and meaning in the work of his subordinates, this creates a team spirit but above all motivates subordinates to in the interest of the organizational mission (Bass and Bass, 2008). The intellectual stimulation in a leader refers to its ability to induce their subordinates to question their way of doing things, which involvement and self-determination (Bass & Riggio, 2006). Finally, the of individual consideration refers to a leader’s ability to wear a special attention to the interests and needs of each of its subordinates (Doucet et al., 2008).

More specifically, the influence of transformational union representatives on members’ commitment to their union local would be the traditional argument that this type of leader develops a reciprocal exchange relationship with its members. Developed by Blau (1964), the theory of social exchanges suggests that any relationship It is possible to envisage exchange in two ways: economic or social. In contrast to economic exchange where the terms of the expected profit in return are explicit and determined in time, the social exchange is based on implicit and interpersonal trust (Blau, 1964). Thus, when a an individual (e.g. a union representative) makes a voluntary act that positive consequences for another individual (e.g. a member), it generates a sense of moral debt on the part of the latter. In order to divest obligation, this person will return a profit at least equivalent to the initiator of the exchange. If both actors value what they receive, the exchange cycle will continue and promote the development of a link to this end, several studies, including a study on the union representatives (Twigg et al., 2007) were inspired by this theory social exchanges to explain the effects of transformational leadership (Doucet et al., 2008; Jia et al., 2007; Lo et al., 2010). In particular, that this type of leadership fosters exchanges of the emotional components it mobilizes. Thus, on the basis of social exchange theory, transformational behaviours leadership adopted by union representatives, such as the individual consideration, will likely generate a sense of members. This sense of obligation will have the effect of increase their commitment to their local union

In addition, the transformational leader is recognized as the type of leader par excellence to create a strong group cohesion, because it represents somehow the symbol that unifies the members (Cregan, Bartram and Stanton, 2009). Following this logic, the charismatic qualities “transformational” union representatives will bring them to give clear and attractive meaning

to the union mission, which will encourage the loyalty of members by developing a sense of pride and identification with their local union (Cregan, Bartram, & Stanton, 2009; Fullagar et al., 1994). The tendency of individuals to invest more in the proper functioning and success of an which they identify with, union representatives demonstrating leadership will also be likely to reinforce the member accountability to their local union (Kelloway and Barling, 1993). In addition, these representatives will encourage members to be more active within their local union, giving meaning and direction to collective effort. Indeed, an individual who perceives the usefulness of his actions and who identifies as a full member of a group will tend to actively working towards the success of this group (Paquet and Bergeron, 1996) and especially in a situation where his membership in the collective is or threatened (Ellemers et al., 2004). Therefore, the individual in will have motivational forces that will lead it to provide additional energy to the benefit of its local union, the more union activist (Cregan, Bartram, & Stanton, 2009).

Transformational leadership is a management style that aims to inspire, motivate and positively influence team members to achieve common goals. This leadership style focuses on the long-term vision and seeks to bring about profound and positive change within the organization.

The transformational leader is distinguished by his ability to communicate a clear and inspiring vision of the future. He paints a compelling picture of what the organization could become and motivates team members to embrace this vision. By sharing a common goal, the transformational leader unites everyone's efforts and energies towards a collective cause.

A critical aspect of transformational leadership is the leader's ability to build trust and positive relationships with others. He actively listens to the needs and aspirations of team members, supports them in their efforts and development, and creates a work environment based on trust, respect and collaboration.

The transformational leader is also a positive and exemplary role model. He embodies the values and principles of the organization and acts ethically and with integrity. This congruence between words and deeds enhances credibility and confidence in the leader, which positively influences employee motivation and commitment.

A key feature of transformational leadership is the encouragement of innovation and creativity. The leader encourages team members to think innovatively, take initiative and come up with new ideas. It recognizes and rewards outstanding efforts and achievements, fostering a culture of continuous improvement and excellence.

Transformational leadership also focuses on the personal and professional development of employees. The leader encourages learning and training, ensuring that everyone can reach their full potential and contribute significantly to the organization.

This leadership style is particularly effective in contexts of change, growth or crisis. The transformational leader helps the organization adapt to new realities, overcome challenges and seize emerging opportunities.

However, transformational leadership requires a strong presence and clear and consistent communication. The leader must be able to constantly inspire and motivate his team, remaining resolute and optimistic, even in the face of adversity.

In summary, transformational leadership is a management style that aims to inspire, motivate and positively influence team members by communicating a clear and inspiring vision for the future. By building trusting relationships, fostering innovation and encouraging personal development, the transformational leader creates a dynamic and stimulating work environment where everyone can thrive and contribute significantly to the success of the organization. It is a powerful leadership style that mobilizes the talents and energies of everyone towards an ambitious common goal.

## **2.8 The role of the school principal**

The role of principals is of paramount importance in the proper functioning of a school. They have a multitude of critical responsibilities that help create an optimal learning environment for students, and support and guide teachers and administrative staff.

First, principals are responsible for the implementation and execution of the school's educational vision. They develop educational objectives in collaboration with teachers and the board of directors, ensuring that the curriculum complies with national and regional educational standards. By ensuring that these goals are met, they play a key role in continuously improving the quality of teaching and student outcomes.

Another crucial aspect of the principal's role is staff management. They recruit, train and evaluate teachers and administrative staff, creating a strong and engaged team. They provide professional support to teachers, encouraging professional development, organizing workshops and training, which promotes a work environment conducive to professional development.

School principals are also responsible for managing the physical and financial resources of the institution. They develop and manage the school budget, ensuring that funds are allocated



appropriately to meet the educational needs of the school. They also oversee the maintenance and improvement of infrastructure, ensuring that students and staff have a safe and learning environment.

Another key aspect of the role of principals is to create a positive and inclusive school climate. They must promote a respectful and caring learning culture where all students feel valued and supported. This often involves resolving student conflict, preventing bullying, and promoting tolerance and diversity within the school.

In addition to these day-to-day responsibilities, school principals also play an important role in relations with parents and the community. They work closely with parents to understand the individual needs of students, strengthening the connection between school and home. They can also work closely with local organizations and community partners to improve educational opportunities for students and encourage community engagement in school success.

Another crucial aspect of the role of school directors is to ensure compliance with current educational rules and regulations. They must be aware of national and regional educational laws and policies, ensuring that the institution complies with all required standards.

In Cameroon, the role a principal is clearly explained by DECREE N° 2001/041 OF FEBRUARY 10, 2001 article 34:

- Executes the instructions of the Minister in charge of Education and the decisions of the School Council;
- Represents the School in all acts of civil life;
- Presides over all councils except the School Council;
- Presents the administrative account to the School Council;
- Prepares in a collegial way the work of the School Council within the framework of the Standing Committee;
- Presents the draft budget;
- Negotiates any contract or agreement in the name of the school and signs it after approval by the School Council;
- Organises the vacations decided by the School Council;
- Manages the credits allocated to the school;
- Carries out the operations of recruitment of students and recruitment of temporary and support staff after approval of the Permanent Commission constituted within the School Council;

- Has authority over all the staff in service in the school;
- Notes the staff under his authority;
- Organises the service of the staff in accordance with their status;
- Ensures that timetables and programmes are respected;
- Ensures that teaching is carried out correctly, that pupils' knowledge is checked, and that pupils are informed and guided in their studies;
- Ensures the application of the internal regulations;
- Establishes the certificates of taking up or resumption of service and school identity cards and delivers the authorisations of absence in accordance with the texts in force;
- Ensures the safety of people and property, the hygiene and health of the school and the preservation of its environment;
- Organise the systematic medical check-up of pupils and inform parents of the state of health of their children;
- Ensures the dissemination of school legislation and regulations;
- Ensures the quality of catering in the school;
- Takes out school insurance for its pupils;
- Draws up and keeps the minutes of the School Council meetings.

Finally, principals are leaders, inspirators and role models for their staff and students. They must demonstrate leadership and vision, make informed decisions and be able to communicate effectively with all stakeholders in the institution.

In short, principals play a vital role in the management and proper functioning of schools. Their responsibilities include educational planning, personnel and resource management, creating a positive learning environment, working with parents and the community, and ensuring educational standards are met. Through their leadership, they help shape the future of students and build a better, more educated society.

## **CONCEPTUALISATION OF SCHOOL PERFORMANCES**

This part focuses on the conceptualisation of school performances and a brief review of literature on school performances. The review aims to focus on the definitions, nature, evolution and conceptualisation of school performances.

### **2.9 School performances**

School performance is an issue of deep concern to students, parents, teachers and authorities not only in our country, Cameroon, but also in many other African countries and continents.

The complexity of academic performance begins with its conceptualization. Sometimes it's called school readiness, academic achievement, and academic achievement, but generally the difference in concepts is explained only by semantics, because they're used as synonyms. By agreement, it was agreed that academic performance should be used in university populations and academic performance in regular and alternative secondary education populations. We will highlight just a few because there is a diversity of definitions. Several authors agree that academic performance is the result of learning, induced by the teacher's pedagogical activity and produced by the student. From a humanist point of view, Martinez (2007) states that academic achievement is "the product given by students and usually expressed through grades" (p. 34). Fifteen years ago, Pizarro (1985) referred to academic achievement as a measure of indicative and reactive abilities that express, in an estimated way, what a person has learned through an education or training process.

### **2.10 Conceptualisation of school performances**

The conceptualization of academic performance is a complex and crucial subject in the field of education. It encompasses a series of interconnected factors that determine student success and success in their educational journey (Hattie, 2009). This conceptualization is based on pedagogical, psychological and social principles, and aims to better understand the mechanisms that influence the academic results of students.

First, it is important to consider that academic performance is not simply limited to the marks obtained in examinations. It also includes classroom participation, engagement in learning activities, understanding of concepts taught, ability to solve problems independently, and development of cognitive and non-cognitive skills.

A crucial factor in school performance is quality education. The pedagogical methods used by teachers, their ability to transmit knowledge effectively and to arouse the interest of students play an essential role in their success. Stimulating and supportive learning environments enable students to thrive and develop their full potential.

Another determining factor is the intrinsic motivation of students. When they are driven by a desire to understand, learn and excel, their performance is often enhanced. However, extrinsic motivation, such as rewards or punishments, can also influence their academic commitment, although this may have variable long-term effects (Wang & Degol, 2016).

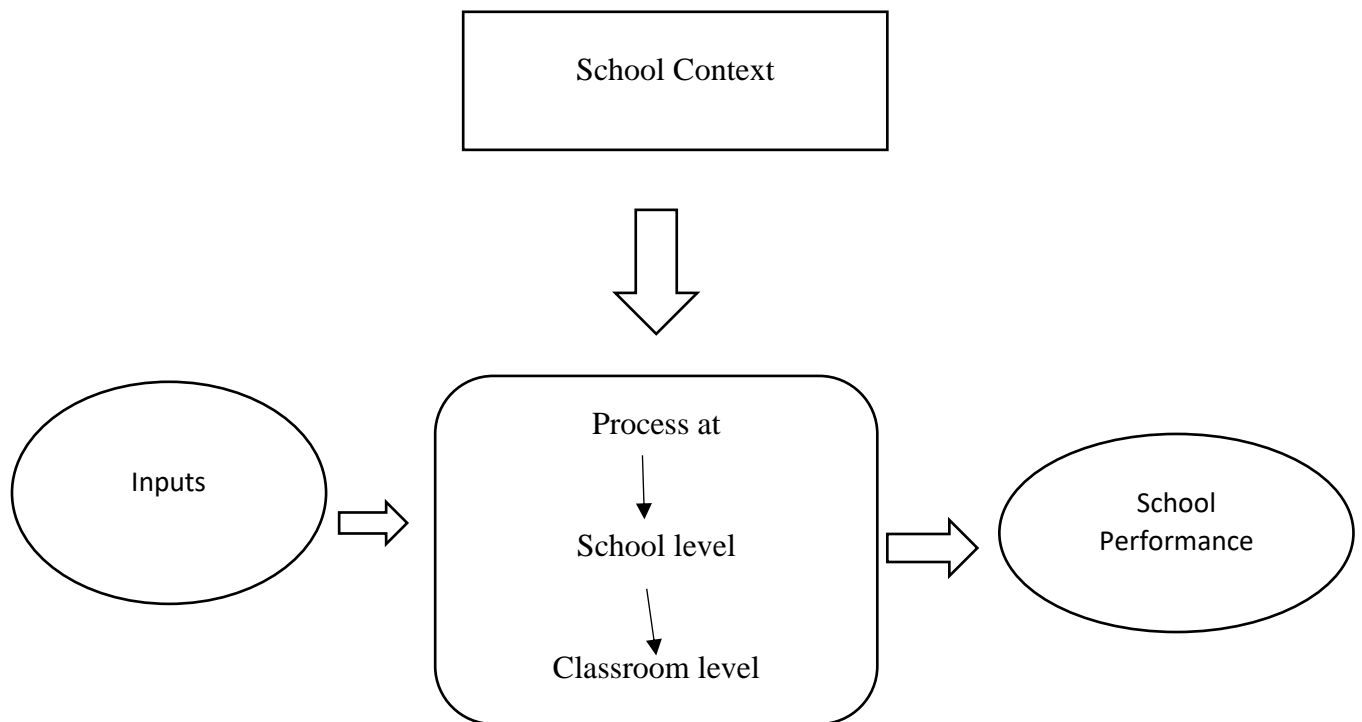
Family support is also a critical factor in school performance. Parents play a fundamental role in encouraging their children to get involved in their studies, helping them with their homework, valuing education and providing them with a learning environment (Epstein, 2011).

In addition, the physical and emotional health of students plays an essential role in their academic performance. Undiagnosed or untreated health problems can affect their ability to concentrate and absorb new information. Similarly, emotional problems such as stress, anxiety or depression can also have a negative impact on their academic performance.

The diversity of student learning styles is also an important aspect of academic performance. Some students learn better through visual methods, while others prefer hearing or kinesthetic approaches. By adapting teaching methods to meet the individual needs of students, better understanding and retention of knowledge can be fostered.

Finally, it is essential to recognize that academic performance does not depend solely on the students themselves, but also on the educational system in which they are operating. Educational policies, available resources, the quality of infrastructure and teacher training can all influence an institution's academic performance.

To conclude, the conceptualization of academic performance is a holistic approach that considers a wide range of factors. It emphasizes the importance of providing a stimulating learning environment, quality education, adequate family support, and considering the diversity of students and their individual needs. By understanding these elements, educators can help improve academic outcomes and overall student well-being.



**Figure 5: determination of school performances**

On the other hand, the characteristics of good academic performance are:

The characteristics of a good academic performance are essential to guarantee the academic success of students and their development throughout their educational journey. These characteristics can be grouped into several key categories that promote a holistic approach to learning. In this explanation, we will explore the most important aspects that contribute to good academic performance.

**Commitment and motivation:** A successful academic performance begins with a strong commitment of students to their studies and a high level of motivation to learn. When students are enthusiastic and curious, they are more likely to be fully engaged in their academic work, improving their understanding and retention of knowledge (Wang & Degol, 2016).

**Active participation in the classroom:** Active participation in the classroom is a clear sign of students' involvement in the learning process. Asking questions, sharing ideas, participating in discussions and interacting with teachers and classmates strengthens learning and understanding. In short, good academic performance is based on strong commitment, intrinsic motivation, active participation in the classroom, developed learning skills, problem solving and critical thinking, collaboration, family support, access to educational resources and

emotional management. By cultivating these characteristics, students are better prepared to excel academically and realize their full potential in their educational journey.

**Organization and time management:** Successful students often have strong organizational and time management skills. They know how to set regular study schedules, set priorities and meet deadlines, which allows them to effectively manage their academic workload.

**Learning Skills Development:** Good academic performance is also the result of developing strong learning skills. This includes the ability to take notes effectively, to study actively and to use different learning strategies to assimilate information optimally.

**Problem Solving and Critical Thinking:** Successful students are generally adept at problem solving and critical thinking. They have the ability to analyse situations in depth, ask relevant questions and find creative and innovative solutions to the challenges that arise.

**Collaboration and teamwork:** Working collaboratively with others is an essential skill for success in school and in life. Students who can collaborate effectively with their peers develop communication skills and learn to work in harmony with different types of personalities.

**Family Support and a Supportive Learning Environment:** Strong family support plays a crucial role in student academic success. Parents or guardians who show interest in their children's studies and encourage them to pursue their academic goals help create an environment conducive to learning (Epstein, 2011).

**Access to educational resources:** Successful students often have access to additional educational resources, such as books, online educational materials, tutoring or support courses. These additional resources can strengthen their knowledge and improve their skills in various fields.

**Stress and Anxiety Management:** Effective stress and anxiety management is important for maintaining good academic performance. Students who can cope with academic pressures in a healthy and constructive way are better able to stay focused and successfully manage challenges.

## **2.11 Factors affecting school performances**

Several research studies have identified several factors that affect the academic performance of students in various learning centres. Some of these factors include classroom attendance, age, learning styles or preferences, gender, class size, entry qualifications, family income, etc. This literature review provides a brief review of some of the factors that were assessed in this study.

### **2.11.1 Gender and school Performance**

The link between gender and academic performance has been an important topic of study in the field of education for many years. The researchers closely examined how students behave academically based on their gender, considering various social, cultural and economic factors.

In many societies, there are still deeply rooted gender stereotypes that can influence student expectations and behaviours UNESCO (2015). For example, boys can be expected to be better at science and girls at literature. These biases can lead to different expectations from teachers and parents, which can then affect students' motivation and self-confidence.

However, it is essential to emphasize that gender does not inherently determine an individual's intellectual capacity or academic potential. Differences in school performance between boys and girls are often more the result of socio-cultural influences than of innate intellectual superiority.

According to Pomerantz & al (2002), on average, girls often perform better than boys in school, especially in language subjects and humanities. However, there are more nuanced differences in performance when it comes to scientific subjects, mathematics and technical disciplines. These disparities may be due to factors such as the differential encouragement of teachers, career choices, or the lack of female role models in certain scientific fields.

In addition, it is important to take cultural variations into account when analysing the relationship between gender and school performance. In some societies, girls may be disadvantaged compared to boys in terms of access to education, family support or gender discrimination. These factors can also influence educational outcomes.

Recognizing and addressing gender stereotypes and expectations from an early age is crucial to improving gender equity in education. Educators and parents can promote an egalitarian approach by encouraging all children to explore a variety of subjects and careers, not limited to gender.

Policies and programmes that promote gender equality in education are also essential to create an inclusive and inclusive learning environment for all. This may include initiatives to increase the representation of women in scientific and technical fields, as well as efforts to eliminate gender discrimination and inequities in treatment UNESCO (2015).

To conclude, gender plays a complex role in academic performance, but it should never be used as an absolute predictor of an individual's academic abilities. By taking a balanced approach

and working together to create an equitable educational environment, we can help all students reach their full potential, regardless of gender.

### **2.11.2 Age and school performance**

Age and academic performance are two closely related aspects in education. According to Piaget, (1964) age can play a crucial role in a student's academic performance. Several factors influence this complex relationship, including cognitive development, social and emotional learning, social norms and educational policies.

First, cognitive development plays an essential role in school performance. Not all children develop at the same rate. Some may be ahead of their age, while others may be behind. For example, some children may have higher language and math skills for their age, which would help them to be more successful in school. However, the reverse is also true: children who are developmentally retarded may face difficulties in their academic career.

Second, social and emotional learning is an important consideration. Older children generally have more social and emotional experience, which can allow them to better interact with their peers and develop important social skills to succeed in school. On the other hand, younger students may have more difficulty adapting to the school context because they are less familiar with social interactions and the constraints of the school environment Mühlenweg (2010).

Social norms and educational policies also play a crucial role. In many education systems, children are grouped according to their age into classes of the same grade. This means that children born at the beginning of the year will often be the oldest in their class, while children born at the end of the year will be the youngest. This age difference can influence school performance, as older children may be better off than their younger peers.

In addition, school admission policies can also play a role. Some schools may set a deadline for students to register, which means that children born after that date will have to wait an additional year before they can enter school. This can lead to significant differences in the age of pupils in the same class and, consequently, in their academic performance.

Moreover, it is essential to consider that academic performance does not depend solely on age, but also on other factors such as family support, access to educational resources, the level of motivation and effort of the student, and the quality of education.

To conclude, age and academic performance are intricately linked. Cognitive development, social and emotional learning, social norms and educational policies can all influence this



relationship. It is therefore important to take these different aspects into account to fully understand the impact of age on students' academic performance and to adapt educational practices accordingly.

### **2.11.3 Student factors which contribute to school performance**

The factors that contribute to student achievement are multiple and complex. They can be classified into several categories, including personal, family, social, and school factors. Let's look at each of these factors in detail:

#### **Personal Factors:**

The student's personal characteristics play a crucial role in his or her academic performance. These factors include intelligence, motivation, perseverance, cognitive abilities, learning skills, and physical and mental health. Students with high intelligence and intrinsic motivation to succeed are generally more likely to perform well in school. Similarly, those with good organizational and time management skills are better equipped to manage their studies effectively.

#### **Family Factors:**

The role of the family in school success cannot be underestimated. The family environment, the resources available, the emotional and academic support, as well as the expectations of parents, greatly influence a student's academic performance. Children from families where education is valued and where dialogue on studies is open tend to flourish more academically. In addition, a stable and caring family environment can foster the development of self-confidence and self-esteem, which are essential for success in school. (Fan & Chen 2001).

#### **Social Factors:**

The social context in which a student evolves can also play a major role in his academic success. Factors such as socio-economic level, neighbourhood of residence, access to educational resources, as well as the quality of peer relations, teachers and other members of the educational community are all likely to influence educational outcomes. Students from disadvantaged backgrounds may face additional barriers to success in school due to lack of resources and educational opportunities.

### School Factors:

The internal functioning of the school and the quality of the learning environment can also influence student performance. The competence of teachers, the availability of adequate teaching materials, class sizes, teaching methods, opportunities for additional support, and the general school climate are all factors that can play a role in student success. Schools that encourage active student participation, set up tutoring programs, and provide personalized support tend to perform better.

To summarise, a student's academic performance is the result of a complex combination of personal, family, social and academic factors. In order to improve educational success, it is essential that all these aspects are considered holistically. It is also important that policy-makers, educators, families and society as a whole work together to create an environment conducive to the development and success of all students, regardless of their origins and social circumstances.

#### **2.11.4 Teacher factors which contribute to school performance**

Factors related to teachers play an essential role in the overall performance of a school. Teachers are the central pillar of any education system, providing students with the knowledge and skills they need to succeed in their studies and in their future lives.

First of all, the quality of education is crucial. Competent and qualified teachers have the capacity to offer high quality teaching, using pedagogical methods adapted to the needs and level of students. A well-trained teacher knows how to present material in a clear and engaging manner, engaging students and encouraging them to actively engage in the learning process.

In addition, the motivation of teachers is a determining factor. Passionate and dedicated teachers are more likely to invest more time and effort in their work. They are motivated to help students succeed and are willing to provide additional support outside of school hours if necessary. The enthusiasm of teachers can also inspire students to go above and beyond and invest more in their studies.

Another important aspect is the relationship between teachers and students. A positive and confident classroom environment promotes learning. When students feel supported and respected by their teachers, they are more likely to express themselves, ask questions and actively participate in class. Warm and empathetic relationships with teachers can also have a

positive impact on the emotional well-being of students, which in turn can improve their motivation and academic performance.

In addition to the individual aspects of teachers, professional development also plays a key role. Teachers need regular opportunities to train and develop in their field. Continuing education and exchange opportunities with other education professionals allow teachers to keep abreast of the latest pedagogical practices and develop their teaching skills.

Also, the stability of the teaching team is important for the overall performance of the school. High teacher turnover rates can disrupt educational continuity and create uncertainty for students. Schools that manage to maintain a stable teaching team generally have better student follow-up and can better meet the individual needs of each.

To conclude, teachers play a central role in a school's overall performance. Their competence, motivation, relationships with students, professional development and stability of the teaching team are all interdependent factors that contribute to the quality of teaching and student success. A well-trained, passionate and stable teaching team can create a learning environment where students are inspired and encouraged to give their best.

### **2.11.5 Parent factors which contribute to school performance**

The parental factors that contribute to the academic performance of their children are of paramount importance for their academic success. Several factors play a role in the influence of parents on the educational path of their children, and these factors can be grouped into different key categories (Fan & Chen 2001)..

#### **Educational Engagement:**

The educational commitment of parents refers to their active involvement in the school life of their child. This may include actions such as participation in parent meetings, regular communication with teachers, monitoring their child's homework and academic progress. Children whose parents are actively involved in their education tend to feel more supported and encouraged, which can boost their motivation and enthusiasm for learning.

#### **Attitudes towards education:**

Parents who value education and show a positive interest in learning are likely to pass on this attitude to their children. When parents demonstrate intellectual curiosity, openness and appreciation for learning, it can inspire their children to adopt similar attitudes. In addition,

parents who actively encourage their children to pursue higher education and set high academic goals tend to promote their long-term academic success (Fan & Chen 2001).

#### Emotional and social support:

The emotional and social support of parents is essential for the child's emotional well-being, which can have a significant impact on the child's academic performance. Parents who are there to listen, understand and support their children when they encounter emotional or school-related issues can help build their self-confidence and build resilience skills. A warm and supportive family environment generally promotes better psychosocial adjustment in the child, which in turn can lead to better school performance (Sirin 2005).

#### Educational Resources:

The educational resources available in the home can also play a crucial role in the child's academic performance. This includes access to books, learning materials, educational technologies and other tools that stimulate learning at home. Children whose parents invest in their education and provide them with an enriched learning environment often find it easier to develop their cognitive skills and ability to succeed in school.

#### Structuring and Discipline:

Parents who establish structured routines and clear expectations for homework and behaviour can help promote regular learning habits in their children. Discipline and responsibility acquired through proper time management can positively influence school concentration and productivity.

#### Behavioural modeling:

As role models, parents can have a significant impact on their children's behaviour and attitudes towards education. When parents demonstrate an active commitment to their own learning, whether it is pursuing education, reading regularly, or being interested in a variety of topics, their children are more likely to imitate these behaviours and adopt positive learning practices.

To conclude, parents play a fundamental role in the educational success of their children through their educational commitment, their positive attitudes towards education, their emotional and social support, the educational resources they provide, the structure and discipline they establish, as well as their model behaviour. By combining these factors in a

balanced way, parents can provide their children with an environment conducive to learning and academic success.

### **2.11.6 School factors which contribute to academic performance**

School factors that contribute to school performance are numerous and play a crucial role in the educational success of students. These factors can be divided into several important categories:

**Qualified teachers:** One of the keys to a school's success is the quality of its teaching staff. Well-trained, skilled and passionate teachers have a significant impact on student outcomes. They are able to effectively transmit knowledge and inspire students to learn and excel.

**Relevant curriculum:** A well-designed curriculum tailored to the needs of students is essential for their academic development. A curriculum that combines strong academic knowledge with practical skills prepares students to face real-world challenges.

**Stimulating learning environment:** A school that provides a positive and supportive learning environment encourages students to fully invest in their studies. Well-equipped classrooms, well-stocked libraries and modern educational resources stimulate students' interest in learning.

**Coaching and Support:** Proper coaching is essential to help students overcome difficulties and reach their maximum potential. Tutoring, counselling and academic support programs help struggling students' progress and avoid dropping out of school.

**Parental involvement:** The involvement of parents in the educational process is a determining factor in school success. When parents are actively involved in their children's school life by encouraging them, monitoring their progress and communicating regularly with teachers, academic results often improve.

**Effective School Management:** Informed leadership and effective management are essential to the proper functioning of the school. Administrators must implement strategies that foster an environment conducive to learning, foster collaboration among teachers, and provide opportunities for professional development.

**Adequate financial resources:** Schools with adequate financial resources have the opportunity to provide modern infrastructure and facilities, as well as enriching extracurricular activities, thus contributing to student success.

Positive school climate: A positive school climate, characterized by caring, respect and inclusion, promotes student learning and emotional well-being. Schools that focus on creating a safe and supportive environment encourage students to thrive both academically and socially.

Working with the community: Schools that have strong partnerships with the local community can benefit from additional support in the form of resources, programmes and educational opportunities, which can improve student performance.

To conclude, a school's performance depends on the complex interaction of many factors. When these key elements are brought together in harmony, the educational environment becomes conducive to student success. It is therefore essential that educators, parents, administrators and the community work together to create an optimal school environment, where each student has the opportunity to fully realize their academic and personal potential.

### **2.11.7 Level of parents' education and school performance**

The educational level of parents has been studied as a factor influencing children's academic performance. Extensive research has been conducted to understand how parents' education can impact their children's academic performance. This relationship between the educational level of parents and the educational performance of children is complex and multifactorial, involving social, economic and psychological factors.

First, it is important to note that the educational level of parents can influence the family environment in which children grow up. Parents with higher levels of education tend to place greater emphasis on education, encourage intellectual curiosity and provide additional academic support to their children. They may also be better informed about available educational resources and have the financial capacity to offer additional learning opportunities, such as private lessons or extracurricular activities.

In addition, parents' level of education can also influence their attitude towards school and learning. Parents with a formal education are more likely to value education and pass it on to their children. They may be more likely to be involved in their children's school life, to establish regular communication with teachers and to encourage active participation in school.

In addition, the educational level of parents can play a role in the development of children's language and cognitive skills from an early age. Studies have shown that children of more educated parents tend to be exposed to richer vocabulary and more complex verbal interactions, which can promote their language development and their ability to learn new things in school.

However, it is essential to remember that the correlation between parents' educational attainment and school performance does not imply a cause-and-effect relationship. Other factors must be considered, such as socio-economic background, emotional support, the child's personal motivation, the quality of education and the resources available in the school.

In some cases, children whose parents have lower levels of education may also be successful in school because of other positive factors that influence them, such as resilience, the identification or support of other family members or external mentors.

It is also important to recognize that the education system itself can play a major role in perpetuating inequality. Disparities in educational resources, teacher quality and learning opportunities can make it difficult for some children to reach their full potential, regardless of their parents' level of education.

To conclude, although the educational level of parents may have a significant influence on children's academic performance, it should not be considered as the sole determinant of their academic success. This is one of many factors that interact to influence children's educational pathways and development. To promote equal opportunities, it is essential to take these multiple factors into account and to work to improve access to quality education for all children, regardless of their socio-economic origin or the level of education of their parents.

## **2.12 Other Determinants of school Performance**

A student's academic performance is influenced by many factors, beyond mere academic skills. These factors, known as school performance determinants, can be classified into four main categories: individual, family, school and socio-economic factors.

Individual Factors:

The student's individual characteristics play a crucial role in his or her academic performance.

These factors include:

**Intelligence:** Students' cognitive abilities, intellectual abilities and intellectual curiosity directly influence their academic success.

**Motivation:** Enthusiasm, interest in learning and perseverance in school are essential to success in school.

**Social and emotional skills:** The ability to communicate well, collaborate with others and manage emotions plays a crucial role in a student's overall success.

### Family Factors:

The family environment also plays an essential role in a child's academic performance. Family factors include:

**Parental support:** Emotional support, active involvement in homework, and positive encouragement can greatly promote academic success.

**Parents' level of education:** Parents with a higher level of education are often better able to help their children succeed academically.

**Family resources:** The socio-economic status of the family, access to educational and material resources, such as books, computers or extracurricular activities, can influence school performance.

### School Factors:

The school environment itself has a significant impact on student performance. School factors include:

**Teaching quality:** Competent, well-trained and motivated teachers can inspire and support students in their learning.

**School climate:** A positive, safe and respectful learning environment promotes student motivation and engagement.

**Educational resources:** Access to textbooks, educational technologies and appropriate equipment can improve school performance.

### Socio-economic factors:

The socio-economic context in which the pupil evolves plays a major role in his academic performance. Socio-economic factors include:

**Social inequalities:** Children from disadvantaged backgrounds may face additional challenges, such as limited resources and difficult living conditions, that can negatively impact their educational outcomes.

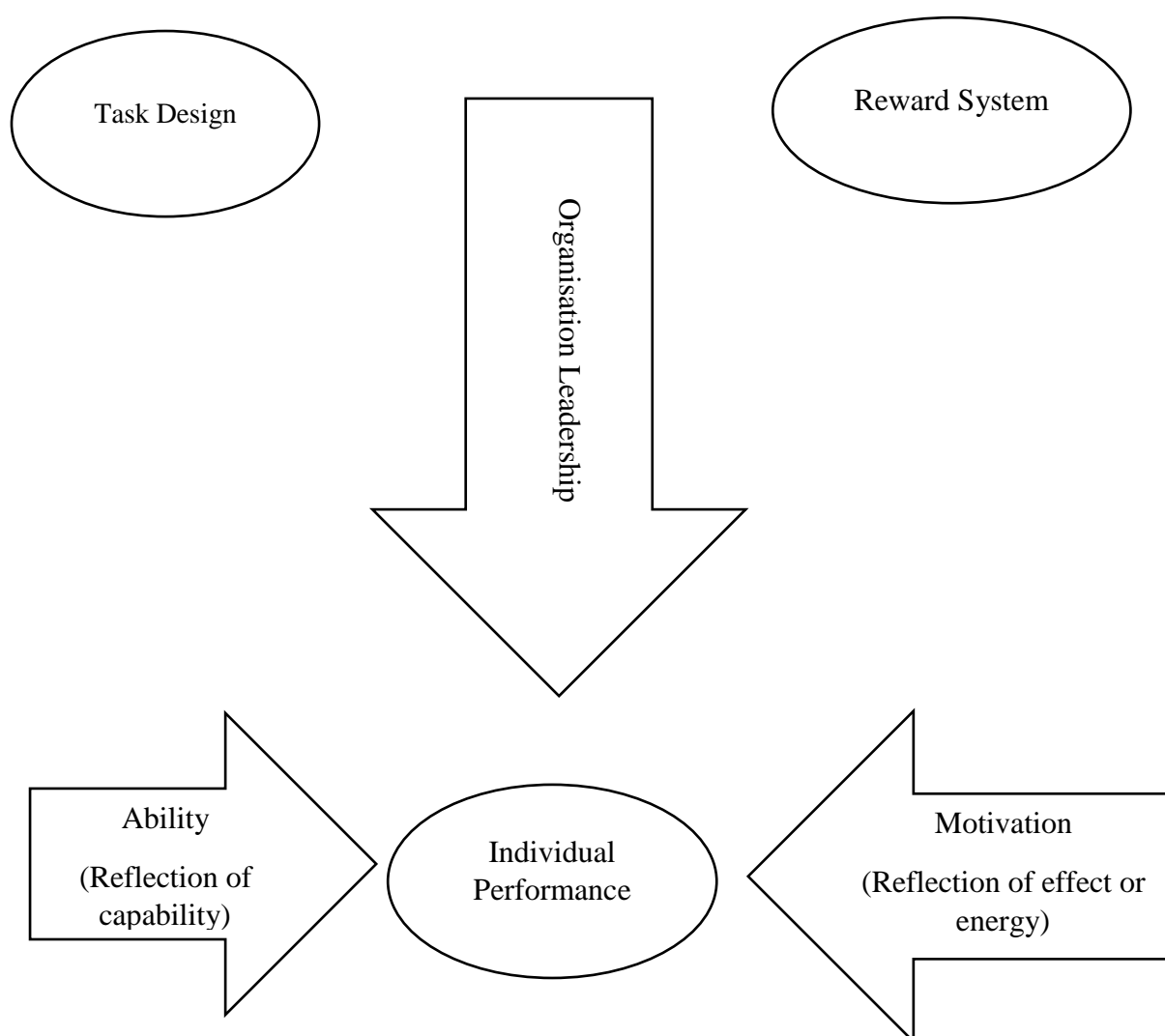
**Access to education:** Differences in access to quality education can create performance disparities among students.



It is important to note that these determinants of academic performance are interconnected and can be mutually reinforcing. For example, a motivated student with positive family support in a supportive school setting will have a better chance of academic success.

By understanding the influence of these different factors, educators, parents and decision-makers can implement targeted interventions to improve school performance and promote educational success for all students, regardless of socio-economic origin or individual differences.

Figure 11 below, adapted from Cummings and Schwab (1973, in Hayward 2005:14), illustrates some individual determinants of performance.



**Figure 6: Individual performance determinants (Hayward, 2005:14)**

## **2.13 Performance indicators used to measure school performance in this study**

### **2.13.1 Student Achievement**

Academic achievement is a term that refers to the measurement of a student's academic achievement and learning over a period of time. The tutor/teacher determines the students' level of success. It can vary depending on the contexts, such as classroom activities, creative thinking, classroom work and homework, classroom projects, etc., of a particular student. There are specific goals and parameters to measure a student's performance. These can be in-class tests, extracurricular activities, general behaviour, etc. Measuring achievement is essential as it represents a student's overall growth, from education to sports to public behaviour. It also helps students develop a strong sense of their environment and helps them to be more helpful, kind and generous.

There are four main success factors: classroom management, teaching for learning, participation at home and with parents, and the belief that all students can learn and grow. For example, if a student is very successful in extracurricular activities such as skits, sports, arts, etc., their level of success would be high. Similarly, if a student successfully passes tests and exams in the classroom and actively participates in the classroom, their level of academic success would also be high. It can also be about giving children real-time situations so they can access their qualities with their peers. Frequent parent-teacher meetings often contribute to children's progress.

### **2.13.2 Discipline Referrals**

If you get it wrong, your time and attention is wasted on inappropriate student behavior, reorientation, consequences, and your teachers end up burning. But if you get this right your teachers and students become happy together because your campus is safer and teachers feel respected. In this study, the disciplinary procedures used in response to disciplinary referrals and programs that schools have put in place to prevent, intervene and respond to behaviours that result in suspensions or expulsions from the classroom or school that have been investigated. Creating and maintaining a learning environment that supports student success is a major goal of the school day. To create this environment, many variables must be addressed. These variables include class demography, organization, procedures, teacher characteristics and the learner community (Striepling-Goldstein, 2005). Providing this safe environment takes a lot of initiative on the part of school leaders. In the field of secondary education, many legal requirements require specific compliance (Rules of Procedure) concerning the disciplinary

board which is responsible for judging pupils for serious acts and reprehensible acts committed by them in a classroom or inside the school. (Article 30 on the organization of public schools in Cameroon, February 2001). Despite significant efforts through preventative measures, educators continue to report violence in schools (disciplinary reports in schools). School staff are often frustrated and this can become a punitive and exclusionary reaction to student behaviour (Whitehead, Boschee & Decker, 2013).

### **2.13.3 Attendance Rates**

School attendance is the daily or regular participation of learners in school activities (Gottfried, 2010). Through regular school attendance, learners have access to consistent academic support for their level of education (Oghuvbu, 2010). When learners reach school level, Honneth (1995) notes that they recognize their identity and their intersubjective awareness of their social and individual capacities. However, Epstein and Sheldon (2002) argue that regular school attendance is a commitment to dedicating time and activities in the classroom, from registration to the finalization of a full academic program. School attendance is an important factor affecting student achievement. Roby (2004) School Attendance Hypothesis suggests that regular school attendance could help students achieve academic excellence. Similarly, Fleming (2008) indicates that students must attend school regularly to actively participate in classroom activities. Black et al. (2014) argue that school attendance is enhanced by the ongoing guidance of teachers and encouragement of parents/guardians. However, it is legitimate for teachers to maintain a daily school attendance record (Bagaya, 2019). The attendance register is regularly reviewed by the principals and the Master's discipline of schools as a quality assurance measure (Article 34 of the Organization of Secondary Schools in Cameroon in February 2001). In order to increase the quality and equity of education, the Government of Cameroon continues to open secondary schools to increase attendance. Despite these steady increases in secondary schools, school attendance remains low, highlighting the incongruity between school enrolment and attendance. For example, the MINESEC (2020-2021) statistical yearbook study shows that in 2021, the attendance rate was 85.27%. School enrolment alone cannot guarantee the quality and equity of education, especially when school attendance is low. With low school attendance, it is difficult for learners to catch up with classroom work, especially when teachers do not have enough time to engage absent learners in school activity (Bagaya, 2019). Chronically absent students may lack time to focus on their studies because they often participate in extracurricular programs (Gottfried, 2009). Ford and Sutphen (2016) note that without regular school

attendance, learning and growth will be stifled. Irregular school attendance makes all global and national efforts to promote universal education unproductive.

#### 2.13.4 Graduation Rates

Graduation rates are often cited as an important means of judging the responsibility of the school, an institution or, as a “output” among others in assessing academic achievement. The rationale is that the higher the graduation rate, the better the academic performance, and the lower the graduation rate, the lower the academic performance. Some observers suggest that colleges should be rewarded for the good work they do (i.e., giving them an annual reward) and conversely, take some funding away from institutions that are not doing well with this measure. Sometimes this action usually forces the school’s leaders to make decisions that will help its school perform well so that they can get the reward, but not punish the schools for low graduation rates, but rather encourage them to work hard the following year. Other observers suggest that institutional graduation rates should be publicized as a consumption measure that is done primarily in private schools in Cameroon. According to the MINESEC 2021 statistical yearbook, the graduation rate was as follows:

**Table 2 : Baccalaureat graduation rate in Cameroon according to regions. Serie A4**

Region	Registered			Sat			Passed		
	Girls	Boys	Total	Girls	Boys	Total	girls	Boys	Total
ADAMAOUA	1372	1990	3362	1363	1969	3332	1100	1447	2547
CENTRE	16240	11006	2724	16110	10872	2698	13995	8983	22978
EAST	1602	1670	3272	1588	1654	3242	1361	1312	2673
FAR NORTH	2716	5975	8691	2694	5925	8619	2192	4573	6765
LITTORAL	9846	5298	15144	9760	5244	15004	8152	4113	12265
NORTH	1975	3852	5827	1966	3815	5781	1646	2950	4596
NORTH WEST	45	16	61	45	16	61	36	13	49
WEST	4994	2646	7640	4964	2613	7577	4317	2129	6446
SOUTH	2181	1937	4118	2170	1922	4092	1773	1493	3266
SOUTH WEST	123	84	207	123	82	205	116	79	195
National	41094	34474	75568	40783	34112	74895	34688	27092	61780

**Source: MINESEC Statistical Yearbook 2021**

### **2.13.5 Teacher Satisfaction**

Job satisfaction is an important topic in teacher training research. It emphasizes professional teacher attitudes, zeal for teaching and enthusiasm for work, all of which have an impact on the quality of education (Fuming & Jiliang, 2014). Job satisfaction is a combination of psychological, physiological and environmental circumstances (Sen, 2008). The concept of job satisfaction has received a lot of attention lately. However, Elton Mayo's Hawthorne study, conducted in the 1920s at the Western Electric Company, may be considered the first study on job satisfaction. It suggests that satisfied workers increase an organization's productivity (Jayathilake, 2014). Vroom defines job satisfaction as the emotional orientation of individuals towards the work roles in which they are engaged (cited in Aziri, 2011). Locke's (1976) commonly used definition of job satisfaction highlights the positive emotional state that results from work experience, positive attitudes or emotional dispositions that people can derive from work (as cited in Anderson et al., 2001). Employee job satisfaction is becoming a central concern in organizational psychology research as it is believed to be related to work performance. According to Zymbylas and Papanastaiou (2006), teacher job satisfaction refers to issues related to conditions such as student success, decision-making ability, personal growth, etc. They also say that social relationships are important for job satisfaction, interactions with students, relationships with colleagues, and opportunities to contribute to the growth of individuals and the development of society are factors that teachers always put forward for their own satisfaction (Zymbylas & Papanastaiou, 2006).

### **2.13.6 School Drop out**

Dropping out of school can be defined simply as anyone who fails to graduate from high school. In practice, however, it can be difficult to identify students who will give up accurately. Dropouts have relatively high mobility rates and school transfers can make it difficult to keep up with graduation. In addition, dropout studies often begin with high school students, but dropout also occurs in the middle classes. Finally, some students "drop out" of school and then return or later enrol in equivalency programs (e.g., obtain a trade certificate). This entry summarizes the key points for understanding the prevalence, history and consequences of dropping out of school and efforts to prevent it. Event and drop-out are common ways of defining school drop-out. Event drop-out refers to the percentage of students who left high school between the beginning of one school year and the beginning of the next. It tracks the annual dropout rate. For example, data from the MINESEC 2021 Statistical Yearbook show

that in the 2020/2021 academic year, the percentage of students who dropped out was as follows:

**Table 3: School Dropout in percentage**

	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Dropout rate in Anglophone General subsystem	8.99%	9.67	9.30
Dropout rate in Francophone subsystem	13,39	14.75	14.11
Dropout rate in ESG	12.38	13.84	13.13
Dropout rate in ESTP	14.07	13.82	13.98

Source: **MINESEC Statistical Yearbook 2021**

### 2.13.7 Promotion Rate

The promotion rate measures the number of pupils/students promoted to the next level or the proportion of pupils (total, men, women) in a given secondary school class who are promoted to the next class in the following school year. For example, students who are promoted from Form 1 to Form 2, Form 2 to Form 3, 6th to 5th etc are considered promoted. Data from the MINESEC 2021 Statistical Yearbook show that during the 2020/2021 academic year, the percentage of class promotion of students was as follows:

**Table 4: Promotion rate in percentages**

	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Promotion rate in Anglophone General subsystem	85,98	84,41	85,27
Promotion rate in Francophone subsystem	74,37	71,52	72,8
Promotion rate in ESG	77,04	73,83	75,39
Promotion rate in ESTP	75,25	73,64	74,22

Source: **MINESEC Statistical Yearbook 2021**

### 2.13.8 Transition Rate

The transition rate from primary to secondary is the proportion of students (total, male, female) from the last primary class who are promoted to lower secondary in the following school year. This simply means that the percentages of children graduating from the primary to secondary sections, for example, the previous year's Class 6 (CM2 for the French subsystem) who ended up on Form 1 (6<sup>ème</sup> for the French sub-system) the following year. Data from the MINESEC 2021 Statistical Yearbook show that in the 2020/2021 school year, the percentage of school transition for students was as follows:

**Table 5: Transition rate**

	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Transition rate from primary to general secondary school	47,24	41,04	43,97
Transition rate from primary to technical secondary school	10,48	16,63	13,74
Transition rate from primary to secondary school	57,72	57,66	57,69

Source: **MINESEC Statistical Yearbook 2021**

### 2.14.9 Repetition rate

The repetition rate in secondary schools is the proportion of students (total, male, female) in any high school class in a given school year who also attend that same class in the following school year. Students who fall back from one school year to the next are counted as repeaters. Data from the MINESEC 2021 Statistical Yearbook show that in the 2020/2021 academic year, the percentage of students who repeat a year was as follows:

**Table 6: Repetition rate in Percentages**

	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Repetition rate in Anglophone General subsystem	5,03	5,92	5,43
Repetition rate in Francophone subsystem	12,24	13,74	13,03
Repetition rate in ESG	10,59	12,34	11,48
Repetition rate in ESTP	10,68	12,54	11,87

Source: **MINESEC Statistical Yearbook 2021**

#### **2.14 Measurement of School Performance**

Measuring school performance is an essential aspect of the education system, as it helps to assess the effectiveness of schools, teachers and pupils. The aim of this measure is to assess acquired knowledge, skills developed and progress in learning throughout the school year. In France, as in many other countries, several indicators are used to assess the performance of schools.

First, standardized assessments play an important role in measuring academic performance. These tests, usually administered at the end of each cycle (for example, in primary, middle and high school), allow to evaluate the level of mastery of students in key subjects such as mathematics, French, science, etc. The results of these assessments provide quantitative indicators of student achievement.

In addition to standardized assessments, schools are also assessed on their success rate in national examinations, such as the baccalaureate. The overall success rate of school pupils can be considered as an indicator of the quality of the education provided.

In addition, pupils' performance can be assessed on the basis of their rate of absenteeism, school dropout and their progress from one year to the next. A careful monitoring of these indicators makes it possible to highlight any difficulties encountered by pupils or schools and to identify areas requiring improvement.



Another essential aspect of measuring academic performance is the analysis of individual student progress. Institutions can use monitoring tools to assess each student's skill growth throughout the school year. This provides personalized feedback to students, teachers and parents to help them identify areas of strength and weakness, and to adapt teaching and learning strategies accordingly.

Finally, qualitative assessments, such as interviews with pupils, teachers and parents, can also be used to assess school performance. These discussions provide information on the school climate, student engagement, teaching practices and resources available. They offer a more holistic view of an institution's performance and may reveal aspects that would not be captured by quantitative assessments alone.

To conclude, measuring academic performance is a complex process involving a variety of quantitative and qualitative indicators. This assessment identifies the strengths and weaknesses of schools, teachers and students, which is essential to continuously improve the quality of education and promote the success of all learners.

### **2.15 Student, teacher and principal relationships**

Relations between students, teachers and school principals are of crucial importance in the world of education. These relationships form the basis of a healthy, productive and harmonious learning environment. They play a fundamental role in the academic and personal development of students, while influencing the quality of teaching and school management.

First, let's talk about the relationship between students and teachers. This interaction is at the heart of the educational experience. Teachers are responsible for passing on knowledge, guiding students in their learning and inspiring them to reach their full potential. A successful teaching relationship is based on trust, mutual respect and empathy. When students feel confident with their teachers, they are more likely to ask questions, express their ideas and actively engage in the learning process. Similarly, teachers who understand the individual needs of their students can adapt their teaching methods to meet their diversity and thus promote their academic success.

The relationship between the students and the principal is also essential. The principal is the leader of the school and must establish a climate conducive to learning, where each student feels safe and supported. He is the guarantor of discipline and order in the establishment, while seeking to promote an inclusive and respectful environment. Students should be encouraged to

consider the principal as a support and resource when needed. For his part, the principal must listen to students' concerns and work with them to improve the school.

As regards the relationship between teachers and the principal, this is also crucial for the proper functioning of the school. Teachers must feel supported and encouraged by the principal in their teaching efforts. They must benefit from a favourable working environment that encourages creativity, innovation and the exchange of good pedagogical practices. The principal, for his part, must be attentive to the needs and challenges faced by teachers and support them in their professional development.

Overall, open communication and close collaboration between students, teachers and the principal is essential to create a positive learning atmosphere. Such a relationship promotes the emotional well-being of students, which is essential for their overall development. A quality education is built on solid foundations of respect, mutual understanding and empathy, where each actor in the education system plays an essential role in collective success.

To conclude, the relationships between students, teachers and principals are key elements of a fulfilling and successful educational environment. When based on trust, respect and open communication, they create an environment conducive to learning and personal growth. By investing in these relationships, schools can play a positive role in the formation of future generations and thus contribute to building an informed and prosperous society.

## **2.16 Involvement of the community in education**

Community involvement in education is an essential aspect of the development of education systems worldwide. It refers to the active participation of members of the local community, such as parents, teachers, pupils, local organisations and municipal authorities, in the education and learning process.

The importance of community involvement in education is that it creates a strong, collaborative educational environment. When community members are involved, they become active partners in the design and implementation of educational programmes, which makes it possible to adapt pedagogical approaches to the specific needs of the region. This helps to improve the quality of teaching and learning, as decisions are made in a more informed manner and considering local realities.

Community involvement can occur in a variety of ways. First, parents play a crucial role in getting involved in their children's school life. They can participate in parent meetings, school boards and extracurricular activities. Their involvement strengthens the link between school and home, which promotes more coherent educational support.

Second, teachers can also seek community support to enrich their teaching. They can invite community members to share their professional and personal experiences with students, creating a direct link between classroom learning and the real world. This allows students to better understand the practical application of knowledge and develop their intellectual curiosity.

Local organisations and municipal authorities can contribute by providing material and financial resources to schools. For example, they can help build new school infrastructure, provide books and teaching materials, or fund special educational programs.

In addition, the community can also be involved in decision-making about local education policies. Discussion forums and working groups allow community members to share their views and contribute to the development of educational plans tailored to the needs of their region.

Community involvement in education also fosters a sense of belonging and pride in local schools. When community members feel invested in the educational process, they are more likely to actively support the school, which can help improve its image and motivate students to succeed.

In rural or disadvantaged areas, community involvement can be even more crucial. It can help overcome challenges such as lack of resources, poverty or limited access to education. By working together, the community can identify innovative and sustainable solutions to improve the education of its children.

To summarise, community involvement in education is an essential approach to strengthening education systems. It creates a fruitful partnership between the school and the community, promoting a better understanding of local needs and improving the quality of teaching and learning. By actively collaborating, community members can contribute to providing quality education for all children, preparing them to become responsible and engaged citizens in society.

## **2.17 Models of School Performance**

The nature of school achievement can be based on two models: holistic and integrative models.

### **• Holistic Model**

The holistic school performance model is a comprehensive and integrated approach to assessing and improving school performance. Rather than focusing solely on standardized academic outcomes such as exam scores, this model considers various factors that influence student learning and development. He sees education as a complex and multi-dimensional process that goes beyond mere academic knowledge.

A holistic school performance model considers several key aspects that play a critical role in the overall success of students and the school itself. These aspects include:

**Academic Performance:** While this is only part of the holistic model, academic performance remains important. It covers pupils' performance in different subjects, their progress throughout the school year, as well as their ability to apply the knowledge acquired in real-life contexts.

**Emotional and social well-being:** Students' emotional well-being plays a crucial role in their academic success. A holistic model considers their level of personal satisfaction, self-confidence, resilience to challenges, and ability to manage stress and emotions. Social relations and integration into the school community are also essential to create an environment conducive to learning.

**Engaging parents and guardians:** Parents' participation and involvement in their children's educational journey are key elements of a holistic model of school performance. Close collaboration between the school and parents can strengthen support for students and foster their overall success.

**School environment:** A holistic model considers the physical and emotional environment of the school. This includes the quality of facilities, available resources, safety, school climate, the presence of social and emotional education programs, and the promotion of diversity and inclusion.

**Learning cultures:** Encouraging positive and stimulating learning cultures in which students feel valued, respected and supported is fundamental. This involves teaching methods adapted to the individual needs of students, opportunities for practical and creative learning, as well as encouragement for curiosity and exploration.

**Professional Teacher Development:** A holistic school performance model recognizes the importance of professional teacher development. Well-trained and motivated teachers are better able to meet the diverse needs of students and create a dynamic learning environment.

By integrating these different aspects, the holistic school performance model aims to assess the success of a school in a comprehensive and balanced way. It considers not only academic outcomes, but also the emotional and social well-being of students, parental engagement, the quality of the school environment, learning cultures and professional development of teachers. By focusing on a holistic approach, this model aims to foster a quality education that prepares students to succeed not only academically, but also in their future personal and professional lives.

### • Integrative Model

The integrative model of school performance is a complex and holistic approach to understanding the multiple factors that influence student achievement. This model seeks to consider all the interactions between the internal and external elements of the educational environment to explain the differences in performance between students.

At the heart of this model is the recognition that academic achievement cannot be reduced to a single factor, but rather results from the synergy between several dimensions. These dimensions include the individual characteristics of the student, such as intelligence, cognitive skills, abilities, motivation and attitude towards learning. However, the model also recognizes the crucial influence of environmental factors, such as the education system itself, teachers, available educational resources, educational policies, socio-economic and cultural conditions, and family support.

Researchers and practitioners using this model take a multidisciplinary approach, integrating knowledge from psychology, sociology, education economics and other related fields. The goal is to understand how these different dimensions interact and reinforce each other to shape an individual's academic performance.

An essential component of the integrative model is the consideration of dynamic and interactive processes at work in learning. For example, student-teacher interaction is seen as a factor in school success. A competent, caring and motivated teacher can stimulate the student's interest in the subjects and thus promote learning. Similarly, family support and encouragement play a crucial role in developing student motivation and perseverance.

Within the framework of the integrative model of school performance, researchers are also interested in educational disparities and social inequalities. They examine how factors such as socio-economic origin, gender, race and ethnicity can influence educational opportunities and educational outcomes. By identifying these disparities, they can propose policies and interventions to reduce performance gaps and promote equity in education.

To conclude, the integrative model of school performance is a comprehensive approach that considers the complex interactions between the individual characteristics of pupils, environmental factors and social dynamics to explain differences in academic achievement. By taking this multidimensional approach, researchers and practitioners can better understand the

mechanisms that shape education and develop targeted interventions to improve student outcomes and promote equal opportunities in education.

### **2.18 Institutional Leadership in Context**

Institutional leadership refers to an individual's ability to exert a positive and meaningful influence on an organization or institution. This generally involves the ability to make informed decisions, communicate effectively with members of the organization, mobilize the necessary resources, and guide the institution as a whole to achieve its goals and vision. Institutional leadership plays a critical role in the success and sustainability of organizations, be they government, educational, not-for-profit or private.

For institutional leadership to be effective, it must be based on strong values and a deep understanding of the institution's mission and values. Institutional leaders must be able to provide a clear and inspiring vision for the future of the organization and motivate team members to work together in this shared direction. This often requires communication, negotiation and conflict resolution skills to create a climate of trust and collaboration within the institution.

An institutional leader must also be able to make informed decisions and solve complex problems. This often involves using relevant data, analysis and information to understand the challenges facing the organization and to develop effective strategies. The ability to manage change is also crucial for an institutional leader, as organizations must continually adapt to a rapidly changing environment.

Management skills are also crucial for an institutional leader. This includes the management of the organization's human, financial and material resources. An institutional leader must be able to recruit, train and develop a talented team and create a positive and productive work environment. Financial management is also essential to ensure the financial viability of the institution and to allocate available resources wisely.

Also, institutional leadership must be guided by ethics and integrity. Institutional leaders must act responsibly and ethically, respecting applicable laws, regulations and ethical standards. They must also be open to transparency and accountable for their actions.

To conclude, institutional leadership is essential for the success and sustainability of organizations. It requires clear vision, communication, management, decision-making and problem-solving skills, and strong ethical values. Effective institutional leadership will enable

an organization to thrive in a complex and competitive environment while meeting the needs of its stakeholders and working towards a better future.

## **2.19 Theoretical framework**

There are several important leadership theories, including the traits model that focuses on the personal characteristics of the leader, the bureaucratic theory that focuses on the leader's authority, and contingent theory which considers that the style of leadership must adapt to the situation. Finally, management theory emphasizes the importance of inspiring and motivating team members towards a common goal

### **2.19.1 The theory of self-determination (Edward L. Deci and Richard M. Ryan 1985)**

The theory of self-determination, developed by Edward L. Deci and Richard M. Ryan in 1985, offers an in-depth understanding of human motivation. This theory postulates that individuals are intrinsically motivated to engage in activities when they feel competent, autonomous and socially connected. These three fundamental psychological needs play a key role in maintaining and promoting intrinsic motivation, which is a form of motivation that comes from within the individual rather than from external factors.

**Need for competence:** Individuals have a fundamental need to feel competent and effective in what they do. When they perceive that they have mastered a task or activity, their motivation to pursue it increases.

**Need for autonomy:** The theory maintains that individuals seek a sense of autonomy, i.e. the feeling that their actions are voluntary and the result of personal choices. When people feel controlled or obliged, their motivation decreases.

**Need for social relationships:** Positive and satisfying social relationships are also crucial for motivation. People need to feel connected to others, to share experiences and to receive social support.

According to self-determination theory, environments that promote these three fundamental psychological needs encourage intrinsic motivation and, consequently, psychological well-being. Conversely, environments that neglect these needs or satisfy them in a coercive manner can lead to reduced motivation and adverse consequences for well-being.

### **The implication of the theory of self-determination to consultative leadership style**

Consultative leadership style can be linked to self-determination theory in a way that supports the fundamental psychological needs of individuals. Here's how these concepts can be connected:

**Autonomy:** Consultative leadership typically involves team members in the decision-making process. By allowing team members to contribute to decision-making, the consultative leader fosters a sense of autonomy. Individuals have more control over their work and are more inclined to become actively involved in tasks.

**Competence:** Consultative leadership recognises the individual skills of team members by soliciting their opinions and valuing their contributions. This reinforces team members' sense of competence, as their expertise is recognised and used in the decision-making process.

**Social relationships:** Consultative leadership is based on open communication and collaboration between the leader and team members. This social interaction strengthens relationships within the team, thus meeting the individual's need for social relationships.

**Commitment:** Consultative leadership creates an environment where team members feel engaged and accountable for results. By actively involving team members in the decision-making process, the consultative leader reinforces their commitment to the objectives of the team and the organisation.

**Adaptability:** Consultation also fosters adaptability. By encouraging a diversity of ideas and perspectives, the consultative leader creates an environment conducive to innovation and creative problem-solving. This reinforces a sense of competence by enabling individuals to contribute to meaningful and innovative solutions.

**Psychological well-being:** By meeting the fundamental needs for autonomy, competence and social relationships, consultative leadership contributes to the psychological well-being of team members. Individuals are more likely to feel fulfilled and satisfied in their work, which can have positive implications for their performance and retention.

### **2.19.2 Fayol's Management Theory (1916)**

The first manager to systematically review their personal experience and try to share his experience was Henri Fayol. Henri Fayol drew a management theory from his experience. In 1916, he published the book «Administration industrielle et générale», which unfortunately was not available in English until 1929. Fayol's major contribution was to identify management as a distinct set of skills, functions performed by supervisors in organizations.

He defined management in 5 different ways (anticipate and plan, organize, command, coordinate and control).

**Anticipate and plan:** Examine the future and establish a business plan;

**Organize:** Build the structure, material and human of the company;



Order: Maintain staff activity;

Coordinate: Build together, unify and align all activities and efforts;

Control: See that everything is done in accordance with the established rules and the command expressed.

What does Fayol think administration is? It is to provide; “to organize”, in the strong sense of the word, “to constitute” the body that is the enterprise; it is to command, to enable the staff to fulfil their duties by giving them orders; it is also to coordinate, to harmonize the efforts and the works of each in a whole; it is finally to check, to ensure the respect of the orders and the established rules. These are the five administrative functions, with the understanding that “governing”, which is ensuring the best functioning of the organization in the core operations mentioned above, should not be confused with “administering”, which corresponds more specifically to the last of these.

It is up to Fayol to have stressed the need for organisational managers to acquire administrative training. In relation to Taylorism, his theory thus represents an advance: it is not only a science of work, it deals with human organization, which no longer has as its sole purpose the efficiency, but the better overall functioning of the enterprise, and which, therefore, is more about leaders than executors. It is a matter of rationalizing such a package. To this end, it is essential to develop “organization charts” that provide a snapshot of the organization as a whole, the departments, their structures and the reporting chain. It is by the careful study of these paintings, ancestors of what is now called the organizational chart, that we will discover all the faults of organization, or that we will detect the absence of unity in the command, which constitutes the most serious fault in Fayol’s eyes.

The latter identified fourteen principles of administration. Among the most significant, the principle of authority is posed as «the right to command and the power to be obeyed». Barnard later showed that authority cannot be defined by who holds it, but by who accepts it: an unrecognized authority is not an authority. Still announcing Barnard, Fayol adds that authority is inconceivable without responsibility, that is without a sanction – reward or penalty – that accompanies the exercise of power. The principle of unity of command remained famous: "For any action, an agent must receive orders from only one chief." In mathematical terms, the hierarchy must be schematic in a tree, not a network. We know that in a tree only one path is possible to go to a given point, while in a network there are several ways to go to the same point. An agent who can take orders from several leaders is embarrassed: he does not know

what to obey. The instructions received can be contradictory. The unit of command, on the contrary, allows the safety and speed of execution. To this principle, which applies to the way in which orders in each department of the organization are transmitted to the staff, Fayol adds that of the management unit, which concerns the overall structure of the company. Fayol states that “the unit of command cannot exist without the unit of direction, but it does not flow from it.” Finally, the importance of the "bridge" principle can be noted in Fayol’s analysis of the hierarchy. It is a question of providing, in the hierarchical way, direct passages from one service to another, without being obliged to go up to the supreme leader.

According to Fayol, planning is about “looking to the future and setting the agenda”. Fayol indicated that the simplest is the extension (the “continuity”) of the programs present but accepts the unpredictability and explicitly recognizes the need for flexibility in the development and monitoring of the programs. The organization consists in the constitution of the social and material corpus necessary for the proper functioning of the organization. To organize is to define clearly the responsibilities and Fayol recommends to represent the organization in the form of an “organization chart” or organizational chart. To coordinate is to “bring harmony” between all actors in the organization. For this, Fayol, very pragmatic, recommends some devices that have become classic today (the weekly meeting, liaison officers, etc.). The command was based on the chief’s personal qualities and his knowledge of the general principles of administration (which Fayol attempted to gather in his 1916 work). Finally, the purpose of the control is to verify that the orders and principles have been respected. Control is defined in advance in a rigorous way and obeys principles of efficiency and systematism. It is followed by sanction.

His theories are often grouped into 14 principles of management, which provide a framework for effective organizational management. While Fayol did not explicitly discuss leadership styles in the same way modern leadership theories do, his principles can be linked to various leadership styles, including the delegative leadership style.

### **The implication of Fayol’s Management theory to delegative leadership style**

Delegative leadership or free-rein leadership, is a style in which leaders give employees the authority to make decisions within their areas of responsibility. Here's how Fayol's management principles can be linked to the delegative leadership style:

Division of Work: Fayol emphasized the importance of dividing work among individuals to increase efficiency. Delegative leaders also believe in the division of tasks and responsibilities, allowing employees to take ownership of specific areas.

**Authority:** Fayol's principle of authority is about the right to give orders and the power to exact obedience. Delegative leaders grant authority to their subordinates, empowering them to make decisions independently.

**Discipline:** Fayol stressed the need for a good discipline within an organization. Delegative leaders rely on the self-discipline of employees, trusting them to manage their own work and behavior.

**Unity of Direction:** Fayol's principle of unity of direction emphasizes the need for coordination of activities that have the same objective. Delegative leaders may provide broad objectives but allow subordinates to determine the specific direction and means to achieve those objectives.

**Subordination of Individual Interest to the General Interest:** Fayol emphasized the importance of putting the organization's interests above individual interests. Delegative leaders trust that employees will act in the best interest of the organization when given the freedom to make decisions.

**Stability of Tenure of Personnel:** Fayol advocated for stability in the tenure of personnel to promote efficiency. Delegative leaders, by empowering employees, contribute to a sense of stability as individuals feel trusted and valued.

**Initiative:** Fayol believed that employees should be given the opportunity to take initiative. Delegative leaders encourage and empower employees to take the lead in decision-making and problem-solving.

**Team spirit:** Fayol emphasized the importance of teamwork and a sense of unity within the organization. Delegative leaders foster team spirit by allowing employees to collaborate and make decisions together.

Fayol's principles align with the core ideas of delegative leadership, as both emphasize the importance of empowering employees, trusting them with responsibilities, and promoting a sense of autonomy and initiative. Delegative leadership can be seen as a practical application of Fayol's principles in the realm of leadership and decision-making.

### **2.19.3 Fiedler's Contingency Theory (1964)**

Contingency theory states that the administration of an organization cannot be done in a homogeneous manner. Each organization operates in a unique way. Therefore, the success of the application of administrative techniques will depend on the situations of the internal and external environment of each.

Basically, this theory states that we cannot speak in absolute terms in administrative matters. For this reason, the application of the same technique can give different results in each

company. For the contingency theory approach, everything is relative. There will always be a relationship between administrative techniques and situations in the internal and external environment of the company.

As a result, there is no single way to manage or solve problems. As changes in environmental conditions may positively or negatively affect the achievement of the proposed objectives.

For this reason, there must be contingency plans that must be put in place when there are changes in the environment around the company. This can jeopardize the achievement of objectives.

### **Characteristics of contingency theory**

It is important to mention that contingency theory is the result of the evolution of management theories. It is based on studies by Fred Fiedler, William Dill, William Starbuck, James Thompson, Paul Lawrence, Jay Lorsch and Tom Burns.

Among the most important features of contingency theory, we find four.

#### **1. Prioritizes the external environment of the organization**

First, the external environment of the enterprise is the most important factor for contingency theory. Therefore, the first thing to study and analyse are the changes that occur outside the organization. Afterwards, aspects of the internal environment are studied.

#### **2. The organizational structure must be flexible and adapt to the environment.**

Second, it establishes a functional relationship between management techniques and changes in the environment. In this case, environmental changes function as an independent variable and administrative techniques are the dependent variable.

As a result, the structure of the organization must evolve in response to changes in the environment around the business. It is not specifically a cause-and-effect relationship, but rather serves to make more effective administrative decisions in the face of external change.

#### **3. Seeks to balance the conditions of the organisation's internal and external environment**

Third, this theory tries to find a balanced position between the external and internal environment of the organisation. In order to make the most of the environmental situations, which contribute to the success of the operation of the institution.

#### **4. There are general and specific external factors**

Finally, external factors that affect an organization can be general and specific. Generalities include legal, political, economic, technological, demographic, cultural and ecological.

While task-specific or task-related external factors may be certain companies or individuals that affect the organization in a particular way. These may include suppliers, customers, competitors and regulatory entities.

### **Principles of contingency theory**

The most important principles of contingency theory are:

The principles that govern an organization are not universal: All the principles that govern an organization are defined according to the environment or the environment in which it operates.

The internal and external factors of the organization need to be integrated more effectively: What is expected is that the company will adapt to changes in the external environment. For this reason, efforts are being made to ensure that internal aspects are more responsive to external conditions.

The administration adapts to each situation: That is, the administrative techniques must respond to many situations, whatever their complexity.

### **Importance of the theory**

**Flexibility:** Contingency theory encourages school managers to adopt a flexible approach based on the specific situations they face. Each school has its own challenges and opportunities, and it is essential to adjust management strategies accordingly.

**Adaptation to the environment:** School performance can be strongly influenced by the environment in which the school operates. By using contingency theory, managers can better understand how to adapt management practices to meet environmental requirements and changes.

**Organizational structure:** According to contingency theory, there is no universal organizational structure that works for all schools. Managers must design a structure that is tailored to the specific needs and objectives of their institution.

**Situational Leadership:** Contingency theory emphasizes situational leadership, where the leadership style must be adjusted to reflect the situation and characteristics of team members. This allows leaders to adapt to different groups of teachers and students within the school.

**Improving Performance:** By adopting an adaptive approach based on contingency theory, schools are better prepared to meet the evolving challenges of the education sector. This can lead to improved school performance in terms of student achievement, teacher satisfaction and the educational community.

**Effective use of resources:** By understanding the contingencies that influence school performance, managers can use available resources more effectively and in a targeted manner. This maximizes the positive impact of these resources on student learning and development.

To conclude, contingency theory is a valuable tool for school management and improving school performance. By recognizing that management approaches need to be tailored to the specific characteristics of each school, managers can create more effective learning environments, foster teacher and student engagement, and improve overall school outcomes.

#### **2.19.4 Participative leadership Theory (Chris Argyris 1957)**

Participative leadership theory is an organisational theory developed by authors such as Argyris in 1957 (Fonkeng and Tamajong 2010: 32). It is a theory which postulates that the active participation and intervention of all the actors and stakeholders in an organisation in the development of the strategic plan and in decision-making enables skills to be developed. Participative leadership aims to develop skills.

The hierarchy builds and develops the company's strategy and vision with all the different functions (finance, communication, marketing, human resources, administration, production) and the rest of the company's community. Within the framework of the school,

"The leader invites and encourages the members of the school community to work with him or her to build a vision for the school. He or she works with them to set objectives, organise resources and carry out and evaluate activities. Participative leadership enhances the school's missions" (Nkoa, 2011, p61-62).

According to Argyris (1957), the formal organisation of the hierarchy, which excludes all participation by subordinates and consequently implies a chain of commands and orders, inevitably provokes and creates open or latent conflict between workers and the system; there is therefore a kind of internal and even external resistance leading to demobilisation and

disengagement of staff. People become passive and not autonomous. Naturally, this creates a feeling of failure, with employees feeling frustrated and alienated from all decisions because their proposals and objectives are not considered. As a result, they adapt poorly to the system and develop a defensive reaction against it or leave the company. When such worker attitudes are developed, management is faced with internal pressures and ultimately can no longer have control. Argyris (1957) believes that the theory of participative leadership provides an effective response to all these problems.

### **Theoretical interests**

The theory presented is of interest in the mobilisation and integration of the community in the implementation and evaluation of strategies and objectives previously determined by consensus. It is in fact a new vision that moves away from centralisation and autocratic management to give all bodies decision-making power. In this way, it participates in the implementation of the general strategy that it has drawn up in advance. Unlike traditional administration, which is generally directive and faithful to the Taylorian management and conception of personnel management in two groups, i.e. the management executives who think and the subordinate workers who execute, the operation of participative leadership revolves around negotiation, learning from mistakes, skill development, consultation, debate, consensus building, delegation of competences, decentralisation of decision-making, delegation of power, valuing employees in their points of view, and acceptance of opposing ideas. It is a way of managing team resources based on consultation, collective intelligence and dialogue. The advantage of this type of management is that it allows the discovery of talents and assets, enriches the workforce and stimulates creativity.

The above theory makes it possible to formulate questions revolving around the following: participative leadership style influences performances in school; teachers are involved in the management of educational provision; parents play a role in promoting school performances. When applied to the school environment, this theory shows that school management must involve all staff (teachers, parents, students) if school management is to be optimal. This is because managing a school involves the way in which the principal looks at and values his or her staff in particular and the educational community in general. The theory of participatory leadership is therefore fully relevant to this research, in that it shows how a school leader can rely on the internal members of the educational community to ensure that his or her school functions.

In order to do this, school leaders must implement a number of strategies to involve internal members of the educational community to participate in school activities in order to improve on performances. With this in mind, the school leader is called upon to:

- lead discussions within the educational team with a view to determining consensual objectives;
- lead discussion on the strengths and weaknesses of the teaching team;
- seek consensual solutions to identified problems;
- adopt improvement projects;
- seek strategies for redistributing lessons with the teachers.

Finally, Agyris's theory (1957) has a place in this research because its use in schools can lead to a better climate of collaboration within the educational community, which will encourage all stakeholders to find ways and means of managing the provision of education in Yaoundé secondary schools. For this reason, it is important to involve all stakeholders in the decision-making process because, together, the internal members of the educational community could find better strategies to make the school work. Participative leadership is therefore the most effective way of managing personnel in order to improve performances in the various schools in Cameroon.

## **2.20 Leadership Approaches and Models**

Leadership is an essential concept in the field of management and organization, which refers to a person's ability to guide, influence and motivate others towards a common goal. Over time, different levels of leadership have been developed to better understand the qualities and skills needed to be a good leader

### **2.20.1 Theory X and Theory Y Approach**

American psycho-sociologist, Douglas McGrégor formula in 1960, in his book "La dimension humaine de l'entreprise", la théorie X (authoritative management) and Y (management theory) One of McGrégor's key ideas is that the various management styles of companies result directly from convictions and conceptions of their leaders: "behind each command or action decision there are implicit assumptions about human nature and behaviour of men". {mosimage}

Theory X assumes what the proponents of the Taylorism (cf. quote from Le Chatelier): most beings human beings are supposed to be lazy. They don't like work. They have need, to work, to have the prospect of a gain. They do not do not seek responsibility and are unable to find



motivations in work. To force them to move forward, it is necessary put in place a number of retaliatory measures.

Theory Y, on the contrary, postulates that individuals, in reality, have psychological need that drives them to work. They want to personal achievement and progress in the exercise of responsibilities.

McGregor holds the theories of X and Y for theories on human nature? Certainly not. The question is important, because we need to know if McGregor has looked into nature or if he has studied the study of ideas and designs of leaders. If McGregor studies designs of management and not human nature, the reference to Adam's banishment, linked to the X design, indicates that our author believes that the God of the Bible came from a conception all human authoritarian, expressed in Judeo- then projected on society and on work in particular. This is the classical conception of rationalists allergic to religious considerations.

The main claims of theories X and Y, that we reproduced below, are all taken from the human dimension of an institution.

#### Theory X

"Theory X: traditional point of view on direction and control:

1. The average person has an innate aversion to work, which he will do everything to avoid.
2. Because of this characteristic aversion to work, the individuals must be compelled, controlled, directed, threatened with sanctions, if they are to make the necessary efforts to achievement of organizational objectives.
3. The average person prefers to be directed, wants to avoid responsibilities, has relatively little ambition, seeks the safety above all.

#### Theory Y

They are completely opposed to those of the X theory.

"1. The expenditure of physical and mental effort in the work is also natural that play and rest. The average person does not experience innate aversion to work. Under certain conditions work can be a source of satisfaction (and will be voluntarily completed) or a source of sanction (and will be avoided if possible).

2. External control and threat of sanction are not only means to achieve a directed effort towards objectives. Man can direct and control himself when he works for purposes for which he feels responsible.

3. Accountability for certain objectives exists in relation to rewards associated with their achievement. The most important of these rewards, that is, the satisfaction of the ego and the need for self-fulfilment, can be obtained directly by the effort directed towards the objectives.

4. The average person learns, under the right conditions, not only to accept, but to seek responsibility. The fact avoid responsibility, lack of ambition, importance safety are generally the consequences of experience and not the innate characteristics of being human.

Let's go back again to McGregor's subject matter. Both broad categories of management (directive and participatory) are they the result of managers' designs or the X and Y identify two poles of human nature that would explain the management oriented sometimes on the characteristics X, sometimes on the characteristics Y? In other words: does the management result from subjective opinions of managers or of reality? It seems

McGregor never decided on the alternative and he thought both ways. Proof: it is likely that he thinks sometimes describe human nature, since it introduces the notion evolution, at certain times, to move from the X to the behaviour of Y. He then classifies human desires in "ascending" order, from needs X to needs Y. the behaviour of the theory of X, can relate to a stage of social development. Later, needs as humans evolve, individuals adopt Y behaviours.

McGregor introduces evolutionary thinking into management and progressive that seems to relate more to the study of the management concepts. But this point of evolutionary view does not eliminate, at McGregor, the possibility to study managers' designs (X or Y designs): the evolutionary point of view is added. Remains the question whether the theory of X and Y corresponds to human types or only subjective conceptions.

### **Relating Theory X and Theory Y to Principals' Leadership:**

#### **Theory X Leadership in Principals:**

- Principals who adhere to Theory X may adopt a more controlling and authoritative leadership style.
- They might closely monitor teachers, enforce strict rules, and use external motivators like rewards and punishments to drive performance.

- This approach may create a hierarchical and rigid school culture.

### **Theory Y Leadership in Principals:**

- Principals embracing Theory Y may foster a more collaborative and empowering leadership style.
- They may trust and empower teachers, encourage professional development, and involve them in decision-making processes.
- This approach can lead to a more inclusive and positive school culture, promoting teacher creativity and job satisfaction.

### **Impact on Performance :**

- Schools with Theory Y-oriented leadership may experience higher teacher morale, creativity, and a positive school climate.
- Theory X leadership may lead to compliance but could stifle innovation and result in lower overall performance and satisfaction.

It's important to note that effective leadership often involves a combination of styles based on the context and individuals involved. A balanced and adaptable approach that considers the needs of both the organization and its members can contribute to sustained success.

### **2.20.2 Situational/Contingency Approaches to Leadership**

Some situations favour leaders more than others. For Fiedler, the favourable nature of the situation is the extent to which leaders have control and influence and therefore feel they can determine the outcomes of a group interaction. A few years later, Fiedler changed his situational factor from situational favourability to situational control, where situational control essentially refers to the extent to which a leader can influence the group process. Three factors combine to determine how favourable a situation is for a leader. In order of importance, they are as follows:

- (1) the relationship between the leader and the members, that is, the degree of acceptance of the leader by the group, their ability to work well together and the level of loyalty of the members to the leader;
- (2) the task structure, the extent to which the task specifies a detailed and unambiguous objective; and how to achieve it; and

(3) positioning power, that is, the leader's direct ability to influence group members. The situation is more favourable for a leader when the relationship between the leader and group members is good, when the task is highly structured and when the leader's position is strong the least favourable situation occurs when relations between leaders and members are poor, the task is unstructured and power is weak.

### **Contingency approach and performance**

Before implementing any changes, it's crucial to assess the current state of the school. This involves understanding the strengths, weaknesses, opportunities, and threats faced by the institution. Factors such as student demographics, teacher capabilities, infrastructure, and community support should be considered.

The contingency approach emphasizes the need for adaptability. Schools should be able to adjust their strategies based on changing circumstances. This might involve modifying teaching methods, curriculum, or administrative processes in response to new challenges or opportunities.

Effective leadership is a critical component of school performance. The contingency approach suggests that the leadership style should be contingent on the specific situation. For example, in a school facing significant academic challenges, a transformational leadership style that inspires and motivates both teachers and students might be more appropriate.

Applying the contingency approach to school performance involves recognizing the uniqueness of each educational institution and tailoring strategies to fit the specific context. It requires ongoing assessment, adaptability, and a willingness to customize approaches based on the evolving needs of the school and its community.

### **2.20.3 The Tannenbaum and Schmidt Leadership Continuum**

Tannenbaum and Schmidt's leadership continuum is a model that describes different leadership approaches used by managers to make decisions and lead their teams. It was developed by Robert Tannenbaum and Warren H. Schmidt in the 1950s.

This model offers a scale of seven leadership styles that vary from authoritarian to delegated. Each style is characterized by the level of power and control that the leader exercises over his subordinates.

**Authoritative leadership:** In this style, the leader makes all decisions without consulting team members. It closely controls the decision-making process.

**Paternalistic leadership:** The leader makes the decisions but takes into account the needs and opinions of team members.

**Advisory Leadership:** The leader consults with team members before making decisions, but retains final control over the decision-making process.

**Participatory leadership:** The leader actively involves team members in the decision-making process and accepts their contributions.

**Delegated Leadership:** In this style, the leader completely delegates decision-making to team members. He acts more as a facilitator than a decision-maker.

The model emphasizes the importance of the autonomy and involvement of team members in the decision-making process. The authors also noted that the appropriate leadership style may vary depending on factors such as the nature of the task, the skills of team members, and the organizational situation.

Choosing the right leadership style can have a significant impact on team member motivation, effectiveness and satisfaction. Therefore, managers need to be aware of the different leadership styles available and choose the one that best suits each situation to foster a productive and harmonious work environment.

### **Implication of the Tannenbaum and Schmidt Leadership Continuum to performances**

The continuum emphasizes the importance of involving followers in decision-making processes. In a school setting, this could mean encouraging student participation in decisions related to classroom activities, extracurricular programs, and school policies. A more participative leadership approach may foster a sense of ownership and engagement among students.

The leadership continuum highlights the dynamic nature of leadership, suggesting that leaders should consider the situation and the individuals involved. In a school context, teachers may need to adjust their leadership style based on the needs and preferences of their students, building positive teacher-student relationships.

The continuum underscores the importance of creating a positive and productive work environment. In a school setting, this can involve not only the interactions between teachers and students but also collaboration among educators and administrators. A balanced approach

to leadership that considers both the needs of the institution and the individuals within it can contribute to a healthier school culture.

Applying the Tannenbaum and Schmidt Leadership Continuum to school performances involves recognizing the dynamic nature of leadership and adapting styles to suit the needs and maturity levels of students. This approach can contribute to a positive learning environment, foster student engagement, and prepare students for future leadership roles.

#### **2.20.4 The Vroom-Yetton-Jago Normative Contingency Model**

Often the terms 'lead' and 'leader' are used incorrectly for name the same concepts. The essence of leadership is the faculty to positively influence others when the essence of management is managed (plan, organize, direct and control) the smooth running of operations. A leader receives authority from a group of individuals who freely accept to be subordinate to him in order to accomplish a specific mission.

A good leader cannot rely solely on the coercive powers that gives him his position; he must also show leadership, even if a leader can come from goal the levels of the organization, in focus on leadership as experienced by a leader today, we will try to better understand the factors that influence the right functioning.

The Jago-Vroom decision model is a rational model used by to determine whether to decide alone or to what extent the group should be involved.

This method was proposed by Vroom and Yetton in 1973 and then modified by Vroom and Jago in 1988. Subsequent studies have shown that the greatest precision in the assessment of the situation of the Jago decision model-Vroom allows better discrimination in the choice of a process.

In some business situations, it is best for a leader to be the decision maker for the group. In others, it is better for the group to have an entry or even make the decision. This model distinguishes five different situations and describes an algorithm for determine which one to use.

#### **Implication of this model to school performance**

The model emphasizes the importance of communication and collaboration in the decision-making process. School performances can benefit from increased collaboration between administrators, teachers, students, and parents. By involving relevant stakeholders in decision-

making, schools can foster a sense of ownership and shared responsibility, leading to better understanding and support for initiatives.

The model provides a structured way to involve teachers and students in decision-making processes. Depending on the nature of the decision, leaders can choose between autocratic, consultative, or group decision-making approaches. Inclusion of teachers and students in decisions that affect them directly can enhance their engagement and commitment to the school's goals.

School leaders can use the model to develop their own leadership skills and those of teachers and students. Understanding and applying the principles of participative decision-making can contribute to the growth of leadership capabilities within the school community.

The Vroom-Yetton-Jago Normative Contingency Model provides a systematic approach for leaders in schools to make decisions that consider the level of involvement from stakeholders. By applying this model, schools can enhance communication, collaboration, and engagement, leading to improved performance and a more inclusive school culture.

## **Conclusion**

This chapter was made up of the complete breakdown of leadership style, performances and theories used. Consequently, four elements were presented under principal leadership style that is consultative, participative, delegative and communicative leadership style. Other leadership styles were presented such as authentic leadership style, transformational leadership style, transactional leadership style, etc. Also, empirical studies on leadership styles and school performances were also presented. Again, leadership theories like bureaucracy theory, contingency theory, management theory and great man and trait theory were presented without forgetting leadership approach and model like X and Y approach, situational/contingency etc. the next chapter will focus on the breaking down of school performances. Also, elements on school performances were presented such as determinants of school performances, factors affecting school performances, other determinant of school performances, performance indicators like student achievement, discipline referrals, attendance rate, graduation rates, teachers' satisfaction, school dropout, promotion rate, transition rate and repetition rate. Elements under the measurement of school performances were also examined. Chapter 3 will address the design and methodology of the research adopted.



## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.0 Introduction**

In this chapter, the methods and procedures of data collection and analysis are presented. This is followed by focusing on the research design, population under investigation, sample size and sampling techniques, data collection methods and instruments, measures used to ensure validity and reliability of the instruments, research procedures, methods of data analysis and ethical considerations.

### **3.1 Research design**

Wikipedia says, a research design includes the process and methods used to conduct scientific research. The design defines the type of study (descriptive, correlative, experimental, etc.) and subtype (e.g., descriptive, longitudinal, case study), research question, assumptions, independent and dependent variables, experimental design and, where applicable, data collection methods and a statistical analysis plan.

According to Green and Tull, this is the specification of techniques and processes for obtaining the required information. It is the overall project operating model or framework that indicates which data should be collected from which source through which processes.”

According to the researcher, research design is simply the method used by the researcher to collect and analyze the data needed to test the research hypothesis.

Mixed method research is a methodology that allows researchers to use multiple methodologies to solve a problem or test hypotheses. To go further, this methodology is the result of combining quantitative and qualitative data within a single research project or simply during the verification of hypotheses.

The major advantage of such an approach lies in the integration that allows a more complete and harmonious use of data, unlike the collection and individual analysis of quantitative and qualitative data. In the UX sector, this combination results in the collaboration of User Researchers (qualitative aspect) with Data Scientists (quantitative aspect) who complement each other and must consider themselves as natural members of the same team.

In UX projects, we experts often face a lack of time or resources, or both. Quantitative data may be readily available, but qualitative data is time-consuming although very useful.

In addition, it is not uncommon for stakeholders to ask for “the full formula” for half the time and resources required. It is in these situations that it is naturally difficult to manage and prioritize data.

Combining qualitative data, which creates empathy and tells stories, with quantitative data, which makes, “authority” and constitutes an “impressive sample”, you have a tool and an opportunity to perform more tasks more efficiently.

As always, all roads lead to Rome. Different stakeholders, different projects and different research questions make it possible to use different research models using mixed methods.

### **3.3 Types of Design**

Creswell and Clark (2007) argue that a research model is the procedure for collecting, analyzing, interpreting and reporting data in research studies. It sets out the procedure for the data required, the methods to be used to collect and analyze the data, and how this will answer the research questions (Grey, 2014). This study adopts a survey and correlational research designs (simple correlation studies). A survey examines individuals, groups, institutions, methods and materials to describe, compare, compare, classify, analyze and interpret entities and events in the field (Cohen et al, 2007). The survey is used in this study to allow the researcher to study a large population and to have greater statistical power. It also allows the researcher to gather a large amount of information and to have access to validated models.

The type of research used in this study is the description. The descriptive survey was chosen because it allows us to collect data at a given time to describe the nature of existing phenomena; to identify standards against which these existing phenomena can be compared. It also helped us analyze a wide range of issues, populations, institutions and programs to describe or measure any generalized features. It also helps us to ensure the objectivity and generalization of the results. Since the design will focus primarily on the “what” of the study objective, we also use the correlational research design to help us diagnose the “why” and “how” of the study. A correlative research design qualitatively describes the extent to which variables are related. This involves collecting data to determine the effects of principals' leadership styles on academic performance. We adopted the concept of simple correlational research because we wanted to determine how the principal’s leadership styles influence academic performance. This research is both quantitative and qualitative. According to Amin (2000:13), qualitative research is a

research whose data is essentially descriptive. This means that the data to be obtained are usually expressed in nonnumerical terms.

On the other hand, quantitative research involves the collection of numerical data in order to explain, predict and control the phenomena of interest, the analysis of the data being mainly statistical. This involves collecting data to test hypotheses or answer questions about the current state of the study subject. It is applied to describe current conditions or to investigate relationships, including the cause-and-effect relationship.

The reason we used the blended approach is that the data collected for this research were both numerical (which seeks to explain the relationship between the independent and dependent variable) and non-numerical (seeking to describe variables).

### **3.4 The Research Approach**

The research approach is a methodology used by researchers to address and solve problems, discover new knowledge and expand our understanding of the world around us. This approach is based on rigorous principles and methods that allow for systematic, objective and reproducible scientific investigations.

One of the first steps in the research approach is to clearly define the research topic or question. This often involves a literature review to ensure that similar studies do not already exist or that other researchers have not yet answered the question asked. Once the subject is established, the researcher formulates specific hypotheses or objectives that will guide the entire study.

The researcher then develops a detailed research plan that includes the methods and procedures for collecting relevant data. Depending on the field of research, these methods can vary from surveys and interviews to controlled laboratory experiments. The aim is to choose reliable methods that will lead to solid and meaningful results.

Once the data has been collected, the researcher analyses them thoroughly using statistical techniques or other appropriate approaches. The objective is to interpret the results objectively and impartially in order to answer the initial research questions. If the results do not confirm the hypotheses, this can also be an important discovery, as it can open up new perspectives or challenge preconceived ideas.

In addition to data collection and analysis, the research approach also involves reflection on the ethical implications of the study. Researchers must ensure that participants are kept

confidential, obtain informed consent, and avoid potential harm. Research ethics are fundamental to any serious study.

Finally, research findings and results are communicated to the scientific community and the general public. This can be done through publications in scientific journals, presentations at conferences or media presentations. The dissemination of results is essential for peer validation and to enable other researchers to build on these discoveries.

To summarise, the research approach is a complex and rigorous process that aims to increase our understanding of the world using scientific methods. It helps answer important questions, formulate new hypotheses, and contribute to the advancement of knowledge in many fields. By adopting a sound research approach, researchers can ensure that their results are reliable, meaningful and useful to society.

### **3.5 Research Methods**

The method used for this study was a mixed method research. That is the research made use of both qualitative and quantitative research methods. Quantitative method was used because in order to better understand the relationship between principal leadership and school performances, data need to be collected from a large number of persons. (Amin 2005) Also, the researcher used the qualitative approach in order to gather quality information from a targeted population.

### **3.6 Area of study**

The research took place in Cameroon in Central Africa. In Cameroon, the educational system owes its origins to its colonial history. As a result, the system is primarily a hybrid of the French and British education systems (Samfoga 2015). Cameroon currently has several public and private secondary schools. But our research will focus only on certain public and private secondary schools of the Mfoundi Division in the Central Region of Cameroon. Technical schools are not included in this study.

### **3.7 Population of the study**

According to Shukla, (2020) the research population is a set of all units (people, events, things) that have variable characteristics under study and for which the research results can be generalized. A population determines the limit within which research results are applicable.

According to Amin (2000:13), the term population refers to “the complete collection of all items of interest to us in a particular survey”, it also defines a population as all or all objects or

individuals, have one or more common characteristics of interest to the researcher for which deductions must be made in a sampling study. The population of this study was composed of public and private Mfoundi Division secondary schools in the Central Region (principals, teachers and students) in that region.

### 3.8 The target population of a study

A population is a set of persons, tribes, or groups from which a sample is drawn (Amin 2005). Fraenkel and Wallen (2006) state that the target population is the actual population to which the researcher would like to generalize his conclusions. Among these public and private schools, the following were selected for the study: a school (public and private) was selected by sub-division on the basis of their performance in the official examination's office du back and GCE board running from 2017 to 2021. In addition, these schools were chosen because of their accessibility.

**Table 7: presentation of the target population**

Sub-division	Public	Private
Yaounde I	GBHS Nkoletou	Collège Bilingue la RETRAITE, Collège JEAN TABI
Yaounde II	GHS Cité Verte	
Yaounde III	GHS Biyem Assi	Collège François Vogt
Yaounde V	GBHS Essos	Collège Polyvalant Saint Augustain
Yaounde VI	GBHS Mendong	Collège Fleming

Source : Researcher

### 3.9 Accessible Population

According to Onen (2020), the accessible population is the portion of the target population from which the researcher has reasonable access and from which the sample can be drawn. The population available for this study therefore involved principals, teachers and pupils from public and private schools selected in the Mfoundi division.

**Table 8: presentation of the accessible population (Public schools)**

<b>Public Secondary Schools</b>	<b>Number of principals</b>	<b>Number of Teachers</b>	<b>Students</b>
GBHS Nkoleton	01	65	06
GHS Biyem Assi	01	60	06
GBHS Essos	01	70	06
GBHS Mendong	01	60	06
GHS Cite vert	01	60	06
Total	05	315	30

**Table 9: presentation of the accessible population (private schools)**

<b>Private Secondary Schools</b>	<b>Number of principals</b>	<b>Number of Teachers</b>	<b>Students</b>
Collège de LA RETRAITE	01	40	06
Collège VOGT	01	50	06
College Fleming	01	40	06
Collège JEAN TABI	01	50	06
College Polyvalant Saint Augustain	01	30	06
Total	05	210	30
Grand Total	10	525	60

### 3.10 Sample of the study

Amin (2005) argues that the sample is a subset of a population, considered to represent the entire population. He reiterated that the population sample should be drawn to include all segments of the population. Sampling is done because sometimes the population to be studied is so large that the researcher cannot study the entire universe. Thus, it becomes very necessary for the researcher to select a subset of the universe that is considered representative of the population of origin, to study it and to make inferences on the population of origin. Thus, the sample of this study was made up of some public and private secondary schools of the Mfoundi division, 10 principals, 525 teachers and 60 heads of pupils were chosen to respond to the study. The underlying hypothesis is that the population as a whole is sufficiently small in number and that it helps the researcher to obtain adequate and necessary information because of his participation in the management of the secondary school.

#### 3.10.1 Sampling

According to Onen (2020), sampling is the process of selecting a group of people, events, behaviours or other elements with which to conduct a study. Sampling is an important tool for research studies because the population of interest is usually too large for a research project to

include participants. It is the process of extracting part of the population from which generalization to the population can be made. We therefore use the sampling technique to select the sample below.

### **3.10.2 Sampling Techniques**

The sampling technique refers to the various strategies used by a researcher to sample the parent population of the Amin (2005) study. There are two main types of sampling techniques, probabilistic and non-probability. The sampling technique used for this study is probabilistic sampling. In probabilistic sampling techniques, all members of the study population have an equal opportunity to be selected for the study. There are also different types of probabilistic sampling techniques. In this study, the type of probability sampling technique used was the simple random sampling technique (SRS). The SRS is one of the most important and fundamental sampling methods in statistics. According to Amin (2005), a simple random sample is a sample obtained from the population so that samples of the same size have an equal chance of being selected. This was used to attract 525 teachers from the study which is 315 of the selected public secondary schools in the Mfoundi division and 210 teachers from the selected private schools. When performing the simple random sampling technique, the researcher collected the list of said teachers in each school and cut them out with each number representing the teachers on a separate sheet of paper, each having an equal chance of being included in the study. The figures on the sheet of the papers were deployed and mixed then one after the other; the 525 teachers of the study were drawn from the population.

In addition, for students, facilitators were selected from graduate students based on the sustainability of the school students and 10 students from each school were selected, for a total of 100 facilitators and 10 principals.

## **3.11 School profile**

### **3.11.1 Government Secondary Schools**

They are school created by the government all over the country for the benefit of the populations. These schools are headed by principals, recruited by the governments, teachers also are recruited and paid by the government.

### **3.11.2 Private secondary schools**

These are schools that were founded by individuals. These persons are responsible for recruiting the head of the school who is the principal and the staff members for the review of the school.

The main sources of funding for private schools are tuition fees, grants from the Ministry of Secondary Education and donations from other institutions.

### **3.11.3 Staff profiles**

The minimum requirement for public secondary school principals in Cameroon is a DIPES 1 and DIPES 2 obtained from the ENS. Some have a master's degree, while others have a doctorate. Also, in the private sectors, the minimum requirement is Degree

### **3.12 Sources of Data**

To strengthen the research findings, the data relevant to the study were generated from primary and secondary sources, which are described below.

#### **3.12.1 Primary Data**

Primary data is a type of data which never existed before; hence it has never been published before. Primary data is collected for a specific purpose; which implies that they are critically analysed to find answers to research questions (Sounders, et al. 2012). Primary data is gotten mainly from observation of events, processes, manipulation of variables and contrivance of research situation including the performance of the experiment and responses to the questionnaire. When data take any of the forms listed, it gives rise to another source known as secondary source. In this research work, the primary data were collected using a questionnaire and interview guide that were developed.

#### **3.12.2 Secondary Source**

The secondary source is generated by primary sources. Data collected from secondary sources are secondary data, but secondary data is derived from the processing of data from primary sources that have been conducted and published by previous researchers. According to Saunders, et al. (2012) Secondary data that have already been published in journals, magazines, newspapers, books, online portals, YouTube videos, blog pages and other sources. In this study, we derived our secondary data from MINESEC, OBC, GCE board, regional delegation reports, etc. We also exploited the books, Internet, thesis, televised interviews as secondary sources to collect data for this study.

### **3.13 Instruments of Data Collection**

Research instruments are the various tools used by the researcher to gather information from respondents. The main research instruments used in this study were questionnaires, interview guides and group discussion.



Data from the study included responses to teacher questionnaires, the interview guide for principals, and focus group discussions for student leaders. Primary and secondary data were used for this study. The primary data were obtained in the field through questionnaires, while the secondary data constituted the divisional delegation, MINESEC, some results from private and public secondary schools, CGCEB and Office du BAC.

### 3.13.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions to gather information from respondents. For this study, we use the questionnaire because it allows the researcher to acquire adequate, accurate and objective information. It is cost-effective and allows the researcher to get large data from more respondents in a relatively short period of time and provides a wide range of data at minimal price. Questionnaires were prepared for teachers in English and French because of the bilingual nature of our country. The survey consisted of 03 sections. Section A described basic information, Section B focused on a variety of leadership style issues, and Section C consisted of performance in public and private high schools. (See appendix 5)

#### Questionnaire Description

##### Demographic information

- Gender
- Educational level
- Age
- Teaching experience

**Table 10: Description of Questionnaire**

Hypothesis	Indicators	Number of items	Measurement scale
RH1	Consultative leadership style	Q5 – Q10	4-point Likert scale
RH2	Delegative leadership	Q11 – Q15	4-point Likert scale
RH3	Communicative leadership style	Q16 – Q21	4-point Likert scale
RH4	Participative leadership	Q22 – Q26	4-point Likert scale
Dependent Variable	Performances	Q27 – Q34	4-point Likert scale

Source: researcher (2022)

### **Weighing the scale**

The measurement scale was a four-point Likert scale presented orderly thus: (Strongly disagree-SD= 1, Disagree-D= 2, Agree-A= 3 and strongly agree-SA= 4). From the objective of the study, all the items were affirmative, thus all negative had low points. Four-point Likert scale was chosen because it is more reliable for recording opinions and it equally eases data analysis through the Statistical Product for Service Solutions (SPSS, version 23). The respondent was expected to tick the option most suitable for them.

For the decision rule according to Tanah and Encho (2017), it refers to regulation or guide which enables a researcher obtain a decision on whether to accept or reject an issue as seen below

Mean= 4

This mean that any factor with a mean of 2.5 and above was accepted (positive) while those less than 2.5 were rejected (negative). Each questionnaire was made up of close-ended questions and was to be answered anonymously and not obligatory (*see appendix*). Given that we are carrying out mixed research and the close ended questionnaire can only provide quantitative data, thus we introduced the interview guide and focus group discussions

### **3.14 Collection of qualitative data**

This section allows us to present the process of collecting qualitative data through the interview guide. We will also discuss the conduct of the interviews carried out in the schools

#### **3.14.1 The interview guide and the pre-test**

In accordance with the semi-structured interview methodology, we use an interview guide to ensure consistency in the data that will be collected in the field. After clarifying our needs, we developed a first interview guide consisting of two main themes: leadership styles and academic performance. We submitted them to some of our PhD students and professors, to assess their level of understanding of our themes. This step allowed us to make the necessary clarifications and to reformulate our questions in order to allow a better understanding and, of course, the most precise answers we expected.

Once this step was completed, a pre-test was carried out with two anglophone assistant directors in Yaoundé, and their answers allowed us to definitely validate our interview guide in English, most of the biases were found to be minimized. The final version of the guide in English has therefore been translated into French. Once that was done, we did a pre-test with two principals

of francophone schools, which allowed us to make some semantic corrections to eliminate any ambiguity before the final validation of the translated version, which we have in appendix.

The interviews were conducted according to our interview guide in four phases:

- (1) before the actual interview,
- (2) at the beginning of the interview,
- (3) during the interview, and
- (4) at the end of the interview.

**Building the respondent's confidence:** Even before the interview itself began, we started by introducing ourselves. Our position as a PhD researcher reflected our independence from the management of the institution and guaranteed the anonymity and confidentiality of the information collected. After the presentation of the objectives of the research and the related research certificate, we asked the interviewee to briefly introduce himself or herself. This important step put the respondent at ease.

**The central question of the research:** Once the respondent was at ease, we asked the central question of our guide we had five central questions. These questions were as follow: Does consultative leadership style of principals' affect performances? Do delegative leadership style of principals' influence performances? Do communicative leadership styles of principals' influence performances? Do participative leadership styles of principals' influence performances? What method do principal used in order to improve school performances?

**Sub-questions and follow-up questions:** We often asked sub-questions for example: do the school leaders empowers team work, do the school leader empowers team members, do staff deal with problem directly etc. (see appendix 4)

**At the end of the interview:** After asking the interviewee if he or she had any other point to make, we thanked the interviewee for his or her contribution to our research. We then suggested to offer the interviewee with a transcript of the interview once it has been transcribed, so that she can ensure that the meaning of what was said is respected. This step further strengthens the bond of trust between researcher and respondent.

### **3.14.2 Focus Group Discussion**

Focus group discussion was organised with student leaders in ten schools selected for the study. Before going to the field, the discussion that were prepared for the students were distributed to

PhD researchers who were not researchers from the faculty of education. This was done in order for them to go through them. After validations, it was then brought to the field for data collection. 6 student leaders were selected in each school and these students were group into one group under the supervision of the researcher who played the role of the moderator and the recorder. These groups were made up 12 students per group and the duration for each discussion lasted for about 24 minutes. During the discussions, several questions were asked to them concerning leadership style and school performances. The majority of these student leaders did not know exactly what leadership was so the researcher explained to them what leadership styles and school performances was all about. (See appendix 6)

### **3.15 Measuring instruments**

Measurement instruments play an essential role in scientific research, whether it is conducted in the social sciences, natural sciences, or any other field. These instruments allow researchers to collect objective and quantifiable data, which facilitates the analysis and interpretation of results. In this explanation, we will discuss the different types of measurement instruments used in research, as well as their importance and appropriate use.

First, it is important to understand that measurement instruments can be qualitative or quantitative in nature. Qualitative instruments are often used in the social sciences to gather information about people's opinions, attitudes, perceptions and behaviors. These instruments may include semi-structured interviews, open questionnaires, focus groups, and other methods that allow participants to express their thoughts and feelings in detail.

On the other hand, quantitative measurement instruments are used to collect numerical and numerical data. These instruments are frequently used in the natural sciences and experimental fields. They may include closed questionnaires, rating scales, standardized tests, electronic measuring devices, sensors, and other tools that enable accurate and objective measurement of the variables studied.

When selecting a measurement instrument, researchers must consider several important factors. First, the validity of the instrument is crucial. Validity refers to the ability of the instrument to measure what it is supposed to measure. A valid instrument must be capable of providing accurate measurements relevant to the research objectives. For example, a happiness questionnaire should be designed to accurately reflect the actual level of happiness of participants.

Second, the reliability of the instrument is also essential. Reliability refers to the consistency and stability of the measures produced by the instrument. A reliable instrument must give similar results when used at different times or by different researchers to measure the same variable.

In addition, researchers should consider the sensitivity of the instrument. Sensitivity refers to the ability of the instrument to detect small differences or subtle changes in the measured variables. A non-sensitive instrument may not reveal significant variations, while an overly sensitive instrument may amplify insignificant differences.

Measurement instruments must also be adapted to the specific research context. The characteristics of the sample of participants, the objectives of the study and the logistical constraints may influence the choice of the most appropriate measurement instrument.

Once the measuring instrument is selected, researchers must follow rigorous procedures to administer the instrument and collect data in a standardized manner. This ensures that measurements are obtained consistently and avoids potential biases in the administration of the instrument.

Finally, the analysis of the data collected using the measuring instruments is a crucial step in the research process. Researchers use appropriate statistical techniques to examine the relationships between variables and draw objective conclusions from the data.

To conclude, measurement instruments play a central role in scientific research by providing objective and quantifiable data. They allow researchers to test hypotheses, identify models and formulate informed conclusions. However, it is essential to select valid, reliable, sensitive instruments adapted to the specific research context to ensure the quality and relevance of the results obtained.

### **3.16 Procedures of Data Collection**

To collect the data from the sample respondents, the appropriate time and place were chosen to place the data freely and to maximize the quality of the response and the level of performance. Prior to sending the questionnaires to participants, the researcher had provided guidance to clarify the research objectives. Subsequently, questionnaires were sent according to the schedules of some regions. Similarly, interviews were conducted with school principals, questionnaires distributed to teachers and group discussions among student leaders selected by the researcher.

### **3.17 Pilot Testing of the Instruments**

The “instrument steering” phase is a crucial step in the research and data collection process, aimed at testing and validating the tools and instruments that will be used to gather information in a research study. This preliminary phase is essential to ensure that the instruments are reliable, valid and appropriate to achieve the research objectives.

When a researcher undertakes a study, he or she must choose the instruments best suited to his or her field of study and research questions. These instruments may include questionnaires, interviews, measurement scales, psychometric tests, observations, or other data collection methods. The purpose of piloting is to test these instruments before using them on a large scale, in order to detect any problems and correct them before collecting the final data.

The steering process usually begins with a thorough review of the existing literature on the selected instruments, to ensure their relevance and validity for the specific population and research context. Then the researcher can conduct pilot interviews or preliminary tests with a small group of participants representative of the target population. These interviews or tests gather feedback and suggestions from participants on the clarity of the questions, the relevance of the items and the ease of use of the instruments.

After making the necessary adjustments, the researcher may proceed to a full-scale test phase, using the revised instruments from a larger sample of participants. These participants should not be the same as those who participated in the pilot interviews in order to avoid any potential bias. The researcher can then assess the reliability and validity of the instruments using appropriate statistical analyses.

If the pilot results are satisfactory, the instruments are ready for use in the main study. However, it is important to note that the steering process is not a single step and may require several iterations to ensure the quality and relevance of the instruments.

Questionnaires were printed and brought to the field for a pre-test. This pre-test was carried out at Lycee d’etoug-ege high school in Yaounde. These surveys were distributed to selected teachers that is 23. The instruments used for the pre-test was SPSS and it gave a coefficient of 0.936 and was therefore reliable. Based on these results, some corrections were made concerning the formulation of certain questions etc. and the final survey were now printed for field study.

### **3.18 Validity and Reliability of the Instruments**

#### **3.18.1 Validity of Instruments**

Validity is defined as a measure of the truth or falsity of the data collection instrument. It is classified under internal and external validity of instruments. This is the most important step to take to ensure that the research instrument meets its purpose, as each instrument is designed for a specific purpose. Once designed correctly, it measures correctly and if it is defective, it misses the target. Validity is an important requirement both qualitatively and quantitatively (Cohen et al. 2007) The validity of survey research relates to the extent to which the survey measures the right elements to measure. In simple terms, validity refers to the extent to which an instrument can measure what it is supposed to measure.

#### **Face Validity**

After the construction of the instrument, it was given to two specialists who is my supervisor and the statistician. These specialists read the research instruments and make the necessary corrections. The researcher also met with students who were at the same level of study as the researcher. They read the instrument and made possible corrections. The instrument was then given to the study supervisor, who read it and made corrections. All this was to ensure the validity of the content of the instrument, in order to ensure that the data that will be very necessary to answer the research questions.

#### **3.18.2 Content Validity**

Content validity refers to the extent to which a test represents the universe of elements from which it is drawn, and is particularly useful in assessing the utility of the pass test (Salkind, 2000). For Amin (2005), content validity is the extent to which the test measures what it was intended to measure. It shows how the instrument adequately samples the universe of knowledge, skills, perception and attitudes that respondents are expected to demonstrate. Thus, validity is the extent to which a measurement experiment actually reflects the variables designed for the measurement. In this study, the instrument designer ensured that all the questions asked in the questionnaire completely exhausted all that was implied by the research questions and the hypothesis. To ensure that the content is valid, the researcher used the Partial Least Square-Structural Equation Modelling (PLS-SEM) and the measurement model analysis consisting of convergent validity for questionnaires are conducted. Thus, confirming the validity of the instrument measured.

### 3.18.3 Reliability of Instruments

Reliability is a measure of the extent to which a research instrument provides consistent results or data after repeated testing (Cooper & Schindler, 2006). The reliability of the measurement relates to the extent to which a particular measurement procedure yields similar results in a number of replicate tests (Orodho 2004).

The reliability of the questionnaires and interview schedule has been improved through the half-reliability method. The score obtained from the two sets of questionnaires was then analyzed using Pearson's effective time correlation formula. A high correlation coefficient – effective above 0.5 means the instruments were reliable.

### 3.18.4 Test-retest reliability

To establish the reliability of the instruments, the researcher employed the test-retest approach. According to Amin (2005) test-retest reliability refers to the degree to which the scores on the same test by the same individual are consistent over time. This is an indication that the result obtained at a certain point will be the same or closer to the former scores if the test is administered again after some time. In this study, we administered questionnaires to teachers on principal leadership styles and its effect on school performances in Public and Private secondary schools in Cameroon: case of selected public and private secondary schools in the Mfoundi Division we administered the same tool for the same population and the result was analysed with the help of Cronbach's Alpha

In this study, the researcher employed the Cronbach's alpha statistical tool. We used Cronbach alpha in this study in order to assess the reliability, or better still the internal consistency of a set of scale or items used in this study. According to Salkind (2000), internal consistency examines the reliability within a particular set of items in a test or scale with total performance on the test or scale that takes the form of a correlation coefficient. Correlations are expressed as a numerical value represented by lower case r. For instance, the correlation test between test A and test B would be represented as r test A. test B. In which case, the scores in test A and the scores in test B correlated. The reliability coefficient or correlation coefficient range from -1.00 to 1.00. A value of 1.00 would be the most appropriate reliability, were there is no error in the measurement process

Cronbach's coefficient Alpha

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_k^2}{\sigma^2} \right) \quad \text{where:}$$



$\sum \sigma_k^2$  is the sum of the variance of the k parts which are the items of the test or instrument.

$\sigma$  = standard deviation of the test or instrument.

**Table 11: Reliability statistics**

Cronbach's alpha	Cronbach's Alpha based on standardized items
Consultative leadership style	0,989
Delegative leadership	0,966
Communicative leadership style	0,986
Participative leadership style	0,973
Performance	0,978

**Source : This study (2022)**

After two weeks we re-administered the instrument to the same group of people the scores were computed to obtain a coefficient of stability index of 0.9. this coefficient stability is significant. This shows that the instrument had a good test re-test reliability.

### 3.18.5 Reliability of the Interview guide

As recommended by Cohen et al. (2007), the reliability of the interview data collection tool was ensured through rigorous scheduling, interviewer training, the reliability of the links in the coding of responses and the external use of specific questions. The interview used is a structured interview, with the same format, and a sequence of words and questions for each respondent. The structured interview is used in this study because it improves the reliability of the data collected by eliminating any social complexity that the open interview could bring.

### 3.19 Data Collection Procedure

After submitting several proposals, the researcher finally obtained permission to go into the field and collect data after mastering the required proposal writing skills. After the approval, the researcher obtained a research authorization from the École supérieure des sciences sociales et éducatives of the University of Yaoundé 1. The researcher then went to the Mfoundi Divisional Delegation for secondary education in order to have a permission to visit participating schools. The researcher then visited the participating schools to familiarize himself and obtain permission from each principal to conduct the proposed research in the school at an agreed day or time.

The researcher then visited each sampled school to collect data from the sampled teachers and students. The researcher administered questionnaires to the teachers, allowing them sufficient

time to respond appropriately. The researcher also assured the interviewees to be completely confidential and not to be victims of the information provided. The researcher then collected completed questionnaires at the end of the fiscal year each day at each school for data analysis. Respondents were not required to write their names on search tools to further improve confidentiality.

### 3.20 Data Analysis Procedures

When data was collected from the field, there was need to prepare the data for meaningful analyses. By so doing, the researcher performed the following functions on the data.

#### 3.20.1 Organization and Coding of Data on Questionnaire, interview and focus group discussion

When the questionnaires were brought back from the field, the researcher took some time to verify if all the items were on the questionnaire were appropriately filled out. Codes were then assigned to the various response's options.

##### 3.20.1.1 Coding of interviewees

We proceeded to the codification of the different interviewees for an anonymous exploitation of data

**Table : 12: Codification**

Principal	Code	Identification	Total
COPOSA	P	P1	8 Principal
Fleming	P	P2	
Retraite	P	P3	
X. Vogt	P	P4	
Nkol-Eton	P	P5	
Mendong	P	P6	
Biyem assi	P	P7	
Cité-vert	P	P8	
Student leader	GR	GR 1, GR2, GR3, GR4	4 Groups

**Source :** Researcher

**N/B:** For the student leaders, the researcher decided to group them into 4 groups for analysis because the researcher realised that most of these student leaders were saying one and the same thing.

### **3.20.1.2 Capturing Data**

The various codes corresponding to respondents' responses were then keyed into data view of version 23 of Statistical Package for social Sciences (SPSS). Elements of variable view were also entered.

### **3.20.2 Method of Data Analyses**

#### **3.20.2.1 The quantitative Analysis**

In the quantitative data analysis, the researcher was expected to turn raw numbers into meaningful data through the application of rational and critical thinking. Dudovsky (2018) opines that quantitative data analysis may include the calculation of frequencies of variables and differences between variables. A quantitative approach is usually associated with finding evidence to either support or reject hypothesis formulated at the earlier stage of the study. The quantitative data analysis followed the deductive model. The descriptive statistics were conducted to understand the type of data, frequency and percentages for different questions asked from the respondents like age, gender, occupation, professional experienced, democratic leadership styles, autocratic leadership styles etc.

The Statistical Package for Social Scientists (SPSS) vol 23 was used. To confirmed the proposed structural model, the researcher used Partial Least Square Structural Equation Modelling (PLS-SEM) which is an exploratory technique that uses the data to test the relationship between the latent variable and to analyse the path relationship in the model. PLS-SEM has become the most prominent data analysis technique and it is widely recognised for its remarkable advantages in behavioural science (Hair, et al. 2011). It helps researchers to understand the relationship among observed variables (Hair et al. 2013). It also works efficiently with complex models and small sample sizes. PLS-SEM was employed to consider the suitability of the hypothetical model and its relationship concerning the research problem. PLS-SEM is an interactive approach that maximises the explained variance of indigenous constructs.

Moreover, the PLS-SEM was selected for data analyses in this study because it is used to develop theories or models in exploratory research (Hair, 2014). Again, it is recommended to use PLS-SEM when the main objective of the research is to conduct predictions and explanation

of construct. With this, Chin (1998) explains that PLS-SEM is capable of prediction the formations of individual constructs (this involved indicators related to each individual construct) and identifies the relationship among the constructs. PLS-SEM can verify that the research model is valid and reliable as well as explore the relationship in the structural model. Therefore, in this study, the smart PLS 3 software (Standard software specialisation for PLS with model) developed by Hair Ringle and Sarstedt (2011) was also used. The following operation were done using the software.

Conformity factor analysis (CFA) was conducted to test how well and adequate a priori factor structure and its relevant model of loading matched the actual data, CFA is undertaken to ensure that all the items and constructs proposed in the model influence convergent legitimacy, construct cogency, discriminant authority and factor validity. The proposed factor for the model entered for CFA where it was assumed that the items having outer factor loading greater the 0.5 predicts the corresponding constructs effectively and vice versa. This analysis helps us to assess the structural stability of data collected through the questionnaire to develop a better understanding of the model and to pave the way for developing the PLS-SEM model for the study.

Path Analysis: our first step of the PLS-SEM, the path model of the proposed model connecting the variables and construct were considered for running the PLS-SEM algorithm in smart PLS software (version 3). The estimation of path model parameters involved:

Determination of an iterative algorithm that determined the composite scores for each construct correction for the attenuation of those constructs that determine composite scores for each construct.

### **Parameter estimation**

#### **Bootstrapping for inference testing**

The significance of each parameter and the strength of the relationship between the predictors (exogenous) and dependent (endogenous) constructs were determine using the p-value. After the analysis, the model was evaluated using the coefficient of determination ( $R^2$ ), estimation of path coefficient ( $\beta$ ), and prediction relevance ( $Q^2$ ). Finally, the model relationship analysis was carried out through hypothesis testing using p-value.

#### **3.20.2.2 Qualitative Data Analysis**

After data collection, the next step is to choose the appropriate analysis technique. The interviews were taken down and recorded after prior authorisation by the interviewee. In order to better conduct our analysis, all interviews were transcribed. With regard to the analysis of qualitative data, there is a multitude of techniques from which the researcher must choose. Jolibert and Jourdan (2011) present three main techniques namely summary, thematic content analysis and content analysis.

### **The summary**

According to Ndayirata (2017), the researcher who chooses the summary must base his or her study in four stages, namely: (1) data discovery which corresponds to the stage of identifying all the sentences that have a repetitive and contradictory connotation of the respondents. Here, the researcher starts with a global understanding of these sentences and then analyses them (2) data reduction: this stage aims to encounter everything that appears regularly in the respondent's speech: an idea, an opinion, a feeling; (3) meaning-making and interpretation: this stage allows the researcher to analyse all the data collected. (4) Final drafting: In this stage, the main ideas are outlined, as well as the major issues raised by the respondents, their motivations and their opinions.

### **The principle of content analysis**

Content analysis is the most common method for studying interviews or qualitative observations. The precursor of this method of qualitative analysis is Berelson (1952). He considers it a very suitable analysis technique for qualitative research. According to Bardin (2003), it consists of collecting and processing linguistic materials. These materials may have been collected through surveys or interviews or they may be 'natural' materials such as newspaper articles, narratives, testimonies, political speeches, literary works etc. Also, it is a set of methodological tools that is constantly being improved and that applies to extremely diverse "speech" and is based on deduction as well as on the use of the results. It is an interpretive effort that balances between two poles, on the one hand, the rigour of objectivity and, on the other, the fruitfulness of subjectivity (Bardin, 2003). Wanlin (2007) indicates that thematic content analysis is distinct from syntactic content analysis or lexical content analysis in that it is based on units of meaning or significance rather than on the basis of speech construction. For him, content analysis consists of cutting up and classifying the collected speech according to these units of meaning or themes; then grouping them into homogeneous, relevant, exclusive, exhaustive and objective categories. Grawitz (2001) defines categories as "meaningful headings, according to which the content will be classified".

### Thematic content analysis

According to Jolibert and Jourdan (2011), thematic content analysis consists of establishing an analysis grid that synthesises all the interview questionnaires. Only the categories or classes that will be used to code the data are predetermined by the researcher: "they do not therefore emanate directly from the reading of the raw information". The main feature of this analysis, according to the author, is that it is: "pre-existing to the experiment and results either from a local theory adjusted to a particular field of research or a general theory". The thematic content analysis is quite simple. All the information gathered during the interviews should be summarised in a single table, with the interviews listed in columns and the categories in the rows. Each box contains elements from the interviews associated with a particular theme. Also, in order to draw a conclusion, a brief decision or comment are made at the bottom of the tables in order to validate or reject the theme. This can be seen in the table below.

**Table 13: Content analysis table**

<b>V</b>	<b>Theme 1:</b>					
<b>Items</b>	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Q1</b>						
<b>Q2</b>						
<b>Q3</b>						

Source : Ghiglione & Matalon (2000)

### The stages of content analysis

In 1997, Bardin summarised the analysis of qualitative data in three main stages: data transcription, coding of information and processing. In 2003, he proposed another procedure

that is more complete than the first one in terms of approach but which respects the same main steps. ➤ Pre-analysis: transcribing interviews and observation notes

The transcript of interviews is generally conducted by hand (Silverman, 1999). It records word for word everything the interviewee says, without changing the text, without interpreting it and without abbreviation. Often, out-of-context and off-topic speech is not transcribed as these are pauses that participants take to relax. From time to time, if the verbal speech is poor, the gestures of approval or rejection (e.g., mimics) are noted.

Transcription is time-consuming and unrewarding. For example, it is estimated that for 1 hour of interview, it takes 2 to 3 hours to type the 6,000 to 8,000 words on the computer in Word (Andreani and Conchon, 2018). Several specialised software programmes are available on the internet to facilitate voice transcription, voice transcription software can be used even if the accuracy of their translation is questionable. To facilitate their task, a number of marketing research companies practice direct note-taking during meetings to facilitate their work. However, these methods are disappointing because they only provide 50% of the interviewees' speech, whereas at least 80% is essential for the for analysis. Moreover, these notes usually distort the words of the interviewees by replacing them with those of the note taker. For these reasons, (Robert and Bouillaguet, 1997) suggest a cold writing process, the objective of which is to record the observations and the particular feelings of the interviewer. The direct notes tell everything that needs to be said, even the smallest details, and avoid the logic of summary and synthesis, and focus on discovering weak signals (less frequent themes that are emerging). They avoid analytical grids that reduce the semantic profusion because the smallest piece of information is an explanation of the market explanation to the extreme. In our case, we used both voice transcription software, but manual reprocessing was done in Word, based on the notes taken during the interviews, in order to finally have content that could be easily exploited

### **Exploiting of material**

The aim of this central phase of a content analysis is to apply, to the corpus of data, treatments that allow access to a different meaning that responds to the problematic but without distorting the initial content (Robert and Bouillaguet, 1997). This second phase consists mainly of carrying out coding, counting or enumeration operations according to the instructions previously formulated. The coding explores line by line, step by step, the texts of interviews or observations texts (Berg, 2003). It describes, classifies and transforms the raw qualitative data

according to the analysis grid. This is a cumbersome and painstaking process that is done by hand and for which there are no automatic system.

Before coding the transcribed qualitative data, an analysis grid is constructed (Andreani and Conchon, 2018). The coding/counting of the units consists of applying the categories to the corpus and filling in the analysis grids according to (Robert and Bouillaguet, 1997), and, on the other hand, the unit of numeration, i.e., "the way in which the analyst will count when he has chosen to use quantification; the unit of numeration thus corresponds to what the analyst has chosen to use in the analysis. The unit of numeration therefore corresponds to what he or she counts". Coding units also known as units of analysis - establish how categories of analysis are coded. This can be done by cutting the text into pieces (significant extracts) and then assigning them a category. These extracts may correspond to the individual sentences themselves, the ideas expressed or their context.

### **3.21 Ethical issues**

Ethical issues in research are of paramount importance in the scientific field. Research ethics encompasses a set of principles and standards that guide researchers in conducting their studies and experiments. It aims to protect the rights, well-being and dignity of participants, and to ensure the integrity and validity of the results. In this talk, we will examine in detail some of the main ethical issues that researchers may face.

First, one of the essential aspects of research ethics is the informed consent of participants. Before participating in a study, individuals must be fully and comprehensibly informed about the objectives of the research, the procedures involved, the potential risks and the expected benefits. They must give their consent voluntarily, without pressure or coercion. Adherence to this principle ensures that participants are fully aware of their role in the study and can make an informed decision about their participation.

In addition, the confidentiality and anonymity of participants are important research concerns. Researchers should ensure that the identity of the individuals involved in the study is protected and that no sensitive personal information is disclosed without the explicit consent of the participants. This protects their privacy and avoids any form of potential harm that may result from the disclosure of their personal data.

Another crucial ethical issue concerns equity in the selection of participants. Researchers should ensure that the selection of subjects is not based on discriminatory criteria such as race, gender, religion, age or sexual orientation. All individuals should be treated equally and given the



opportunity to participate in the study, unless there are valid scientific reasons for specific selection criteria.

In addition, research ethics require transparency in reporting results. Researchers should report their findings honestly and completely, without omitting important information that could influence the interpretation of the data. Falsification or manipulation of results is a major violation of research ethics and can have serious consequences on the credibility of science.

Conflicts of interest are also a major ethical issue. Researchers must disclose any financial or personal relationship that could influence their work. This includes links with private companies, government organizations or other entities that may benefit from the research results. Transparent disclosure of conflicts of interest helps maintain the integrity and objectivity of research.

Furthermore, the ethical use of animals in research is a matter of debate. Researchers must justify the use of animals in their studies and ensure that suffering and trauma to subjects are minimized. Strict ethical protocols must be followed, and alternatives to animal use must be considered where possible.

Finally, the issue of plagiarism and intellectual property is crucial in research. Researchers must respect the copyrights and intellectual contributions of others by correctly citing their sources and granting due credit. Plagiarism is a serious attack on academic ethics and can have legal and professional consequences.

### **3.22 Informed consent**

Informed consent in research is a fundamental ethical principle that ensures that study participants fully understand the objectives, risks, potential benefits and procedures involved before agreeing to participate. This concept is essential to protect the rights, dignity and well-being of individuals involved in scientific research.

Informed consent involves several essential aspects. First, it must be voluntary and freely given, without constraint or outside influence. Participants should be able to make an independent decision without pressure to participate in the study. Consent must also be informed, which means that participants must receive comprehensive and understandable information about all aspects of the research that could influence their decision.

During the consent procedure, researchers must provide clear details about the purpose of the study, the research methods, potential risks, potential benefits, procedures, the expected

duration of the study, the confidentiality of data and the rights of participants. Participants should also be informed that they have the right to withdraw from the study at any time without any negative consequences for them.

Informed consent must be obtained before any participant is involved in the research. This means that researchers cannot start collecting data until they have obtained explicit consent from each participant. In addition, the consent process must be continually re-evaluated to ensure that participants are informed of any significant changes in the study.

For consent to be considered valid, it is essential that participants have a clear and complete understanding of what they are consenting to. This can be a challenge, especially when it comes to complex research projects or technical topics. Researchers should therefore strive to use simple and accessible language and answer participants' questions in depth.

Informed consent is an essential component of ethical research guidelines, such as those established by the Council of Europe, the Helsinki Declaration and the French National Commission for Informatics and Freedoms (CNIL). These guidelines aim to protect the rights and well-being of participants, while encouraging legitimate and ethical scientific research.

Finally, it is important to note that informed consent is a dynamic and ongoing process. Participants have the right to withdraw their consent at any time from the research, even after initially agreeing to participate. Researchers should be prepared to respect this choice and delete all data collected from participants who wish to withdraw. (See appendix 1)

### **3.23 Anonymity and confidentiality**

Anonymity and confidentiality are two essential and closely related concepts in research. They play a crucial role in protecting the rights and well-being of participants and in ensuring the credibility and integrity of scientific studies.

Anonymity refers to the protection of the identity of participants in a research study. When participants are anonymous, this means that their personal information, such as their name, address, phone number, email address, etc., is not associated with their answers or data in the search. As a result, researchers have no way to link the collected data to a specific person. Anonymity is generally ensured by not collecting identification information directly or by using generic identifiers for each participant. This allows participants to feel confident in sharing their opinions and experiences without fear of negative consequences.

Confidentiality, on the other hand, relates to the protection of information provided by participants in the study. When data is confidential, it means that it is stored and processed securely, so that it is only accessible to authorized researchers. Participants' personal information and responses provided in questionnaires or interviews are protected from unauthorized disclosure. This prevents any invasion of privacy and prevents third parties from using the information for malicious purposes.

Ensuring anonymity and confidentiality is an essential element of research ethics. Before starting a study, researchers must obtain informed consent from participants, clearly explaining how their data will be collected, used and protected. Participants should be informed of their right to withdraw from the study at any time, without having to provide any justification.

To ensure anonymity, researchers must take specific measures, including:

Avoid collecting directly identifiable information unless absolutely necessary for the study.

Use codes or identifiers to link data to participants, rather than using names or personal information.

Ensure data security using secure storage protocols, firewalls and intrusion protection measures.

Similarly, to ensure confidentiality, researchers should:

Limit access to the data only to members of the research team involved in the study.

Use secure means of communication to transmit data, such as encryption protocols.

Destroy or anonymize personal data once their use is no longer necessary for the study.

It is essential that researchers scrupulously respect these principles throughout the research process. Research ethics boards can play a crucial role in evaluating proposed research protocols to ensure they meet ethical standards of anonymity and confidentiality.

By adhering to these principles, researchers can not only protect the rights and privacy of participants, but also build trust in the scientific community and foster more free and honest participation of individuals in research. (See Appendix 1).

### **3.24 Consent to conduct this study**

When the research authorisation was handed over to the researcher by the Doctoral research and training in social and educational sciences (see appendix 2), the researcher went directly to the divisional delegation for the Mfoundi in order to receive another authorisation which will permit the researcher to easily get into the targeted schools (see appendix 3). After having all

the official letters, the researcher visited the various schools, met with the head of the school and presented to them all the necessary tools for data collection that is questionnaires for teachers, interview guide for principals and focus group discussion for students.

### **3.25 Restatement of research Hypothesis**

It is usually necessary to restate the research questions and hypothesis before presenting the data (Tanah and Encho, 2017). This will serve the reader the stress of opening pages forward and backwards to different chapters and pages of the work.

Our study centred on Leadership styles and performances in Cameroon. This study tried to examine the influence of principals' leadership styles to performance in selected public and private secondary schools in the Mfoundi Division. It examines whether Consultative, delegative, communicative and participative leadership had an impact on performances in selected public and private secondary schools in the Mfoundi Department.

A hypothesis is the most specific statement of a research problem. It is a statement of inequality. According to Amin (2005), a hypothesis is defined as a presumptive statement of a proposition or a reasonable guess based on available evidence that the researcher intends to check. It states the researcher's expectations concerning the relationship between the variables in the study research problem.

#### **3.25.1 General Hypothesis**

GRHa1: There is a relationship between Democratic leadership style and performances in public and private secondary schools in the Mfoundi Division.

#### **4.25.2 Specific hypothesis**

- Ha 1: Consultative leadership style of principal influences performances.
- Ha 2: Delegative leadership style of principal influences performances.
- Ha 3: There is a relationship between communicative leadership style of principal and performances.
- Ha 4: There is a relationship between participative leadership style of principal and performances..

### **3.26 Variables of the Study**

Amin (2005) defines a variable as anything that can take an offering or varying value. Variables are characteristics that can take one value and show variation. In this study, we distinguished two variables; the independent (IV) and the dependent variable (DV).

#### **3.26.1 Independent Variables**

An IDV is also known as the predictor variable or explanatory variable. It is the one that influence the DV and it is the presumed or suspected cause of the variation in the DV. It thus explains or accounts for variation in the dependent variable. The IV in this study is Principal leadership styles.

#### **Modalities for democratic Leadership styles**

- Consultative leadership style
- Delegative leadership style
- Communicative leadership style
- Participative leadership style

#### **Indicators**

##### **Consultative leadership style**

- Collaborative approach
- Empowerment
- Flexibility
- Respect for expertise
- Feedback mechanism
- Conflict resolutions

##### **Delegative leadership style**

- Minimal supervision
- Empowerment of team members
- Adaptability
- Skill-based delegation

- Flexible working environment

### **Communicative Leadership style**

- Accessibility
- Transparency
- Constructive feedback
- Inclusive language
- Team building
- Decisiveness

### **Participative leadership style**

- Group involvement
- Learning from mistakes
- Socio-emotional aspect
- Skill development
- Consensus building

### **3.26.2 Dependent Variable**

A DV is that which changes as a result of changes in the independent variables of interest. The dependent variable for this study is School performances

### **Indicators of school performances**

- Discipline Referrals
- Extracurricular activities
- Graduation Rates
- School Drop out
- Parent and community involvement
- Repetition rate
- Promotion Rate
- Teachers satisfaction

Table 14 : Synoptic table showing hypothesis, research variables and their indicators

General hypothesis	Specific hypothesis	Variables	indicators	Modalities	Indexess	Measurement scale	Statistical analysis
There is a relationship between democratic leadership style and performances in selected public and private secondary schools in the Mfoundi Division .	Consultative leadership style of principal influences school performances	<b>IV</b>	Collaborative approach	Strongly disagree, disagree, Agree, strongly agree.	Survey, Interview guide and FGD	Nominal scale	PLS-SEM
		Consultative leadership styles	Empowerment				
			Flexibility				
			Respect for expertise				
			Feedback mechanism				
			Conflict resolutions.				
		<b>DV</b>	- Discipline Referrals	Strongly disagree, disagree, Agree, strongly agree.		Nominal scale	PLS-SEM
		Performance	- Extracurricular activities				
			- Graduation Rates				
			- School Drop out				
			-Parent and community involvement				
			- Repetition rate				
			- Promotion Rate				

		- Teachers satisfaction				
Delegative leadership style of principal influences performances	<b>IV</b>	Minimal supervision	Agree, strongly agree, strongly disagree, disagree,	Survey, interview guide and FGD	Nominal scale	PLS-SEM
	Delegative leadership style	Empowerment of team members				
		Adaptability				
		Skill-based delegation				
		Flexible working environment				
<b>DV</b>	- Discipline Referrals	Strongly disagree, disagree, Agree, strongly agree		Nominal scale	PLS-SEM	
Performance		- Extracurricular activities				
		- Graduation Rates				
		- School Drop out				
		-Parent and community involvement				
		- Repetition rate				
		- Promotion Rate				
		- Teachers satisfaction				
There is a relationship between communicative leadership	<b>IV</b>	Accessibility	Strongly disagree, disagree, Agree, strongly agree	Survey, interview guide and FGD	Norminal Scale	PLS-SEM
	Communicative leadership styles	Transparency				
		Constructive feedback				



style of principals and performances		Inclusive language			
		Team building			
		Decisiveness			
Performance	<b>DV</b>	- Discipline Referrals	Strongly disagree,		Nominal scale PLS-SEM
		- Extracurricular activities	disagree, Agree, strongly agree		
		- Graduation Rates			
		- School Drop out			
		-Parent and community involvement			
		- Repetition rate			
		- Promotion Rate			
		- Teachers satisfaction			
There is a relationship between participative leadership style of principals and performances	<b>IV</b>	Group involvement	Strongly disagree,	Survey, interview and FGD	Nominal scale PLS-SEM
		Learning from mistakes	disagree, Agree, strongly agree		
		Socio-emotional aspect			
		Skill development			
		Consensus building			
Performances	<b>DV</b>	Discipline Referrals	Strongly disagree,		Nominal scale PLS-SEM
			disagree,		

- 
- Extracurricular activities
  - Graduation Rates
  - School Drop out
  - Parent and community involvement
  - Repetition rate
  - Promotion Rate
  - Teachers satisfaction
- 

Source : This study 2022

**Table 15 : resume of methodology**

<b>Aspect</b>	<b>Types adopted</b>	<b>Number</b>	<b>Some authors</b>
Area of study	The Republic of Cameroon (Mfoundi Division)	10 public and private schools	
Research Design	- Descriptive survey - Correlation research designs	2 designs	- Cresswell & Clark (2007) - Gey (2014) - Amin (2005)
Research Approach	- Mixed Method - Inductive/deductive	1 approach	- Saunders al (2012) - Cresswell (1994) - Singh (2019)
Study Population	- Public and private secondary schools	5 Publics and 5 privates' secondary schools	- Fraenkel and Wallen (2006) - MINESEC annual Statistics (2021)
Target Population	- Lycée Bilingue de Nkoleton, Cite vert, Biyem assi, LB Essos, College la Retraite, Jean Tabi, VOGT, COPOSA	10 schools	- Onen (2020)
Accessible Population	- Principals, Teachers, Student Leaders	Principal : 10 Teachers : 525	- Fonkeng, Chaffi & Bomda (2014)

		Student leaders : 60	
Sampling techniques	- Simple random sampling	1 technique	- Amin (2005)
Data collection instruments	- Questionnaire on four-point -Likert scale (For teachers)	3 tools	
	- Interview guide for principals		
	- Focus group discussions for student leaders		
Sources of data	- Primary source		
	- Secondary source		
The validity of research instrument	- Content Validity		- Amin (2006)
	- Convergent validity		- Fornell and Larcker (1981)
			- Salkind (200)
Reliability	- Test-retest		- Amin (2006)
	- Chronbach's alpha		- Salkind (200)
Statistical analysis	- Quantitative (Descriptive statistics)		- Kafle (2013)

Statistical instruments used and instrument for confirmation of proposed model	<ul style="list-style-type: none"><li>- Qualitative (Content Analysis table)</li><li>- Smart Partial Least Square- Structural Equation Modeling (PLS-SEM)</li><li>- PLS (v3) and SPSS (23)</li></ul>	<ul style="list-style-type: none"><li>- Hair et al (2013)</li></ul>
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Source: This study (2022)

## **Conclusion**

In this chapter, the research design, population and sampling, instrumentation, testing validity and reliability of instruments, data collection procedures and data analysis and presentation were presented. The researcher found the study's participants very cooperative and was able to acquire more information than was expected. Visiting the schools prior to the commencement of the research proved very useful as it helped the researcher to build a trustworthy relationship with the participants. Chapter 4 will focus on the data presentation, analysis and interpretation.

## **CHAPTER FOUR:**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents the data collected from the field and also provides an analysis thereof. This chapter is sub divided into three main parts. The first part, quantitative and qualitative data collected from the field has been presented and analysed. In the second part the hypothesis stated at the beginning of the study was verified and in the third part, the summary of the findings was presented. For this purpose, a total of 525 teachers, 10 principals and 48 students' leaders from selected public and private schools (8) in the Mfoundi Department. To this effect, a total of 525 copy of questionnaires was distributed to teachers, among the 525 questionnaires, 525 were collected. When these questionnaires were collected, the researcher went through all the questionnaires putting aside those ones that were not completely answered. The number of valid questionnaires finally retained for this study was 426, that is a satisfactory response rate of 81.14%.

#### **4.1 Data presentation and analysis**

In this section, the data that was gathered from the field was analysed, summarized and presented. After which a brief interpretation of the data was given. This section begins with the demographic information then data from the various sections of the research instrument has been presented.

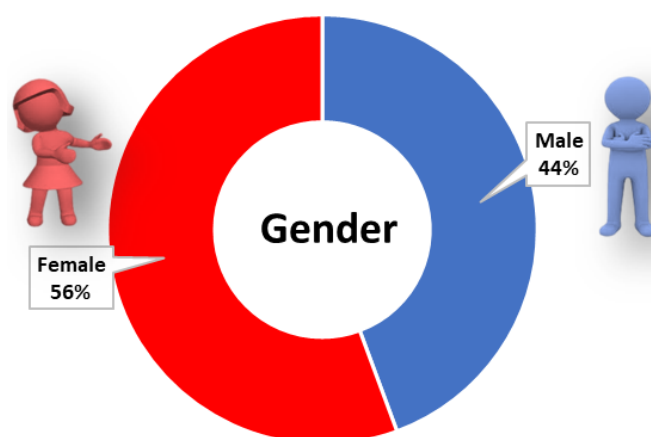
#### **4.2 Analysis of demographic characteristics of respondents**

It was important to analyse the background characteristics of the various respondents of the study; that is the teachers who participated in this study.

Their characteristics have a strong bearing on the study's findings relating to the hypotheses.

##### **4.2.1 Gender**

The gender of the various respondents was investigated and findings compiled, summarised and presented

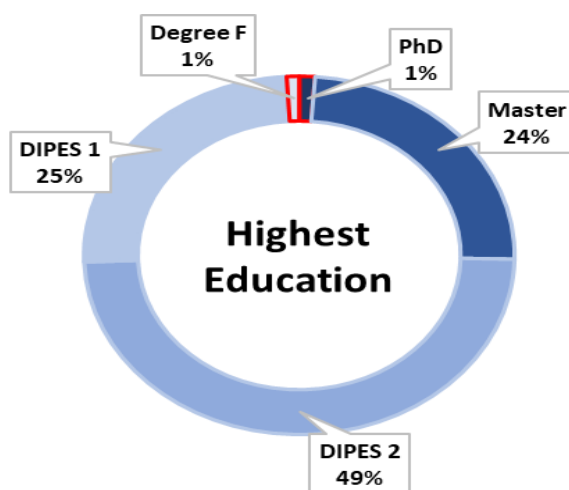


**Figure 7: Gender presentation**

The findings revealed that out of the 426 respondents whose opinions were sample for this study, 237 of them were females, giving a percentage of 56% and on the other hand, 189 of the respondents were male, giving a percentage of 44%. Therefore, most of the respondents were female.

#### 4.2.2 Educational Level

The information concerning educational level were gathered, summarised and presented in the following table



**Figure 8: Presentation of Educational level**

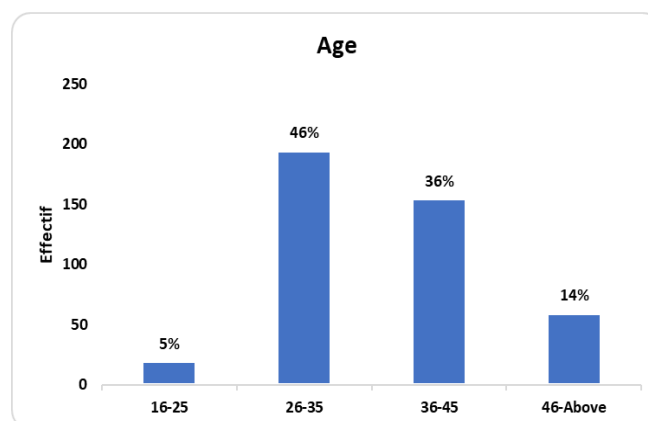
From the 426 respondents whose opinions were sampled for this study, all of them were coming from the 10 selected public and private secondary schools in the Mfoundi division. However, 04 of them representing a percentage of 0.94% were Degree holders, 105 of them representing



a percentage of 24.65% were DIPES I holders. Again, 209 of them representing a percentage of 49.06% were DIPES II holders. Moreover, 103 of them representing a percentage of 24.18% were Master Degree holders and lastly 05 of them representing a percentage of 1.17% were PhD holders. These findings reveal that most of respondents were DIPES II holders as they occupied the highest frequency (209) and a percentage (49.06%) of the total respondents.

### 4.2.3 Age

The information concerning the different ages of respondents were gathered, summarised and presented in the following table

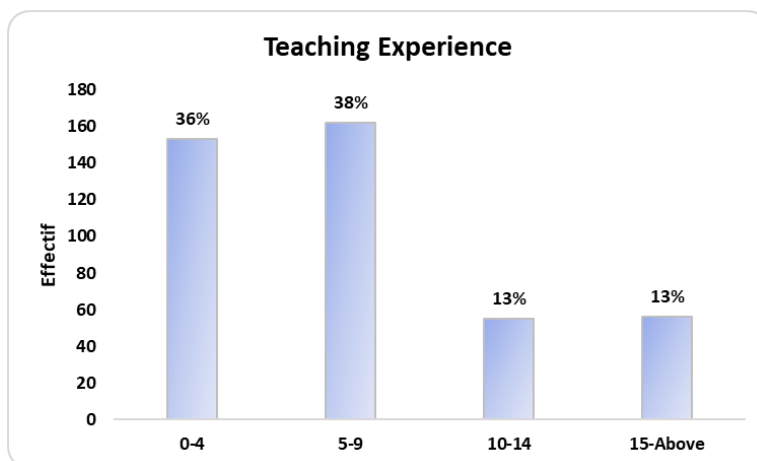


**Figure 9: Presentation of ages**

The age of teacher respondents was analysed. The findings revealed that the majority of the teachers (46%) who participated in the study were between the ages of 26 to 35 years, followed by (36%) between the ages of 36 and 45 years. Also, we had a small percentage (14%) between the ages of 45 and above and lastly (5%) between the ages of 16 to 25 years. Many of the opinions on the relationship between leadership styles and their influence on school performance in selected public and private secondary schools emerged from this group of teacher respondents (26-35 years).

### 4.2.4 Teaching Experiences

The information concerning teaching experience from respondent were gathered, summarised and presented in the following table



**Figure 10: presentation of teachers teaching experience**

Information relating to the teaching experience of the respondents revealed the following results. Out of the 426 respondents, 153 of them having a percentage of 36% had 0 to 4 years' experience in teaching, 162 of them having a percentage of 38% had 5 to 9 years of teaching experience. In addition, 55 of the respondents having a percentage of 13% had 10 to 14 years of teaching experience, 56 of them having a percentage of 13% had 15 and above years of teaching experience. Finally, we can say that most of the respondents whose opinions were sampled for this study show that, most of them had 5 to 9 years teaching experience as they had the highest percentage (38%) and the highest frequency score of 162

### 4.3 Analysis of the Independent Variables

#### 4.3.1 Analysis of consultative leadership styles per items

**Table 16: The school leader encourages teamwork and values the collective intelligence.**

Consultative leadership style	N	Min	Max	Mean	Std. Deviation
The school leader encourages teamwork	426	1	4	3,12	,829
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader encourages teamwork and values collective intelligence in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale. This gave a mean of 3.12 and a standard deviation of ,829. This is an indication that school leader

encourages teamwork and values collective intelligence in public and private secondary schools in Mfoundi Department according to mean and standard deviation

**Table 17: The school leader empowers team members by giving them a sense of ownership and responsibility**

<b>Consultative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader empowers team members	426	1	4	3,24	,906
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader empowers team members by giving them a sense of ownership and responsibility in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale. This gave a mean of 3.24 and a standard deviation of ,906. This is an indication that teachers agreed the fact that the school leader empowers team members by giving them a sense of ownership and responsibility in public and private secondary schools in the Mfoundi Department.

**Table 18: The school leader is open to adjusting plans based on feedback and new information**

<b>Consultative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader is open to adjusting plans based on feedback and new information	426	1	4	3,25	,894
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader is open to adjusting plans based on feedback and new information in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3.25 and a standard deviation of ,894. This result agreed the fact that the school leader is open to adjusting plans based on feedback and new information in public and private secondary schools in the Mfoundi Department.

**Table 19: The school leader seeks input from individuals who have specialized knowledge in specific areas.**

Consultative leadership style	N	Min	Max	Mean	Std. Deviation
The school leader seeks input from individuals who have specialized knowledge in specific areas.	426	1	4	3,23	,857
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader seeks input from individuals who have specialized knowledge in specific areas in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3.23 and a standard deviation of ,857. This result agreed the fact that the school leader seeks input from individuals who have specialized knowledge in specific areas in public and private secondary schools in the Mfoundi Department

**Table 20: The school leader learns from both successes and failures and uses feedback to enhance leadership and decision-making**

Consultative leadership style	N	Min	Max	Mean	Std. Deviation
The school leader learns from both successes and failures and uses feedback to enhance leadership and decision-making	426	1	4	3,11	,854
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader learns from both successes and failures and uses feedback to enhance leadership and decision-making in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale this gave a mean of 3.11 and a standard deviation of, 854. This result agreed the fact that school leader learns from both successes and failures and uses feedback to enhance leadership and decision-making in selected public and private secondary schools in the Mfoundi Department

**Table 21: The school leader encourages open discussion and resolution of disagreements within the team**

<b>Consultative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader encourages open discussion and resolution of disagreements within the team	426	1	4	3,11	,889
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader encourages open discussion and resolution of disagreements within the team in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale. This gave a mean of 3.11 and a standard deviation of ,889. This result agreed the fact that school leader encourages open discussion and resolution of disagreements within the team in public and private secondary schools in the Mfoundi Department

#### **4.3.2 Analysis of Delegative leadership style per items**

**Table 22: The school leader provides minimal supervision and guidance, allowing team members to work independently.**

<b>Delegative leadership</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader provides minimal supervision and guidance, allowing team members to work independently.	426	1	4	1,82	,812
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader provides minimal supervision and guidance, allowing team members to work independently in selected public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 1,82 and a standard deviation of ,812. This result disagreed the fact that school leader provides minimal supervision and guidance, allowing team members to work independently in public and private secondary schools in the Mfoundi Department

**Table 23: The school leader empowers staff members to respond to problems**

<b>Delegative leadership</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader empowers staff members to respond to problems	426	1	4	2,14	,864
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader empowers staff members to respond to problems in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 2,14 and a standard deviation of ,864. This result disagreed the fact that school leader empowers staff members to respond to problems in public and private secondary schools in the Mfoundi Department

**Table 24: The school leader recognises when to step in and provide guidance and when to step back and let his collaborators take control**

<b>Delegative leadership</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader recognises when to step in and provide guidance and when to step back and let his collaborators take control	426	1	4	2,27	,898
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader recognises when to step in and provide guidance and when to step back and let his collaborators take control in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 2,27 and a standard deviation of ,898. This result disagreed the fact that school leader recognises when to step in and provide guidance and when to step back and let his collaborators take control in public and private secondary schools in the Mfoundi Department

**Table 25: The school leaders delegate tasks based on the skills and strengths of his or her collaborator**

<b>Delegative leadership</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leaders delegate tasks based on the skills and strengths of his or her collaborator	426	1	4	2,51	1,111
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leaders delegate tasks based on the skills and strengths of his or her collaborator in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 2,51 and a standard deviation of 1,111. This result slightly agreed the fact that school leaders delegate tasks based on the skills and strengths of his or her collaborator in public and private secondary schools in the Mfoundi Department

**Table 26: The school leaders often create a flexible working environment where staff members have the freedom to choose how they approach tasks and manage their time**

<b>Delegative leadership</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leaders often create a flexible working environment where staff members have the freedom to choose how they approach tasks and manage their time	426	1	4	1,65	,671
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leaders often create a flexible working environment where staff members have the freedom to choose how they approach tasks and manage their time selected public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 1,65 and a standard deviation of ,671. This result disagreed the fact that school leaders often create a flexible working environment where staff members have the freedom to choose

how they approach tasks and manage their time in selected public and private secondary schools in Mfoundi Department.

#### 4.3.3 Analysis on communicative leadership style per items

**Table 27: The school leader is approachable and make him/her self-available for communication**

<b>Communicative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader is approachable and make him/her self-available for communication	426	1	4	3,11	,821
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader is approachable and make him/her self-available for communication in public and private secondary schools in Mfoundi Department. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,11 and a standard deviation of ,821. This result agreed the fact that school leader is approachable and make him/her self-available for communication in selected public and private secondary schools in the Mfoundi Department

**Table 28: The school leader share information openly and honestly, fostering trust among staff members**

<b>Communicative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader share information openly and honestly, fostering trust among staff members	426	1	4	3,12	,831
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader share information openly and honestly, fostering trust among staff members in selected public and private secondary schools in Mfoundi Department. The result from the table revealed that the system of administration is top-down was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,12 and a standard



deviation of ,831. This result agreed the fact that school leader share information openly and honestly, fostering trust among staff members in public and private secondary schools in the Mfoundi Department

**Table 29: The school leader uses constructive feedback in order to help staff members grow and improve**

<b>Communicative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader uses constructive feedback in order to help staff members grow and improve	426	1	4	2,56	1,102
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader uses constructive feedback in order to help staff members grow and improve in public and private secondary schools in Mfoundi Department. The result from the table revealed that All power is centralized to the principals was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 2,56 and a standard deviation of 1,102. This result agreed the fact that school leader uses constructive feedback in order to help staff members grow and improve in selected public and private secondary schools in the Mfoundi Department

**Table 30: The school leader uses inclusive language which make everyone feel valued and included**

<b>Communicative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader uses inclusive language which make everyone feel valued and included	426	1	4	2,56	1,099
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader uses inclusive language which make everyone feel valued and included in public and private secondary schools in Mfoundi Department. The result from the table revealed that principal dictate all the working methods and processes was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the

minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 2,56 and a standard deviation of 1,099. This result agreed the fact that school leader uses inclusive language which make everyone feel valued and included in public and private secondary schools in the Mfoundi Department

**Table 31: The school leader uses communication to build strong relationships within staff members.**

<b>Communicative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader uses communication to build strong relationships within staff members.	426	1	4	1,86	,821
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader uses communication to build strong relationships within staff members in selected public and private secondary schools in Mfoundi Department. The result from the table revealed that principals don't **trust** their teammates with important decisions was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 1,86 and a standard deviation of ,821. This result disagreed the fact that school leader uses communication to build strong relationships within staff members. in public and private secondary schools in the Mfoundi Department

**Table 32: The school leader makes decisions promptly and communicate them decisively**

<b>Communicative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader makes decisions promptly and communicate them decisively	426	1	4	3,07	,898
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader makes decisions promptly and communicate them decisively in public and private secondary schools in Mfoundi Department. The result from the table revealed that schools have a highly structured working environment was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and

maximum of 4 following the 4point Likert scale This gave a mean of 3,07 and a standard deviation of ,898. This result agreed the fact that school leader makes decisions promptly and communicate them decisively in selected public and private secondary schools in the Mfoundi Department.

#### 4.3.4 Analysis on participative leadership style per items

**Table 33: The school leader encourages staff member involvement in school activities**

<b>Participative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader encourages staff member involvement in school activities	426	1	4	3,39	,681
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader encourages staff member involvement in public and private secondary schools in Mfoundi Department. The result from the table revealed the principal varies his/her leadership styles depending on the environment was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,39 and a standard deviation of ,681. This result agreed the fact that school leader encourages staff member involvement in school activities in public and private secondary schools in the Mfoundi Department

**Table 34: The school leader view mistakes as learning opportunities and encourage a culture of continuous improvement**

<b>Participative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader view mistakes as learning opportunities and encourage a culture of continuous improvement	426	1	4	3,26	,884
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader view mistakes as learning opportunities and encourage a culture of continuous improvement in public and private secondary schools in Mfoundi Department. The result from the table revealed the

principal uses flexible management style in promoting academic standards was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses ranges between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,26 and a standard deviation of ,884.This result agreed the fact that The school leader view mistakes as learning opportunities and encourage a culture of continuous improvement in public and private secondary schools in the Mfoundi Department

**Table 35: The school leader has concerns about socio-emotional aspects**

<b>Participative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader has concerns about socio-emotional aspects	426	1	4	3,32	,731
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the school leader has concerns about socio-emotional aspects in selected public and private secondary schools in Mfoundi Department. The result from the table revealed leadership in schools varies depending on the nature of the school and people was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,32 and a standard deviation of ,731. This result agreed the fact that school leader has concerns about socio-emotional aspects in selected public and private secondary schools in the Mfoundi Department

**Table 36: The school leader encourages the growth and development of staff members, providing opportunities for learning and skill enhancement**

<b>Participative leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school leader encourages the growth and development of staff members, providing opportunities for learning and skill enhancement	426	1	4	3,33	,719
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to school leader encourages the growth and development of staff members, providing opportunities for learning and skill enhancement in public and private secondary schools in Mfoundi Department. The result from

the table revealed that leadership in this school focuses on the school environment and the people when making decisions was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,33 and a standard deviation of ,719. This result agreed the fact that school leader encourages the growth and development of staff members, providing opportunities for learning and skill enhancement in selected public and private secondary schools in the Mfoundi Department

**Table 37: Efforts are made by the school leaders in order to reach a consensus rather than imposing decisions unilaterally**

<b>Situational leadership style</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Efforts are made by the school leaders in order to reach a consensus rather than imposing decisions unilaterally	426	1	4	3,41	,677
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to efforts are made by the school leaders in order to reach a consensus rather than imposing decisions unilaterally in public and private secondary schools in Mfoundi Department. The result from the table revealed that different kinds of situations demand different leadership styles was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale. This gave a mean of 3,41 and a standard deviation of ,677. This result agreed the fact that efforts are made by the school leaders in order to reach a consensus rather than imposing decisions unilaterally in selected public and private secondary schools in the Mfoundi Department

#### **4.4 Dependent Variable**

##### **4.4.1 Analysis on Performances per items**

**Table 38: Discipline referrals depend on the leadership style used**

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Discipline referrals is due to the participative nature of the school leader and staff members	426	1	4	3,44	,653
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to discipline referrals is due to the participative nature of the school leader and staff members in public and private secondary schools in Mfoundi Department. The result from the table revealed that discipline referrals depend on the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,44 and a standard deviation of ,653. This result agreed the fact that discipline referrals is due to the participative nature of the school leader and staff members in public and private secondary schools in the Mfoundi Department.

**Table 39:** Involvement in clubs, sports, arts, and other extracurricular activities influence performance

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Involvement in clubs, sports, arts, and other extracurricular activities influence performance	426	1	4	3,34	,734
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to involvement in clubs, sports, arts, and other extracurricular activities influence performance in selected public and private secondary schools in Mfoundi Department. The result from the table revealed that attendance rates depend on the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,34 and a standard deviation of ,734. This result agreed the fact that involvement in clubs, sports, arts, and other extracurricular activities influence performance in selected public and private secondary schools in the Mfoundi Department

**Table 40:** The graduation rate of students is due to the good functioning of the school

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The graduation rate of students is due to the good functioning of the school	426	1	4	3,32	,749
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to graduation rate of students is due to the good functioning of the school in selected public and private secondary schools in Mfoundi Department. The result from the table revealed that the graduation rate of students depends on the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,32 and a standard deviation of ,749. This result agreed the fact that graduation rate of students is due to the good functioning of the school in selected public and private secondary schools in the Mfoundi Department.

**Table 41: The rate of school drops out depends on the leadership style used**

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The rate of school drops out depends on the leadership style used	426	1	4	1,63	,682
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the rate of school drops out depends on the leadership style used in selected public and private secondary schools in Mfoundi Department. The result from the table revealed that the rate of school drops out depends on the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 1,63 and a standard deviation of ,682. This result disagreed the fact that the rate of school drops out depends on the leadership style used in selected public and private secondary schools in the Mfoundi Department

**Table 42: Participation of parents in school-related meetings improve performances**

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Participation of parents in school-related meetings improve performances	426	1	4	2,46	1,099
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to the participation of parents in school-related meetings improve performances in public and private secondary schools in Mfoundi Department. The result from the table revealed that the transition rate of student in school is due to the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 2,46 and a standard deviation of 1,099. This result disagreed the fact that participation of parents in school-related meetings improve performances in selected public and private secondary schools in the Mfoundi Department

**Table 43: Repetition rate in school is due to the quality of teachers in the school**

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Repetition rate in school is due to the quality of teachers in the school	426	1	4	3,33	,720
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to repetition rate in school is due to the quality of teachers in the school in public and private secondary schools in Mfoundi Department. The result from the table revealed that the repetition rate in school is due to the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,33 and a standard deviation of ,720. This result agreed the fact that repetition rate in school is due to the quality of teachers in the school in selected public and private secondary schools in the Mfoundi Department

**Table 44: Promotion rate of student is due to the consultative nature of the school leader**

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Promotion rate of student is due to the consultative nature of the school leader	426	1	4	3,11	,952
N valide (listwise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**



The table above provide the distribution of respondent according to ppromotion rate of student is due to the consultative nature of the school leader in selected public and private secondary schools in Mfoundi Department. The result from the table revealed that the promotion rate of student depends on the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,11 and a standard deviation of ,952. This result agreed the fact that promotion rate of student is due to the consultative nature of the school leader in public and private secondary schools in the Mfoundi Department

**Table 45: Teachers' satisfaction depends on the climate and the communication skill of the school leader**

<b>Performance</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Teachers' satisfaction depends on the climate and the communication skill of the school leader	426	1	4	3,14	,884
N valide (list wise)	426				

**1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree**

The table above provide the distribution of respondent according to Teachers' satisfaction depends on the climate and the communication skill of the school leader in public and private secondary schools in Mfoundi Department. The result from the table revealed that teachers' satisfaction depends on the leadership style used was expressed through mean and standard deviation. 426 respondents responded to this preoccupation. Their responses range between the minimum of 1 and maximum of 4 following the 4point Likert scale This gave a mean of 3,14 and a standard deviation of ,884. This result agreed the fact that Teachers' satisfaction depends on the climate and the communication skill of the school leader in public and private secondary schools in the Mfoundi Department.

## 4.5 Verification of hypothesis via the Structural equation Modelling (SEM)

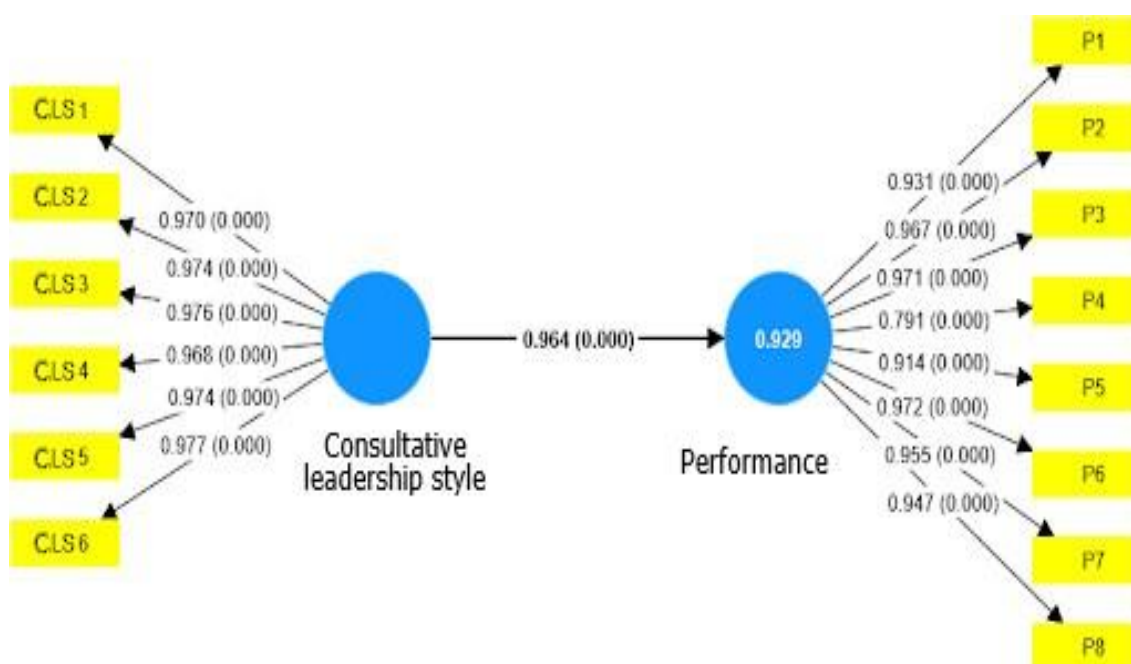
### 4.5.1 Verification of Hypothesis 1: Consultative leadership style and performances.

#### Alternative Hypothesis one (Ha1):

Consultative leadership style of principal influences performances in public and private secondary schools in the Mfoundi Division.

#### Statistical Hypothesis one (Ho1):

Consultative leadership style of principals does not influence performances in public and private secondary schools in the Mfoundi Division



**Figure 11: Path Modelling Estimations for Consultative leadership style and performances**

Source: Field data (2022)

Figure 11 presents path coefficient to ease the vivid interpretation of the relations that exist between the independent variables and the various indicators of the model. Looking at the structural model (the inner model), we observe that the path coefficient ( $p$ -values are less than the alpha 0.05)

However, the hypothesised path relationship between consultative leadership style (CLS) and Performance (P) is significant. So, we can conclude that consultative leadership style is a strong moderating predictor of performances. The path coefficient of 0.964 indicates that consultative leadership style influences 96.4% of the variations that occur in performances of student in

public and private secondary schools in the mfoundi division, Cameroon. And the p-value of 0.000 indicates that there is no chance of making an error if we accept that consultative leadership style influence school performances. And the p-value of 0.000 indicates that there is no chance of making an error if we accept that such a relationship exists. In line with the stated research hypothesis, we reject the null hypothesis in favour of the alternative which holds that consultative leadership style of principal influences school performances in public and private secondary schools in the Mfoundi Division.

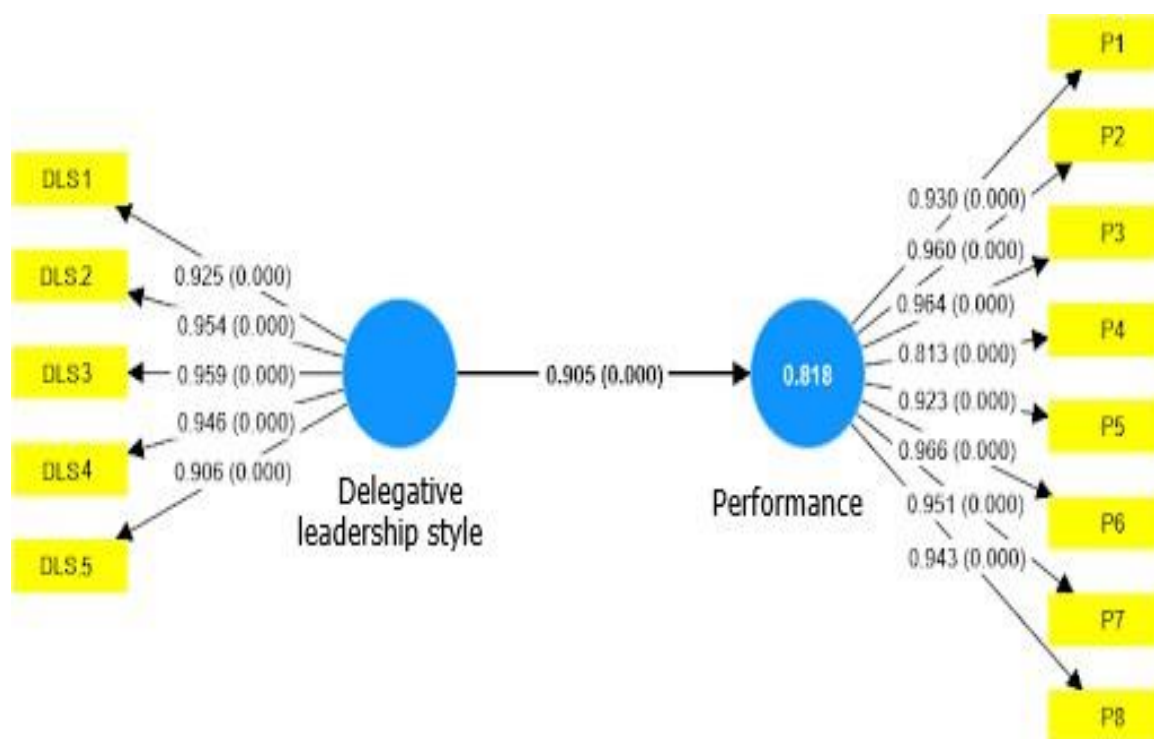
#### 4.5.2 Verification of hypothesis 2: Delegative leadership styles and performances

##### Alternative Hypothesis Two (Ha2):

Delegative leadership style of principal influences performances in public and private secondary schools in the Mfoundi Division.

##### Statistical Hypothesis Two (Ho2)

Delegative leadership style of principal has no relationship with performances.



**Figure 12: Path modelling estimations for delegative leadership style and performances**

Source: Field data (2022)

Figure 12 presents path coefficient to ease the vivid interpretation of the relations that exist between the independent variables and the various indicators of the model. Looking at the

structural model (the inner model), we observe that the path coefficient (p-values are less than the alpha 0.05)

However, the hypothesised path relationship between delegative leadership style (DLS) and Performance (P) is significant. So, we can conclude that delegative leadership style influence performances. The path coefficient of 0.905 indicates that delegative leadership style influences 90.5% of the variations that occur in performances in public and private secondary schools in Cameroon. And the p-value of 0.000 indicates that there is no chance of making an error if we accept that such a relationship exists. In line with the stated research hypothesis, we reject the null hypothesis in favour of the alternative which holds that delegative leadership style influence performances in selected public and private secondary schools in the Mfoundi Division.

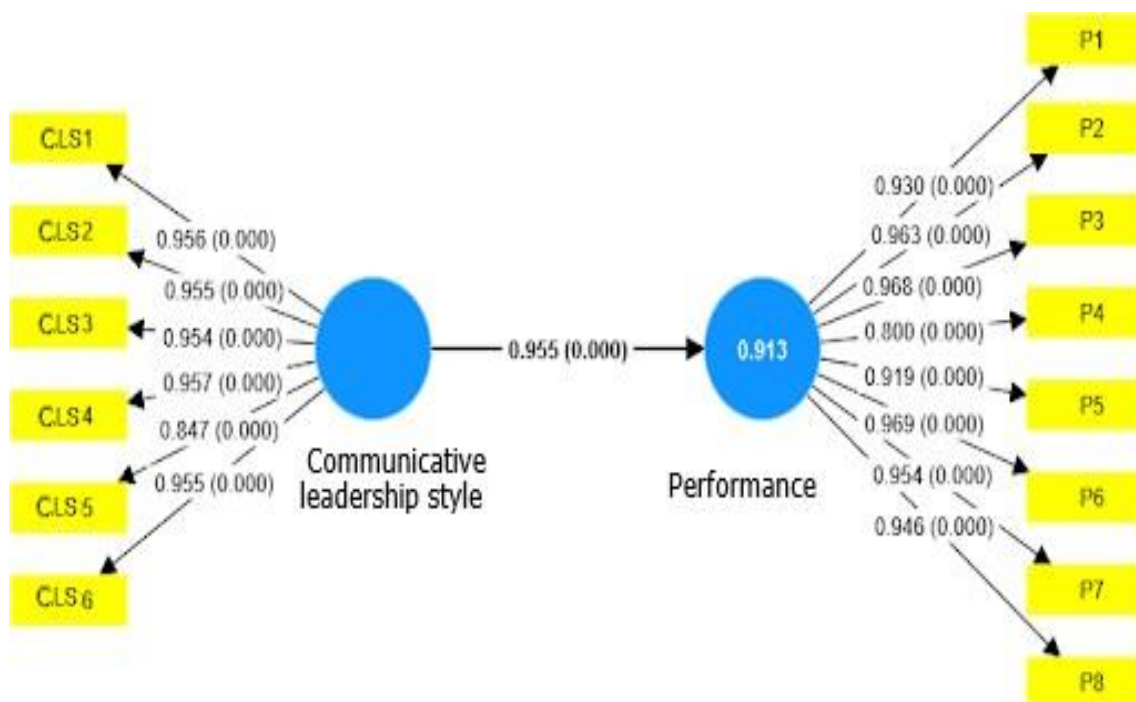
#### 4.5.3 Verification of Hypothesis 3: Communicative leadership style and performances

##### Alternative Hypothesis three (Ha 3):

There is a relationship between communicative leadership style and performances.

##### Statistical Hypothesis three (Ho3):

There is no relationship between communicative leadership style of principal and performances.



**Figure 13: Path modelling estimation for communicative leadership style and performances**

Source: Field study (2022)

Figure 13 presents path coefficient to ease the vivid interpretation of the relations that exist between the independent variables and the various indicators of the model. Looking at the structural model (the inner model), we observe that the path coefficient (p-values are less than the alpha 0.05)

However, the hypothesised path relationship between communicative leadership style (CLS) and Performance (P) is significant. So, we can conclude that democratic leadership style influence performances. The path coefficient of 0.955 indicates that communicative leadership style influences 95.5% of the variations that occur in performances in public and private secondary schools in Cameroon. And the p-value of 0.000 indicates that there is no chance of making an error if we accept that communicative leadership style affects school performances. In line with the stated research hypothesis, we reject the null hypothesis in favour of the alternative which holds that there is a relationship between communicative leadership style and performances in selected private and public secondary schools in the Mfoundi Division.

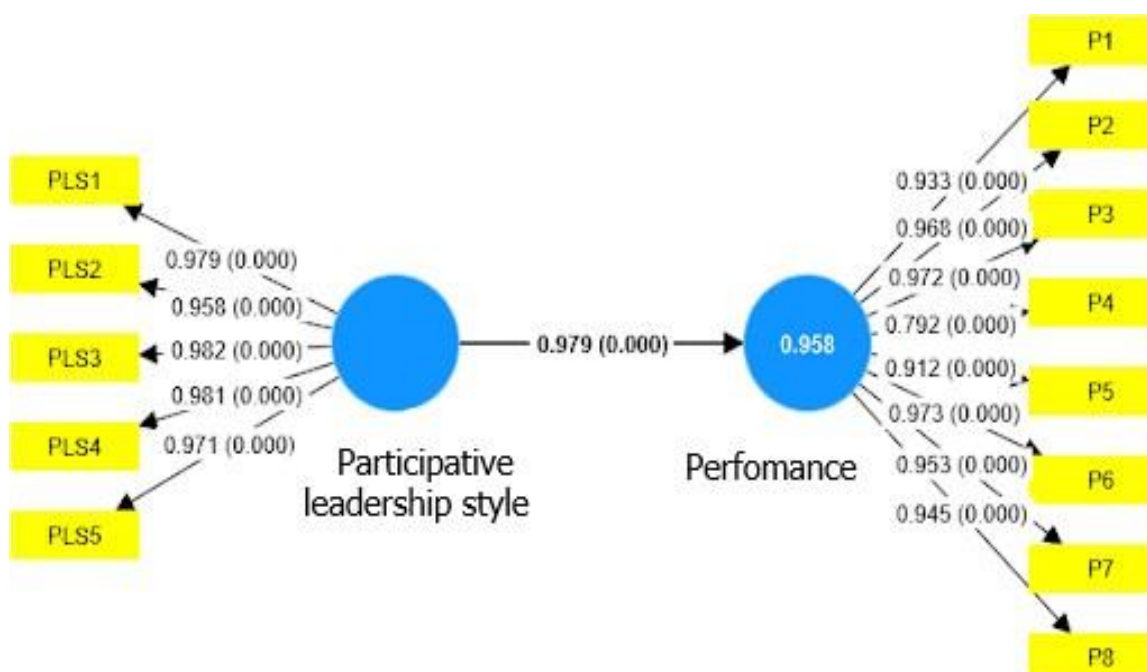
#### 4.5.4 Verification of hypothesis 4: Participative leadership style and performances

##### Alternative Hypothesis four (Ha4):

There is a relation between participative leadership style performances.

##### Statistical Hypothesis four (Ho4):

There is no relationship between participative leadership style of principal and performances.



**Figure 14: Path Modelling Estimation for participative leadership style and performances**

Source: Field data (2022)

Figure 14 presents path coefficient to ease the vivid interpretation of the relations that exist between the independent variables and the various indicators of the model. Looking at the structural model (the inner model), we observe that the path coefficient (p-values are less than the alpha 0.05)

However, the hypothesised path relationship between participative leadership style (PLS) and Performance (P) is significant. So, we can conclude that participative leadership style influence performances. The path coefficient of 0.979 indicates that participative leadership style influences 97.9% of the variations that occur in performances in public and private secondary schools in Cameroon. And the p-value of 0.000 indicates that there is no chance of making an error if we accept that participative leadership style affects school performances. In line with the stated research hypothesis, we reject the null hypothesis in favour of the alternative which holds that there is a relation between participative leadership style and performances in selected public and private secondary schools in the Mfoundi Division.

#### 4.6 Presentation of summary of the findings

**Table 46: Summary of the findings**

Hypothesis	Path coefficient	P-value	Decision
1	0,964	0,000	Ha retained, and Ho Rejected
2	0,905	0,000	Ha retained, and Ho Rejected
3	0,955	0,000	Ha retained, and Ho Rejected
4	0,979	0,000	Ha retained, and Ho Rejected

**Source: Field data (2022)**

From table 46 All the alternative hypothesis for the survey were retained given the fact that our p-values are less than 0.05. looking at the path coefficients, participative leadership style has the highest coefficient of 0,979 while delegative leadership style has the lowest coefficient 0,905. This indicate that participative leadership style is the strongest predictor of performances. The retention of all our specific hypothesis permits us to retain our general hypothesis which holds that there is a relationship between democratic leadership style and school performances in selected public and private secondary schools in the Mfoundi Division.

#### **Presentation of Principal leadership style and performance Proposed Model**

This model is proposed in this study after a succinct review of literature, the varying concepts, ideologies and analysis of other model proposed by other researchers. From this review, we are

able to draw a theoretical relationship between principal leadership style and school performances. The second-generation data analysis strategy known as the Partial Least Square Structural Equation Modelling (PLS-SEM) software of Smart PLS software (specialised for PLS path model) helped the researcher to analyse the data to identify the relationships that exist between principal leadership styles and school performances. The PLS-SEM was employed for this study due to its suitability, flexibility and ability to analyse complex constructs that make use of multiple indicators as used in figure 16.

To begin the process of PLS-SEM, the researcher drew the path diagram that presents the hypothesis, questions and variables relationship based on the path model. According to Haire et al. (2014), the path model diagram connects variables based on the theory and logic to visually display the hypothesis to be tested. It enables a visual representation of the relationship between variables in the most efficient way (Wirngo 2019). The path model consists of two elements, the structural model that involves relationship between variables and the measurement model which describes the relationship between variables and their measures (indicators). Both models are presented based on the research's logic. The relationships are linked together through arrows. The proposed model for this study is seen below:

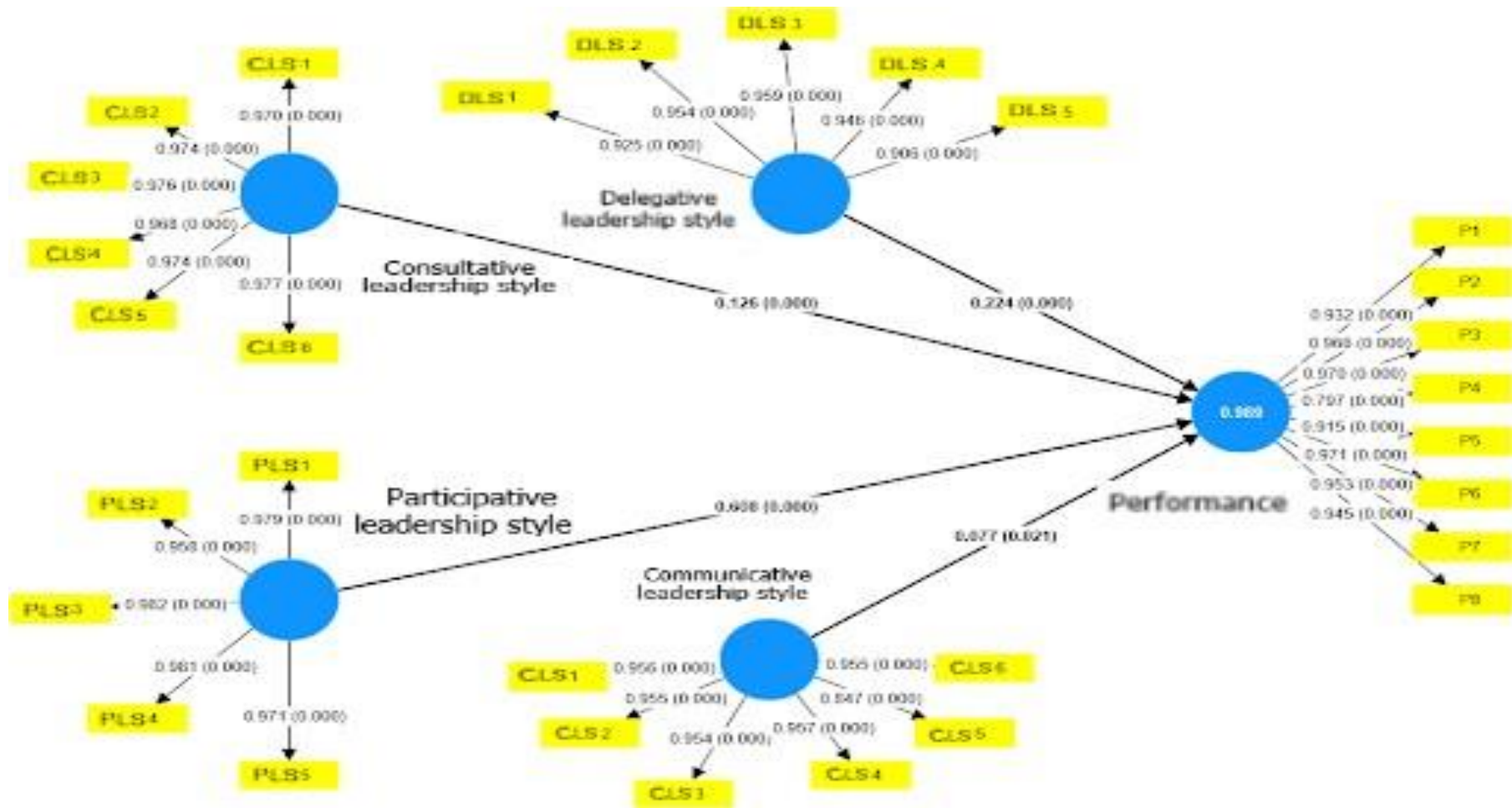


Figure 15: proposed model for principal leadership style and performances

Source: Computed by researcher with PLS-SEM (2022)



**Table 47: Result of path coefficients**

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STD EV )	P values
Consultative _leadership style -> School _Performance	0.126	0.126	0.031	4.079	0.000
Delegative _leadership -> School _Performance	0.224	0.224	0.017	13.065	0.000
Communicative _leadership style -> School _Performance	0.077	0.077	0.033	2.302	0.021
Participative _leadership style -> School _Performance	0.608	0.608	0.020	30.652	0.000

**Source: Computed by researcher using PLS-SEM (2022)**

The proposed model above presents the link between the independent variables and the dependent variable showing the effects between them. Performances in the context of this study is the criterion variable and the proposed model shows that it can be predicted by Consultative leadership style (CLS) by 0.126, delegative leadership style by 0.224, communicative leadership by 0.077 and lastly participative leadership by 0.608 with reference to internal model. Looking at the table of path coefficients, we see that all the p-values for the relationship are significant for. To conclude, we can say that the model is a good fit and could be significant in enhancing performances if well employed.

#### **4.7 Presentation of interview results following content analysis**

This part presents the data collected from the field and also provides an analysis thereof. 10 school principals were interviewed but 8 principals were retained for this study because 2 of them refused to answer to some of our questions during the interview. Again, 60 students leaders were selected for focus group discussion that is we had 6 student leaders per school. They were divided into one group per school that is 6 student leaders per group giving a total of 10 groups. During the analysis, these groups were grouped into 4 groups. Interview guide was presented in two different parts. The first part was the background of principal and the second part was based on the hypothesis of the research.

##### **4.7.1 Part One: Principal management training and professional development**

What are your highest academic and professional qualifications?

This research revealed that principals from public schools were DIPES II holders while those from the private schools were mostly Master's Degree holders. From the private sectors, most of

them were appointed as principal due to their familiarity with the proprietors while those from public schools were appointed due to their teaching experiences. But they had to cross several stages before there are nominated as principals. (DECREE N° 2000/359 article 69)

Have you ever undertaken a specialized management training course? Elaborate.

At this level, most of them has never undertaken a management training course. Most of these principals believe that in order to become an effective and efficient principal, we must not go in for a training management course but we rather learn once in the field

As head teacher did you receive an opportunity to undertake any management course

Most of them had the opportunity to undertake the course but there were not really interested in it since they thought management is an inborn issue. But in some private schools, school principals went for management training.

#### **4.7.2 Part Two: Questions based on the research questions**

In the framework of this study, the presentation of the analysis of the results will be done by hypothesis and by case. It will be a question of extracting from each speech had in interview with the subjects, the portions corresponding to the mentioned indicators. The analysis will be done in table form and following a precise codification, we will have the symbols ↑(Positive)

and ↓(Negative) to designate respectively the content of the speech going in the direction of our hypothesis and that not going in the direction of our hypothesis.

#### 4.7.2.1 Presentation and analysis of results due to research question One

- P1

**Table 48: Content analysis for P1 theme 1**

DV						
Theme 1: In your opinion, do the consultative leadership style of principals' affect performances?						
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader encourages teamwork and values the collective intelligence of the group	<i>Yes, we equally encourage team work in this school given the fact that we work as a team</i>	↑	† (Positive)		Team work encourage in this school
Q2	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>Yes, we equally empower team members in order to improve on performance</i>	↑	† (Positive)	66.66% for Positive against 33.33% for Negative	Staff members are empowered to accomplish specific task
Q3	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>I don't think so because delegating power to subordinate will lead to confusion</i>	↓	— (Negative)		The school leader does not seek input from staff members

#### Decision

The content analysis speech of P1 shows that 66.66% of the respondent speech is oriented towards the validation of the research hypothesis. Out of 3 indicators used, 2 had a positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. consultative leadership style of principal influence performances in public and private secondary schools in the Mfoundi Division according to P1.

- P2

**Table 49: Content analysis for P2 theme 1**

<b>DV</b>						
<b>Theme 1: In your opinion, do consultative leadership style of principals' affect performances?</b>						
	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Items</b>						
<b>Q1</b>	The school leader encourages teamwork and values the collective intelligence of the group	<i>Yes in this school we value team work for the smooth functioning of the school</i>	↑	† (Positive)	100% for Positive and 0% for Negative	Team work highly encouraged
<b>Q3</b>	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>I can say yes because staff members are the ones who are more engaged in school. So, they are well placed to bring up academic problems</i>	↑	† (Positive)		Empowerment encouraged
<b>Q4</b>	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>I will go for yes because this will enable the school leader to take decision due to the opinions from his or her colleges.</i>	↑	† (Positive)		Consultation is effective

### **Decision**

The content analysis speech of P2 shows that 100% of the respondent speech confirm the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research question is qualitatively validated. Consultative leadership style of principal influences performances in public and private secondary schools in the Mfoundi Division according to P2.

- P3

**Table 50: Content Analysis for P3 theme 1**

<b>DV</b>						
<b>Theme 1:</b> In your opinion, do the consultative leadership style of principals' affect performances?						
<b>Items</b>	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Q1</b>	The school leader encourages teamwork and values the collective intelligence of the group	<i>I will go for yes because teamwork has always enabled us to be amongst the best schools in Cameroon according to OBC for the past 5 years</i>	↑	† (Positive)		Team work lead to good performances
<b>Q2</b>	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>Yes, we empower staff in the sense that they are good in sorting out the various academic problems and also contributing in bringing solutions to these problems that will enable the school to perform well</i>	↑	† (Positive)	100% for Positive and 0% for Negative	Staff members are empowered to sort school performance in order to improve performance
<b>Q3</b>	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>It is very effective in this school in the sense that, we usually consult specialised staff members in order to settle a specific issue in school</i>	↑	† (Positive)		Consultation highly required

### **Decision**

The content analysis speech of P3 shows that 100% of the respondent speech confirm the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research question is qualitatively validated. consultative leadership style of principal influences performances in public and private secondary schools in the Mfoundi Division according to P3.

- P4

**Table 51: Content Analysis for P4 theme 1**

<b>DV</b>						
<b>Theme 1: In your opinion, do consultative leadership style of principals' affect performances?</b>						
	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Items</b>						
<b>Q1</b>	The school leader encourages teamwork and values the collective intelligence of the group	<i>I will say yes because the encouragement of teamwork has led to high performance in official examinations for the past years</i>	↑	† (Positive)		High performances due to team work
<b>Q2</b>	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>I will go for yes because when staff members are empowered, they bring up pertinent problems that lead to good performances of the school in all aspect</i>	↑	† (Positive)	100% for Positive and 0% for Negative	Empowerment highly recommended
<b>Q3</b>	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>Yeah, it is very important in the sense that it has encourage specialised staff to contribute in the success of the school</i>	↑	† (Positive)		Specialised staff consulted for the growth of the school

**Decision**

The content analysis speech of P4 shows that 100% of the respondent speech confirm the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research hypothesis is qualitatively validated. Democratic leadership style of principal influence performances in public and private secondary schools in the Mfoundi Division according to P4.

- P5

**Table 52: Content Analysis for P5 theme 1**

<b>DV</b>						
<b>Theme 1:</b> In your opinion, do the consultative leadership style of principals' affect performances?						
<b>Items</b>	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Q1</b>	The school leader encourages teamwork and values the collective intelligence of the group	<i>Obviously, we do encourage team work because it creates a calm and cool environment hence impacting positively on performance</i>	↑	† (Positive)		Teamwork highly recommended
<b>Q2</b>	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>Yes, they do. You know due to the size of the school and the number of students we cannot make it if staff members are not empowered. So, in order to have a good performance, empowerment of staff is necessary</i>	↑	† (Positive)	100% for Positive and 0% for Negative	The size and population of the school favour empowerment of staff
<b>Q3</b>	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>Obviously, a school can't function well if all the resources are not well used. So, school management will only be effective if and only if all its resources are well used</i>	↑	† (Positive)		Effective management is due to good management of resources

**Decision**

The content analysis speech of P5 shows that 100% of the respondent speech confirm the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research question is qualitatively validated. Consultative leadership style of principal influence performances in public and private secondary schools in the Mfoundi Division according to P5.

- P6

**Table 53: Content Analysis for P6 theme 1**

<b>DV</b>						
<b>Theme 1: In your opinion, do the consultative leadership style of principals' affect performances?</b>						
<b>Items</b>	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Q1</b>	The school leader encourages teamwork and values the collective intelligence of the group	<i>Yes, they do. In this school we highly encourage collective intelligence from staff members in order to create a conducive working environment which will equally lead to good performances.</i>	↑	† (Positive)		A good strategy to improve performances
<b>Q2</b>	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>Yes, you know sorting out academic problems is a very important step in order to improve performances for example, why student come late, reason for failure in sequences etc so in order for it to be accurate staff members must be involved</i>	↑	† (Positive)	100% for Positive and 0% for Negative	Effective empowerment of staff members in designing academic problems
<b>Q3</b>	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>Yes, we seek input from individuals in order to grab ideas from each order leading to good performances.</i>	↑	† (Positive)		Specialised individual consulted for the good functioning of school

### Decision

The content analysis speech of P6 shows that 100% of the respondent speech is oriented towards the confirmation of the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research question is qualitatively confirmed. Consultative leadership style of principals' influence performances positively according to P6.



- P7

**Table 54: Content Analysis for P7 theme 1**

<b>DV</b>						
<b>Theme 1: In your opinion, do the consultative leadership style of principals' affect performances?</b>						
<b>Items</b>	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Q1</b>	The school leader encourages teamwork and values the collective intelligence of the group	<i>Yes, I think every principal has to put in place a system that will encourage teamwork because it is very important for good performances</i>	↑	+ (Positive)		Putting in place of a system in favour of teamwoek
<b>Q2</b>	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>Yes, this effectively reduces the rate of lateness, insubordination, molestations, absenteeism etc since staff members are ones in the forefront so they best know the reality consequently they must be empowered</i>	↑	+ (Positive)	66.66% for Positive against 33.33% for Negative	It reduces the rate of lateness, insubordination, molestations.
<b>Q3</b>	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>Not necessarily because the school leader is well equipped for the resolution of conflict in schools.</i>	↓	— (Negative)		Input from individuals not necessary

### Decision

The content analysis speech of P7 shows that 100% of the respondent speech does not confirm the research hypothesis. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research hypothesis is qualitatively rejected. Democratic leadership style of principal affect school performances in public and private secondary schools in the Mfoundi Division according to P7.

- P8

**Table 55: Content Analysis for P8 theme 1**

<b>DV</b>						
<b>Theme I: In your opinion, do consultative leadership style of principals' affect performances?</b>						
<b>Items</b>	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Q1</b>	The school leader encourages teamwork and values the collective intelligence of the group	<i>Yes, they do. We frequently encourage team work because it enables the easy transfer of knowledge to our student which favour performances</i>	↑	† (Positive)		Teamwork is encouraged
<b>Q2</b>	The school leader empowers staff members by giving them a sense of ownership and responsibility	<i>Yes, staff members should be empowered. This will enable them to work with confidence which will consequently lead to good performance</i>	↑	† (Positive)	100% for Positive and 00% for Negative	Staff members must be empowered
<b>Q3</b>	The school leader seeks input from individuals who have specialized knowledge in specific areas	<i>Obviously, we equally seek input from individuals. This increases self-confidence between staff, internal motivation and encourage everyone to carry out his/her task perfectly</i>	↑	† (Positive)		It increases self-confidence and internal motivation

### Decision

The content analysis speech of P8 shows that 100% of the respondent speech confirm the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research hypothesis is qualitatively validated. Consultative leadership style of principal affect performances in public and private secondary schools in the Mfoundi Division according to P8.

#### 4.7.2.2 Presentation and analysis of results due to research question two

- P1

**Table 56: Content Analysis for P1 theme II**

DV						
Theme II: According to you do delegative leadership style of principals' influence performances?						
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>Yes, I think so at times it is important to provides minimal supervision to staff members</i>	↑	† (Positive)		School leaders provide minimal supervision
Q2	The school leader empowers staff members to respond to problems	<i>I don't think some staff members are not well equipped to responds to school problems</i>	↓	— (Negative)	66.66% for positive and 33.33% for negative	School programs concern several people
Q3	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>Yes, there is free delegation of responsibilities in this school. Responsibilities and duties are delegated to teachers at different level in order to improve performances</i>	↑	† (Positive)		There is effective delegation of responsibilities

#### Decision

The content analysis speech of P1 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 had positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. Delegative leadership style of principal influences performances according to P1.

- P2

**Table 57: Content Analysis for P2 theme II**

<b>DV</b>						
<b>Theme II: According to you do delegative leadership style of principals' influence performances?</b>						
<b>Items</b>	<b>Indicator</b>	<b>Content of the speech</b>	<b>Codification</b>	<b>Decision</b>	<b>Frequency</b>	<b>Results</b>
<b>Q1</b>	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>Yes, I think so. The type of organisation put in place by the school encourages leaders to do so. for example, we allow teachers to organise extra classes with students in order to improve on their performances.</i>	↑	+		Teachers have the freedom to do as they want
<b>Q2</b>	The school leader empowers staff members to respond to problems	<i>No, I don't think so. In this school we do not empower staff to responds to problems</i>	↓	-	66.66 for positive and 33.33% for negative	Principals don't empower
<b>Q3</b>	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>Yes, I think so. As I earlier said, I do delegate responsibilities to others especially when it is for the success of the school</i>	↑	+		Delegation of power is important

### Decision

The content analysis speech of P2 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 had positive frequency and 1 negative. We can conclude that, the research hypothesis is qualitatively validated. Delegative leadership style of principal influences performances according to P2.

- P3

**Table 58: Content Analysis for P3 theme II**

DV						
Theme II: According to you do delegative leadership style of principals' influence performances?						
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>I will go for yes but it depends on the impact of the freedom on the performances of student. If the freedom impacts negatively on school performance, we reject it but if it affects performances positively, we go for it</i>	↑	+		Principal provides minimal supervision if and only if it affects performances positively.
Q2	The school leader empowers staff members to respond to problems	<i>No, staff members are not empowered to respond to problems. Problems are handled by the central office</i>	↓	—	66.66 for positive and 33.33% for negative	Principal don't empower staff
Q3	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>Yes, in this school, there is free delegation of responsibilities. Principal delegate responsibilities each time it's necessary</i>	↑	+		Complete delegation of activities

### Decision

The content analysis speech of P4 shows that 66.66% of the respondent speech validate the research hypothesis. Out of 3 indicators used, 2 had positive frequency and 1 negative. We can conclude that, the research hypothesis is qualitatively validated. delegative leadership style of principal influences performances according to P3.

- P4

**Table 59: Content Analysis for P4 theme II**

DV	Theme II: According to you do delegative leadership style of principals' influence performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>No, the school leader does not provide minimal supervision so staff members work following a specific program</i>	↓	— (Negative)		No freedom to teachers
Q2	The school leader empowers staff members to respond to problems	<i>Yes, we empower teachers to respond to problems. This is to ensure good performance</i>	↑	+ (Positive)	66.66 for Positive and 33.33% for Negative	Principal empower staff to take decision
Q3	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>Yes, in this school there is free delegation of responsibilities to teachers. In this school, we do everything possible in order to improve on our school performances</i>	↑	+ (Positive)		Free delegation of activities to teachers

### Decision

The content analysis speech of P4 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 had positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. delegative leadership style of principal influences performances according to P4

- P5

**Table 60: Content Analysis for P5 theme II**

DV	<b>Theme II: According to you do delegative leadership style of principals' influence performances?</b>					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>I will go for yes because it has a great impact on performances. If a teacher decides on his own to organise repetition classes for students who do not perform well all we will do is to encourage him</i>	↓	+ (Positive)		Teachers are free to think for the interest of promoting performances
Q2	The school leader empowers staff members to respond to problems	<i>No, I don't think so. Here we don't empower staff</i>	↓	— (Negative)	66.66 for Positive and 33.33% for Negative	Principals don't allow staff to take decisions
Q3	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>Yes, there is free delegation of responsibilities in this school. This delegation ensures or improve school performances</i>	↑	+ (Positive)		Free delegation of responsibilities is effective

### Decision

The content analysis speech of P5 shows that 66.66% of the respondent speech validate the research questions. Out of 3 indicators used, 2 had positive frequency and 1 negative. We can conclude that, the research hypothesis is qualitatively validated. Delegative leadership style of principal influences performances according to P5

- P6

**Table 61: Content Analysis for P6 theme II**

DV	Theme II: According to you do delegative leadership style of principals' influence performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>No, I don't think so. The strategies put in place by the school does not permit teachers to have such freedom</i>	↓	— (Negative)	66.66 for positive and 33.33% for negative	The strategies of the school do not permit such
Q2	The school leader empowers staff members to respond to problems	<i>Yes, we empower teachers to respond to problems especially when it's an academic problem</i>	↓	+ (Positive)		Effective empowerment of staff
Q3	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>Yes, there is free delegation of responsibilities to teachers. The strategies put in place by the school permits leaders to delegate responsibilities depending on the circumstances</i>	↑	+ (Positive)		Free delegation of responsibilities depending on the circumstances

### Decision

The content analysis speech of P6 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 had a positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. Delegative leadership style of principal influence performances according to P6.



- P7

**Table 62: Content Analysis for P7 theme II**

DV	Theme II: According to you do delegative leadership style of principals' influence performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>No, the system put in place by the school in order to improve on performances does not permit such system</i>	↓	— (Negative)	100% for Negative and 00.00% for positive	The system put in place do not permit such
Q2	The school leader empowers staff members to respond to problems	<i>No, as I earlier said, the system put in place by the school does not permit such behaviour</i>	↓	— (Negative)		The system put in place do not permit such
Q3	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>No, in this school, we don't delegate responsibilities to staff. Delegation of responsibilities may lead to poor performances</i>	↓	— (Negative)		No free delegation of responsibilities to teachers

### Decision

The content analysis speech of P7 shows that 100% of the respondent speech do not validate the research question. Out of 3 indicators used, 3 had a negative frequency and none positive. We can conclude that, the research question is qualitatively rejected. Delegative leadership style of principal has a negative effect on performances according to P7

- P8

**Table 63: Content Analysis for P8 theme II**

DV	Theme II: According to you do delegative leadership style of principals' influence performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q8	The school leader provides minimal supervision and guidance, allowing staff members to work independently.	<i>No, I don't think so. In this school we can't do that. Knowing the type of teachers we have, we can permit such</i>	↓	— (Negative)		School leaders do not allow staff members to work independently
Q9	The school leader empowers staff members to respond to problems	<i>No, principal do not empower staff because of their availabilities.</i>	↓	— (Negative)	66.66 for Negative and 33.33% for positive	Empowerment of staff is not effective
Q10	The school leaders delegate tasks based on the skills and strengths of his or her collaborator.	<i>Yes, there is free delegation of responsibilities to teachers. When these responsibilities are given to them, it increases their motivation and it will have a positive impact on school performances</i>	↑	+ (Positive)		Effective delegation of activities to teachers

### Decision

The content analysis speech of P8 shows that 66.66% of the respondent speech do not validate the research question. Out of 3 indicators used, 2 had a negative frequency and 1 positive. We can conclude that, the research question is qualitatively rejected. Delegative leadership style of principal has a negative effect on performances according to P8

### 4.7.7.3 Presentation and analysis of results due to Research question three

- P1

**Table 64: Content Analysis for P1 theme III**

DV	Theme III: In your opinion, do communicative leadership styles of principals affect performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader is approachable and make him/her self-available for communication	<i>No, I don't make myself available at all moment. At time I intervene only when it's necessary</i>	↓	— (Positive)		School leader not approachable
Q2	The school leader share information openly and honestly, fostering trust among staff members.	<i>Yes, here we do share information openly so that everybody will be in line with the administration</i>	↑	+ (Positive)	66.66% for positive and 33.33% for negative	Good means of communication
Q3	The school leader makes decisions promptly and communicate them decisively	<i>Yes, in this school the principal communicate in such a way that everybody will understand</i>	↑	+ (Positive)		Communication is effective

#### Decision

The content analysis speech of P1 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 of them had positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. Communicative leadership style affects performances according to P1.

- P2

**Table 65: Content Analysis for P2 theme III**

DV	<b>Theme III:</b> In your opinion, do communicative leadership styles of principals affect performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader is approachable and make him/her self-available for communication	<i>Yes, I think so. In this school, the principal is approachable and available for any communication concerning the school.</i>	↓	+ (Positive)		The school leader is approachable and available
Q2	The school leader share information openly and honestly, fostering trust among staff members.	<i>Here, we don't share information like that. It follows a specific canon. Some information are not shared at times for the growth of the institution</i>	↓	— (Negative)	100 for Negative and 00.00% for Positive	School leader communicate openly
Q3	The school leader makes decisions promptly and communicate them decisively	<i>I will go for yes because this enable the school leader to impose his authority on his subordinate.</i>	↓	+ (Negative)		Prompt decision from the school leader

### Decision

The content analysis speech of P2 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 of them had positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. Communicative leadership style affects performances according to P2.

- P3

**Table 66: Content Analysis for P3 theme III**

DV	Theme III: In your opinion, do communicative leadership styles of principals affect performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader is approachable and make him/her self-available for communication	<i>I will go for yes because, the principal is responsible for the good functioning of the school. So, in order for him to achieve this objective, he must make himself available</i>	↓	† (Positive)		Principal available for communication
Q2	The school leader share information openly and honestly, fostering trust among staff members.	<i>I will go for no because information at times are no communicated using the right canon</i>	↓	— (Negative)	66.66% for positive and 33.33% for negative	Information are not shared
Q3	The school leader makes decisions promptly and communicate them decisively	<i>Yes, we make decision promptly especially when we realised that the performances of students are not encouraging</i>	↓	† (Positive)		Effective communication

### Decision

The content analysis speech of P3 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 of them had positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. Communicative leadership style affects performances according to P3

- P4

**Table 67: Content Analysis for P4 theme III**

DV	Theme III: In your opinion, do communicative leadership styles of principals affect performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q8	The school leader is approachable and make him/her self-available for communication	<i>No, I don't think so. If we proceed like that, it is going to reduce our power</i>	↓	— (Negative)		Principal not approachable
Q9	The school leader share information openly and honestly, fostering trust among staff members.	<i>I will go for no because at times staff members are not available when we need them so we use other means</i>	↓	— (Negative)	100 for Negative and 00.00% for Positive	Information should be shared using the right canon
Q10	The school leader makes decisions promptly and communicate them decisively	<i>I will go for no because at times we take decision due to the type of situation we face</i>	↓	— (Negative)		Decision made due to the situation the school faces

### Decision

The content analysis speech of P4 shows that 100% of the respondent speech do not validate the research question. Out of 3 indicators used, all of them had a negative frequency. We can conclude that, the research question is qualitatively rejected. Communicative leadership style do not affect performances according to P4

- P5

**Table 68: Content Analysis for P5 theme III**

DV	Theme III: In your opinion, do communicative leadership styles of principals affect performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader is approachable and make him/her self-available for communication	<i>Yes, I think so. in this school, in order to have good performances, we need to make ourselves available for communication</i>	↑	+ (Positif)		School leader available for communication
Q2	The school leader share information openly and honestly, fostering trust among staff members.	<i>No, not all the time. At times we keep some information for ourselves for the good functioning of the school</i>	↓	— (Negative)	66.66% for positive and 33.33% for negative	Not all information are shared with staff members
Q3	The school leader makes decisions promptly and communicate them decisively	<i>Yes, we take prompt decision for the growth of the school. Some teachers are very stubborn (absent) in schools the only way to work with them is by communicating decisively</i>	↑	+ (Positive)		Decisive communication

### Decision

The content analysis speech of P5 shows that 66.66% of the respondent speech validate the research question. Out of 3 indicators used, 2 of them had positive frequency and 1 negative. We can conclude that, the research question is qualitatively validated. Communicative leadership style affects performances according to P5

- P6

**Table 69: Content Analysis for P6 theme III**

DV	Theme III: In your opinion, do communicative leadership styles of principals affect performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader is approachable and make him/her self-available for communication	<i>Yeah, in this we make ourselves available. This facilitate smooth communication creating a cool working environment between staff</i>	↓	† (Positive)		School leader create a cool working environment
Q2	The school leader share information openly and honestly, fostering trust among staff members.	<i>Yeah, in this school, in order to guarantee good performances at the end of the year, we share information openly at times during devotion and we also paste some in our different sign boards</i>	↓	† (Positive)	100% for Positive and 00.00% for negative	Information shared openly
Q3	The school leader makes decisions promptly and communicate them decisively	<i>Yeah, you know good communication lead to good performances. So, when decisions are made, when decisions are made during class council we communicate them decisively to our staff members</i>	↓	† (Positive)		Good communication lead to good performance

### Decision

The content analysis speech of P6 shows that 100% of the respondent speech validate the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research question is qualitatively validated. Communicative leadership style affects performances according to P6



- P7

**Table 70: Content Analysis for P7 theme III**

DV	Theme III: In your opinion, do communicative leadership styles of principals affects performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q&	The school leader is approachable and make him/her self-available for communication	<i>Yes, the school leader need to available for the good functioning of the school. An unapproachable leader makes management difficult</i>	↑	† (Positive)		Fluent communication
Q2	The school leader share information openly and honestly, fostering trust among staff members.	<i>Yeah obviously. A good leader does not keep information for him or herself. He or she need to communicate honestly to his collaborator in order to avoid frustration</i>	↓	† (Positive)	100% for positive and 00% for negative	Effective communication between staff members
Q3	The school leader makes decisions promptly and communicate them decisively	<i>Yes, we make prompt decision and communicate them to staff members so that they will be aware of the functioning of the school.</i>	↑	† (Positive)		Communication is accurate

### Decision

The content analysis speech of P7 shows that 100% of the respondent speech validate the research hypothesis. Out of 3 indicators used, all of them had positive frequency. We can conclude that, the research question is qualitatively validated. Communicative leadership style affect performances according to P7

- P8

**Table 71: Content Analysis for P8 theme III**

DV	Theme III: In your opinion, do communicative leadership styles of principals affect performances?					
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	The school leader is approachable and make him/her self-available for communication	<i>Yeah, we are open to our collaborators you know in order to create a good climate we need to be approachable and make our self-available for communication</i>	↑	† (Positive)		Open for communication with collaborators
Q2	The school leader share information openly and honestly, fostering trust among staff members.	<i>In order to gain respect from our collaborators, we need to share information openly and honestly so that we will be able to get feedback from staff members</i>	↓	† (Positive)	100% for positive and 00% for Positive	Information shared honestly in order to give pertinent feedback.
Q3	The school leader makes decisions promptly and communicate them decisively	<i>Yeah, decisions are made promptly in order to implicate everyone thus avoiding complains at the end of the day</i>	↓	† (Positive)		Good decision made in order to avoid complains

### Decision

The content analysis speech of P8 shows that 100% of the respondent speech validate the research question. Out of 3 indicators used, all of them had positive frequency. We can conclude that, the research question is qualitatively validated. Communicative leadership style affects performances according to P8.

#### 4.7.2.4 Presentation and analysis of results due to research question four

At this stage, the researcher realised that the responses regarding indicators were almost the same so, the researcher decided to group their responses into two group. The first group was made up of P1, P2, P3 and P4 and the second group was made up of P5, P6, P7 and P8.

- P1, P2, P3 and P4

**Table 72: Content Analysis for P1, P2, P3, P4 theme IIII**

DV	Theme IV: According to you do participative leadership styles of principals' impact performances?					
Items	Indicator	Content of the speech	Codificati on	Decision	Frequency	Results
Q1	The school leader view mistakes as learning opportunities and encourage a culture of continuous improvement	<i>Yes, in this school we view mistakes as learning opportunities. We encourage our collaborators to work hard and try to be on the same line with the recommendations of the ministry. So, when one of them make mistake (both teachers and students) we encourage them to keep working in order not to make the same mistake</i>	↑	(Positive)		Mistakes are considered as lessons learnt
Q2	The school leader encourages the growth and development of staff members, providing opportunities for learning and skill enhancement	<i>Yes, in our school we encourage part time teachers who are bachelor and master degree holders to go in for pedagogical training (seminars, capacity building, workshop) in order to improve their teaching skills. For the student, we encourage them to take extracurricular activities seriously.</i>	↑	† (Positive)	100% for positive and 00.00% for Negative	Effective development of staff members
Q3	Efforts are made by the school leaders in order to reach a consensus rather than imposing decisions unilaterally.	<i>Yeah, in this school, before taking a decision, we make sure we gather information from staff members so that each and every can participate in decision making hence avoiding unilateral decisions</i>	↑	† (Positive)		Principals, staff members etc participate in decisions

#### Decision

The content analysis speech of P1, P2, P3 and P4 shows that 100% of the respondent speech is oriented towards validating the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research question is qualitatively validated. Participative leadership styles of principals' impact performances according to P1, P2, P3 and P4.

- P5, P6, P7 and P8

**Table 73: Content Analysis for P5, P6, P7, P8 theme III**

DV Theme IV: According to you do participative leadership styles of principals' impact school performances?						
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q8	The school leader view mistakes as learning opportunities and encourage a culture of continuous improvement	<i>Yes, we view mistake as learning opportunities and it encourage the culture of continuous improvement. We encourage staff and students not be discourage when they make mistake. But, we rather encourage them to keep on with hard work and to consider the mistake as a challenge while avoiding to make the same mistake in the nearest future.</i>	↑	† (Positive)		Improvement of staff is effective
Q9	The school leader encourages the growth and development of staff members, providing opportunities for learning and skill enhancement	<i>Yes, it is obvious. We encourage both new and old teachers to further their studies. When the ministry organises seminars for teachers, we urge them to participate thus encouraging personal development of staff. We also encourage DIPES II holders to go in for master's studies.</i>	↑	† (Positive)	100% for Positive and 00.00% for Negative	Skill enhancement of staff is effective
Q10	Efforts are made by the school leaders in order to reach a consensus rather than imposing decisions unilaterally.	<i>Yes, in this school, we don't impose on staff due to the multicultural nature of staff. We instead urge them to take part (by giving their own point) on a particular situation in school which will impact on performance</i>	↑	† (Positive)		Staff members participate in decision making

### Decision

The content analysis speech of P1, P2, P3 and P4 shows that 100% of the respondent speech is oriented towards validating the research question. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, the research question is qualitatively validated. Participative leadership style of principal's impact performances according to P1, P2, P3 and P4.

### 4.7.3 Presentation and analysis on performances

At this stage, the researcher decided to group the responses into two since the researcher realised that the method used by some principal in order to improve on school performances were almost similar. The first group was made up of P1, P2, P3 and P4 for the private sector of education and the second group was made up of P5, P6, P7 and P8 for the public sector of education.

- P1, P2, P3 and P4

**Table 74: Content Analysis for P1, P2, P3, P4 on performances**

DV	According to you, which method do you use in order to improve performance?					
	Indicator	Content of the speech	Codification	Decision	Frequency	Results
<b>Items</b>						
<b>Q1</b>	Graduation rate of student	<p><i>At this level, we organised weekly evaluation, in order to keep students active and later we organised a harmonised session for each term, and for the final year students, we organised a pre-mock and the mock examination for them. We also encourage teachers to organise extra classes with students that do not perform well so that their performances can improve. Also, at the level of the examination classes, we ensure that we recruit competent teachers with good teaching background.</i></p>		<p>+</p> <p>(Positive)</p>		<p>Weekly evaluation, extra classes improve the graduation rate of student</p>

<b>Q2</b>	Discipline of students	<p><i>In order to improve on the discipline of our children, we at times preach the word of God to them so that it can influence on their discipline. Also, we have good discipline masters who implement the internal rules and regulation of a school hence influencing on the performances of students. At times, we encourage teachers to help them in their tasks.</i></p>	↑	+	(Positive)	100% Positive	Discipline master and other staff help to improve on the discipline of students
<b>Q3</b>	Teachers' satisfaction	<p><i>At this level, we set an objective that each department has to attain and those department that perform well at the end of the year are awarded with prices. These prices do not have anything to do with their salary.</i></p>	↑	+	(Positive)		Prices are awarded to teachers for a job well done

**Decision**

The content analysis speech of P1, P2, P3 and P4 shows that 100% of the respondent speech shows the methods principal use in order to improve on school performances. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, principals have good tools in order to improve on the performances of students according to P1, P2, P3 and P4

- P5, P6, P7 and P8

**Table 75: Content Analysis for P5, P6, P7, P8 on performances**

DV According to you, which method do you use in order to improve performance?						
Items	Indicator	Content of the speech	Codification	Decision	Frequency	Results
Q1	Graduation rate of student	<i>The ministry of secondary education organises capacity building seminars for teachers so at our level, we urge teachers to participate so that their performances can be improve upon. Also, we organise sequence examinations and pre-mock and mock examination "examen blanc" for final year classes.</i>	↑	† (Positive)	100% Positive	
Q2	Discipline referrals of students	<i>The discipline masters or « suiveillant de secteur » are in charge of discipline of student.</i>	↑	† (Positive)		
Q3	Teachers' satisfaction	<i>Teachers have what we call "prime de rendement" and this is paid by the PTA in order to encourage teachers to perform well</i>	↑	† (Positive)		

### Decision

The content analysis speech of P5, P6, P7 and P8 shows that 100% of the respondent speech shows the methods principal use in order to improve on school performances. Out of 3 indicators used, all of them had a positive frequency. We can conclude that, principals have good tools in order to improve on the performances of students according to P5, P6, P7 and P8

#### **4.7.4 Presentation of Focus Group Discussion carried out between the researcher and student leaders.**

Students were separated into four groups, each group were made up of 12 students leaders and we had a total of 4 groups giving a total of 48 student leaders. The results were presented from the FGD in the following lines. Data were interpreted as follows.

##### **5.8.1 Theme I: Which opinion do you have concerning leadership and performances**

- GR 1

The graduation rate of students (official examinations) depends on the leadership styles used

*In this school, we think the graduation rate is due to the type of leadership style used. This can be seen as the head of school imposes extra classes to final year students so that their performances should increase in order to have good results during official ex amination*

The rate of school drops out depends on the leadership style used

*We don't think so because at times student drop from schools due to their poor background*

Discipline referrals depends on the leadership style used

*Yes, we think so because if the leaders are not rigorous with students, the late coming rate will increase.*

- GR 2

The graduation rate of students (official examinations) depends on the leadership styles used

*Yes obviously. In this school the type of leadership used by the principal is the one that really affects official results at the end of the year*

The rate of school drops out depends on the leadership style used

*Yes, at times the type of leadership used by the principal frightens some students who finally decide to drop from school*

Discipline referrals depends on the leadership style used

*Yes, if the principal does not use harsh method in this school many students will turn the school into a playing ground*

- GR3

The graduation rate of students (official examinations) depends on the leadership styles used



*Yes, we think so. our principal put in place a type of leadership that favours final year examinations. For example, he implements extra hours of studies for student who do not perform well*

The rate of school drops out depends on the leadership style used

*No, we don't think so. in this school, we have many friends who decide to drop from school due to their social background. Most of them drop from school at times because of their traditions*

Discipline referrals depends on the leadership style used

*Yes, it depends on the leadership style used because we have most of friends who a scared to absent from classes because the type of system put in place by the principal punish them severely when they come the following day*

- GR 4

The graduation rate of students (official examinations) depends on the leadership styles used

*Yes, we think so. the system put in place by the principal favour our school during official examination. Reason while we are amongst the top 5 schools in Cameroon*

The rate of school drops out depends on the leadership style used

*No, we don't think so. several of our mate abandons school due to personal reasons. Some of them belief that going to school slow them from getting money so they prefer to drop out from school and do business*

Discipline referrals depends on the leadership style used

*Yes, we think so. Some of our maids are very stubborn by nature. If they do not control them, they will go astray*

### **5.8.2 Theme II:** What opinion do you have concerning students' participation in administration

- GR 1

The learning needs of students are taken into considerations

*No, we don't think so. Our learning needs are not taken into consideration*

The relationship of students with the staff

*we have a good relationship with our staff.*

The perception students have toward their principals' styles and the style of other administrators in the school

*The principal of this school is authoritative but his leadership affect school performances positively*

- GR 2

The learning needs of students are taken into considerations

*No, our learning needs are not taken into consideration. Since we ask for new chalk boards in different classes, it has not been provided*

The relationship of students with the staff

*The relationship is tensed thus leading to low performances*

The perception students have toward their principals' styles and the style of other administrators in the school

*The principal uses a free will leadership. At times teachers do as they want and when we complain, we have no reaction*

- GR 3

The learning needs of students are taken into considerations

*Yes, our needs are taken into consideration. When we complain about a teacher, the principal immediately gets to the teacher to get the reason of the complain*

The relationship of students with the staff

*The relation is excellent. Teachers are always around to help students especially when it concerns education*

The perception students have toward their principals' styles and the style of other administrators in the school

*The principal does not have a defined leadership. He uses a specific leadership style to manage a specific problem*

- GR 4

The learning needs of students are taken into considerations

*Our learning needs are taken into consideration. Reason why we always have good performances in official examinations*

The relationship of students with the staff

*The relationship is excellent. In this school, students and teachers are in forums and these forums are mainly for educational purposes.*

The perception students have toward their principals' styles and the style of other administrators in the school

*The principal of this school is democratic. This can be seen as he consults teachers before taking important decision pertaining to school performances.*

## Conclusion

According to teachers, the result from the research rejected the null hypothesis and validated the alternative hypothesis which stated that, consultative leadership styles of principal influence performances with a path coefficient of 0.964, delegative leadership style influences performances with a path coefficient of 0.905, there is a relationship between communicative leadership style and performances with a path coefficient of 0.955 and lastly there is a relationship between participative leadership style of principal on school performances with a path coefficient of 0.979. Also, a model was proposed for this study called “Principal leadership style and performance”. Furthermore, results obtained from interview guide carried out between the researcher and principals helps to substantiate the quantitative results obtained with teachers. So, we can conclude that democratic leadership style of principals (consultative, delegative, communicative and participative) has a great influence on performances as illustrated in this chapter

## **CHAPTER FIVE: DISCUSSION OF RESULTS, RECOMMENDATIONS AND CONCLUSION**

### **5.0 Introduction**

This chapter discusses the results presented and interpreted in chapter four. In this chapter, we answer the research questions and discussions based on the hypothesis. We further substantiated with the view of other authors with the relevant theories used in the work. Here, we bring out the meaning, important and relevance of the results.

### **5.1 Discussion according to the responses from the demographic information**

This research work makes use of demographic information as presented in figure 8, 9, 10 and 11. This information was carefully gathered following its relevance to the research objectives. Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalisation purposes (Salking, 2010). The characteristics of the respondents used here were gender, age range, educational level and teaching experiences. These needed to qualify as a participant.

On Gender, the participants were made up of male (44%) and female (56%). This result involved both sex in order to enable the full participation of two sex that make up the population of Cameroon. They have both gone to school and they know the challenges students and principal are facing in school. According to Arensbergen et al, (2012), the differences in gender performances in different career is small or non-existent. Moreover, according to Millennium Development Goal Five (Gender Equality) regardless to where you live, gender equality has become a fundamental human right. Advancing gender equality is critical to all areas of life, from reducing poverty to promoting health, education, protection and well-being of the society, they become vital participant in this study.

Also, the educational levels of the respondent were also very important. The educational levels of teachers were as follows: PhD, Master Degree, DIPES 1 and II and lastly Degree. The result revealed to us that most of the respondent were DIPES II holders. Educational level was brought up in order to ensure that our respondent was well educated.

Again, the participant ages range from 16 years to 46 years and above. A range that enables all-inclusive participation of teachers. This provided an avenue for gathering information needed.

Finally, their teaching experiences were also important. The teaching experience of these teachers ranges from 0 to 15 years and above. The results gotten from the research shows that most of their experiences ranges from 5 years to 9 years. Making the result of our research to be significant.

## **5.2 Discussion of findings According to Research hypothesis and Research Questions**

### **5.2.1 Research hypothesis one: Consultative leadership style affects performances**

#### **Research question One:**

Does the consultative leadership style of principal influence performances?

#### **Research Hypothesis 1**

- Ha 1: Consultative leadership of principal's influence performances in selected public and private secondary schools in the Mfoundi Division
- Ho 1: There is no relationship between consultative leadership style of principals and performances

This hypothesis was aimed at finding out if there is a relation between consultative leadership style and performances. The data collected and presented in chapter 4 and of this study reveal that there is a strong positive relationship between consultative leadership styles and performances. Looking at the findings, the alternative hypothesis was retained, while the null hypothesis was rejected. This indicate that there is a strong positive relationship between consultative leadership style and performance in public and private secondary schools in Cameroon with the path coefficient of 0,964 as seen in table 47. Also, according to the interview carried out with principals, the data revealed that consultative leadership styles influence performances. In order words, if there is any improvement in consultative leadership style, it will impact positively on performances below are some indicators of consultative leadership style: collaborative approach with staff, empowerment of staff to carry out specific task, flexibility of the school leader, feedback mechanism, resolution of conflict. In addition to that, consultation enable the school leader to be flexible with decisions and also enable his or her collaborators to take part in the management of the school leading to good performance.

In the school context, this style of leadership can have a significant impact on student performance and the overall functioning of the educational establishment.

According to several French-language authors, consultative leadership is often associated with a participative approach that encourages the contribution of all members of the educational team, including teachers, administrators and parents. French professor Michel Crozier, in his book "Le phénomène bureaucratique", stresses the importance of participation and consultation in promoting organisational efficiency.

French psychologist René Barbier, in his work on educational leadership and management, puts forward the idea that consultative leaders can create an environment conducive to learning by encouraging dialogue and collective reflection. By involving teachers in the decision-making process, these leaders foster a sense of shared responsibility, which can have a positive impact on educators' motivation and commitment.

Pierre Bourdieu (sociologist) in one of his analyses emphasises the importance of relationships and interactions within schools. Consultative leadership can help to strengthen the links between the various players in education, creating a more harmonious environment that is conducive to learning.

Student performance can also benefit from consultative leadership. By involving teachers in the decision-making process, this style of leadership can lead to teaching practices that are better adapted to the specific needs of pupils. The collaborative approach also encourages the implementation of innovative educational strategies and the effective resolution of problems that may arise in an educational context.

In the educational context, consultative leadership can take many forms, including collaborative meetings, working groups and open forums where team members can share their ideas and concerns. The exchange of information between educational stakeholders contributes to more informed decision-making and a better understanding of the specific needs of the school.

Consultative leadership in the school context, as discussed by authors such as Crozier, Barbier and Bourdieu, offers a promising approach to improving student performance and the overall functioning of educational institutions. By focusing on consultation, collaboration and participation, consultative leaders help to create a dynamic educational environment conducive to learning.

Again, Consultation encourages collaboration between different stakeholders within the organisation. Open and transparent communication is essential to ensure that all stakeholders understand the objectives, priorities and challenges. This leads to better mutual understanding

and more effective cooperation, which can positively influence the overall performance of the organisation.

Consultative leadership fosters adaptability and innovation by encouraging a diversity of ideas and perspectives. Members of the educational community are more inclined to share their suggestions and take innovative initiatives when they feel heard and respected. This openness to new ideas can lead to innovative pedagogical approaches and creative solutions to challenges.

Edward L. Deci's self-determination theory is a psychological perspective that examines the intrinsic and extrinsic motivations that influence human behaviour. It suggests that individuals are most motivated and engaged when they have a sense of control, competence and social connection in their activities. In relation to the consultative leadership style, which favours collaboration and the participation of team members in the decision-making process, this theory may have significant implications.

Consultative leadership, also known as participative leadership, involves consulting team members before making important decisions. This style of leadership recognises the value of individual contributions and encourages the autonomy of team members. By integrating self-determination theory, we can better understand how consultative leadership can influence individual motivation, job satisfaction and performance.

When a leader adopts a consultative style, he or she enables team members to participate actively in decision-making, thereby reinforcing their sense of control and autonomy. This increased autonomy is aligned with the key concept of self-determination theory. Team members feel more competent when they are involved in the decision-making process, which strengthens their commitment to the organisation's objectives.

In addition, consultative leadership fosters social connection by encouraging open communication and collaboration between team members and the leader. Positive relationships within the team contribute to job satisfaction and psychological well-being, essential elements for sustainable intrinsic motivation according to self-determination theory.

In terms of performance, the integration of self-determination theory into consultative leadership suggests that individuals are more likely to deliver optimal effort and persevere in the face of challenges when they are intrinsically motivated. The sense of worth, competence and social connectedness reinforced by consultative leadership creates an environment conducive to individual fulfilment, which can translate into improved performance.

Consultative leadership, by enabling individuals to contribute actively to decisions, creates an environment where team members feel valued and respected. This enhances their sense of autonomy, as they have the opportunity to influence outcomes and participate meaningfully in the problem-solving process. The opportunity to make informed choices increases intrinsic motivation, as individuals perceive their actions as being aligned with their own values and aspirations.

In terms of competencies, consultative leadership provides opportunities for learning and development. Team members are encouraged to share ideas, take initiative and learn from each other. This continuous process of growth and improvement reinforces the sense of individual competence, which, according to the theory of self-determination, is essential for maintaining high levels of motivation.

The link between Edward L. Deci's theory of self-determination, consultative leadership and organisational performance is based on an understanding of the fundamental psychological needs of individuals. By fostering autonomy, competence and social connection, consultative leadership can stimulate the intrinsic motivation of team members, leading to improved performance and lasting job satisfaction.

### **5.2.2 Hypothesis two: delegative leadership style and performances.**

#### **Research question two:**

- Does the delegative leadership of principal's influence performances?

#### **Research Hypothesis Two:**

- Ha 2: Delegative leadership style of principal influences performances in selected public and private secondary schools in the Mfoundi Division
- Ho2: Delegative leadership style of principal has no relationship with performances

This hypothesis was aimed at finding out if delegative leadership style had a relationship with performances. The data collected and presented in chapter 4 of this study reveal that delegative leadership style of principal influences performances. Looking at the findings, the alternative hypothesis was retained, while the null hypothesis was rejected. This indicate that, delegative leadership style of principals influences performance in public and private secondary schools in Cameroon due to path coefficient of 0,905 as seen in table 47. And the p-value of 0.000 indicates that there is no chance of making an error if we accept such relationship. In order words, if there is any improvement in delegative leadership style, it will influence on



performances as we can see in figure 17. Also, interviews carried out with principals on this hypothesis revealed that, delegative leadership style of principals influences on performances. School principals uses this style in order to have minimal supervision on staff, empowerment of team members, adaptability, delegation of power based on skills and also to create a flexible working environment pertaining to good performances.

Delegative leadership in the educational context has been explored by several authors and researchers, each bringing distinct perspectives on its impact and implications. Daniel Goleman, famous for his work on emotional intelligence, has emphasised the importance of leadership that fosters autonomy and individual responsibility. He believes that delegative leadership can help develop students' emotional intelligence by encouraging them to make decisions, solve problems and interact positively with their peers.

Social psychologist Albert Bandura has also influenced the understanding of leadership in education. He developed the theory of social learning, emphasising the crucial role of role modelling in the learning process. In delegative leadership, teachers act as role models by delegating responsibilities, encouraging students to imitate positive behaviours and develop the skills they need to succeed.

In his book "Drive: The Surprising Truth About What Motivates Us," psychologist Daniel Pink explores the drivers of intrinsic motivation. He suggests that delegating responsibility, by giving students more control over their learning, can stimulate intrinsic motivation by feeding the human need for mastery, autonomy and purpose.

In addition, the work of educational researcher John Hattie highlights the importance of feedback and formative assessment in the educational process. Within a framework of delegative leadership, teachers can use these tools to guide students in their progress, offering ongoing, personalised support.

Delegative leadership, when properly applied, can also foster a culture of continuous learning within the school. By encouraging teachers to delegate certain responsibilities to students, an environment is created where learning is not limited to the simple transmission of information by the teacher, but where students are actively involved in constructing their own knowledge.

This can manifest itself through group projects, independent research activities and collaborative presentations, enabling students to explore topics in depth and share their findings with their peers. In this way, delegative leadership helps to transform the classroom into a

dynamic place where learning is interactive and students play an active role in building their understanding of the world.

Delegative leadership can also have a positive influence on the emotional climate of the classroom. Students often feel more valued and competent when they have the opportunity to contribute actively to the educational process. This can boost their self-esteem and create a sense of belonging to the educational community, which is essential for promoting a positive climate conducive to learning.

In the school context, delegative leadership can have a significant impact on student performance, interpersonal relationships and the educational culture in general. When a headteacher or teacher adopts a delegative leadership style, it means that they are encouraging autonomy and the active participation of pupils in their own learning.

One of the benefits of delegated leadership in education is the promotion of student autonomy. By encouraging students to take the initiative, participate in decision-making and assume responsibility, delegated leadership fosters the development of skills such as critical thinking, problem-solving and initiative-taking. Students learn to be more autonomous, which can benefit their academic success and personal development.

Another positive aspect of delegative leadership is its impact on student motivation. When students have a certain level of control over their learning, they are more likely to feel invested and engaged in the educational process. This can result in increased motivation, better concentration in class and greater perseverance in the face of academic challenges.

However, it is important to stress that delegative leadership should not be confused with a lack of involvement or responsibility on the part of teachers. Teachers play an essential role in creating a framework conducive to delegating responsibility. This involves providing clear guidance, setting appropriate expectations and remaining available to offer support and advice.

In addition, successful delegative leadership also depends on students' ability to take responsibility in a constructive way. It is therefore essential to teach students skills related to time management, collaboration and independent problem solving.

Fayol's theory validates the fact that delegative leadership style influence performances. This leadership style is based on delegating responsibility and authority to team members. By examining the principles of Fayol's theory, it is possible to identify similarities with delegative leadership.

Firstly, Fayol's organisational function focuses on creating an effective organisational structure. In the context of delegative leadership, this translates into delegating tasks and responsibilities to team members according to their skills and areas of expertise. Fayol also stresses the importance of clarity of responsibilities, which corresponds to transparency in the delegation of responsibilities in delegative leadership.

Fayol's coordination function also highlights the need to harmonise the organisation's activities. In the context of delegative leadership, this means that the leader must play a coordinating role by ensuring that team members understand their respective roles and work collaboratively towards common goals. Effective delegation of responsibilities contributes to this coordination by harnessing the individual strengths of team members.

Fayol's command function involves the leader's role in decision-making and direction. In the delegative leadership style, the leader entrusts more decision-making to team members, thereby encouraging autonomy and individual responsibility. This is in line with Fayol's idea that command involves guiding and directing subordinates.

Finally, Fayol's control function emphasises the need to evaluate performance against established plans. In a context of delegative leadership, control is often exercised in a participative way, where team members are involved in evaluating their own performance. This encourages individual responsibility and awareness of results.

Finally, Fayol's management theory and delegative leadership share similarities, particularly with regard to the delegation of responsibilities, the coordination of activities and the empowerment of team members. These concepts converge to promote a participative approach to management, where the leader facilitates and guides rather than dictates orders in an authoritarian manner. This approach can contribute to a more collaborative organisational culture and improved performance.

### **5.2.3 Hypothesis three: Communicative leadership style and performances**

#### **Research question three:**

- Does communicative leadership style of principals affect performances?

#### **Research Hypothesis Three:**

- Ha 3: There is a relationship between communicative leadership style of principal and performances.

- Ho3: There is no relationship between communicative leadership style of principals and performances

This hypothesis was aimed at finding out if communicative leadership style affects performances. The data collected and presented in chapter 4 of this study reveal that there is a strong relationship between communicative leadership styles and performances. Looking at the findings, the alternative hypothesis was retained, while the null hypothesis was rejected. This indicates that there is a strong relationship between communicative leadership style and performance in public and private secondary schools in the Mfoundi Division due to path coefficient of 0,955 as seen in table 47. And the p-value of 0.000 indicates that there is no chance of making an error if we accept such relationship. In other words, if there is any improvement in communicative leadership style, it will impact on performances as we can see in figure 18. Also, interviews carried out with principals on this hypothesis revealed that, there is a strong relationship between communicative leadership style of principals and performances. The result of this study rejected the null hypothesis and validated the alternative hypothesis which states that, there is a strong relationship between communicative leadership style and performances.

The positive impact of communicative leadership on school performance is significant. Firstly, it fosters a sense of community within the school, thereby increasing student engagement. When students feel connected to their school and perceive constant support, they are more inclined to participate actively in class and to invest themselves in their studies.

In addition, a communicative leader facilitates collaboration between teachers, which can improve pedagogical coherence and curriculum alignment. This can help create a more harmonious learning environment and meet the diverse needs of students.

Open communication between teachers and parents is also a key element of communicative leadership. Informed and involved parents are better equipped to support their children's learning at home, which can have a positive impact on overall school performance.

Also, a communicative leader is able to motivate and inspire members of the educational community. Effective communication of educational objectives, expectations and successes leads to a shared vision, thereby stimulating the motivation of teachers and students alike.

Communicative leadership in the educational context, and its impact on academic performance, has been explored by many renowned researchers and educators. Among the influential authors in this field are several theorists in education and organisational psychology.

Michael Fullan: A renowned Canadian educator has written extensively on educational leadership. He emphasises the importance of effective communication in bringing about change and improving school performance. His work emphasises the crucial role of the leader in creating a shared vision within the educational community.

Daniel Goleman: Known for his work on emotional intelligence, Goleman has explored the connection between emotional leadership and performance in the educational context. His approach focuses on how a leader's emotional competencies influence the dynamics of a school, thereby affecting the well-being of students and teachers.

John Hattie: A New Zealand education researcher, John Hattie has conducted extensive research into the factors influencing school success. His work, particularly the meta-analysis on the effects of teaching, highlights the importance of constructive feedback, communication and effective leadership in improving student performance.

Peter M. Senge: An expert in management and organisational learning, Senge has contributed to the understanding of leadership in the educational context by promoting the notion of the "learning organisation". According to him, a leader must foster a culture where continuous learning is encouraged, which has a positive impact on student performance.

James P. Spillane: A specialist in educational leadership, James Spillane has examined how leaders influence collaboration within schools. His research highlights the importance of interpersonal communication and coordination between staff members in improving teaching practices and, consequently, school performance.

The work of these authors illustrates the complex relationship between communicative leadership and school performance. Their contributions offer varied perspectives that enrich our understanding of effective leadership practices in the educational context.

Fiedler's contingency theory is based on the idea that an individual's leadership style is relatively fixed, but that its effectiveness largely depends on the context in which it operates. In the context of communicative leadership, this theory underlines the importance of adjusting one's approach according to situational variables.

Communicative leadership focuses on how leaders communicate with their teams, emphasising active listening, clear communication, encouraging participation and creating an open environment where ideas can be shared freely. When we look at Fiedler's contingency theory in relation to communicative leadership, we can see how communicative leadership style can be more or less effective depending on the specific context.

According to Fiedler's theory, the optimal leadership style depends on three main elements: the relationship between the leader and the team members, the structure of the task and the positional power of the leader. Some situations are characterised by strong leader-member relationships, a clear task structure and high leader positional power, while others have weaker relationships, an ambiguous task structure and lower positional power.

In the context of communicative leadership, it can be argued that in situations where open communication and collaboration are crucial, a communicative style may be more effective when the relationship between the leader and team members is strong. In these situations, team members are more likely to be receptive to a leader who encourages communication and participation.

Finally, Fiedler's contingency theory provides an interesting theoretical framework for understanding how communicative leadership style can be adapted to different circumstances in order to influence performances in a school. By integrating these principles, leaders can refine their approach to become more effective in a variety of contexts, creating more dynamic and adaptive work environments.

#### **5.2.4 Hypothesis four: Participative leadership style and performances**

##### **Research question Four:**

- Does participative leadership style of principal's impact performances?

##### **Research Hypothesis four:**

- Ha 4: There is a strong relationship between participative leadership style of principal and performances.
- Ho4: There is no relationship between participative leadership style of principals and performances.

This hypothesis was aimed at finding out if there is a relationship between participative leadership style and performances. The data collected and presented in chapter 4 of this study reveal that there is a strong relationship between participation leadership styles and performances. Looking at the findings, the alternative hypothesis was retained, while the null hypothesis was rejected. This indicate that there is a strong relationship between participation leadership style and performance in public and private secondary schools in the Mfoundi Division due to the path coefficient of 0,979 as seen in table 47. And the p-value of 0.000 indicates that there is no chance of making an error if we accept such relationship. In order

words, if there is any improvement in participative leadership style, it will impact on performances as we can see in figure 19. Also, interviews carried out with principals on this hypothesis revealed that, there is a strong relationship between participative leadership style of principals and performances. The principals use it in order to create group involvement in schools, learning from mistakes, skill development, consensus building etc

There is a strong relationship between participative leadership style of principal and school performances in the sense that, Kurt Lewin, a psychologist and behavioural scientist, introduced the concept of participative leadership in the 1930s. According to Lewin, a leadership style that encourages the active participation of group members in the decision-making process leads to more lasting results and wider acceptance of decisions. His work laid the foundations for the importance of collaboration and shared decision-making in the effective functioning of groups.

Douglas McGregor developed Theory X and Theory Y to describe two different approaches to people management. Theory Y, which is often associated with participative leadership, suggests that individuals are intrinsically motivated and seek to contribute positively to organisational goals when they are involved in the decision-making process. McGregor emphasised the importance of trust and autonomy for employees, principles that are also applicable in the educational context.

With regard to education, John Dewey, an American philosopher and educator of the early 20th century, argued in favour of a democratic approach to learning. He emphasised the importance of practical experience and the active participation of students in the educational process. Dewey believed that education should be centred on the needs and interests of students, and that teachers should act as facilitators rather than strict authorities. His ideas helped shape the modern understanding of participatory leadership in education.

Thus, by combining the contributions of these thinkers, we can better understand the theoretical underpinnings of participatory leadership in schools. These perspectives shed light on how collaboration, trust and active participation can positively influence students' academic performance and holistic development.

Participative leadership in the school context also offers benefits in terms of developing confidence and individual responsibility. When students are included in the decision-making process, they have the opportunity to take responsibility, which helps to build their self-confidence. Knowing that their ideas and opinions are valued encourages them to take on leadership roles within the school community.

In addition, participative leadership promotes transparency and understanding of educational objectives. When decisions are taken collaboratively, members of the school community have a better understanding of the underlying reasons and objectives. This can lead to stronger support for educational initiatives, as everyone understands how their contribution helps to achieve the common goals.

In a wider context, participative leadership can also have a positive impact on the school's image in the community. Schools that encourage the participation of all stakeholders demonstrate a commitment to democracy and diversity of perspective. This can strengthen the confidence of parents, pupils and other community members in the education system, fostering a stronger partnership between school and society.

Participative leadership, with its emphasis on collaboration and inclusion, also offers specific benefits in terms of developing social skills and managing conflict within the school community. When students are encouraged to participate actively in decision-making processes, they learn not only to express their opinions, but also to listen to those of others, thereby fostering the development of essential communication skills.

In addition, participative leadership can help to anticipate and resolve conflicts within the school in a constructive way. By creating an environment where differing opinions are respected and problem-solving is encouraged, participative leaders can help prevent tensions and promote a culture of mutual understanding.

In educational terms, participative leadership can also influence teaching practices. Teachers are more likely to share innovative ideas and collaborate on effective teaching approaches when their voice is valued and heard. This can lead to teaching methods that are better adapted to students' needs, promoting better understanding and retention of knowledge.

In terms of social responsibility, participative leadership can have a lasting impact on school culture. Students who are involved in decision-making related to community initiatives or social projects are more likely to develop a sense of responsibility towards society. This can lead to more meaningful and relevant educational and social projects.

Participative leadership in schools transcends its impact on academic performance to encompass the holistic development of students. By fostering collaboration, communication and problem-solving, this style of leadership creates an educational environment conducive to students' personal, social and intellectual growth, reinforcing the central role of education in shaping engaged and enlightened citizens.



According to Chris Argyris' theory, participative leadership is based on the fundamental notion of a "double learning loop". This idea suggests that individuals and organisations can learn meaningfully by examining and questioning their own assumptions and beliefs, as well as the underlying structures that guide their behaviour. In the context of participative leadership, this means that leaders not only encourage critical thinking among team members, but also challenge their own mental models and leadership practices.

A key aspect of Chris Argyris' theory is the importance of creating an organisational environment that encourages active participation. This involves removing barriers to open communication, promoting trust within the team and recognising the value of everyone's contributions. The participative leader must be a good listener, open to divergent ideas and prepared to share decision-making power.

Chris Argyris' participative leadership style goes beyond simply consulting team members. It aims to create an organisational culture where decision-making is genuinely shared and everyone feels invested in the collective success. According to this theory, participative leaders create a space where mistakes are seen as learning opportunities, thereby encouraging innovation and continuous improvement.

Chris Argyris' theory of participative leadership offers a deep insight into how leaders can create environments conducive to active participation, critical reflection and continuous learning within organisations. By adopting this leadership style, organisations can not only maximise the potential of their people, but also foster a culture of collaboration and innovation.

### **5.3 Recommendations**

Several public policy recommendations and initiatives follow from the results of the present study. They are treated under sub-topics that are related to the phenomenon under study. They are as follows:

#### **5.4 To Principals**

##### **5.4.1 Principals' Training and Professional Development**

The leadership style employed by a principal is a function of the principal's training, professional development and exposure. Being a director is harder than ever. Not only because the manager faces a changing educational environment, but also with a very different, difficult and diverse clientele and the changing demands of the job itself. While no training can teach a manager how to deal with difficult challenges, he or she must develop the necessary

management and leadership skills. As it was identified as an important factor, several recommendations were made with respect to the Director's training and professional development.

#### **5.4.2 Principals' Training**

The training of school principals, also known as the training of principals, is an essential aspect of the education system. Principals play a central role in the management and administration of schools, which has a direct impact on the quality of teaching and student development. The training of principals is therefore aimed at preparing them to meet the complex and varied challenges they will face in their role as pedagogical and administrative leaders.

The main objective of the training of school principals is to develop a set of key skills necessary for the effective and efficient management of schools. These skills include interpersonal communication, problem solving, informed decision making, human resources management, understanding educational policies, strategic planning, collaboration with stakeholders and the promotion of a positive learning environment.

The training of principals generally takes place in several stages. Firstly, potential candidates must meet certain basic requirements, such as prior experience as a teacher, a thorough knowledge of the education system and a mastery of the academic skills required. Then, the selected candidates undergo specialized training that may vary depending on the country and the specific education system.

Director training programs cover a wide variety of topics. They generally include courses on school management, pedagogical supervision, financial management, educational legislation, conflict management and time management, among others. Future directors are also encouraged to develop their leadership skills and ability to motivate their educational teams.

Quality training for school principals must be both theoretical and practical. Future directors must be exposed to real-life case studies, simulations of complex situations, and practical placements in schools to put their theoretical knowledge into practice. In this way, they can develop their capacity to solve the real problems they will face once they are in office.

Another crucial aspect of key training is the emphasis on continuous professional development. Managers must constantly update their skills and knowledge to adapt to changes in education, new pedagogical practices, technological advances and changes in educational policies.

Finally, the training of school principals must also emphasize professional ethics and social responsibility. Principals are role models for their students, teachers and the educational community as a whole. They must therefore be endowed with a strong professional ethic, transparency in their actions and a willingness to best serve the general interest of education.

To conclude, the training of the principal is an essential component of the development of a quality education system. Equipping future school principals with the necessary skills, professional ethics and a balanced approach between theory and practice will ensure that they are better prepared for the complex and significant challenges of school management. A solid training of directors thus contributes to improving the efficiency and quality of education, and consequently to forming a generation of competent and fulfilled citizens.

### **5.4.3 Principals' Professional Development**

The professional development of school principals, also known as “in-service training for school heads”, is an essential process aimed at strengthening the skills, knowledge and capacities of the main actors in education. Principals play a crucial role in managing, leading and improving the performance of their schools. Therefore, investing in their professional development is fundamental to ensuring a quality educational environment and student success.

Directors' professional development can take many forms, from workshops and training seminars to mentoring programs and specialized university courses. The ultimate goal is to provide principals with the tools they need to address the complex challenges they face on a daily basis and to promote an effective leadership culture in their schools.

Key areas of professional development for managers include:

**Pedagogical leadership:** Principals must be able to promote the improvement of teaching and learning in their institutions. They must understand best teaching practices, student assessments and differentiated teaching strategies.

**Human Resources Management:** Directors must be competent managers who recruit, evaluate and develop teachers and non-teaching staff. They must also be able to foster a culture of collaboration and support within the educational team.

**Financial and budgetary management:** Responsible management of financial resources is crucial to the proper functioning of a school. Managers must develop skills in budgeting, allocating funds and managing expenditures to maximize available resources.

**Community Relations:** Managers must be effective communicators and community leaders. They must work with parents, local organizations and partners to foster a positive school climate and encourage stakeholder engagement.

**Problem Solving and Decision Making:** Directors face a variety of challenges, ranging from disciplinary issues to academic issues. They need to develop problem-solving and informed decision-making skills to maintain a healthy school environment.

The continuing training of directors should be a continuous and adaptive process, taking into account the specific needs of each director and developments in the education sector. Educational institutions, government organizations and professional associations can all play a role in providing relevant and quality professional development programs.

By investing in the professional development of principals, schools can expect significant benefits, such as improved teaching quality, better management of resources, a reduction in dropout rates and greater teacher and staff satisfaction. In addition, well-trained principals are better able to drive innovation and promote positive change in their schools.

To conclude, the professional development of principals is an essential element in improving the quality of education in our schools. By strengthening their leadership, management and communication skills, we can build a brighter educational future for our students and our society as a whole.

## **5.5 To the ministry of secondary and Higher Education**

### **5.5.1 Education Leadership Training Institute**

Education is the fundamental pillar of any successful society. To ensure quality education and develop future leaders, it is essential to train education professionals with strong leadership skills. It is in this context that an educational leadership training institute plays a crucial role.

An educational leadership training institute is an institution dedicated to the training, development and mentoring of future educational leaders. Its main objective is to train competent and motivated individuals who will be able to effectively run educational institutions, inspire teachers and improve the overall performance of pupils.

The creation of such an institute is a strategic initiative that requires careful planning and clear vision. Here are the key steps for setting up an educational leadership training institute:

**Needs Analysis:** Before establishing the Institute, it is essential to conduct a thorough study of current educational leadership needs. This analysis will determine the skills needed, the areas of specialization and the training programmes adapted to the requirements of the education sector.

**Curriculum development:** Based on needs analysis, the institute must develop a strong and balanced curriculum that covers key aspects of educational leadership, such as team management, strategic planning, effective communication, informed decision-making, professional ethics, and much more.

**Recruitment of teaching staff:** The success of a training institute depends largely on the quality of its teaching staff. It is therefore essential to recruit experienced experts in the field of education and leadership, who can share their knowledge in an engaging and inspiring way.

**Infrastructure and equipment:** The institute must have a modern and well-equipped infrastructure to provide an environment conducive to learning. Spacious classrooms, audiovisual equipment, well-stocked libraries and collaborative workspaces are essential.

**Strategic partnerships:** Collaborate with reputable educational institutions, professional organizations and educational institutions will enable the institute to strengthen its credibility and foster knowledge exchange and professional development opportunities for its students.

**Validation and accreditation:** In order to ensure the quality of teaching and the recognition of diplomas awarded, the institute should seek accreditation from assessment and validation bodies competent in the field of education.

**Promotion and Communication:** Once the institute is established, it is essential to put in place an effective communication strategy to promote its training programs and attract qualified candidates.

Finally, the creation of an educational leadership training institute is an essential initiative to develop a quality education and train the future leaders of tomorrow. With careful planning, appropriate resources and a dedicated team, this institute can become a key player in improving education and contributing to the progress of society as a whole.

### **5.5.2 Curriculum for Teacher Training**

Teacher training is a crucial aspect of the education system as it plays a fundamental role in the preparation and professional development of future teachers. A well-designed curriculum for

teacher training is essential to ensure the quality of education provided in schools. In this explanation, we will discuss the main aspects of the teacher education curriculum, focusing on its importance, structure and content.

Importance of teacher training:

Teacher training is a complex process that aims to equip future teachers with the skills they need to be effective in their classrooms. Well-trained teachers are better prepared to meet the challenges of teaching, understand the individual needs of students and adopt appropriate teaching methods. Quality training contributes to improving educational outcomes, promoting inclusive learning and encouraging innovation in teaching practices.

Teacher Education Curriculum Structure:

A teacher education curriculum must be well structured and organized to provide a logical progression of skills and knowledge. It should be divided into modules or thematic units, covering key areas such as learning psychology, teaching methods, classroom management, student assessment, inclusive education management, etc.

Teacher training programmes should also include practical placements and classroom teaching to enable future teachers to apply the theories and skills acquired in a real context. These practical experiences help build their confidence, adaptability and ability to cope with different learning situations.

Content of the teacher education curriculum:

The content of the teacher education curriculum should be based on current pedagogical research, best practices and national educational standards. The subjects taught must be diverse and consider the needs of different levels of education (primary, secondary, etc.) as well as specific subjects (sciences, languages, mathematics, etc.).

**Key aspects of teacher education curriculum content include:**

Learning theories: Understand how students learn and develop their cognitive and social skills.

Teaching methods: Explore different pedagogical approaches to effectively transmit knowledge to students.

Classroom Management: Learning to create a positive learning environment conducive to student participation.

Student assessment: Develop skills to assess student progress in a fair and constructive manner.

Educational technology: Integrate digital tools into teaching to improve student learning.

Inclusive Education: Learning to manage the diversity of students, including those with special needs.

Professional ethics: Understanding the ethical and professional responsibilities associated with teaching.

Finally, a well-developed curriculum for teacher education is essential to ensure that teachers are competent, engaged and prepared to meet the needs of students and the challenges of modern education. Such training contributes to improving the quality of education and creating positive and inclusive learning environments.

#### **5.5.4 Mentoring of School Principals**

Mentoring school principals is an essential practice for the professional and personal development of school leaders. It is a process of accompaniment by an experienced mentor who guides and supports the principal in his role as an educational leader. Here are some key recommendations for mentoring principals:

Establish a structured mentoring program:

A formal mentoring program is essential in schools. This program should be well organized, with clearly defined objectives and an action plan for mentoring. It is also important to identify qualified and experienced mentors with expertise in school administration.

Identify the manager's specific needs:

Each principal has different needs based on their experience, skills and challenges. Before starting mentoring, it is crucial to conduct a thorough assessment of the manager's skills and identify areas where they may need additional support.

Encourage open communication:

Mentoring should be based on open and honest communication between the mentor and the principal. It is important to encourage the manager to ask questions, express concerns and share experiences. The mentor must be an attentive and respectful listener to create an environment of trust.

Develop leadership skills:

Mentoring school principals should focus on developing leadership skills. This may include areas such as informed decision-making, people management, strategic planning, effective communication and problem solving.

Encourage reflection and self-analysis:

A competent mentor should encourage managers to reflect on their actions, decisions and interactions with others. Self-analysis allows managers to better understand their strengths and weaknesses, which is essential for continued professional growth.

Facilitate professional networking:

The mentor can help the principal build a strong professional network by introducing other school principals, education experts and helpful resources. A professional network can be valuable for sharing ideas, best practices and solutions to common problems.

Encourage measured risk taking:

The mentor should encourage the principal to take measured risks to innovate and improve the performance of the school. Mentoring should help to create an environment conducive to experimentation and continuous learning.

Provide emotional support:

Running a school can be stressful and emotionally demanding. The mentor must provide emotional support to the manager, helping him or her to manage the stress and personal challenges that may arise in the course of his or her work.

To conclude, mentoring school principals is a powerful tool for fostering their professional development and improving school performance. By establishing structured programs, identifying specific needs, encouraging open communication, and developing leadership skills, we can create environments conducive to the learning and development of school principals. Mentoring plays a critical role in developing the educational leaders of tomorrow and improving the quality of education in our communities.

## **5.6 To the administration of the Faculty of Education**

The administration of the Faculty of Education in the University of Yaounde I should take necessary steps to introduce Leadership training course or capacity buildings seminars on



principal leadership styles in public and private schools in Cameroon in order to train school leaders in school administration and giving them new techniques of management.

## **5.7 To Secondary schools**

### **5.7.1 Policy and Planning**

Education policy and planning play a crucial role in developing and implementing effective and equitable education systems. As a decision-making process, they establish clear objectives, well-defined strategies and concrete measures to improve the quality of education and promote the intellectual and social development of learners. Some important recommendations for strengthening education policy and planning include:

**Investing in Education:** A key first recommendation is to increase investment in the education sector. This includes both financial and human investment. Better allocation of resources will ensure quality infrastructure, modern teaching facilities and decent salaries for teachers. Teachers, as pillars of education, must also benefit from ongoing training to improve their teaching skills.

**Developing inclusive education policies:** It is essential to develop educational policies that guarantee access to education for all, without discrimination. This means creating inclusive learning environments for children with disabilities, ethnic minorities, rural populations and other marginalized groups. These policies must promote cultural and linguistic diversity while ensuring quality education for all learners.

**Strengthening vocational and technical training:** In addition to formal education, education systems must pay particular attention to vocational and technical training. This will help meet labour market needs and prepare learners to integrate more easily into the working world. Partnerships with business and industry can be encouraged to adapt educational programmes to market requirements.

**Involve stakeholders:** Another important recommendation is to actively involve stakeholders in the education planning and decision-making process. This includes teachers, parents, pupils, non-governmental organisations and local authorities. Their participation will help to better understand the specific needs of each community and adapt policies accordingly.

**Regular evaluation of education policies:** Implementation of education policies should not be static. Regular evaluations are essential to measure the effectiveness of the strategies put in

place, identify gaps and adjust when necessary. These evaluations may be based on performance indicators, school success rates, stakeholder satisfaction surveys, etc.

Encouraging innovation and research in education: Education policy must also encourage innovation and research in education. This includes the introduction of new teaching methods, the use of advanced educational technologies and the promotion of research on best practices in education. Research results can be used to inform policy decisions and actions on the ground.

To conclude, education policy and planning are essential for ensuring a quality, inclusive and responsive education system. The recommendations mentioned above can serve as a basis for improving educational policies in Cameroon and contribute to the development of each learner, as well as the harmonious development of the nation as a whole.

## **5.8 Recommended leadership styles for principals in school.**

### **5.8.1 The consultative Leadership Style and Performance**

Principals' consultative leadership style indicates that principals' consultative leadership style influences school performance in public and private high schools in the Mfoundi Division. Many arguments have been made, including the fact that consultation encourages collaboration between the various players within the school. Open and transparent communication is essential to ensure that all stakeholders understand the objectives, priorities and challenges. This leads to better mutual understanding and more effective cooperation, which can positively influence the overall performance of the organisation.

Consultative leadership fosters adaptability and innovation by encouraging a diversity of ideas and perspectives. Members of the educational community are more inclined to share their suggestions and take innovative initiatives when they feel heard and respected. This openness to new ideas can lead to innovative teaching approaches and creative solutions to challenges.

Teams that feel valued and involved in the decision-making process tend to be more motivated and satisfied at work. Consultative leadership helps to create a positive working environment by recognising and harnessing the skills and talents of each team member. A motivated team is often more productive and makes a significant contribution to achieving the organisation's objectives.

In the constantly changing context of education, the ability to manage change effectively is crucial. Consultative leadership facilitates change management by involving stakeholders in the

decision-making process related to educational transformations. This promotes a smoother transition and reduces resistance to change within the institution.

A consultative leader fosters the creation of a culture of continuous learning within the school. By encouraging reflection, evaluation and constant adaptation, the leader creates an environment where learning is valued and continuous improvement is integrated into teaching and administrative practices. So, this leadership style is highly recommended for principals in schools not only in the Mfoundi division but in the entire country

### **5.8.2 Delegative leadership style and performance**

Delegative leadership style of principals and performance. Research findings indicate that the delegative leadership style of principal's influences performance in public and private high schools in the Mfoundi Division.

A positive aspect of delegative leadership is its impact on student motivation. When students have a certain level of control over their learning, they are more likely to feel invested and engaged in the educational process. This can result in increased motivation, better concentration in class and greater perseverance in the face of academic challenges.

However, it is important to stress that delegative leadership should not be confused with a lack of involvement or responsibility on the part of teachers. Teachers play an essential role in creating a framework conducive to delegating responsibility. This involves providing clear guidance, setting appropriate expectations and remaining available to offer support and advice.

In addition, successful delegative leadership also depends on students' ability to take responsibility in a constructive way. It is therefore essential to teach students skills related to time management, collaboration and independent problem solving.

However, it is important to note that delegative leadership is not suitable for all contexts and all groups of students. Some students may need more direct guidance, especially if they are less experienced or going through academic difficulties. Too much delegation without adequate support can lead to problems such as a lack of structure, confusion and a drop in motivation among some students. Consequently, this leadership style is highly recommended for principals in schools not only in the Mfoundi division but in the entire country

### **5.8.3 Communicative leadership style and performance**

This research established that school performance in schools found in the Mfoundi Division is significantly influence by communicative leadership used by principals. The research also

brought out some good contributions from communicative leadership styles. A communicative leader in the school environment is someone who promotes an open and effective exchange of information within the educational community. This type of leadership goes beyond the simple transmission of orders and instead involves two-way communication, encouraging active participation and collaboration.

The positive impact of communicative leadership on school performance is significant. Firstly, it fosters a sense of community within the school, thereby increasing student engagement. When students feel connected to their school and perceive constant support, they are more inclined to participate actively in class and to invest themselves in their studies.

In addition, a communicative leader facilitates collaboration between teachers, which can improve pedagogical coherence and curriculum alignment. This can help create a more harmonious learning environment and meet the diverse needs of students.

Open communication between teachers and parents is also a key element of communicative leadership. Informed and involved parents are better equipped to support their children's learning at home, which can have a positive impact on overall school performance.

Communicative leadership in the school environment goes beyond the simple transmission of information. It is a holistic approach that recognises the importance of communication in creating a dynamic and stimulating learning environment. When a leader adopts a communicative approach, he or she encourages the sharing of ideas and perspectives, enabling the co-creation of knowledge within the educational community.

An essential aspect of communicative leadership is the ability to listen actively. A leader who listens carefully to the concerns of teachers, students and parents is better able to understand the specific needs of each group. This in-depth understanding contributes to informed decision-making and the implementation of appropriate teaching strategies. Consequently, this leadership style is highly recommended for principals in schools not only in the Mfoundi division but in the entire country.

#### **5.8.4 Participative leadership style and performances**

This research established that school outcomes in schools in the Mfoundi division is directly link to the participative leadership style used by principals and the fact that participative leadership style is the most recommended style to be used in schools according to the results of this findings.

One of the key aspects of participative leadership is the emphasis on open communication and collaboration. Participative leaders seek to involve teachers, students, parents and other stakeholders in educational decision-making. This approach fosters an environment where ideas are shared, discussed and considered, which can lead to more holistic and accepted solutions.

In the school context, participative leadership can have a positive impact on student performance in a number of ways. Firstly, it fosters a sense of shared responsibility, where teachers, students and parents work together to achieve common goals. This can boost pupils' motivation by actively involving them in their own education.

In addition, participative leadership can positively influence the school climate by creating an inclusive and respectful environment. Students often feel more supported and valued when their voices are heard and considered. This can contribute to better emotional, social and academic well-being.

Teachers, for their part, can benefit from participative leadership by feeling more invested in the educational process. When they have the opportunity to participate in decisions about school policies, curricula and other aspects of education, they are more likely to feel valued and motivated. This can also lead to better teacher retention and a generally more positive atmosphere within the school.

### **5.9 Proposed Management model**

Due to the principles of New Public Management (NPM) which fight against centralisation of power in administration, the research proposed a management model (based on decentralisation and devotion) that could be used by school principals and other leaders in order to improve the performances of their institutions. The name given to the model was “Principal leadership style and performances” as seen in figure 20 of this study.

### **5.10 Proposed Course for the training of school principals in Cameroon.**

The development of training provision for school heads and their assistants is crucial to ensure better management of schools. Training programs must be designed to provide leadership and management skills to improve the overall functioning of the institution. With respect to the training of high school principals, there are several key areas that need to be addressed to ensure their effectiveness in leadership roles. Here is a detailed overview of a comprehensive training program for managers:

### **Level 1: Introduction to the Role of Principals**

Objective: To understand the role and responsibilities of a principal.

Content

- Definition of the principal's role.
- Key elements of leadership in the educational context.
- Importance of the school's vision and mission.

### **Level 2: Administrative and Financial Management**

Objective: To acquire administrative and financial management skills.

Content:

- Budget planning and management of financial resources.
- Human resources management.
- Facilities and infrastructure management.

### **Level 3: Educational Leadership**

Objective: To develop leadership skills focused on pedagogical improvement.

Content:

- Pedagogical supervision and teacher evaluation.
- Implementing innovative teaching practices.
- Using data to improve educational outcomes.

### **Level 4: Communication and Collaboration**

Aim: To improve communication skills and foster collaboration.

Content:

- Communicating effectively with staff, students and parents.
- Building partnerships with the community.
- Conflict resolution and interpersonal relationship management.

### **Level 5: Change Management**

Objective: To understand the principles of change management and apply them in the school context.

Content

- Analysing the need for change.
- Planning and implementing change.
- Managing resistance to change.

### **Level 6: Professional Development**

Objective: To promote the ongoing professional development of educational staff.

Content:

- Designing and implementing training programs.
- Encouraging self-learning.
- Assessment of professional development needs.

### **Level 7: Crisis management**

Objective: To be prepared to manage crisis situations effectively.

Content

- Emergency planning.
- Communication in crisis situations.
- Emotional support for staff and students.

### **Level 8: Ethics and Ethical Leadership**

Objective: To promote ethical practices in school leadership.

Content:

- Ethical principles of leadership.
- Ethical decision-making.
- Creating an ethical culture within the school.

This training program will provide theoretical knowledge and practical skills to enable principals to run high schools effectively and efficiently. It can be delivered through a combination of workshops, seminars, case studies, simulations, mentoring programs and ongoing professional development opportunities.

### **5.11 Suggestions for Further Research**

The following research was entitled “Principal leadership styles and school performances in Public and Private secondary schools in Cameroon: The case of selected public and private secondary schools in the Mfoundi Division”. At the end of this study, the followings suggestions were made for future research.

- This research has focused on some public and private secondary schools in the Mfoundi Division, so more similar studies can be conducted in different Divisions in Cameroon. It could also provide opportunities to compare results to determine if there is a difference between the different regions of Cameroon because they have a distinct societal culture.
- This study is limited to public and private secondary schools of the mfoundi division, therefore, other research conducted by other public and private secondary schools, including universities, Preferably, this research should be a large-scale study, using more inductive, open and exploratory research modes, to develop a more contextualized and locally relevant understanding of leadership, and involve multiple high schools.

Such a study could also provide opportunities to compare and contrast results between public, private, small, large, agricultural, IT, educational institutions, engineering and general education to determine if there are differences in outcomes due to variations in organizational culture, shaped by the semi-autonomous status of the institution, its rules and regulations, its operating procedures and systems, organizational conventions, the demographics of certain institutions, and regional social culture, as well as their effects on leadership practices. This research could be extended to universities and private schools, which will provide an opportunity to compare and contrast results to examine whether there are differences in leadership practices and their relationship to the principal's leadership styles and academic performance at three levels of education and organizational contexts different (schools, colleges and universities).

- Future research should be broader to include other possible causes of poor academic outcomes, such as teacher motivation in relation to academic outcomes.
- This study was carried out in the public secondary schools of Yaoundé VI; the same can be done in primary schools or even in higher education institutions to test the reliability of the results.

### **5.12 Limitation of the study**

Despite the contributions of this research, which are invaluable to management researchers, the various ministries in charge of education and school leaders, it has a number of limitations that deserve to be emphasized.

From a methodological point of view, although this study contains several interesting advances, it has some limitations. First, the homogeneity of our sample undermines the external validity of our results and thus limits their generalization to other jobs or sectors of activity. Although our sample is large (n=426), it is very homogeneous and concerns only teachers, principals and students. The research did not consider other stakeholders such as parents. We did not consider part-time teachers in public schools, which are nevertheless very numerous in these secondary schools and are affected by local management practices. To reduce this bias, we collected information from the divisional delegation, in addition to the eight principals, who provided us with background information that allowed us to better understand the situation. However, it would be useful to replicate this research in different parts of Cameroon to see if it is possible to extrapolate and better generalize the conclusions drawn from this research.



From a theoretical point of view, it is important to note that the proposed model is not exhaustive: it deserves to be completed. For example, we only considered academic performance in our model. Considering other performance indicators such as social performance, level of commitment and job satisfaction, teacher mindset and presence, and some external variables such as funding, the environment and government policies could be equally interesting in a more comprehensive analysis highlighting the effects of the primary leadership style on the overall performance of the school system. Similarly, the absence in the model of control variables such as sex, age, school subsystem and seniority that could have acted as moderating variables is also a limitation. A future study considering these control variables could provide more useful information to managers.

The last limitation raises the question of the external validity of the search and the generalization of the results. Miles and Huberman (2003) suggest three levels of generalization of results: a generalization of the sample to the mother population (very rarely used in qualitative methods), an analytical generalization (theory-related), and generalization by transferring one case to another. The level of generalisation in this study is limited to public and private secondary schools, but technical secondary schools play an undeniable role in the educational sphere in Cameroon today. The contextual dependence of this research is therefore high, because it proposes an interpretation of the phenomena described and observed and placed in their context, but which nevertheless allows it to reach a degree of completeness qualified by the level of explanatory (Miles and Huberman, 2003).

## **Conclusion**

This chapter was based on the discussion of results and recommendations relating to leadership styles and school performance. In this chapter, the researcher discuss the result of each hypothesis by bringing in some related literature review on each hypothesis and backing these results with the appropriate research theory. Some recommendations were also made. Lastly the research also had some limits.

## GENERAL CONCLUSION

The performance of secondary schools, whether public or private, in Cameroon is profoundly influenced by the leadership style of the headteacher. The crucial role of the headteacher in managing the school and promoting an environment conducive to learning cannot be underestimated. Looking at the different styles of leadership, it is clear that each approach has a distinct impact on academic results, student discipline and the general climate within the institution.

In public schools, where resources can be limited, effective leadership often involves the ability to maximise the judicious use of available funds. School leaders in the public sector need to be skilled in human resource management, strategic planning and creative problem solving to overcome the specific challenges they face. Collaborative leadership with teachers, parents and local authorities can also help create the support network needed to meet the challenges.

On the other hand, in public schools, where financial resources may be more abundant, leadership may be more focused on pedagogical innovation, programme differentiation and the promotion of a distinctive educational environment. Headteachers in the private sector often have more scope to implement creative initiatives and invest in specialised educational programmes. However, it is essential that they also maintain prudent financial management to ensure the long-term viability of the school.

The importance of leadership is not limited to administrative management, but extends to creating a positive learning culture, motivating teachers and students, and implementing innovative education policies. Educational leaders must be effective communicators, able to inspire and mobilise members of the educational community towards common goals.

In public schools, leaders who adopt a participative leadership style and consultative leadership style have shown positive effects on student performance. This leadership style encourages intrinsic motivation, student engagement and the creation of a shared vision for the school. Schools whose principals adopt such a style have often had higher success rates in examinations and have been successful in creating an educational environment conducive to student learning and development.

On the other hand, in private schools, the delegative and communicative leadership style seems to be more widespread. Principals who use this style focus on performance management and reward, which can lead to strong academic achievement results, but can also neglect aspects of overall student development. However, it should be noted that some private schools with

communicative leadership have been able to outperform their counterparts in terms of academic outcomes and student development.

It is essential to recognize that the context, resources and culture of each school can influence how the principal's leadership manifests and impacts performance. As a result, there is no universal model of leadership suitable for all schools. Principals and administrators need to take a thoughtful and responsive approach to make the most of their teaching team, students and available resources.

Also, there is a need to promote the training and professional development of principals in order to strengthen their leadership skills, particularly with respect to transformational styles. By investing in strengthening the skills of principals, schools can create a more supportive educational environment where students can thrive academically, emotionally and socially.

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## APPENDIX

### Appendix 1:

#### CONSENT FORM

I understand the overview given to me on the study “Principal leadership styles and school performances in Public and Private Secondary Schools in the Mfoundi Division, Cameroon”.

It is my understanding that:

The study focuses on Principal leadership styles and school performances in Public and Private the Mfoundi Division”.

My identity will remain confidential and my name or the name of my institution will not be used in the study or in reporting its findings at any point;

The purpose of the study is not to judge me on the issue or type of responses I give during the study.

I hold the right to decline to answer any question;

I hold the right to withdraw from the study at any point in time;

I will be audio recorded when I am interviewed.

I express willingness to participate in the study by signing this form.

Name of the School \_\_\_\_\_

Signature: \_\_\_\_\_

## Appendix 2: Research Authorisation

<p>RÉPUBLIQUE DU CAMEROUN Paix – Travail – Patrie UNIVERSITÉ DE YAOUNDE I</p> <p>CENTRE DE RECHERCHE ET DE FORMATION DOCTORALE EN SCIENCES HUMAINES, SOCIALES ET ÉDUCATIVES</p>		<p>REPUBLIC OF CAMEROON Peace – Work – Fatherland THE UNIVERSITY OF YAOUNDE I</p> <p>POST GRADUATE SCHOOL FOR THE SOCIAL AND EDUCATIONAL SCIENCES</p>
<p>B. P. : 755 Yaoundé Email : crfd.shse@univ-yaounde1.cm Siège : Face Bibliothèque Centrale de l'UY1</p>		
<p>Réf: <u>22-01622</u> /UY1/CRFD_SHSE/TTJP</p>		
<h3><u>AUTORISATION DE RECHERCHE</u></h3>		
<p>Je soussigné, Professeur TSALA TSALA Jacques Philippe, Coordonnateur du Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives de l'Université de Yaoundé I, certifie que l'étudiant PEFOURA POUmie Youssouf Yaéin, Matricule 16R3820, est inscrit en Doctorat à la Faculté des Sciences de l'Éducation, Département de Curricula et Evaluation, Spécialité : Administration des Etablissements Scolaires.</p>		
<p>L'intéressé doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Doctorat/Ph.D. Il travaille sous la direction de Monsieur BIKOÏ Félix Nicodème, professeur à l'Université de Yaoundé I. Son sujet porte sur : « Principal Leadership Styles and its effect on school Performances in Public and Private Secondary Schools in Cameroon : Case of Selected Public and Secondary Schools in Yaounde ».</p>		
<p>Je vous saurai gré de bien vouloir le recevoir pour le stage et mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.</p>		
<p>En foi de quoi, cette autorisation de stage lui est délivrée pour servir et valoir ce que de droit.</p>		
<p>Fait à Yaoundé, le <u>05.05.2022</u></p>		
<p>Le Coordonnateur du Centre de Recherche et de Formation Doctorale en Sciences Humaines, Sociales et Éducatives</p>		
 <p><i>Jacques Philippe TSALA TSALA</i> Professeur Titulaire</p>		

## Appendix 3: research authorisation

REPUBLIQUE DU CAMEROUN  
 Paix - Travail - Patrie  
 MINISTRE DES ENSEIGNEMENTS SECONDAIRES  
 DELEGATION REGIONALE POUR LE CENTRE  
 DELEGATION DEPARTEMENTALE DU MFOUNDI  
 CONSEILLER PEDAGOGIQUE DE L'ENSEIGNEMENT NORMAL  
 BP 33097 Tél. : 222 22 84 68 / 222 22 84 70  
 Courriel ddesmfoundi21@gmail.com

REPUBLIC OF CAMEROON  
 Peace - Work - Fatherland  
 MINISTRY OF SECONDARY EDUCATION  
 CENTRE REGIONAL DELEGATION  
 MFOUNDI DIVISIONAL DELEGATION  
 PEDAGOGIC ADVISER FOR TEACHER EDUCATION  
 P.O. Box 33097 Tel 222 22 84 68 / 222 22 84 70  
 e-mail ddesmfoundi21@gmail.com


N° 194 /22/ST/MINESEC/DRES-CE/DDES-MF/CPEN  
 YAOUNDE LE 22 DEC 2022

LE DELEGUE DEPARTEMENTAL  
 Aux Proviseurs/Principaux du :  
 -lycée Bilingue de Nkol-Eton ;  
 -lycée Bilingue de Yaoundé (Essos) ;  
 -lycée Bilingue de Mendong ;  
 -lycée de Biyem-assi ;  
 -lycée de la Cité verte ;  
 -collège Jean Tabi ;  
 -collège Flemming ;  
 -collège polyvalent Saint Augustin ;  
 -Collège François Xavier Vogt ;  
 -collège de la Retraite.


Objet : Autorisation d'accès dans votre établissement.

J'ai l'honneur de vous demander de bien vouloir accueillir monsieur PEFOURA  
 POUmie YOUSOUF YACIN, étudiant à l'Université de Yaoundé I, Matricule  
 16R3820 et inscrit en Doctorat à la Faculté des Science de l'Education qui mène une  
 étude sur « Principal Leadership Styles and its effect on Schools in Cameroon : Case of  
 Selected Public and Secondary Schools in Yaoundé».

Je vous saurais gré de bien vouloir mettre à sa disposition toutes les informations  
 susceptibles de l'aider dans son travail.

LE DELEGUE DEPARTEMENTAL  

 Alain Louis M.  
 Nama Essomba  
 PLET-Hors Echelle

## Appendix 4: Interview guide for principal's

REPUBLIQUE DU CAMEROUN Paix – Travail - Patrie ----- UNIVERSITE DE YAOUNDE I ----- FACULTE DES SCIENCES DE L'EDUCATION ----- DEPARTEMENT DE CURRICULA ET EVALUATION .....		<b>REPUBLIC OF CAMEROON</b> Peace – Work - Fatherland ----- UNIVERSITY OF YAOUNDE I ----- THE FACULTY OF EDUCATION ----- DEPARTEMENT OF CURRICULIUM AND EVALUATION .....
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### Interview guide for principal's

**Dear Respondent,**

This interview guide is designed as a partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy (PhD) in Educational Management of the University of Yaounde 1. It is aim to collect data from Principals that will help in the research about **Principals' leadership styles and performance in public and private secondary schools Mfoundi Division, Cameroon** You are therefore chosen to be part of this research. All information received remains confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The interview guide is designed to collect data strictly for academic purposes.

**NB:** With your opinion we are recording. Please provide your opinions on the various aspects below

#### A. Background information on Principals

##### 1. Principal management training and professional development

- What are your highest academic and professional qualifications?
- Have you ever undertaken a specialized management training course? Elaborate.
- As head teacher did you receive an opportunity to undertake any management course?


#### B. Research Questions

1. In your opinion, do consultative leadership styles of principals' affect performances?

- The school leader encourages teamwork and values the collective intelligence of the group.
  - The school leader empowers team members by giving them a sense of ownership and responsibility
  - The school leader seeks input from individuals who have specialized knowledge in specific areas.
2. According to you do delegative leadership style of principals' influence performances?
- The school leader allows the staff members to deal with problems directly
  - The school leader empowers staff members to respond to problems
  - The school leader empowers staff members decision making.
3. In your opinion, do communicative leadership styles of principals affect performances?
- The school leader is approachable and make him/her self-available for communication
  - The school leader share information openly and honestly, fostering trust among staff members
  - The school leader makes decisions promptly and communicate them decisively.
4. According to you do participative leadership styles of principal's impact performances?
- The school leader encourages staff member involvement.
  - The school leader provides appropriate resource for each task
  - The school leader facilitates staff members to use the resource efficiently and effectively
5. According to you, which method do you use in order to improve school performance?
- Graduation rate of students
  - Discipline referrals
  - Teachers' satisfaction

*Thanks for your assistance*

## Appendix 5: Teachers' questionnaire

REPUBLIQUE DU CAMEROUN Paix – Travail - Patrie ----- UNIVERSITE DE YAOUNDE I ----- FACULTE DES SCIENCES DE L'EDUCATION ----- DEPARTEMENT DE CURRICULA ET EVALUATION .....		<b>REPUBLIC OF CAMEROON</b> Peace – Work - Fatherland ----- UNIVERSITY OF YAOUNDE I ----- THE FACULTY OF EDUCATION ----- DEPARTEMENT OF CURRICULIUM AND EVALUATION .....
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### Teachers' questionnaire

**Dear Respondent,**

This questionnaire is designed to collect data from teachers that will help in the research about **Principals' leadership styles and school performance in public and private secondary schools in Mfoundi, Cameroon.** You are therefore chosen to be part of this research. All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire is designed to collect data strictly for academic purposes. Please answer directly and fully as possible.

#### SECTION A:

#### Demographic Information

**Fill in the appropriate Alphabet**

1 Gender

A. Male

B. Female

2 Educational Level

A. PhD B. Master C. DIPES 1 D. DIPES II E. Degree F.

3 Age

A. From 16-25 B. From 26-35 C. From 36-45 D. From D. From 46- Above

4 Teaching Experience

A. 0 to 4 years B. 5 to 9 years C. 10 to 14 years D. 15 and Above

**SECTION B:**

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

**SECTION B:**

S/N	Statements	Responses			
		SD	D	A	SA
<b>Consultation</b>					
5	The school leader encourages teamwork and values the collective intelligence of the group.				
6	The school leader empowers team members by giving them a sense of ownership and responsibility				
7	The school leader is open to adjusting plans based on feedback and new information				
8	The school leader seeks input from individuals who have specialized knowledge in specific areas.				
9	The school leader learns from both successes and failures and uses feedback to enhance leadership and decision-making.				
10	The school leader encourages open discussion and resolution of disagreements within the team.				

**SECTION : C**

<b>Delegation</b>		SD	D	A	SA
11	The school leader allows the staff members to deal with problems directly.				
12	The school leader empowers staff members to respond to problems.				
13	The school leader gives staff members the authority for using alternatives.				
14	The school leader empowers staff members decision making.				
15	The school leader mandates the staff members on behalf of himself for the required support.				

**SECTION : D**

<b>Communication</b>		SD	D	A	SA
16	The school leader is approachable and make him/her self-available for communication.				



17	The school leader share information openly and honestly, fostering trust among staff members.				
18	The school leader uses constructive feedback in order to help staff members grow and improve.				
19	The school leader uses inclusive language which make everyone feel valued and included				
20	The school leader uses communication to build strong relationships within staff members.				
21	The school leader makes decisions promptly and communicate them decisively.				

**SECTION : E**


<b>Participation</b>		<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
22	The school leader encourages staff member involvement.				
23	The school leader provides appropriate resource for each task.				
24	The school leader has concerns about socio-emotional aspects.				
25	The school leader supports staff members to overcome obstacles.				
26	The school leader facilitates staff members to use the resource efficiently and effectively.				

**SECTION : F**

<b>Performances</b>		<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
27	Discipline referrals is due to the participative nature of the school leader and staff members				
28	Involvement in clubs, sports, arts, and other extracurricular activities influence performance				
29	The graduation rate of students is due to the good functioning of the school				
30	The rate of school drops out depends on the leadership style used				
31	Participation of parents in school-related meetings improve performances				
32	Repetition rate in school is due to the quality of teachers in the school				
33	Promotion rate of student is due to the consultative nature of the school leader				
34	Teachers' satisfaction depends on the climate and the communication skill of the school leader				

*Thanks for your assistance*

## Appendix 6: Focus Group discussion for students

REPUBLIQUE DU CAMEROUN		REPUBLIC OF CAMEROON
Paix – Travail - Patrie		Peace – Work - Fatherland
-----		-----
UNIVERSITE DE YAOUNDE I		UNIVERSITY OF YAOUNDE I
-----		-----
FACULTE DES SCIENCES DE L'EDUCATION		THE FACULTY OF EDUCATION
-----		-----
DEPARTEMENT DE CURRICULA ET EVALUATION		DEPARTEMENT OF CURRICULIUM AND EVALUATION
-----		-----
.....		.....

### Focus Group discussion for students

**Dear Respondent,**

This focus group discussion is designed to collect data from students that will help in the research about **Principals' leadership styles and school performance in public and private secondary schools in the mfoundi division, Cameroon** You are therefore chosen to be part of this research. All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire is designed to collect data strictly for academic purposes. Please answer directly and fully as possible.

- 1.) Which opinion do you have concerning leadership and school performances
  - The graduation rate of students (official examinations) depends on the leadership styles used
  - The rate of school drops out depends on the leadership style used
  - Discipline referrals depends on the leadership style used
- 2.) What opinion do you have concerning students' participation in administration
  - The learning needs of students are taken into considerations
  - The relationship of students with the staff;
  - The perception students have toward their principals' styles and the style of other administrators in the school.

*Thanks for your assistance*

## Appendix 7: Focus Group discussion for students

REPUBLIQUE DU CAMEROUN

Paix – Travail - Patrie

-----

UNIVERSITE DE YAOUNDE I

-----

FACULTE DES SCIENCES DE  
L'EDUCATION

-----

DEPARTEMENT DE CURRICULA ET  
EVALUATION

.....



REPUBLIC OF CAMEROON

Peace – Work - Fatherland

-----

UNIVERSITY OF YAOUNDE I

-----

THE FACULTY OF EDUCATION

-----

DEPARTEMENT OF  
CURRICULUM AND  
EVALUATION

.....

### Guide d'entretien

Cher répondant,

Ce guide d'entretien est conçu pour répondre en partie aux exigences de la délivrance du diplôme de Docteur en Philosophie (PhD) en Management de l'Education de l'Université de Yaoundé 1. Il a pour but de collecter des données auprès des proviseurs/principal qui aideront à la recherche sur les styles de leadership des proviseurs/principal et la performance scolaire des établissements secondaires publiques et privées dans le département du Mfoundi, Cameroun. Vous êtes donc choisi(e) pour participer à cette recherche. Toutes les informations reçues resteront confidentielles pour le chercheur et votre vie privée sera protégée de manière appropriée, conformément à la loi camerounaise n° 91/023 de décembre 1991. Le guide d'entretien est conçu pour collecter des données à des fins strictement académiques.

NB : Nous enregistrons votre opinion. Veuillez donner votre avis sur les différents aspects ci-dessous

A. Informations générales sur les directeurs d'école

1. Formation et développement professionnel des directeurs d'école

- Quelles sont vos qualifications académiques et professionnelles les plus élevées ?
- Avez-vous déjà suivi une formation spécialisée en gestion ? Précisez.
- En tant que chef d'établissement, avez-vous eu l'occasion de suivre une formation en gestion ?

## B. Question de recherche

1. Selon vous, les styles de leadership consultatif des chefs d'établissement ont-ils une incidence sur les performances ?

- Le chef d'établissement encourage le travail d'équipe et valorise l'intelligence collective du groupe.
- Le chef d'établissement responsabilise les membres de l'équipe en leur donnant un sentiment d'appartenance et de responsabilité.
- Le chef d'établissement sollicite la contribution de personnes ayant des connaissances spécialisées dans des domaines spécifiques.

2. Selon vous, le style de leadership déléгатif des chefs d'établissement influence-t-il les performances ?

- Le chef d'établissement permet aux membres du personnel de traiter les problèmes directement.
- Le chef d'établissement donne aux membres du personnel les moyens de répondre aux problèmes.
- Le chef d'établissement permet aux membres du personnel de prendre des décisions.

3. À votre avis, les styles de leadership communicatifs des chefs d'établissement ont-ils une incidence sur les performances ?

- Le chef d'établissement est accessible et se rend disponible pour la communication.
- Le chef d'établissement partage les informations ouvertement et honnêtement, ce qui favorise la confiance entre les membres du personnel.
- Le chef d'établissement prend des décisions rapidement et les communique de manière décisive.

4. Selon vous, les styles de leadership participatif du directeur ont-ils un impact sur les performances ?

- Le chef d'établissement encourage l'implication des membres du personnel.
- Le chef d'établissement fournit des ressources appropriées pour chaque tâche.
- Le chef d'établissement aide les membres du personnel à utiliser les ressources de manière efficace et efficiente.


5. Selon vous, quelle méthode utilisez-vous pour améliorer les performances de l'école ?

- Taux d'obtention du diplôme par les élèves
- Renvois disciplinaires

- Satisfaction des enseignants

*Merci pour votre collaboration.*

### Appendix 8: Focus Group discussion for students

REPUBLIQUE DU CAMEROUN		REPUBLIC OF CAMEROON
Paix – Travail - Patrie		Peace – Work - Fatherland
-----		-----
UNIVERSITE DE YAOUNDE I		UNIVERSITY OF YAOUNDE I
-----		-----
FACULTE DES SCIENCES DE L'EDUCATION		THE FACULTY OF EDUCATION
-----		-----
DEPARTEMENT DE CURRICULA ET EVALUATION		DEPARTEMENT OF CURRICULIUM AND EVALUATION
-----		-----
.....		.....

### Questionnaire pour les enseignants

**Cher répondant,**

Ce questionnaire est conçu pour collecter des données auprès des enseignants qui aideront à la recherche sur les styles de leadership des chefs d'établissement et la performance scolaire des établissements secondaires publiques et privées dans le département du Mfoundi, Cameroun. Vous êtes donc choisi(e) pour participer à cette recherche. Toutes les informations reçues resteront confidentielles pour le chercheur et votre vie privée sera protégée de manière appropriée, conformément à la loi camerounaise n° 91/023 de décembre 1991. Le questionnaire est conçu pour recueillir des données à des fins strictement académiques. Veuillez répondre directement.

SECTION A :

Informations démographiques

Remplir l'alphabet approprié

1 Sexe

A. Homme

## B. Féminin

2 Niveau d'études le plus élevé

A. Doctorat B. Master C. DIPES I D. DIPES II E. Licence F.

3 Âge

A. De 16 à 25 ans B. De 26 à 35 ans C. De 36 à 45 ans D. De D. De 46 à plus

4 Expérience de l'enseignement

A. 0 à 4 ans B. 5 à 9 ans C. 10 à 14 ans D. 15 ans et plus

Veillez cocher (✓) la case correspondant à la réponse que vous préférez : Tout à fait d'accord (TD), D'accord (D), Pas d'accord (PD) et Pas du tout d'accord (PTD) et remplissez les espaces avec des réponses courtes.

S/N	Déclarations	Réponses			
		PTD	PD	D	TD
<b>Style de leadership consultatif et la performance</b>					
5	Le chef d'établissement encourage le travail d'équipe et valorise l'intelligence collective du groupe.				
6	Le chef d'établissement responsabilise les membres de l'équipe en leur donnant un sentiment d'appartenance et de responsabilité				
7	Le chef d'établissement est ouvert à l'adaptation des plans en fonction du retour d'information et des nouvelles données.				
8	Le chef d'établissement sollicite la contribution des personnes qui ont des connaissances spécialisées dans des domaines spécifiques.				
9	Le chef d'établissement tire les leçons des succès et des échecs et utilise le retour d'information pour améliorer le leadership et la prise de décision.				
10	Le chef d'établissement encourage les discussions ouvertes et la résolution des désaccords au sein de l'équipe.				

## Section B

<b>Le style de leadership déléatif et la performance</b>		PTD	PD	D	TD
11	Le chef d'établissement permet aux membres du personnel de traiter les problèmes directement.				
12	Le chef d'établissement donne aux membres du personnel les moyens de répondre aux problèmes.				
13	Le chef d'établissement donne aux membres du personnel l'autorité nécessaire pour utiliser des solutions alternatives.				

14	Le chef d'établissement habilite les membres du personnel à prendre des décisions.				
15	Le chef d'établissement mandate les membres du personnel en son nom propre pour obtenir le soutien nécessaire.				

## Section C

<b>Style de leadership communicatif et la performance</b>		<b>PTD</b>	<b>PD</b>	<b>D</b>	<b>TD</b>
16	Le chef d'établissement est accessible et se rend disponible pour la communication.				
17	Le chef d'établissement partage les informations ouvertement et honnêtement, ce qui favorise la confiance entre les membres du personnel.				
18	Le chef d'établissement utilise un retour d'information constructif afin d'aider les membres du personnel à progresser et à s'améliorer.				
19	Le chef d'établissement utilise un langage inclusif qui permet à chacun de se sentir valorisé et intégré.				
20	Le chef d'établissement utilise la communication pour établir des relations solides avec les membres du personnel.				
21	Le chef d'établissement prend des décisions rapidement et les communique de manière décisive.				

## Section D

<b>Style de leadership participatif et la performance</b>		<b>PTD</b>	<b>PD</b>	<b>D</b>	<b>TD</b>
22	Le chef d'établissement encourage l'implication des membres du personnel				
23	Le chef d'établissement fournit des ressources appropriées pour chaque tâche.				
24	Le chef d'établissement se préoccupe des aspects socio-émotionnels.				
25	Le chef d'établissement aide les membres du personnel à surmonter les obstacles				
26	Le chef d'établissement aide les membres du personnel à utiliser la ressource de manière efficace et efficiente.				

## Section E


<b>Performances de l'école</b>		<b>PTD</b>	<b>PD</b>	<b>D</b>	<b>TD</b>
27	Les renvois disciplinaires sont dus à la nature participative du chef d'établissement et des membres du personnel.				

28	La participation aux clubs, aux sports, aux arts et aux autres activités extrascolaires influence les performances.				
29	Le taux d'obtention d'un diplôme par les élèves est dû au bon fonctionnement de l'école.				
30	Le taux d'abandon scolaire dépend du style de leadership utilisé				
31	La participation des parents aux réunions liées à l'école améliore les performances				
32	Le taux de redoublement à l'école est dû à la qualité des enseignants de l'école				
33	Le taux de promotion des élèves est dû à la nature consultative du chef d'établissement.				
34	La satisfaction des enseignants dépend du climat et de la capacité de communication du chef d'établissement.				

*Merci pour votre assistance*



## Appendix 9: Focus Group discussion for students

REPUBLIQUE DU CAMEROUN		REPUBLIC OF CAMEROON
Paix – Travail - Patrie		Peace – Work - Fatherland
-----		-----
UNIVERSITE DE YAOUNDE I		UNIVERSITY OF YAOUNDE I
-----		-----
FACULTE DES SCIENCES DE L'EDUCATION		THE FACULTY OF EDUCATION
-----		-----
DEPARTEMENT DE CURRICULA ET EVALUATION		DEPARTEMENT OF CURRICULUM AND EVALUATION
-----		-----
.....		.....

### Groupe de discussion pour les élèves

#### **Cher répondant,**

Ce groupe de discussion est conçu pour collecter des données auprès des élèves qui aideront à la recherche sur les styles de leadership des chefs d'établissement et la performance scolaire des établissements secondaires publiques et privées dans le département du Mfoundi, Cameroun. Vous êtes donc choisi(e) pour participer à cette recherche. Toutes les informations reçues resteront confidentielles pour le chercheur et votre vie privée sera protégée de manière appropriée, conformément à la loi camerounaise n° 91/023 de décembre 1991. Le questionnaire est conçu pour recueillir des données à des fins strictement académiques. Veuillez répondre directement et aussi complètement que possible.

1.) Quelle est votre opinion sur le leadership et les performances de l'école ?

- Le taux de diplomation des élèves (examens officiels) dépend des styles de leadership utilisés
- Le taux d'abandon scolaire dépend du style de leadership utilisé
- Les renvois disciplinaires dépendent du style de direction utilisé

2.) Quelle est votre opinion sur la participation des élèves à l'administration ?

- Les besoins d'apprentissage des élèves sont pris en considération
- La relation des élèves avec le personnel ;
- La perception qu'ont les élèves du style de leur directeur et du style des autres administrateurs de l'école.

*Merci pour votre aide*

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