

UNIVERSITÉ DE YAOUNDÉ I

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CENTRE DE RECHERCHE ET DE  
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THE UNIVERSITY OF YAOUNDE I

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POSTGRADUATE SCHOOL  
FOR  
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DOCTORAL UNIT OF RESEARCH AND  
TRAINING IN SCIENCES OF EDUCATION  
AND EDUCATIONAL  
ENGINEERING

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THE FACULTY OF EDUCATION

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DEPARTMENT OF CURRICULUM AND  
EVALUATION

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**SCHOOL MANAGEMENT AS A DETERMINANT OF QUALITY  
EDUCATION IN SELECTED PRIVATE SECONDARY SCHOOLS  
IN MFOUNDI DIVISION**

*A Dissertation of a Master's Degree of Education defended on 26<sup>th</sup>  
July 2023*

Option: **Educational Management**

Speciality: **School Administration**

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## DECLARATION

I, Sirri Carine Fleurette Foumane with official registration number 18Z3033 of the Department of Curriculum and Evaluation, in the Faculty of Education of the University of Yaounde 1, hereby declare that this dissertation entitled ‘School Management as a determinant of quality education in private secondary schools in Mfoundi Division’, Centre Region of Cameroon, is my original work, written by me. The work has never been submitted for any other Diploma or Degree in the University of Yaounde 1, or any other university. The work was carried out under the strict supervision and guidance of Professor Einstein Moses Egebe ANYI, Head of Department of Science of Education and Guidance and Counseling in the Higher Technical Teacher Training College (HTTTC/ENSET) Bambili of the University of Bamenda. All used materials consulted (thesis, dissertations, papers published, books etc.) to enrich my own work have been acknowledged by means of citations and references.

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Sirri Carine Fleurette Foumane

Date \_\_\_\_\_

## **DEDICATION**

To my parents, Mr. and Mrs Ntabchu

## **CERTIFICATION**

This is to certify that this dissertation entitled School Management as a determinant of Quality Education in Private Secondary schools in Mfoundi Division of the Centre region of Cameroon was carried out by Sirri Carine Fleurette Foumane (Registration number 18Z3033) in the Department of Curriculum and Evaluation, Faculty of Education of the University of Yaounde 1, in partial fulfilment of the requirements for the award of Master of Education (M.Ed) in Educational Management, under my supervision and guidance.

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## APPROVAL PAGE

This dissertation entitled: School Management as a determinant of Quality Education in Private Secondary Schools in Mfoundi Division of the Centre Region of Cameroon has been read and approved by the undersigned as evidence for meeting the requirements for the Degree of Master of Education by Sirri Carine Fleurette Foumane.

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## ABSTRACT

This study was carried out to determine the influence school management has on quality education in private secondary schools in Mfoundi Division. We looked at school management from the point of view of the functions of a manager as presented by Fayol, the best pioneer manager amongst the equals- planning, organizing, supervising and human resource management. The aim of this research was to establish the relationship each of these mentioned variables have with quality education. A thirty-six points Likert-type questionnaire was developed and validated by the supervisor, assisted by the lecturer in charge of education statistics and methodology. Both also advised on the reliability of the instrument which was administered to a sample of 200 teachers and administrators in two private secondary schools using the simple random sampling technique. Since our data was ranked, we used the spearman correlation model (p) to analyze the data and the correlation coefficient for quality management and the variables were as follows: 0.724 (52%) for planning processes; 0.655 (43%) for human resource management; 0.605 (36%) for supervision and 0.712 (51%) for organizing processes. From our findings, we concluded that school management had a significant influence on quality education. In the same light, we determined that if school management is done with a special eye on learner outcomes and teaching processes, there will be a better quality of education. We therefore recommended that there be the implementation of the position of a human resource manager in schools, that managers of private schools take management courses to improve on their skills and that teachers should invest in their competence development. We equally advise for further research on the issue of management behavioral sciences to improve the quality of education.

**Keywords:** *School management, planning, organizing, supervising, human resource management, quality education*

## RÉSUMÉ

Cette étude a été menée pour déterminer l'influence de la gestion scolaire sur la qualité de l'éducation dans les écoles secondaires privées du département du Mfoundi. Nous avons examiné la gestion de l'école du point de vue des fonctions d'un gestionnaire telles que présentées par Fayol, le meilleur gestionnaire pionnier parmi les égaux - planification, organisation, supervision et gestion des ressources humaines. L'objectif de cette recherche était d'établir la relation entre chacune des variables mentionnées et la qualité de l'éducation. Un questionnaire de type Likert en trente-six points a été élaboré et validé par le superviseur, assisté par le professeur chargé des statistiques et de la méthodologie de l'éducation. Tous deux ont également donné leur avis sur la fiabilité de l'instrument qui a été administré à un échantillon de 200 enseignants et administrateurs de deux écoles secondaires privées en utilisant la technique de l'échantillonnage aléatoire simple. Comme nos données étaient classées, nous avons utilisé le modèle de corrélation de Spearman ( $\rho$ ) pour analyser les données et le coefficient de corrélation pour la gestion de la qualité et les variables était le suivant : 0,724 (72%) pour les processus de planification ; 0,655 (65,5%) pour la gestion des ressources humaines ; 0,605 (60,5%) pour la supervision et 0,712 (71,2%) pour les processus d'organisation. Nos résultats nous ont permis de conclure que la gestion de l'école avait une influence significative sur la qualité de l'éducation. Dans le même ordre d'idées, nous avons déterminé que si la gestion de l'école est effectuée en accordant une attention particulière aux résultats des apprenants et aux processus d'enseignement, la qualité de l'éducation s'en trouvera améliorée. Nous avons donc recommandé la mise en place d'un poste de gestionnaire des ressources humaines dans les écoles, que les directeurs d'écoles privées suivent des cours de gestion pour améliorer leurs compétences et que les enseignants investissent dans le développement de leurs compétences. Nous conseillons également de poursuivre les recherches sur la question des sciences comportementales de la gestion afin d'améliorer la qualité de l'éducation.

**Mots clés :** *Management des établissements scolaires, Planification, organisation, Gestion des ressources humaines, Education de qualité*

## **CHAPTER ONE:**

### **INTRODUCTION**

Education is recognized as the oldest field with the oldest history in science (John & Harold, 2013). It has been a special concern in every society from time immemorial. For the past fifty years, there has been an increase international interest for school leadership training programs and courses as policy makers increasingly acknowledge that problems and challenges arising at the school level should be resolved on site and as such, rely to a greater extent on an efficient and effective site-based management (Gurr and Drysdale, 2010). Internationally, we can observe a shift of perspectives about the way problems globally affect schools and an increased realization that the solutions are mainly local. This increased interest is accompanied by the delegation of more responsibility to the individual school. Nationally, we hear more and more of the concept of decentralization. Such a drift is expected to generate and enhance strategic leadership actions, thereby allowing for the conception and design of more and better contextually-bound solutions for the respective schools. Today, school administrators are confronted with a variety of challenges as they are charged with being the instructional and visionary leaders that every community wants and with successfully managing the day-to-day happenings in their various schools.

### **BACKGROUND OF THE STUDY**

The background of this study will comprise of the conceptual background and the theoretical background.

### **CONCEPTUAL BACKGROUND**

A number of concepts are recurrent in this work. In this part of the work, we will make an attempt at tracing the origins of our main concepts.

#### **School management**

Educational management in its early days was just a borrowed term from other disciplines such as industry and economy. Practitioners and scientists simply adapted the terms and functioning principles in this domain to the domain of education. As time went on, this dependence of school

management on other fields of studies slowly disappeared. School management gained autonomy and developed its own principles and theories from studies carried out in the educational milieu (McKiernan, 2017).

### **Planning**

Philip Coombs wrote some of the foundational texts on educational planning such as “The World Educational Crisis” published in 1968. Since his writings, educational planning has been viewed more and more as development strategy. In his report “what is educational planning?” he states that educational planning is concerned not only with where to go but how to get there and by what best routes. In addition to this, Working Party Report of the UNESCO (1963) mentions that education planning should not be an isolated activity but must be viewed in a target context.

More than 2500 years ago, the Spartans planned their education to fit their military, social and economic objectives. In 1923, the Former Soviet Union structured a five-year education plan which aimed at eradicating two-third of the illiterate during the plan period. However, this plan was not integrative: it was too autonomous. Since then, integrative educational plans have been designed and developed in various nations.

This therefore means that educational planning as a function of educational management has evolved from being a fully dependent field to a very autonomous field and lastly to an integrative field (McKiernan, 2017).

### **Organizing**

Since the days of Fayol, organizing has been viewed as the establishment of effective authority relationships among selected works, persons and work places in order for the group to work together efficiently. To organize is to harmonize, coordinate or arrange in a logical and orderly manner (Lendaris, 1964).

### **Supervising**

Throughout history, supervision has faced reforms. As schools evolve, policies and strategies evolve as well. This has led to the necessity to evaluate schools by focusing on accountability, quality control, organizational efficiency and quality assurance (Kazi, 2016). To ensure that academic teaching, resources and administration meet the required standards, schools take steps

to monitor the activities. In the 18<sup>th</sup> century, local officers, religious leaders and committee members visited schools to inspect and make judgement on teachers and standards of the curricular. The focus during this period was on overseeing the teachers and school maintenance. Towards the late 19<sup>th</sup> century, focus was drifted to instructional improvement. In the 20<sup>th</sup> century, the task of supervision is handed to school administrators (Kazi, 2016).

### **Human resource management**

Human resource management is a relatively recent term which came to be used mainly from the 1980s. This because in the medieval era, most craft men owned their own tools and produced their articles (McKiernan, 2017). They mostly received help from their family members and as a result, the question of master-servant relationship did not arise in their case. This concept emerged from the term personnel management which came into existence in 1945 after WW II.

### **Quality education**

Initially, quality education was limited to the learner outcomes and environmental characteristics (Kazi, 2016). Today, with summits held by the UNESCO, it has developed to including learner characteristics, teaching processes and content.

## **THEORETICAL BACKGROUND**

Over the years, management has had a number of changes and evolutions, adopting new theories and practices with the aim of rendering the procedure more effective. This part of our work is an attempt to expose the different types of schools of thoughts on management and how they have evolved with time. We will be presenting the tenets and shortcomings of these theories. The schools of thought can therefore be classified into four: the prescientific, classical, neoclassical and the contemporary schools of thought (Enyia, 2015).

### **The prescientific era**

Although scientific management established in the early 20<sup>th</sup> century, traces of planning and organization are found in ancient Greek literature and Roman Empire histories. Building the great pyramids for example, required a great deal of planning, work allocation, organizing, directing and decision making. Same goes with the tower of Babel. This goes to show that

science had been applied in management long before the establishment of the theories that exist as we know them (Enyia, 2015).

### **Formal or classical school of thought**

This school has a number of theories namely:

#### **Scientific management**

It was developed in the USA in the early part of the 20<sup>th</sup> century by Frederick Taylor. He paid close attention to the notions of “time” and “mission”. He believed that efficiency and discipline were the two greatest features of a good manager and a good workforce. This theory had five main principles:

- Develop a science for each man’s work
- Scientifically select the best man for the job and train him on the procedures he is expected to follow
- Cooperate with the man to ensure that work is done as prescribed
- Divide the work so that activities such as organizing, planning and controlling are the prime responsibilities of management rather than the individual worker
- Instantly reward the worker economically when he performs according to the prescription of management and punish him when he does otherwise.

Taylor’s theory has been criticized due to its lack of concern for the individual within the organization and its overreliance on economic motivations. His works however, contributed greatly to the knowledge of the psychology of industrial work and organization (Jaja 2003).

#### **Administrative management**

In Fayol’s book “industrial and General Management (1916), he presented the basic principles he felt a manager should adhere to in managing an organization. His concern was with higher level management. The fourteen principles of management according to Fayol are as follows:

- Division of labor
- Authority and responsibility

- Discipline
- Unity of command
- Unity of management
- Subordination of individual interest to the of the organization
- Remuneration
- Centralization
- Hierarchy
- Order
- Equity
- Stability of tenure of office
- Initiative
- Esprit de corps

He equally developed a number of functions which he considered vital for managers. These included: planning, organizing, directing, coordinating and controlling.

### **Bureaucratic management**

The main proponent of bureaucracy is Max Weber. He was interested in applied management problems and defined bureaucracy as networks of social groups dedicated to limited goals organized for maximum efficiency and regulated according to the principles of legal rationality. Some essential principles of bureaucracy include:

- Specialization or division of labor
- Hierarchy of authority
- Written rules and regulations
- Rational application of rules and procedures
- Selection and promotion based on competence

The classical theories have a number of defects as presented by Jaja (2003, pp 9-10). These include:

- They are culture bound
- They reveal that managerial attitudes towards subordinates do not take into consideration humanistic democratic values
- They support employers who demonstrate immature personality traits and characteristics
- They are not dynamic, therefore, organizations that rely solely on the contributions of classical theories are unable to cope with environmental changes
- They discourage self-criticism thereby restraining innovative concepts and ideas within the organization
- They have a high degree of organization which would lead to insufficient responsiveness to the needs of emergency.

### **The neoclassical school of thought**

The neoclassical theory modified, added to and extended the principles of the classical school. (CIPM, 2013). This school equally had a number of theories:

#### **Human relations**

Brought about by Elton Mayo in the 1920s through his studies to determine the effects of illumination and other conditions on workers and productivity, the human relations movement revolves around the following:

- The amount of work carried out by a worker is not determined by his physical capacity but his social capacity
- Non-economic rewards play a central role in determining the motivation of workers (the Hawthorne effect)
- The highest specialization is by no means the most efficient division of labor
- Workers do not react to management and its norms as individuals but as members of groups

### **The theories X and Y**

Its main proponent was Professor Douglas McGregor and it was based on the following assumptions:

- The average human being dislikes work and would always avoid it and as a result, most people must be coerced, controlled, directed and threatened with punishment to get them put forth adequate efforts towards achieving organizational goals.
- The expenditure of physical and mental effort to work is as natural as play or rest
- Commitment to objective is a function of the reward associated with their achievement
- The average human being learns under proper conditions, not only to accept but to seek responsibility
- The ability to exercise a relatively high degree of imagination, ingenuity and creativity in solution of organizational problems is widely and not narrowly distributed
- Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized or underutilized.

### **Hierarchy of needs**

It was propagated by Abraham Maslow who portrayed the needs of individuals in a pyramidal manner: from the physiological needs to the self-actualization needs. His theory was based on the following assumptions (Enyia, 2015):

- Individuals have certain needs that influence their behavior; only satisfied needs influence behavior, unsatisfied needs do not act as motivators
- Needs are arranged in order of importance from the basic physiological to the complex self-actualization needs
- An individual's need at any level of the hierarchy emerges only when the lower needs are reasonably satisfied.

According to Maslow, there exists a hierarchy of five needs which include:

- Physiological needs: hunger, thirst, shelter, sex and other bodily needs
- Safety needs: security, protection from physical and emotional harm
- Social needs: affection, sense of belonging, acceptance and friendship

- Esteem needs: self-respect, autonomy, achievement, status, recognition and attention
- Self-actualization: growth, potential achievement, self-fulfillment.

### **Two factor theory**

Hertzberg's Two Factor theory (1950s) believes that an individual's relation to work is basic and that one's attitude towards work can determine success or failure. From his research, he concluded that employees have two sets of needs in the workplace (Enyia, 2015): hygiene factors and motivator factors. Hygiene factors include salaries, working conditions and fringe benefits. Motivator factors include recognition, responsibility, achievement and opportunity for progression.

Hertzberg's theory has been criticized for focusing too much on satisfaction-dissatisfaction as this aspect may not be directly related to job performance. It equally fails to account for differences in individuals (Baridam, 2002).

### **Contemporary schools of thought**

Under this part, we will examine seven approaches

#### **Systems approach**

This approach sees an organization and its parts as being interrelated and interdependent (Enyia, 2015). To succeed, one depends on the other. Systems can be classified into three:

- Natural and man-made: physical and biological; social, economic and political
- Open and closed: level of interactiveness with the environment
- Adaptive and non-adaptive: degree of reactivity to environmental changes.

#### **Political approach**

Organizations are political entities. It has to do with the conflicts over whose preferences are to prevail in the determination of policy (Enyia, 2015).

**Decision approach**

Derived from the disciplines of economics and philosophy, decision making can be defined as the act of choosing among alternatives (Enyia, 2015)

**Economic approach**

According to this model, business is all about attainment of goals and profit maximization. The firm is centered on the actions of the entrepreneur. The entrepreneur chooses among limited range of alternative actions open to him.

**Analytical approach**

This is an approach to decision making which seeks to determine how best to design and operate a system usually under conditions which require the allocation of scarce resources (Enyia, 2015). Some analytical tools include

- Decision making models
- Determination models
- Dynamic models
- Inventory and queuing models
- Simulation models

**Intuitive approach**

Since there is a belief that formal education, coupled with rationality is not a yardstick for organizational effectiveness, there is therefore need for a blend of clear-headed logic and powerful intuition. This is what this approach is all about: managing with intuitions (Enyia, 2015). The development of a manager's intuitive capabilities depends on his upbringing, heredity and circumstances that surround his developmental stage.

**Contingency approach**

This approach was developed because researchers found out the certain models are effective in some situations and not others. These situations are affected or brought about by a number of acting forces such as: the leader's degree of knowledge, skills and competencies, the tasks to be performed, the subordinates and the environment (Enyia, 2015).

Having understood the evolution of management and its principles, it is important to note that it is difficult to term one a best way. The best way to manage in one area might be the worst in another. It is therefore important to carry out proper investigations and research to establish the one which the organization under one's management needs.

### **Statement of the Problem**

Secondary education is regarded as the most important stage in the educational cycle because it is the foundation of further education, training and world of work. It is therefore important for students to be provided with quality secondary education. However, most secondary schools in Cameroon have not been providing students with quality education. This is reflected in increased cases of indiscipline, average academic performance, average performance in national examinations, and low life skills competencies of graduates. The unsatisfactory quality of education offered by secondary schools in the country is probably an effect of management lapses of the principals. Studies have shown that principals' management competencies significantly influence quality of education. Generally, private schools are more expensive than government schools. It means parents sacrifice much more when they decide to send their children to private schools because they believe these children would get a better education. When their expectations are not met in some of these institutions, it would mean their investments are going to waste. Education is the engine of the society. We would be creating a backward future for our nation if the quality of education is not up to standard. The government subsidizes some of these schools; if they cannot produce quality, it simply means the government is wasting all that investment. In an attempt to look into this problem, we will ask ourselves the following questions and attempt their answers

### **Research questions**

These will be divided into the general research question and the specific research questions.

#### **General Research Question**

What is the influence of school management on quality education?

#### **Specific Research Questions**

- Is there an effect of planning process on quality education in private secondary schools?

- What impact does organizing have on quality education?
- What is the significance of educational control on quality education?
- How is the influence of human resource management on quality education in secondary schools?

## **Research Hypotheses**

### **General Research Hypothesis**

School management has a considerable influence on quality education in secondary schools

### **Specific Research Hypotheses**

- Ha1: Planning process affects quality education in secondary schools.
- H01: There is no effect of planning process on quality education in secondary schools.
- Ha2: Organizing process has an impact on quality education in secondary schools.
- H02: Organizing process has no impact on quality education in secondary schools.
- Ha3: Supervision plays a role on quality education in secondary schools.
- H03: Supervision plays no role in quality education in secondary schools.
- Ha4: Human resource management influences quality education in secondary schools.
- H04: Human resource management does not influence quality education in secondary schools.

## **Research Objectives**

### **General Research Objective**

To examine the influence of school management on quality education

### **Specific Research Objectives**

- To find out to what extent planning affects the quality of education
- To scrutinize the impact of organizing on the quality of education
- To assess the degree to which control plays on the quality of education
- To look into the power of human resource management over quality education.

### **Justifications for study**

An educated population is of prime importance for any country that wants to develop. Education is said to be the engine of the society (Francisco, 2008). The stronger the education of a country, the higher the gross domestic product and the lower the unemployment rate. A predominantly properly educated population will contribute to social stability and long-term economic growth through the development of a civilized and moral society. One can go as far as saying that education is the core of every society. The importance and role of education in the society makes it paramount for its constituents to be studied so as to bring forth improvement in diverse areas. The present study entitled School management as a determinant for quality education is therefore of an added value not only to the students, but also to the parents, government and society as a whole, as it does not just touch the aspects of student implication such as learner characteristics and teaching and learning procedures, it also touches other stakeholder that have roles to play in the educational system. Such stakeholders include parents, management and leadership, government and its policies and a host of others that will be explained further in the conceptual framework of this paper.

### **Significance of the study**

The study could be of significance to stakeholders such as the students, parents, in that it could enable them make informed decisions about students' schooling. The study could assist in providing insight to both present and future principals in enhancement of governance of schools. It could also be significant in making the principals more intentional about management and this could enhance quality education. The Ministry of Secondary Education, as policy formulating body, could benefit from the study by enabling them make realistic education policies and stepping up monitoring mechanisms that could assist principals to be good implementers of the policies. Again, it was also hoped that the study would contribute by bridging of the gap in the body of knowledge in the field of educational management as it would shed light on the intricacies of management that could assist educational management researchers in improving quality of education.

### **Scope and delimitation of study**

Thematically, school management is a very broad domain, same with quality education. Many theories have been brought up regarding these concepts. We therefore limited our work to the functions of the manager as presented by Fayol in his administrative management. Under school management, we will be talking of planning, organizing, control and human resource management and under quality education; our focus will be on the outcomes and teaching-learning process.

### **Operational definition of terms**

In this section, before reaching our operational definition, we will first of all present the other definitions provided for our terms in a bid to understand the wide use of these concepts.

#### **Educational management**

There is no all-embracing definition of education management as its development is observed in several disciplines such as business, industry, political science, economics, administration and law. In defining this term therefore, its complexity should always be brought to the lamplight. Some specialists in the area have however propounded their views in the form of definitions of educational management and some of them will be seen below.

Educational management is the process of planning, organizing, directing and controlling the activities of an institution, utilizing human and material resources so as to effectively and efficiently accomplish the function of teaching, extending work and research. It refers to all the managerial activities to the day-to-day functioning of the educational institutions. It refers to the theory and practice of the organization and administration of existing educational establishments and systems. It is concerned with people, by, through and for people (Viswa Barathi, 2017, 2018)

Educational management is the theory and practice of the organization and administration of existing educational establishments and systems (G. Terry and J.B. Thomas)

Educational management s to enable the right pupils to receive the right education from the right teachers at a cost within a means of the state under conditions which will enable the pupils to profit by their training (Graham Balfair, 1921)

School management as a body of educational doctrine comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers. The writers in this field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of psychology, sociology and ethics (Paul Monore, 1913)

Management is a method of operation and good management should result in an orderly integration of education and society (Shelly Umana, 1972).

Educational management is therefore a comprehensive effort intended to achieve some specific educational objectives. It deals with educational practices. It deals with educational institutions and is concerned with both human and material resources.

From all these definitions, we can note that the educational management has to do with practices, lines of thought, objectives, principles, resources, coordination and procedures.

## **Planning**

Planning selects among alternatives, explores routes before travel begins and identifies possible or probable outcomes or action before the executive and his organization committed to any (Human and Schwartz, 2012). Planning is regarded as the process of setting out in advance a pattern of action to bring about overall national policies by the closest possible articulation of means and ends. Planning is essential to the field of education and like every other field; it explores the best possible means of making the greatest use of available resources leading to the maximum realization of the educational aims and objectives, both individual and social.

Educational planning is the process of preparing for your post-secondary education. Effective education planning enables you to make a smooth transition from high school to college, further technical education or military service. A good educational plan will provide you and your family with a map of your future education and career goals (Kenneth V. Oster, 2006). This definition focuses on educational planning on the side of the learner, not the administration. Our concern here is the educational planning done by the school management or administration.

Education planning may be defined as a systematic design of action for realization of educational aims and objectives for individual and social development through maximum utilization of

available resources. It is a process utilized by an administrator while performing the role of a leader, decision-maker, change agent and so on (Diksha Kashyap, 2021).

Educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development, with the aim of making education more effective and efficient in responding to the needs and goals of its students and society (Commbs, 1970, pp14)

Educational planning therefore takes into consideration goals, objectives, resources and efficiency.

### **Organizing**

Educational organization means two things: the institution and the organization of resources. Here, we are looking at educational organization as the organization of resources.

Organizing is the process of defining the essential relationships among people, tasks and activities in such a way that all the organization's resources are integrated and coordinated to accomplish its objectives efficiently and effectively (Pearce and Robinson, 1972).

Organizing can be seen as a structure and a process.

As a structure, organizing is a set of relationships that defines vertical and horizontal relationships amongst people who perform various tasks and duties. The organizational task is divided into units and in each unit, individuals are attributed tasks and their relationship is established in a way to maximize the welfare of the organization and of individuals.

As a process, organizing defines the way the structure is designed. Process is dynamic and it redefines structure when need arises

Organizing is that managerial process which seeks to define the role of each individual towards the attainment of enterprise objectives (Raksha Talathi, 2016).

Organizing in education is quite vast. It includes efficiency of the institution, securing benefits of the school through practical measures, clarifications of the functions of the school, coordination of the educational programmes, sound educational planning, good direction, efficient and systematic execution? (Timothy Katerere, 2010).

## **Controlling**

Control is a function of management which helps to check errors in order to take corrective actions. The aim of control is to minimize deviations from standards and ensure that the stated goals of the organization are achieved in a desired manner. Before now, control was used only when errors were detected. Today, control is foreseeing, setting standards, measuring actual performance and taking corrective action in decision-making. A number of authors have defined the term control and these definitions will be seen below:

Control of an undertaking consists of seeing that everything is being carried out in accordance with the plan which has been adopted, the orders which have been given, and the principles which have been laid down. Its objective is to point out mistakes in order that they may be rectified and prevented from reoccurring (Henri Fayol, 1916).

Control is checking current performance against predetermined standards contained in the plans with a view to ensure adequate progress and satisfactory performance (EFL Brech, 1957).

Controlling is the measurement and correction of performance in order to make sure that enterprise objectives and the plans devised to attain them are accomplished (Harold Koontz, 1959).

Management is the profession of control (Stafford Beer, 2000).

Management control can be defined as a systematic torture by business management to compare performance to predetermined standards, plans or objectives in order to determine whether performance is in line with these standards and presumably in order to take any remedial action required to see that the human and other corporate resources are being used in the most effective and efficient ways possible in achieving corporate objectives (Robert J. Mockler, 1972);

There is therefore a close link between planning and controlling as they are both focused on the achievement of goals and objectives.

## **Human resource management**

The term human resource was first used in the early 1900s and then more widely in the 1960s, to describe the people who work for an organization. It involves management functions like planning, organizing and controlling. Human refers to skilled workforce in an organization and

resource refers to limited availability or scarce, while management refers to how to optimize and make best use of such limited or scarce resource so as to meet the organization's goals and objectives. It has been defined by a number of authors:

Human resource management is the practice of recruiting, hiring, deploying and managing an organization's employees. It is management with an emphasis on employees as assets of a business (Wesley Chai, 2023)

Human resource management is the process of recruiting, selecting, inducting employees, providing orientation, imparting training and development, appraising the performance of employees, deciding compensation and providing benefits, motivating employees, maintaining proper relations with employee and their trade unions, ensuring employees' safety, welfare and health measures, in compliance with labor laws of the land and finally following the Orders/judgements of the concerned Higher Court and Supreme Court, if any.

Human resource management is planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved (Edwin Flippo, 1980).

Personnel management is that part of management which is concerned with people at work and with their relationship within an enterprise; its aim is to bring together and develop into an effective organization of the men and women who make up enterprise and having regard for the well-being of the individuals and of working groups, to enable them to make their best contributions to its success (The National Institute of Personal Management).

Human resource management is concerned with the people dimension in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization is essential to achieve organizational objectives. This is true regardless of the type of organization – government, business, education, health or social action (Decenzo and Robbins, 1973)

Human resource management according to The Harvard Model of Human Resource Management created by Michael Beer is a strategic approach to the employment, development and well-being of the people working in an organization. It involves all management decisions

and actions that affect the relationship between the organization and its employees. It concentrates on maximizing human resources that are at the disposal of the organization and it enhances the performance of employees to achieve the organization's objectives.

### **Quality education**

The International Global Information Journal presents a number of definitions of the term:

Kind of education provided by an education system that emphasizes the importance of focusing on five important elements including quality learners, quality learning environment, quality content, quality processes and quality outcomes

An all-inclusive term in which learners as well as environments for education are healthy, content is relevant, teaching is student-centered, and outcomes are all encompassing bringing about all that is good from the student's educational experience.

An education that is well designed to provide the recipient with an all-round development of skills and potential to achieve success in their future endeavors in a society;

The type of educational output that meets the demands of the customers (the learners, teachers, parents, community and the industrial sector);

The type of education which enables people to develop all of their attributes and skills to achieve their potential as human beings and members of the society;

An education in which its curriculum is of great quality and is designed to impart relevant skills, knowledge, enabling students to gain academic competencies for socio-economic survival

The Flemish Association for Development Cooperation and Technical Assistance defines a good quality education as one that provides all learners with capabilities, they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process.

## **CHAPTER TWO:**

### **REVIEW OF RELATED LITERATURE**

The world has realized that the economic success of the state is directly determined by the quality of their education system and that the most effective factor of production is human capital expressed in knowledge, skills, creative abilities and moral qualities of individuals in society (Adina-Petruta, 2012). Over the years, educational institutions have been faced with a lot of pressure from the global stage the growing importance of knowledge-led economies have placed education at the center of national competitiveness agendas with educational institutions increasingly being viewed as economic engines and essential tools for knowledge production (Adina-Petruta, 2012). Building quality education has to do with developig work and teamwork knowledge, skills and attitudes (Armand, 1994). In some countries, like America, African Americans increasingly choose to educate their children at home because of the poor quality of education available in the private and public schools (Ama & Garvey, 2015). The same applies within the context of Cameroon as we increasingly see parents who have the means send their children to internatioal schools within the country and even to schools out of the country.

A number of authors and researchers have carried out research on quality education as well as school maagement. Some have done so independently and others have drawn clear links and relationships between these variables. The aim of this review is therefore to present an almost exhaustive literature on and around these variables. it is to help readers understand the concepts used in this research paper as well as the context in which they are used for a better understanding of the subject matter. This part of the research work intends to anwer the following questions and as such, is directed by them. They include:

- How was the research carried out?
- When was it carried out?
- What elements were taken into consideration when the documents were being gathered and selected?
- What is eductional management?
- What are the components of an effective school management?
- What are the indicators of a quality education system?

- What are the solutions to an ailing educational system?
- What can school managers do to improve on the quality education in their various schools?
- What is the role of context in building suitable school management systems with the aim of achieving quality education?

In a bid to answer these questions, the literature review will contain the following: Search strategy, inclusion and exclusion criteria, empirical review, the thematic summary of articles reviewed, research gap, the theoretical review and the conceptual frame.

### **Search strategy**

The selected articles in this research paper were found in January 2022. The main research site which was consulted was scholar google.com. In the course of searching for relevant material, we made use of the keyword search. Keywords such as "school management", "quality education", "students performance", "school supervision", "human resource management" were entered turn after turn into the search box. After carefully going through the articles proposed by the database, we then went ahead to pick articles based on the defined inclusion and exclusion criteria for this literature.

### **Inclusion and exclusion criteria**

A total of 40 articles were selected for the empirical review of this literature. To select the articles, a number of conditions were considered and were as follows;

First of all, only articles published in internationally recognised journals were selected. Website articles, textbooks, school notes were all excluded from this review.

Selected articles must be published between the years 2010 and 2022. This is in a bid to ensure that the knowledge gathered was up to date and as such, relevant to the research. Also, the content of the articles had to be relevant to the problem of our research. As such, if the direction of the abstract of an article did not have content relevant to our research problem, we did not select the article.

### **Empirical review**

Several researchers have sought to determine the reason behind effective school management as well as quality education. A rundown of some of these researches are presented in the following paragraphs.

Allen (2015) examined the twin concepts of school management and supervision as the vital factors in providing quality education services. They found that effective school management and supervision are focused on improving the teaching competence and general well-being of the school system. The paper stated that to provide quality education, effective management of human and material resources in the industry is required. According to this paper, school administrators should have the required qualification and experience to function optimally. They also need to attend conferences, seminars and workshops to enhance their skills in school management and supervision.

Benedict, Owusu, & Kwame (2012) sought to assess the role of School Management Committees (SMC's) in improving quality teaching and learning in Ashanti Mampong Municipal Township Basic Junior High School through the views of headteachers, teachers and SMC Members. Using a descriptive survey, a simple random sampling method was used to pick out 30 respondents as a sample size. It was concluded that SMC's were ineffective in the monitoring and supervision of head teachers, teachers' and pupils' attendance. They were however effective in solving community relations. To raise the standard of basic education therefore, it was recommended that much effort be put by SMC's in the Ashanti Mampong Community

Jackline, John, & Orodho (2014) analyzed the strategies school managers apply to improve academic performance of students. Based on the Capital School Effectiveness and Improvement Theory, a descriptive survey research design was adopted, drawing 54 members of the Board, 45 Heads of Departments and 36 members of Parents Teachers Associations. It was established that school managers made use of various strategies to improve students' academic performance including inconsistent monitoring of instructional processes and students' assessment, subsidizing government funding through free day secondary education using income generating activities and uncoordinated guidance and counseling programmes. The results of these efforts were not quite satisfactory because most school managers had not undergone management skill training. It was thereby recommended that school managers should undergo intensive leadership training on all aspects of school management for enhanced students' academic performance to be realized.

Kyoko & Yukiko (2016) used field research in a rural district of Malawi to assess how community and parent participation differs between schools, the intentions of communities and

parents when carrying activities in schools and the mechanism promoting active participation in schools. Findings concluded that community participation did not directly improve student achievement. It was rather an indirect effect whereby, community participation improved school management and as such, better student achievement

Yamina, Marc, & Caroline (2014) proposed a questionnaire on the perceptions and self-efficacy beliefs of school principals with regard to the competency profile set by the Ministry of Education in Quebec. Findings threw more importance on management of education services, human resources, educational environment and then, administration.

Immaculada, Francisco, & Ma, (2016) looked at the impact that the implementation of quality management systems has on schools in terms of sustainable medium and long term changes in the organization. They analyzed school climate and satisfaction of the members of the education community. Using an ex-post factor method, hypothesis were validated or rejected based on the actual natural happenings. It was proven that quality management systems positively impact aspects such as development of coexistence rules in schools, teacher participation in initiatives to improve schools and a positive climate in schools.

Sigrid & Klein (2013) examined the hypothesis that the more support beginning mathematics teachers perceive and the better they evaluate the management of their school, the higher their teaching quality is. Indicators included ability to cope with challenges and generic tasks like classroom management, and job satisfaction, level of appraisal and autonomy. School management indicators on the other hand include administrative leadership of the principal and the climate of trust as perceived by the teachers. The results proved that teacher support plays an important role in the quality of beginning mathematics teachers. In an atmosphere of more appraisal and autonomy, there is a significant increase in quality. Trust is important for autonomy and administrative leadership was highly related to teacher appraisal.

Kamete (2014) sought to assess the conceptual skills acquired by Secondary School Headmasters, identify human skills required by Public secondary school headmasters and examine the leadership skills acquired by public secondary school headmasters. The study used questionnaires on 40 respondents from ten different schools. It was established that public secondary school headmasters had managerial skills. They just need to make use of their

conceptual, human communication and leadership skills to encourage teachers to improve on the quality of classroom experience. Equally, the government should lay down a policy on managerial skills considering the fact that they handle management in other organizations.

Craig & Reitzug (2012) examined the history of three management concepts that originated in the business sector and progressed to the education sector. A conceptual framework was built on existing research and relevant studies of organisational management fads and fashion. The models used included the management by objectives, total quality management and turnaround. It was established that after a time lag, an existing business concept crosses borders into the educational sector.

Selwyn (2011) offered a detailed account of how the social relations of schools and schooling shape and bound the use of institutional technologies. The main concern of the paper was to examine how the implementation of integrated institutional technology systems is shaped by a set of organizational, bureaucratic and disciplinary concerns. It considers how the systems are used to reinforce a wider conservative modernization of schools: intensifying curricular, standardization of labor processes and the accountability of educational practices.

Stepanova, Sannikova, Levshina, Yurevich, & Chernobrovkin (2017) conducted a survey to understand conditions created in preschool institutions, parents involvement in the lives of preschool organizations, parental evaluation of the relationship between the participants of the quality of educational services provided by preschool organizations.. the study established that preschool education quality helps identify the condition of preschool education and determine the trends in its development.

Shrivastava (2017) critically examined the performance of School Management Committees and ascertain the strengths and weaknesses of these committees in order to deliver their role in the population centered areas of Madhya Pradesh. Geldenhuys & Wevers (2013) used a qualitative approach and phenomenological strategy to focus on the ecological aspects influencing the implementation of inclusive education in mainstream primary schools in the Eastern Cape, South Africa. This was motivated by the fact that despite the efforts worldwide to ensure quality education for all learners, it has been noticed that many learners still experience barriers to

learning as they are excluded from full access to quality and equitable education opportunities in mainstream primary schools.

Azubuike (2012) understood the need to revitalize classroom management and as such sought to call on teachers skills in ensuring effective discharge of instructional responsibilities. The authors highlighted classroom management overview, key principles improving the learning environment in a bid to bring about desired quality education in Nigeria. Atiga & Ogunode (2022) looked at the problem preventing effective management of public secondary schools in Nigeria. From printed and online data, the research identified inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, shortage of instructional material, lack of data, corruption, insecurity, over-population and weak managers. In this light, a number of recommendations were made including: adequate funding of secondary schools, employment of professional teachers, provision of adequate infrastructural facilities, generation of current data for planning, fight against institutional corruption, motivation of teachers, adequate security in schools and appointment of competent school managers.

Bush (2020) recorded significant changes in the field of educational leadership and management from the introduction of a prescriptive national curriculum and enhanced self management through the local management of schools, through the tentative steps taken to enhance the managerial competence of senior staff, to the management of Qualification for Headship which launched the provision for new heads, deputy heads, middle level leaders and senior leadership team and finally, the stage of evaluations of leadership programs.

Dolores & Winful (2018) examined training and development of teachers and how it can enhance their performance in delivery based on a qualitative research design with open and close-ended questionnaires. Findings revealed that poor performance of teachers was due to lack of frequent in-service training and development policy to be consistent with the needs of teachers. It was therefore recommended that periodic service needs assessments should be conducted before training programmes are designed for teachers, education service should receive more resources and teachers should get necessary motivation. Yao (2014) raised issues of decentralization as the theoretical perspectives for teacher empowerment which in tend leads to teacher involvement. The paper also examines the barriers to decision-making as per the reviews of teachers.

Dedering & Sabine (2011) drew on a survey study with 468 principals of schools in Germany to study the effects of school inspections. It was established that school inspection is considered by a large group of stakeholders within schools and that they are discussed in different settings. In several of such schools, development measures have already been planned and implemented.

Ngavana, Mutua, & KibetKoech (2018) sought to establish the extent of school management support in ICT integration in teaching and learning of Kiswahili language in public secondary schools in Kenya. The study adopted a descriptive survey design that was carried out in Kilungu subcounty in western region of Makueni County with a target population of 22 secondary schools in Kilungu Sub-county, 22 Principals, and 48 Kiswahili language teachers. Stratified sampling was used to group the schools in three categories while purposive sampling was used to sample the 48 teachers in these schools. 22 principals were purposive sampled Data collection instruments used were questionnaires for teachers and interview schedules for principals. Data was collected through administering teachers' questionnaires by the researcher, interviewing principals. Statistical package for social sciences (SPSS) version 23 was used to analyze the data. The study established that 18.17% of the Kiswahili teachers agreed that school management encourages teachers to acquire IT skills and also motivates them to use ICT based tools in the teaching and learning of Kiswahili language. The researcher thereby concluded that the school management could not fully support the use of ICT tools in teaching and learning of Kiswahili language due to financial constraints and high cost of ICT tools. In this light, the study recommended that the ministry of education should supply computers and other ICT tools to all schools in Kenya and make it compulsory for all schools to integrate ICT in the teaching and learning process. The School management should formulate ICT integration policy in their schools that enable teachers to use ICT tools in the teaching and learning process.

Aziz, Mahmood, & Rehman (2018) evaluated educational quality of schools using Stufflebeam's CIPP evaluation model (1983). Data was collected from participants including principals, heads of each wing and teachers and analyzed using content thematic analysis. It was established through this that, welfare schools used advanced technology, effective communication, relevant courses as teaching and learning strategies. It was however observed that teachers focused more on theoretical work and remote learning, which pressurized students and, affected their intellectual abilities, coupled with the lack of proper space and effective environment.

Farooq, Chaudhry, Shafiq, & Berhanu (2011) examined different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for this study were 10th grade students. Standard t-test and ANOVA were applied to investigate the effect of different factors on students' achievement. The results of the study revealed that socioeconomic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level and parents' education means more than their occupation in relation to their children's academic performance at school. It was equally found that girls perform better than the male students.

Hon & Alison (2014) examined the perceptions of a sample of Hong Kong principals and teachers on the extent to which school-based management has been effectively implemented in primary schools. The study had as specific objective to investigate which features of SBM are being implemented in Hong Kong primary schools; to what extent they are being implemented; the difference between the perceptions of teachers and principals towards school based management. As concerns the features of school-based management implemented in Hong Kong primary schools, they were: leadership competence and work relationships; staff coordination and effectiveness; financial planning and control; and resources and accommodation. With a total of 322 respondents, a quantitative survey questionnaire was adopted. The findings revealed that all four features of school-based management are perceived as being implemented in Hong Kong primary schools, but the degree of their implementation is not the same. The most adopted elements of school-based management are: financial planning and control and leadership competence and work relationships. 'Resources and accommodation' is moderately adopted and 'staff coordination and effectiveness' is least adopted.

Manqele (2012) investigated the role of Learning and Teaching Support Materials (LTSMs) in determining a school performance and quality education. For sampling purposes, a rural disadvantaged school was selected to reveal how such schools organise and implement their instructional programs devoid of LTSMs. Findings according to this study showed that the prioritised LTSMs were found to be vital in modernising, appropriating and improving a school performance and the quality of education. Therefore, without relevant LTSMs, schools can

neither hope nor manage to successfully implement outcomes based education and as such, learners in those schools are still excluded from quality education.

Adelabu (2012) examined the state of learning environment and infrastructure, together with their effects on teaching and learning activities and the extent to which they are being maintained. It established that the quality assurance practice is at the average level in secondary schools and that there is a significant relationship between the teachers' instructional tasks and the students' academic performance. The study thereby concluded that the school and other stakeholders in education should effectively collaborate and contribute significantly towards the development of learning infrastructure and environment, so as to create a more conducive working environment for a sustainable high-quality education assurance practices in secondary schools.

Romlah, Bodho, Latief, & Akbar (2021) aimed at enhancing the quality school resources in improving the quality of education in SMA Pasundan 3 Cimahi West Java. The result from analyzing the qualitative data collected showed that empowering school resources increased human resources, especially teachers and students. It also improved on school facilities and infrastructure by improving on school quality. Finally, it brought about alternative ways to improve the quality of education by improving quality teacher education, teaching hours for teachers, school infrastructure needed increasing education development in sub urban areas.

Lawanson & Gede (2011) focused on the provision and management of school facilities referred to as those things that enable the teacher to carry out his/her work well and also help the learners to learn effectively. In this paper, they are divided into instructional, recreational, residential and general-purpose types which could be maintained through regular, emergency or prevention and periodic maintenance. It was however observed that these facilities were not adequately provided for secondary schools for the implementation of the programme. Indicators of inadequate provisions included dilapidated school buildings, ill- equipped libraries and laboratories, lack of games facilities, computers e.t.c. For the successful implementation of the programme therefore, it was proposed that all these school facilities be adequately provided for and managed, government should provide all necessary facilities, the school head should ensure optimal utilization of these facilities and make sure that they are well maintained.

Creemers & Kyriakides (2012) attempted to contribute to the establishment of the merging of traditions of educational effectiveness research and school improvement efforts. They did this by presenting how the dynamic model, which is theoretical and empirically validated, can be used in both traditions. Through the integration of evidence from international and national studies, they show how the knowledge-base of educational effectiveness research can be used for improvement purposes. Through this, they offer a basis for establishing networks of professionals, researchers and policy makers of schools in different countries, to make use of this approach and of the practical tools for establishing their school improvement projects. They conclude by discussing the viability of the dynamic approach to school improvement and providing suggestions for the further development of their proposed approach.

Ina & Ofer (2013) examined e-leadership by secondary-school principals through the Mashov school management system, implemented in 500 Israeli schools in order to increase school effectiveness. Semistructured interviews were conducted at the end of academic year 2010/2011 with 10 participants: eight secondary-school principals, a Ministry of Education supervisor, and a director of the school principals' training program. The results indicated that the system provided extensive support for school principals in managing the organization, delegating responsibilities and promoting e-leadership by teaching staff and, consequently, increased the pedagogical effectiveness of their school. e-Leadership through the school management system therefore changes the entire school culture. It includes making data-based decisions; monitoring curriculum implementation and learning performance; interacting with teachers, students and parents; improving the school climate; and raising the level of student and parental involvement. The results were discussed in terms of the islands-of-innovation and comprehensive-innovation models of technology implementation. In order to enhance e-leadership, they recommended that school principals expand the implementation of school management systems among students and parents, delegate e-leadership responsibilities and monitor the level of teacher activity within the system.

Bert & Leonidas (2015) argue that the dynamic model of educational effectiveness can be used to establish stronger links between educational effectiveness research (EER) and school improvement. It provides research evidence to support the validity of the model. Thus, the importance of using the dynamic model to establish an evidence-based and theory driven

approach to school improvement is stressed. They present the dynamic approach to school improvement (DASI), which attempts to use the knowledge base of EER for improvement purposes. Beyond presenting the essential characteristics, assumptions, and stages of DASI, they also clarified the relationship with the dynamic model as well as studies investigating the impact of DASI on promoting student learning outcomes. These studies revealed the conditions in which DASI can promote student learning outcomes .

Usman (2016) examined the concept of school administration and education resources, classification of education resources, relevance of education resources in the school system, challenges associated with the availability and utilization of resources in the school. He ended by presenting solutions on how to overcome the identified challenges so as to ensure effective and efficient management of available resources in the school system.

Giorgi (2020) studied the capacities of the country and its population to continue the education process at the schools in the online form of distance learning. The study reviewed the different available platforms and indicated the ones that were used by the support of the government, such as online portal, TV School and Microsoft teams for public schools and the alternatives like Zoom, Slack and Google Meet, EduPage platform that could be used for online education and live communication and gave examples of their usage. The author made a case study, where the Google Meet platform was implemented for online education in a private school with 950 students, showed the usage statistics generated by the system for the first week of the online education process. Results confirmed that the quick transition to the online form of education went successful and gained experience that could be used in the future.

Amiena, Wynand, & Ravinder (2014) addressed some of the Socio-economic factors that contribute to the underperformance of learners in secondary schools in the Western Cape province of South Africa. By definition, schools are categorised as underperforming if they do not obtain a pass rate of at least 60% in the National Senior Certificate Examinations. The underperforming schools are mainly located in the townships schools and schools in informal settlements with peculiar contexts. An attempt is made in this paper to delve the socioeconomic circumstances of learners' attending underperforming schools in the Western Cape Province and show that learners at these schools face a number of socioeconomic challenges which limits their ability to achieve.

Wakori (2021), carried out a study with the purpose of analyzing the relationship between school management practices and implementation of human resource development in public primary schools in Nyeri County, Kenya. The objectives; to establish the relationship between teachers' induction practices and the implementation of human resource development in public primary schools; to analyze the relationship between teachers' professional development practices and the implementation of human resource development in public primary schools; to assess the relationship between teacher motivation practices and implementation of human resource development in public primary schools and to find out the relationship between teacher performance appraisal practices and the implementation of human resource development in public primary schools. The study established that implementation of human resource development programmes has been a challenge in many public primary schools. Very few primary school teachers are promoted as a way of improving their performance, many of them absent themselves from work and fail complete syllabus in time whereas many rarely undertake career progression activities. Thus, the study recommended that headteachers of public primary schools should put in place measures to ensure effective implementation of the outlined induction processes. The Ministry of Education should formulate managerial training content for the headteachers and ensure that such materials reach and are accessible to all headteachers of public primary schools. School managers should set aside money to adequately motivate teachers. The Teachers Service Commission should simplify the process of appraising teachers.

Jamal (2014) reviewed literature to determine the most effective leadership model in the new conditions of school management. In order to attain this goal, a consistent review of literature was performed on the following subjects: leadership evolution; transformational and transactional leadership styles; the links between a leadership style and organizational variables; the relationship between value systems and leadership styles of school's principles. Approaches, methods, models, and means are analyzed during the examination of leadership evolution. Many studies reveal that leadership behavior is an important predictor of its effectiveness. A comparative examination of transformational and transactional leadership styles gives evidence for preference of transformational style relative to its influence on organizational variables. The literary review indicated that transformational leadership essentially improved the functioning of school and teaching processes. It was determined that principals with a moral value system lean

more towards a transformational leadership style and principals with a pragmatic value system lean more towards a transactional leadership style.

İlhan (2011) provided an overview of principals' perceptions on school management with metaphors in school setting. The purpose of the study was to investigate the mental images (metaphors) that principals formulated to describe the concept of school management and school management activities in which they are involved. The research sought to use qualitative methods to gather the relevant data via semi-structured interviews with principals in Antalya. The outcome of the research addressed important implications for the professional work life of principals in understanding school management and school management activities in school setting.

Vuyisile (2010) conducted a research in 10 rural schools that shared similar challenges among these; non-involvement of communities in education, few or no physical resources. The participants (principals) from these schools were registered in the new Advanced Certificate in Education, School Management and Leadership (ACE-SML). Using experience from the ACE-SML programme, the participants claimed to have adopted transformational leadership qualities and were already looking at how they could turn their schools around as they avert some of the daily challenges they face.

Thulisa (2018) explored the strategies used by the School Management Team (SMT) in managing the late coming of learners in a Cape Town school in relation to the Department of Education policy on late coming of learners. Results firstly confirmed some of the findings from the literature concerning the causes of learners' late coming which include transport, gangsterism, parents leaving their homes very early for work and child headed homes. The SMT members, learners and parents had limited knowledge of the Education Department's policy on late coming and, more particularly, the circular on late coming, and this was found to be the main barrier for the school in managing the late coming of learners. The SMT was inadequately capacitated in dealing with the challenges of late coming. Poor communication between the parents and the teachers was also evident in the study. Finally, the study made a number of recommendations regarding how the school could manage its challenges on late coming of learners.

Beasley & Huillery (2017) carried out a research study with results which suggested that programs based on parent participation should take levels of community capacity into account: even when communities are willing to work to improve their schools, they may not be able to do so.

Stephen (2011) sought to determine the extent to which the low quality of education is attributable to poverty itself as opposed to other features of teaching and management that characterise schools in rural areas. The literature explaining schooling outcomes in South Africa reached a consensus that additional educational resources are no guarantee of improved outcomes. While socio-economic status remains the most powerful determinant of educational outcomes, studies have typically struggled to isolate other school and teacher characteristics that consistently predict outcomes, leaving much of the variation in achievement unexplained. Several authors have pointed to an ineffable mix of management efficiency and teacher quality that must surely underlie this unexplained component. The National School Effectiveness Study (NSES) is the first large-scale panel study of educational achievement in South African primary schools. It examines contextually appropriate features of school management and teacher practice more thoroughly than other large sample surveys previously administered in South Africa and as such, identified specific aspects of school organisation and teacher practice, such as the effective coverage of curriculum and completed exercises, which are associated with literacy and numeracy achievement and with the amount of learning that occurs within a year of schooling.

## **SUMMARY**

This part of the work groups the content of referred researches into like themes, touching the areas in which they intervened and briefly presenting how they handled the various said or what they said about them. We will be looking at prerequisites of effective school management, school management axes, avenues for quality education and challenges of effective education.

### **Prerequisites of effective school management**

In providing quality education, school management and supervision are vital as they focus on the general well being of the school system (Allen, 2015). Some strategies put in place to improve students academic performance include monitoring of infrastructural processes, students

assessment, government funding, guidance and counseling programmes (Jackline, John, & Orodho, 2014). Having required qualifications and experience enables school administrators to function optimally, as well as attending conferences, seminars and workshops (Allen, 2015). Community management and parents participation also improves school management (Kyoko & Yukiko, 2016), same with educational environment (Yamina, Marc, & Caroline, 2014), teacher support programmes (Sigrid & Klein, 2013), climate of trust, appraisal and autonomy, great communication and government policy (Kamete, 2014), ecological aspects (Geldenhuis & Wevers, 2013) which influence inclusive education, an important aspect of good management. Classroom management revitalization (Azubuike, 2012) is a key principle for improving learning environment. Also, when the school is adequately funded, qualified staff employed, infrastructural facilities provided, information for planning provided, corruption avoided, teachers motivated and security implemented, management is bound to be effective (Atiga & Ogunode, 2022). The implementation of human resource development programmes is of vital importance as well. As such, the Ministries of Education should formulate managerial training content for the headteachers and ensure that they reach all headteachers. In addition, adequate financial motivation should be set aside for teachers (Wakori, 2021).

### **School management axes**

Most school management concepts originated from business and progressed to the educational sector. Some include management by objectives and total quality management (Craig & Reitzug, 2012). There has also been a comparative study of transactional and transformational leadership styles which has given preference to the transformational leadership style as it improved the functioning of school and teaching processes (Jamal, 2014). School management training programmes are in steps; senior staff, headsip, deputy heads, middle level leaders, senior leadership, evaluation, depending on the curriculum followed (Bush, 2020). School based management characterised by work relationships, staff coordination, financial planning and control, resources and accommodation are implemented (Hon & Alison, 2014). Another aspect of leadership in schools involves e-leadership. Such is effective in managing the organization and delegating responsibilities. It impacts the entire school culture as it promotes data-based decisions, monitoring curriculum implementation and learning performance, interaction with students and parents (Ina & Ofer, 2013).

### **Avenues of quality education**

Quality education is a corner stone for economic development and social transformation (Amiena, Wynand, & Ravinder, 2014) and it entails a number of actions and considerations as presented by some researchers. Sustainable medium- and long-term changes and coexistence (Immaculada, Francisco, & Ma, 2016), the use of relevant courses, advanced technology and effective communication are aspects of quality education (Aziz, Mahmood, & Rehman, 2018). Socio economic status and parents' education have a significant effect on students' overall academic performance (Farooq, Chaudhry, Shafiq, & Berhanu, 2011). To modernize, appropriate and improve and appropriate a schools' performance and quality of education, learning and teaching support materials are vital (Manqele, 2012). Effective collaboration improves learning infrastructure and environment and as such, working environment for a sustainable high-level quality assurance practice (Adelabu, 2012). To improve school quality, teacher education, teaching hours and school infrastructure should be improved (Romlah, Bodho, Latief, & Akbar, 2021). Pedagogical effectiveness of a school can be pushed ahead by delegating responsibilities and promoting e-leadership by teaching staff (Ina & Ofer, 2013). The ability to easily transition in case of trouble such as COVID 19 which forced schools to turn to distance learning is an important quality indicator. External governing bodies of a school have been proven to play a positive role in the school in building democratic foundations which will lead to sustainable high education for all (Heystek, 2011).

### **Challenges to effective school management**

If the management is bad, the school cannot stand. A number of elements mar the effectiveness of school management and some of them are evoked in the lines which follow. Inadequate funding, unprofessional teachers, inadequate infrastructural facilities, shortage of instructional material, lack of data, corruption, insecurity, over population, weak managers (Atiga & Ogunode, 2022), affect school management negatively, and as such, the quality of education. Lack of in-service training, policy developments that are inconsistent with teachers' needs lead to poor performance of teachers (Dolores & Winful, 2018). Inadequate facility provision such as dilapidated school buildings, ill-equipped libraries and laboratories, lack of game facilities and computers etc (Lawanson & Gede, 2011) disrupt the successful implementation of good management programmes which would improve on the quality of education.

## **Theoretical review**

A number of theories and frameworks have been advanced over the past years in a bid to explain school management and quality education. Amongst these, for the purpose of our research, we chose to work with Administrative Management by Henri Fayol, UNESCO's Framework for Quality Education and the Systems Theory.

### **Administrative management by Henri Fayol**

The administrative theory of management was generated by Henri Fayol. His book, *Administration Industrielle et Générale* (1916) and *14 principles of management* (1888) helped to form what is known today as the Administrative Theory which looks at the organization from top down and sets down steps for managers to get the best from employees and run a business efficiently. Henri Fayol presented fourteen principles of management which have been seen in chapter 1 above and five functions of management which include:

- Planning: assessing the future and making provision for it
- Organizing: laying out lines for authority and responsibility for employees. This covers recruitment and training, coordinating activities and making employees' duties clear
- Commanding: getting the most from people
- Coordinating: attributing responsibilities
- Controlling: continually checking that rules, plans and processes are working as well as they should.

### **Why we chose Fayolism**

Despite the criticisms of the administrative theory (unscientific, too prescriptive and inhuman), many of his points are still very fresh and relevant.

- He was one of the first to recognize that management is a continuous process
- Before the science of human resource management, he wrote about motivating people by inspiring initiative, commanding respect through values, and ensuring that people have the time and training they need to be happy and productive at work.
- His principles advocate teamwork which is a vital skill in the 21<sup>st</sup> century

- The five functions he propagated show need for organizations to plan and be agile in the face of changing market conditions
- The manager who is respected for his values leads by example, makes time to know his employees and gives them the training they need. This is very much like what the modern manager would do.

According to James & R. Edward (1992), Fayol generally is hailed as the founder of the classical management school- not because he was the first to investigate managerial behavior, but because he was the first to systematise it. Fayol believed that sound management practice falls into certain patterns that can be identified and analysed. From this basic insight, he drew up a blueprint for a cohesive doctrine of management, one that retains much of its force to this day.

Fayol believed that with scientific forecasting and proper methods of management, satisfactory results were inevitable. In his faith in scientific methodsn Fayol was like Taylor, his contemporary. While Taylor was basically concerned with organizational functions, however, Fayol was interested in the total organization. Drawing on his many years as a manager, Fayol divided business operations into six interrelated activities:

- Technical- producing and manufacturing products
- Commercial- Buying raw materials and selling products
- Financial- Acquiring and using capital
- Security: Protecting employees and property
- Accounting
- Management

Of these, he focused primarily on management, because he felt it has been the most neglected of business operations because before Fayol, it was generally believed that managers are born not made. Fayol insisted however that management was a skill like any other- one that could be taught once its principles were understood (James & R. Edward, 1992)

## **UNESCO Framework on Quality Education**

One of UNESCO's first position statements on quality in education appeared in *Learning to Be: The World of Education Today and Tomorrow*, the report of the International Commission on the Development of Education chaired by the former French minister Edgar Faure in 1972. The notions of lifelong learning and relevance were particularly important according to this report

Twenty years later, came *Learning: The Treasure Within*, Report to UNESCO of the International Commission on Education for the Twenty-first Century, chaired by another French statesman, Jacques Delors. This commission saw education throughout life as based upon four pillars:

- Learning to know acknowledges that learners build their own knowledge daily, combining indigenous and 'external' elements.
- Learning to do focuses on the practical application of what is learned.
- Learning to live together addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves, their families and their communities.
- Learning to be emphasizes the skills needed for individuals to develop their full potential

The central dimensions influencing the core processes of teaching and learning include learner characteristics, context, enabling inputs, teaching and learning and outcomes

### **Learner characteristics**

Important determining characteristics here can include socio-economic background, health, place of residence, cultural and religious background and the amount and nature of prior learning. It is therefore important that potential inequalities among students, deriving from gender, disability, race and ethnicity, HIV/AIDS status and situations of emergency are recognized. These differences in learner characteristics often require special responses if quality is to be improved.

### **Context**

Links between education and society are strong, and each influences the other. Education can help change society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity), personal prosperity and freedom. In the short

term, however, education usually reflects society rather strongly: the values and attitudes that inform it are those of society at large. Equally important is whether education takes place in the context of an affluent society or one where poverty is widespread. In the latter case, opportunities to increase resources for education are likely to be constrained. More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an important potential influence upon education quality

### **Enabling inputs**

Other things being equal, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense, resources are important for education quality – although how and to what extent this is so has not yet been fully determined. Inputs are enabling in that they underpin and are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed. The main input variables are material and human resources, with the governance of these resources as an important additional dimension:

- Material resources, provided both by governments and households, include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure.
- Human resource inputs include managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes. Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items. Material and human resources together are often measured by expenditure indicators, including public current expenditure per pupil and the proportion of GDP spent on education.

- Enabling school-level governance concerns the ways in which the school is organized and managed. Examples of potentially important factors having an indirect impact on teaching and learning are strong leadership, a safe and welcoming school environment, good community involvement and incentives for achieving good results

### **Teaching and learning**

The teaching and learning process is closely nested within the support system of inputs and other contextual factors. Teaching and learning is the key arena for human development and change. It is here that the impact of curricula is felt, that teacher methods work well or not and that learners are motivated to participate and learn how to learn. While the indirect enabling inputs discussed above are closely related to this dimension, the actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies

### **Outcomes**

The outcomes of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement (sometimes as test grades, but more usually and popularly in terms of examination performance), though ways of assessing creative and emotional development as well as changes in values, attitudes and behavior have also been devised. Other proxies for learner achievement and for broader social or economic gains can be used; an example is labor market success. It is useful to distinguish between achievement, attainment and other outcome measures – which can include broader benefits to society.

This framework provides a means of understanding the different variables of school management and education quality. The framework is comprehensive, in that school management is seen as being made up of planning, organizing, controlling, leading and coordinating while the quality of education is seen as encompassing access, teaching and learning processes and outcomes in ways that are influenced both by context and by the range and quality of inputs available. While the framework is by no means the only one available or possible, it does provide a broad structure which can be used for the dual purposes of monitoring school management and education quality while analyzing policy choices for their improvement.

## **The systems approach to management**

The systems approach has as main proponents, Chester Bernard, Herbert Simon and Ludwig Von Bertalanffy. The systems approach to management theory views the organization as an open system made up of interrelated and interdependent parts that interact as sub systems

The organization comprises of a unified singular system made up of these sub systems. As a whole, this system is affected by internal elements and external elements. The systems approach assesses the overall effectiveness of the sub systems. Organizational success depends on the interaction and interdependence between sub systems. Decisions and actions in one area will affect the other. According to this approach, an organization relies on the environment for essential inputs

## **Characteristics of an Organizational system**

- Each organization is a system made up of sub systems which are interrelated
- Each sub system worked together to make up a single whole system and decisions made in any sub system affect the other.
- The collective output of the whole system is greater than the sum of outputs of its sub systems
- The whole organization is an open system made up of a combination of open and closed sub systems.
- The organization is separate from the external environment made up of other systems

## **Components of an Organizational System**

- The organization is made up of;
- Inputs; raw materials, human resources, capital, information, technology
- A transformational process; employee, work activities, management activities, operation methods
- Outputs; products or services, financial results, information, human results
- Feedback; results from outputs influence inputs
- The environment; internal and external factors that affect the system

## **Research gap**

As seen in the empirical review above, so many researchers have handled issues around school management, its components, requirements for effectiveness, educational quality and much more. As earlier stated, education is of premium importance in every society, this explains the abundance of literature around it. In Cameroon, a number of scholars have handled related questions such as drawing the relationship between school facilities and internal efficiency (Ndjebakal & Nji, 2017), inclusive education policies (Tanyi, 2016), quality assessment challenges and prospects in education (Tanyi, 2016), assessment issues in predicting students' efforts (Chaffi, 2021) and school environment in effective teaching and learning (Anyi, 2017), amongst others. Looking at the research direction of these scholars, we see precision in the sub systems on which the research is based. This is why, we saw it necessary, to carry out a more holistic study, targeting the general whole system which touches and also goes beyond the already handled aspects within our geographical confines, Cameroon. It is on this basis therefore that the conceptual framework is built.

## **Conceptual framework**

After a rundown of the three selected theories- administrative management, UNESCO's framework for quality education and the systems approach to management, this part of our work is aimed at selecting the relevant concepts from the different theories for our research. This is because, it is not every aspect of the theories that are applied in our work. This part is therefore a narrow down and a precision of the foundation on which our research is carried out.

From the administrative management, the concepts of planning, organizing, controlling, which is sometimes referred to in this work as supervising and human resource management which encompasses commanding and coordinating. These concepts are used in this research as the, driving force causal factors and instigators of the quality of education in private secondary schools.

From the UNESCO's Framework for Quality Education, our focus is on learner characteristics such as background and prior learning; inputs such as material and human resources; and outcomes such as academic achievement and emotional and social development.

As concerns the systems approach to management, this research is aimed at studying the holistic concept of school management, not just the details. The aim is to draw links between the different components of school management and those of quality education. This is in a bid to establish general ways by which educational quality can be improved upon, for a better society.

**UNESCO Framework for Quality Education:** The UNESCO Framework for Quality Education provides a comprehensive framework for assessing and improving the quality of education systems. It emphasizes six key dimensions: equity, relevance, coherence, efficiency, effectiveness, and accountability. These dimensions can be used to analyze the quality of education in private secondary schools in Cameroon and identify areas for improvement.

**Henri Fayol's Administrative Management:** Fayol's principles of management, such as planning, organizing, commanding, coordinating, and controlling, provide a valuable framework for understanding and improving school management practices. These principles can be applied to various aspects of school management, including resource allocation, staff development, and curriculum implementation.

**Systems Theory:** Systems theory provides a holistic perspective on organizations, viewing them as interconnected systems with inputs, processes, and outputs. This framework can be used to analyze the interactions between different components of the school system, such as teachers, students, parents, and the community, and understand how these interactions impact the quality of education.

### **Linking School Management to Development Agendas**

**SDG 4:** Effective school management is crucial for achieving SDG 4 by ensuring equitable access to quality education, improving learning outcomes, and fostering inclusive and equitable learning environments.

**NDS30:** Effective school management aligns with the NDS30 by contributing to the development of human capital, improving the quality of education, and enhancing the employability of graduates.

**Africa's Agenda 2063:** Effective school management is essential for building a knowledge-based economy, fostering innovation, and creating a skilled workforce, which are key objectives of Africa's Agenda 2063.

## **Contextual frame**

The contextual frame for this work is looked at from four major angles: the global view, the continental view, the national view and the specific view.

### **The Global Context: SDG 4 and Quality Education**

The United Nations Sustainable Development Goal 4 (SDG 4) emphasizes the importance of inclusive and equitable quality education and lifelong learning opportunities for all. It recognizes that education is crucial for human development, poverty reduction, and sustainable economic growth. SDG 4 aims to ensure that all girls and boys complete free, equitable, and quality primary and secondary education and that they acquire the knowledge and skills needed to thrive in the 21<sup>st</sup> century. This includes promoting lifelong learning opportunities for all ages and fostering inclusive and equitable quality education and lifelong learning opportunities for all.

### **The Continental Context: Africa's Agenda 2063**

Africa's Agenda 2063, the continent's strategic framework for development, underscores the importance of human capital development and emphasizes the need for high-quality education and skills development. It aims to build a knowledge-based economy, foster innovation, and create a skilled workforce to drive Africa's transformation. The Agenda 2063 recognizes that quality education is a cornerstone for achieving these objectives and advocates for inclusive and equitable access to quality education at all levels.

### **The National Context: Cameroon's NDS30**

Cameroon's National Development Strategy 30 (NDS30) aligns with the global development agenda, including SDG 4. It prioritizes human capital development by emphasizing the provision of quality education at all levels. The NDS30 recognizes the critical role of education in achieving sustainable development and aims to improve access to and quality of education, reduce disparities in educational outcomes, and enhance the employability of graduates.

### **The Specific Context: Private Secondary Schools in Cameroon**

Private secondary schools play a significant role in Cameroon's education landscape, serving a diverse population of students. While they offer various advantages, such as smaller class sizes

and potentially more individualized attention, their contribution to quality education depends heavily on effective school management.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

Low quality education continues to be a problem in schools in our society today (Enyia, 2015). The purpose of this study is to examine the influence of school management on the quality of education obtained. Specifically, the study was designed to answer the questions on the relationship that the components of school management (planning, organizing, controlling and human resource management) have with quality education. This chapter is divided into several sections addressing the research design, sampling, population, data collection procedures, data analysis, data collection tools and the recapitulative table.

#### **Research design**

The design for this research will be based on a research paradigm which was selected because of the route the research follows. The research paradigm refers to the philosophical framework this research is based on. It consists of the beliefs and understanding patterns for which this research project practices operate. The research paradigm influences the way different schools view research. Amongst the types of research paradigms, we can mention positivism, pragmatism and constructivism (Burke & Onwuegbuzie, 2004).

Pragmatism views reality as one which is continually interpreted and renegotiated against the appearance of situations which are new and unpredictable. As such, the research question determines the philosophy applied. In investigating different components of a research problem, the pragmatist would often combine the qualitative and quantitative approach. Constructivism on the other hand believes that there is no single reality. rather, there are multiple realities and as such, constructivists seek to understand and interpret the meaning behind an action. It is for this reason that constructivists tend to use the qualitative methods such as interviews and case studies which give the possibility to look at a situation from the lens of several perspectives. While positivism on its side, believes in a single reality that is possible to measure and understand. In this light, the quantitative method is most likely to be used and hypothesis that can be proved or disproved using statistical data analysis tool are often used. With positivism, there is usually the investigation of the relationship between two variables rather than the reason behind it and this is the philosophy followed in carrying out the present research.

By virtue of the choice of a positivist approach, the research design was established and that used for the work was the quantitative approach. The choice of paradigm and approach was motivated by a number of reasons and these include:

- Data was collected from a large group of respondents
- We want to make use of unbiased statistics to make predictions and generalizations in the analysis
- Our priority is to be able to generalize it to a wider population.
  - We will make great use of primary data for our analysis.
  - It is fast and efficient

A questionnaire was used for this study and administered to a selected sample from a specific population of teachers and school administrators in the Mfoundi Division. The research involved the administration of a questionnaire which sought to obtain data on the current practices of management in their various institutions as well as the quality of education. The questionnaires assured confidentiality, thereby letting the respondents feel free in their responses. Questionnaires equally allowed me gather enough information within a limited time.

### **Area of study**

Our study was carried out in the center region, precisely in the Mfoundi Division which, according to the Statistical bureau of the Ministry of Secondary Education has officially registered 243 private secondary schools. Our choice was influenced by our proximity to the schools found in this area. The Mfoundi division is found in the center region of Cameroon and covers an area of 297km<sup>2</sup>. It has an approximative population of 4 million inhabitants. This division is made up of 7 sub-divisions with its headquarter being Yaoundé which also doubles as the Political capital of the nation. Mfoundi division was created by decree no 74/193 of 11<sup>th</sup> March 1974. It has one urban community headed by an appointed president and seven sub divisions, each headed by a council mayor. These sub-divisions include: Yaoundé I, Yaoundé II, Yaoundé III, Yaoundé IV, Yaoundé V, Yaoundé VI and Yaoundé VII. Our two schools for case study are English High School Yaoundé and EMAUS Bilingual Educational Complex, Yaoundé, both located in the Yaoundé VI sub-division of the Mfoundi Division of the Center Region of Cameroon. English High School was founded in the year 1997 and is located in the Scalom neighborhood of Yaoundé, Cameroon. It has existed for 26 years and is made up of the

Secondary and High School. It is a center for the General Certificate of Education practical and written sessions. EMAUS Bilingual Educational Complex has existed for 15 years, it is located in the Simbock neighborhood of Yaoundé and is equally a GCE Examination center for written and practical stages, made up of a Secondary and High School too.

### **Target population**

This segment involves the broad group that we will be examining in this research work. It is the entire group of individuals to which our conclusions will be generalized. It is the theoretical population (Wayne & Stuart, 2004). In the light of this understanding, our target population for this study is made up of all private secondary school teachers and administrators in the Mfoundi Division of the Centre Region of Cameroon. According to the Cameroon Educational/Digital Situation Report of 2022, there are 4,860 teachers and administrators of private schools in this area. This population (administrators and teachers) was chosen for the following reasons

- **Comprehensive Understanding of School Management:**

- Administrators' Perspective: School administrators (principals, vice-principals, etc.) possess a holistic view of school management. They are responsible for overall school operations, including:
- Strategic Planning: Setting educational goals, developing budgets, and allocating resources.
- Personnel Management: Hiring, supervising, and evaluating teachers.
- Curriculum Development: Designing and implementing the school curriculum.
- Community Relations: Building relationships with parents, the community, and external stakeholders.
- School Culture: Fostering a positive and conducive learning environment.

Their insights into these aspects provide invaluable information on how management decisions are made, implemented, and their perceived impact on education quality.

- Teachers' Perspective: Teachers are directly involved in the day-to-day implementation of educational practices. They offer a unique ground-level perspective on:
- Classroom Practices: Teaching methods, student engagement, classroom management, and assessment strategies.

- Resource Availability: Access to and utilization of teaching materials, technology, and other resources.
- Challenges Faced: Obstacles encountered in the teaching-learning process, such as inadequate resources, large class sizes, and student discipline issues.
- Teacher Morale: Factors affecting teacher motivation, job satisfaction, and overall well-being.

Their input provides crucial insights into the practical realities of teaching and learning within the school environment and how effective school management practices support or hinder these processes.

- **Triangulation of Data:**

By collecting data from both administrators and teachers, we employ a triangulation method. This approach enhances the validity and reliability of our findings by:

Cross-checking Information: Comparing perspectives from different stakeholders within the school system.

Identifying Converging and Diverging Views: Understanding areas of agreement and disagreement regarding school management practices and their effectiveness.

Gaining a more complete picture: Obtaining a more comprehensive and nuanced understanding of the complex interplay between school management and quality education.

- **Addressing Multiple Research Questions:**

Teachers' perspective provides detailed information on the challenges they encounter and the support they receive from school management.

Administrators' perspective offers insights into the strategies they employ to address teacher challenges and improve teaching and learning conditions.

- **Enhancing the Generalizability of Findings:**

By including both administrators and teachers in our study, we increase the generalizability of our findings. The diverse perspectives captured provide a more robust and representative understanding of the phenomenon under investigation.

- **Meeting Ethical Considerations:**

Involving both administrators and teachers in our research is ethically sound. It ensures that multiple stakeholders within the school community have a voice and that their perspectives are considered in the research process.

- **Addressing the Complexity of School Management:**

School management is a multifaceted and complex process. By incorporating the perspectives of both administrators and teachers, we seek to acknowledge this complexity and gain a more nuanced understanding of the factors that contribute to effective school management and quality education.

In conclusion, including both school administrators and teachers as respondents in this research study provides several significant advantages. It allows for a comprehensive understanding of school management practices, enhances the validity and reliability of our findings, addresses various research questions, improves the generalizability of our results, and ensures ethical considerations are met. By incorporating these diverse perspectives, we believe we can gain a deeper and more insightful understanding of the complex relationship between school management and quality education in selected private secondary schools in Yaoundé.

### **Sample size**

The sample size here refers to the number of individuals included in a study and on whom our conclusions are actually applied. It is a subset of the target population and it is the study population (Wayne & Stuart, 2004). From this population, the samples are drawn. Our accessible population is thereby made up of secondary school teachers and administrators of English High School Yaoundé and EMAUS Bilingual Educational Complex, Yaoundé. English High School has a total of 150 teachers and administrators, while EMAUS Bilingual Educational Complex has a total of 205 teachers and administrators. In sum therefore, our accessible population or sample size is made up of 355 secondary school teachers and administrators.

### **Sampling techniques**

As stated above, the sample is the specific group of people on whom the research is actually conducted. In sampling, we have the probability and the non-probability sampling techniques which is done when every member of the population can be selected and the non-probability technique with is done when individuals are selected based on not random criteria and not every individual is likely to be selected for the research (Wayne & Stuart, 2004). The population for this study comprised all private secondary school teachers in the Mfoundi Division. To be a respondent, one had to be a teacher or administrator in any of our selected schools. The probability sampling was used because every single member of our target population had a

chance to be selected for the research and since everyone had an equal chance of being selected, we used the simple random sampling technique, administering the questionnaires to the teachers and administrators that were present on the days we went for the data collection, an exercise which lasted one week. Our sample size was 200 as this was the number, we laid hands on within the week of data collection.

### **Instrument used for data collection**

This refers to the tool used by the researcher to collect data in the research process. The choice of an instrument for data collection is motivated by the research paradigm and design in place. For a qualitative research design, structured interviews, unstructured interviews are used (Kielhofner & Coster, 2017). In quantitative research on the other hand, we mainly have surveys and questionnaires. For the obvious reason of our quantitative research design and positivist approach, the chosen instrument for data collection was a questionnaire. Our questionnaire opens with self -introduction, an introduction of the study and an assurance of confidentiality. It had 36 questions divided into six sections. The first contained demographic information about the respondents and had 5 elements, the next four sections were centered on the functions of school management which are planning, organizing, controlling and human resource management and each part contained 6 questions. The last part was based on quality education and had 7 questions. Section A of our questionnaire measured variables such as age, work experience, sex, academic qualification and professional qualification. Sections B, C, D and E measured the sub variables of school management while section F measured the independent variable

### **Validity and reliability of the instruments**

Checking validity and reliability of the data collection instrument is the way by which the quality of this research is evaluated. They indicated how well the instrument actually measures the concepts under scrutiny. Reliability deals with consistency and validity deals with accuracy. While reliable results are not always valid, valid results are generally reliable (Kielhofner & Coster, 2017). To ensure validity of our instrument, after completing it, we took the following steps:

- We took the instruments to four specialists in the domain to judge.

- They assessed the questions and proposed that some which were unnecessary be removed and that others which were not well-formulated be restructured so as to ensure that the variables are properly measured.
- After the assessment, we worked on the questionnaires again, following their proposals before carrying them to the field for our pre-test

To ensure reliability of the instrument, a pre-test was carried out on a smaller population of ten teachers and administrators in each of our schools. It was administered to ensure that the items accurately addressed the research questions. It equally helped to determine whether the items were well-defined, clearly understood and presented in a consistent manner. All comments were taken into consideration and errors amended until no further changes were deemed necessary.

### **Method of administering the instrument to respondents**

This refers to the strategies that were implemented in order to distribute our data collection instruments and get responses. The questionnaires were administered in person to the participants. No online surveys were made and no indirect method of distribution was utilized. The questionnaires were taken to the various schools and shared to the respondents. Each respondent returned the questionnaire after approximately 15 minutes, on an average. It was not possible to get hold of the number of teachers we needed in just one day, so we kept going back to the schools every day for one whole week at break time to administer our questionnaires. We had the opportunity to meet the highest number of teachers in these schools on the days they were sharing report cards. On these days, a larger quantity of our questionnaires was answered and our target was met.

### **Data analysis plan**

This refers to the roadmap that will be used to organize and analyze data. It is aimed at answering the research questions, understanding the answers and segmenting respondents in a bid to compare opinions. This part of our work includes terms and concepts used in the data analysis, methods for summarizing the data in descriptive statistics process to identifying relevant statistical test for inferential statistics (Simpson, 2015).

## **Terms and Concepts**

First, we have variables which defines the item collected in the study. The first types of variables in this research are demographic variables. For every variable, are categories referred to as values to help describe the characteristics of a particular participant. Variables used in the research include age, gender, religion, marital status, educational qualification and longevity in service. For a variable such as sex for example, the values used include “male” and “female” and for marital status, we have “single”, “married” and “divorced” as values. The variables here are categorical because each category can be segmented completely from others.

The next set of variables are the dependent and independent variables. The independent variables are the predictors as they predict the dependent variables. In the case of this research, school management, operationalized as planning, organizing, supervision and human resource management is the predictor or independent variable; while quality education is the predicted or dependent variable.

Another concepts that will be used here is “statistics” and it has to do with the mathematical formulae that we will use to organize and interpret the information collected through variables. In this work, we will have the descriptive statistics which describe information collected to learn more about the study sample and inferential statistics which we will use to draw conclusions from the study data.

## **Method for Summarizing data in descriptive statistics**

Figures will be used in the descriptive data analysis. Using bar graphs, we will interpret the variables in order to examine the number of participants in each category by reporting in percentages. The numbers that will be examined here are absolute numbers. Depending on the distribution, we will make use of either the parametric distributions of mean and standard deviation or summarize it from an ordinal-level variable.

## **Identifying Relevant Statistical Tests for Inferential Statistics**

First, it is important to note that our study is a cause-effect one as it seeks information about the influence of variables on others. As we are interested in knowing influence, correlation analysis and  $R^2$  were used as they allow us to identify which independent variables are significant predictors of the dependent variables, estimate the magnitude and direction of the influence of

each independent variable and make predictions about the dependent variable based on the values of the independent variables.

For each table and graph generated from the descriptive and inferential statistics, a follow up explanation will be provided to ease comprehension.

## CHAPTER FOUR

### DATA ANALYSES AND PRESENTATION OF FINDINGS

This chapter presents the major findings of the study in relation to the study objectives. The findings have been organized into two main sections (descriptive and inferential) starting with the background information of the respondents, followed by planning processes, organizing, controlling, human resource management and lastly quality education.

#### Descriptive statistics

**Table 1: Respondents Background Data**

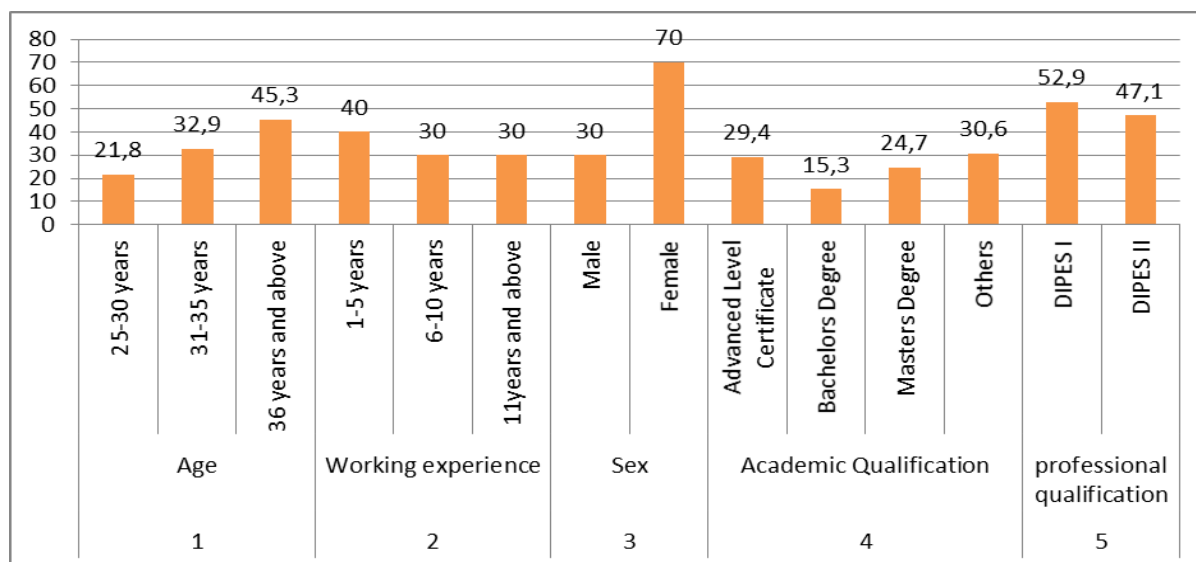
This presents the respondents of the questionnaire to this study in terms of sex, age, work experience, academic qualification and professional qualification.

No	Items	Modalities	Frequency	Percentage
1	Age	25-30 years	37	21.8
		31-35 years	56	32.9
		36 years and above	77	45.3
2	Working experience	1-5 years	68	40.0
		6-10 years	51	30.0
		11 years and above	51	30.0
3	Sex	Male	51	30.0
		Female	119	70.0
4	Academic Qualification	Advanced Level Certificate	50	29.4
		Bachelor's Degree	26	15.3
		Master's Degree	42	24.7
		Others	52	30.6
5	professional qualification	DIPES I	90	52.9
		DIPES II	80	47.1

Source: sirri (2021)

From table 4.1.1 above it can be seen that 134(78.2%) of the respondents are above the age of 30, 102(60%) of them have work experience of above 5 years, while 70% (119) are male, 120(70.6%) have at least a bachelor's degree and 52.9% (90) of the respondent have DIPES I.

**Fig. 1: Graphical Representation on Respondents Background Data**



Source: sirri (2021)

The above graph comes to further explain what the corresponding table presents. The table and graph are a demonstration that the respondents who participated in the research exercise were mature enough in every dimension (age wise, mentally and intellectually) to give reliable information.

**Table 2: Planning Process**

This was considered to capture the impact of planning process on quality education. The findings were indicated as seen in the table below:

No	Items	Modalities	Frequency	Percentage
1	All pedagogic activities are effectively planned at the beginning of the academic year and precise objectives are well stated	Strongly Agree	42	24.7
		Agree	47	27.6
		Disagree	17	10.0
		Strongly Disagree	64	37.6
2	The resources are meticulous planned to meet school objectives	Strongly Agree	62	36.5
		Agree	34	20.0
		Disagree	58	34.1
		Strongly Disagree	16	9.4
3	In the process of decision making, teachers opinions are taken into consideration	Strongly Agree	70	41.2
		Agree	71	41.8
		Disagree	13	7.6
		Strongly Disagree	16	9.4
4	In case of problems, solutions are easily gotten and the issue is rapidly handled	Strongly Agree	45	26.5
		Agree	62	36.5
		Disagree	44	25.9
		Strongly Disagree	19	11.2
5	The members of staff are very committed in respecting school programmes.	Strongly Agree	49	28.8
		Agree	38	22.4
		Disagree	55	32.4
		Strongly Disagree	28	16.5
6	Curriculum implementation is effectively carried out and learners acquire required skills	Strongly Agree	73	42.9
		Agree	45	26.5
		Disagree	18	10.6
		Strongly Disagree	34	20.0

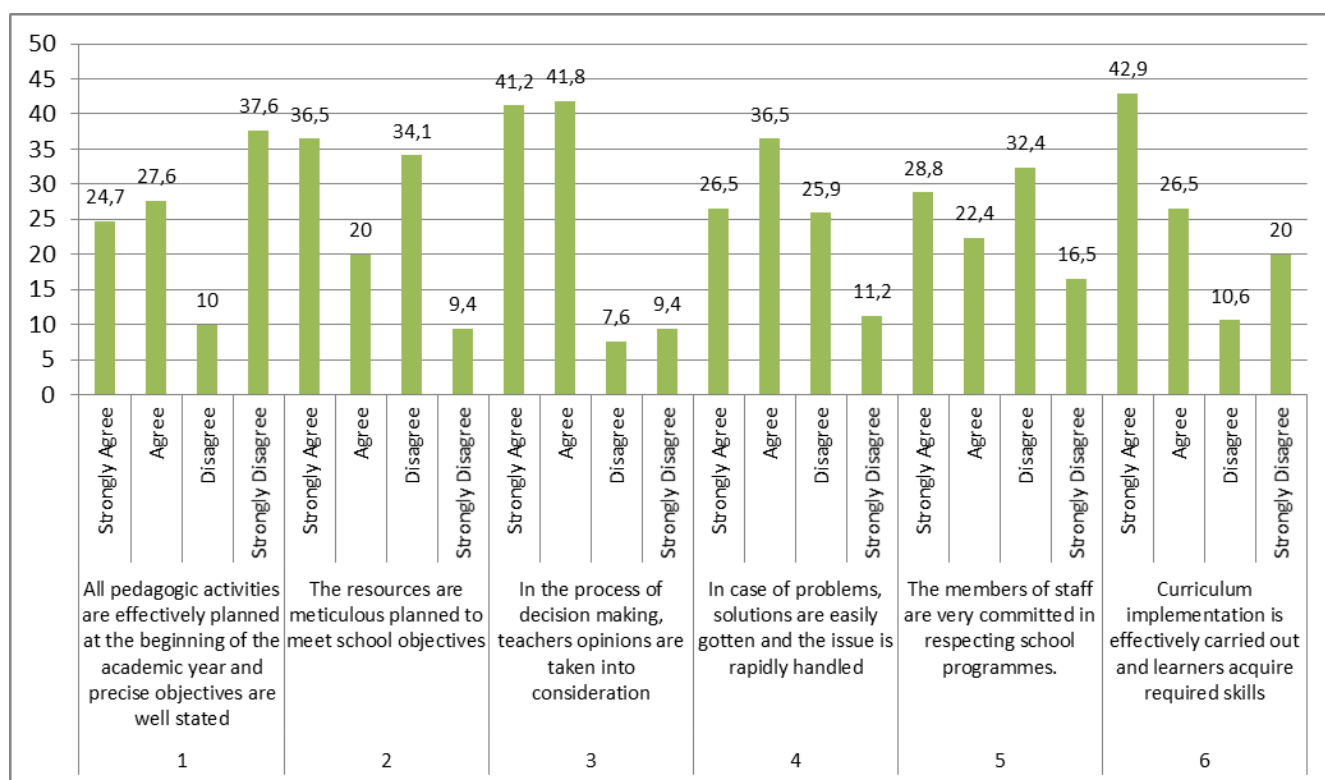
Source:

sirri

(2021)

From table 4.1.2 above, it shows that 52.3 % of the respondents agreed that all pedagogic activities are effectively planned at the beginning of the academic year and precise objectives are well stated, 56.5% agreed that the resources are meticulously planned to meet school objectives, while 83% of them also agreed that in the process of decision making, teachers opinions are taken into consideration, 62% agreed that in case of problems, solutions are easily gotten and the issue is rapidly handled, 51.2% also agreed that the members of staff are very committed in respecting school programs, and 69.4% of the respondents agreed that Curriculum implementation is effectively carried out and learners acquire required skills.

**Fig: 2: Graphical Representation of planning process**



Source: sirri (2021)

A further presentation of the responses we gathered concerning the relationship between planning processes and quality education can be seen in the above graph. From the graph, we see a true diversity in the way the respondents view this relationship.

**Table 3: Information on organizing process**

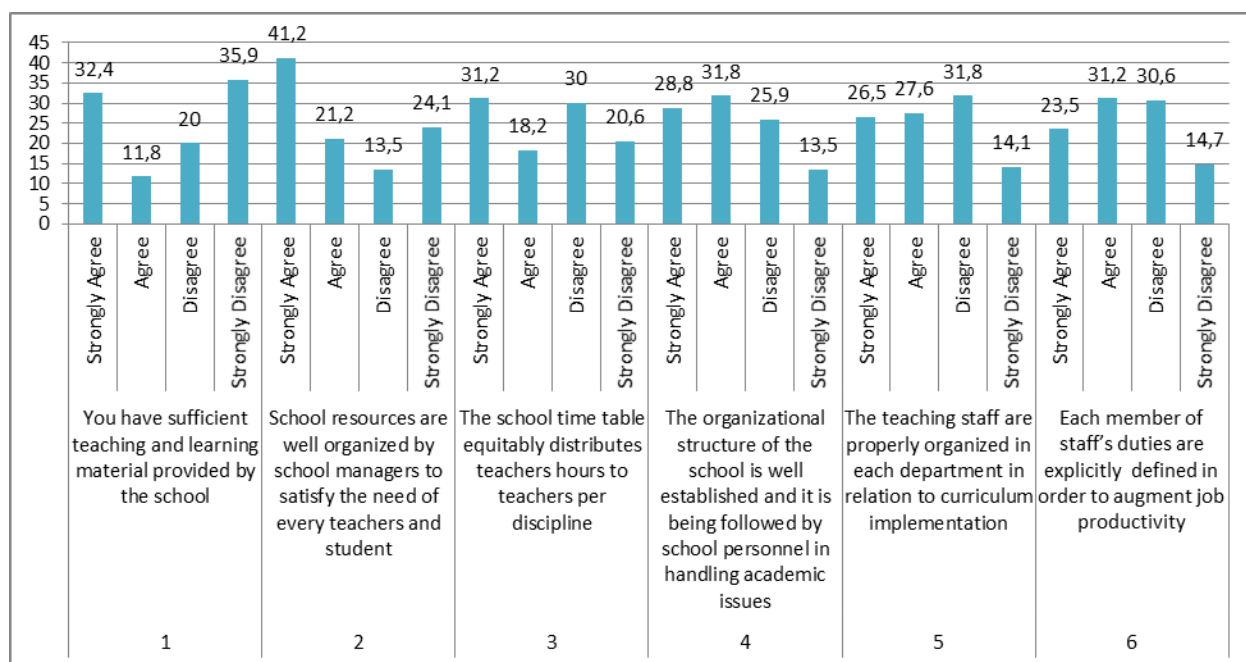
No	Items	Modalities	Frequency	Percentage
1	You have sufficient teaching and learning material provided by the school	Strongly Agree	55	32.4
		Agree	20	11.8
		Disagree	34	20.0
		Strongly Disagree	61	35.9
2	School resources are well organized by school managers to satisfy the need of every teacher and student	Strongly Agree	70	41.2
		Agree	36	21.2
		Disagree	23	13.5
		Strongly Disagree	41	24.1
3	The school time table equitably distributes teachers hours to teachers per discipline	Strongly Agree	53	31.2
		Agree	31	18.2
		Disagree	51	30.0
		Strongly Disagree	35	20.6
4	The organizational structure of the school is well established and it is being followed by school personnel in handling academic issues	Strongly Agree	49	28.8
		Agree	54	31.8
		Disagree	44	25.9
		Strongly Disagree	23	13.5
5	The teaching staff are properly organized in each department in relation to curriculum implementation	Strongly Agree	45	26.5
		Agree	47	27.6
		Disagree	54	31.8
		Strongly Disagree	24	14.1
6	Each member of staff's duties are explicitly defined in order to augment job productivity	Strongly Agree	40	23.5
		Agree	53	31.2
		Disagree	52	30.6
		Strongly Disagree	25	14.7

Source: sirri (2021)

From table 4.1.3 above, it can be seen that 59.9% of the respondent disagreed fact they have sufficient teaching and learning material provided by the school, 62.4% agreed that school resources are well organized by school managers to satisfy the need of every teacher and student,

50.6% disagreed that the school time table equitably distributes teachers hours to teachers per discipline, 57.7% agreed to the fact that the organizational structure of the school is well established and it is being followed by school personnel in handling academic issues, while the idea that the teaching staff is properly organized in each department in relation to curriculum implementation was agreed by 54.1% of the respondents and 54.7% agreed that each member of staff's duties are explicitly defined in order to augment job productivity.

**Fig. 3: Graphical Representation of organizing process**



Source: sirri (2021)

The relationship between organizing processes and quality education as presented by the above graph is viewed by the respondents in almost the same way. This is because, as we can see in the graph, the margin or gab between the responses is quite small.

**Table 4: Information on Pedagogic supervision**

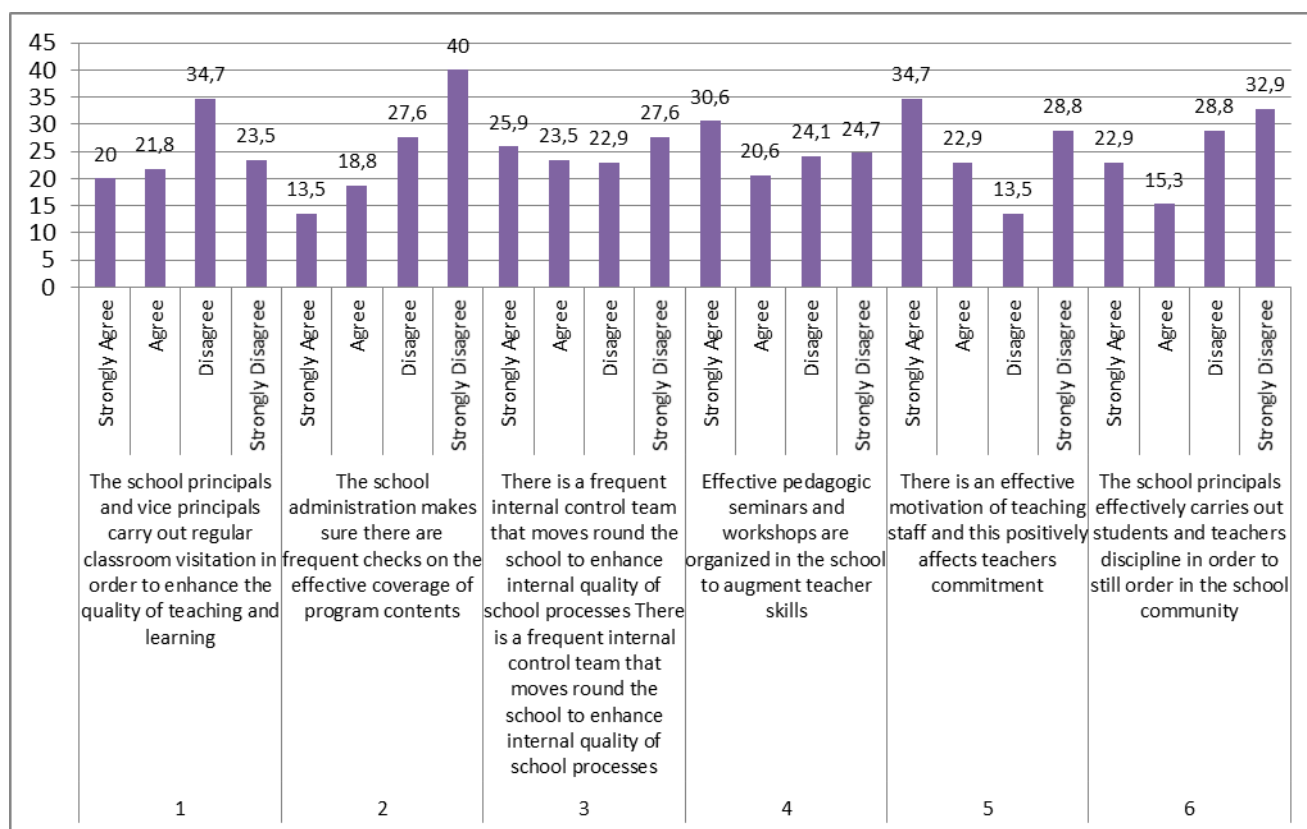
No	Items	Modalities	Frequency	Percentage
1	The school principals and vice principals carry out regular classroom visitation in order to enhance the quality of teaching and learning	Strongly Agree	34	20.0
		Agree	37	21.8
		Disagree	59	34.7
		Strongly Disagree	40	23.5
		Strongly Agree	23	13.5
2	The school administration makes sure there are frequent checks on the effective coverage of program contents	Agree	32	18.8
		Disagree	47	27.6
		Strongly Disagree	68	40.0
		Strongly Agree	44	25.9
		Agree	40	23.5
3	There is a frequent internal control team that moves round the school to enhance internal quality of school processes There is a frequent internal control team that moves round the school to enhance internal quality of school processes	Disagree	39	22.9
		Strongly Disagree	47	27.6
		Strongly Agree	52	30.6
		Agree	35	20.6
		Disagree	41	24.1
4	Effective pedagogic seminars and workshops are organized in the school to augment teacher skills	Strongly Disagree	42	24.7
		Strongly Agree	59	34.7
		Agree	39	22.9
		Disagree	23	13.5
		Strongly Disagree	49	28.8
5	There is an effective motivation of teaching staff and this positively affects teachers' commitment	Strongly Agree	39	22.9
		Agree	26	15.3
		Disagree	49	28.8
		Strongly Disagree	56	32.9
		Strongly Agree	39	22.9
6	The school principal effectively carries out students and teachers discipline in order to instill order in the school community	Agree	26	15.3
		Disagree	49	28.8
		Strongly Disagree	56	32.9
		Strongly Agree	39	22.9
		Agree	26	15.3

Source: sirri (2021)

From table 4.1.4 above, we can see that 58.2% of the total respondents disagreed that the school principals and vice principals carry out regular classroom visitation in order to enhance the quality of teaching and learning, 67.6% also disagreed that the school administration makes sure there are frequent checks on the effective coverage of program contents, 65.9% agreed that there

is a frequent internal control team that moves round the school to enhance internal quality of school processes, 51.2% agreed that effective pedagogic seminars and workshops are organized in the school to augment teacher skills, while 59.4% agreed that There is an effective motivation of teaching staff and this positively affects teachers commitment, and 61.7% disagreed that the school principal effectively carries out students and teachers discipline in order to instill order in the school community.

**Fig: 4: Graphical Representation of Pedagogic supervision**



Source: sirri (2021)

The graph above is a further presentation of the relationship between pedagogic supervision and quality education. It shows that there is an almost even distribution in the thought and observation pattern of our respondents. This is because of the proximity of the number of those who agree and those who disagree to the questions asked in relation to the variable at hand.

**Table 5: Human Resource Management**

It was necessary to know how human resource is being managed

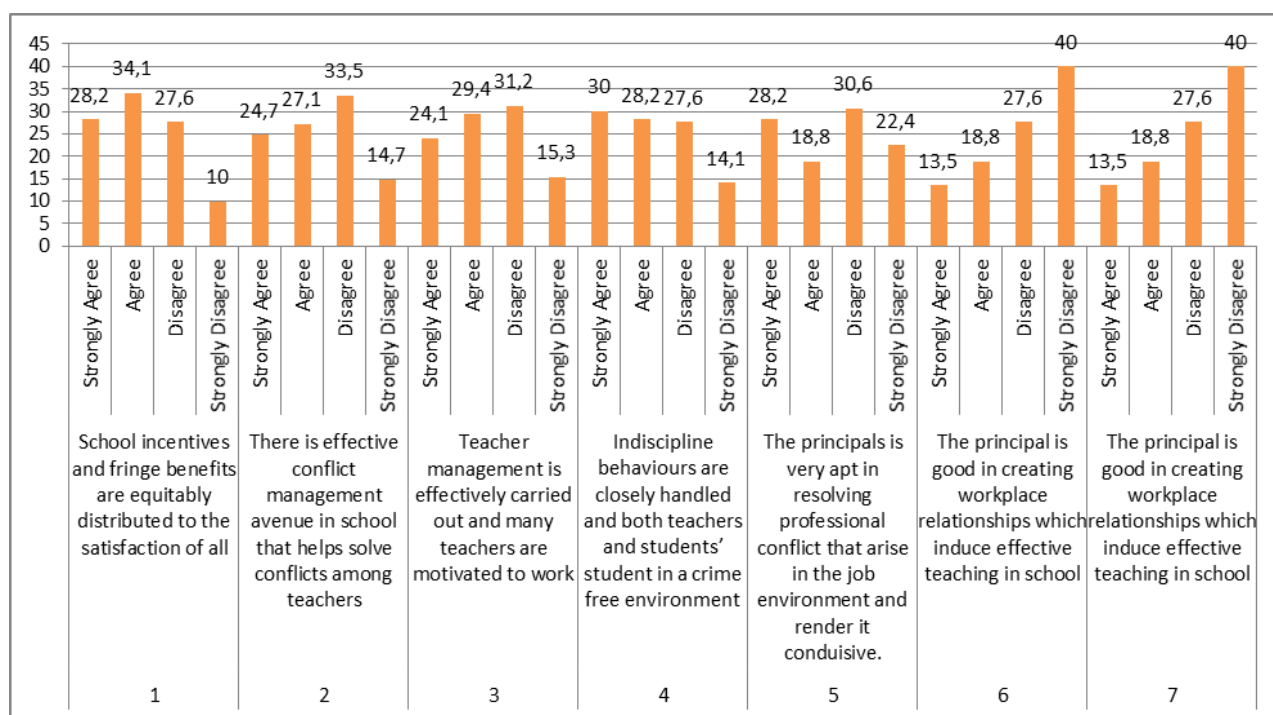
No	Items	Modalities	Frequency	Percentage
1	School incentives and fringe benefits are equitably distributed to the satisfaction of all	Strongly Agree	48	28.2
		Agree	58	34.1
		Disagree	47	27.6
		Strongly Disagree	17	10.0
2	There is effective conflict management avenue in school that helps solve conflicts among teachers	Strongly Agree	42	24.7
		Agree	46	27.1
		Disagree	57	33.5
		Strongly Disagree	25	14.7
3	Teacher management is effectively carried out and many teachers are motivated to work	Strongly Agree	41	24.1
		Agree	50	29.4
		Disagree	53	31.2
		Strongly Disagree	26	15.3
4	Indiscipline behaviors are closely handled and both teachers and students' study in a crime free environment	Strongly Agree	51	30.0
		Agree	48	28.2
		Disagree	47	27.6
		Strongly Disagree	24	14.1
5	The principals are very apt in resolving professional conflict that arise in the job environment and render it conducive.	Strongly Agree	48	28.2
		Agree	32	18.8
		Disagree	52	30.6
		Strongly Disagree	38	22.4
6	The principal is good in creating workplace relationships which induce effective teaching in school	Strongly Agree	23	13.5
		Agree	32	18.8
		Disagree	47	27.6
		Strongly Disagree	68	40.0
7	The principal is good in creating workplace relationships which induce effective teaching in school	Strongly Agree	23	13.5
		Agree	32	18.8
		Disagree	47	27.6
		Strongly Disagree	68	40.0

Source: sirri (2021)

From table 4.1.5 above, it shows that 62.3% of the respondents agreed that School incentives and fringe benefits are equitably distributed to the satisfaction of all, 51.8% agreed that there is effective conflict Management Avenue in school that helps solve conflicts among teachers, 53.5% agreed that teacher management is effectively carried out and many teachers are motivated to work, 58.2% agreed that Indiscipline behaviors are closely handled and both

teachers and students' are in a crime free environment, 53% disagreed that the principals are very apt in resolving professional conflict that arise in the job environment and render it conducive, and 67.6% disagreed that the principal is good in creating workplace relationships which induce effective teaching in school.

**Fig: 5 Graphical Representation on Human Resource Management**



Source: sirri (2021)

Above, we can see the graphical presentation of the relationship between human resource management and quality education in our selected schools. Averagely, from the look of the percentages on the graph, we can conclude that the respondents have very similar responses. This goes to demonstrate the strength of this variable as will be further explained in the next part of this work.

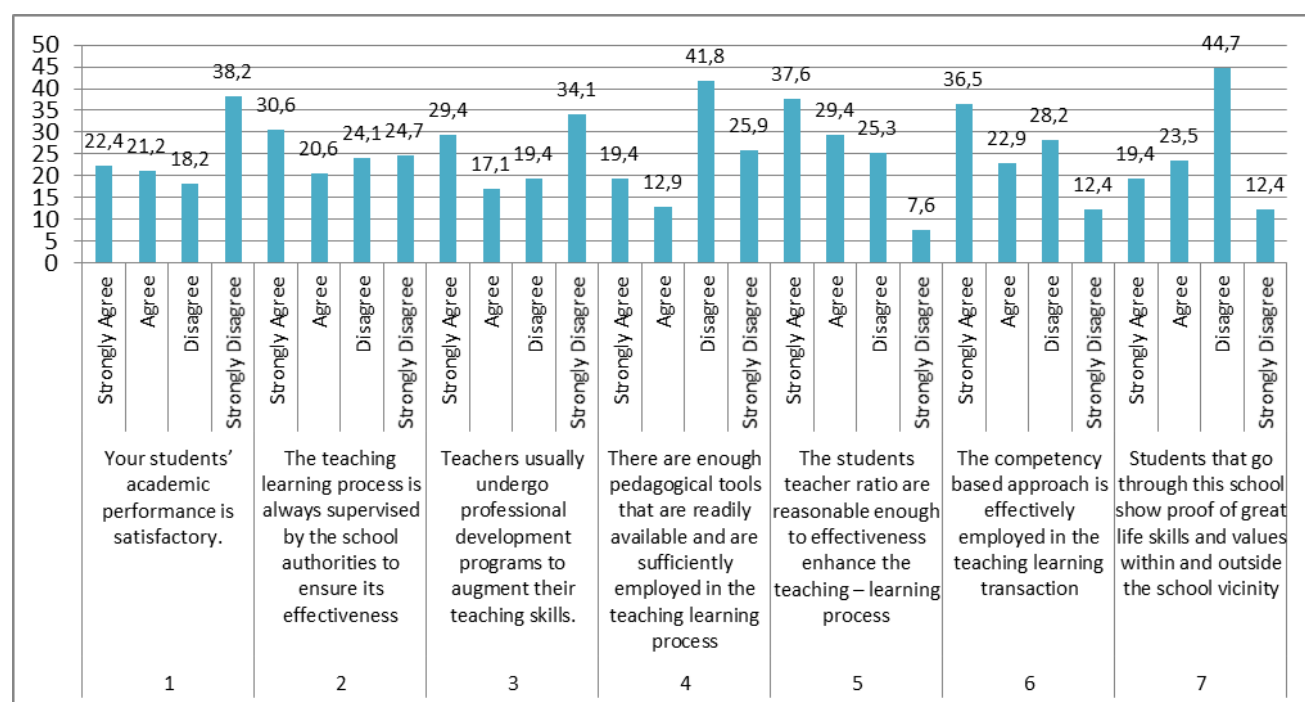
**Table 6: information on Quality of Education**

No	Items	Modalities	Frequency	Percentage
1	Your students' academic performance is satisfactory.	Strongly Agree	38	22.4
		Agree	36	21.2
		Disagree	31	18.2
		Strongly Disagree	65	38.2
2	The teaching learning process is always supervised by the school authorities to ensure its effectiveness	Strongly Agree	52	30.6
		Agree	35	20.6
		Disagree	41	24.1
		Strongly Disagree	42	24.7
3	Teachers usually undergo professional development programs to augment their teaching skills.	Strongly Agree	50	29.4
		Agree	29	17.1
		Disagree	33	19.4
		Strongly Disagree	58	34.1
4	There are enough pedagogical tools that are readily available and are sufficiently employed in the teaching learning process	Strongly Agree	33	19.4
		Agree	22	12.9
		Disagree	71	41.8
		Strongly Disagree	44	25.9
5	The students teacher ratios are reasonable enough to effectively enhance the teaching – learning process	Strongly Agree	64	37.6
		Agree	50	29.4
		Disagree	43	25.3
		Strongly Disagree	13	7.6
6	The competency-based approach is effectively employed in the teaching learning transaction	Strongly Agree	62	36.5
		Agree	39	22.9
		Disagree	48	28.2
		Strongly Disagree	21	12.4
7	Students that go through this school show proof of great life skills and values within and outside the school vicinity	Strongly Agree	33	19.4
		Agree	40	23.5
		Disagree	76	44.7
		Strongly Disagree	21	12.4

Source: sirri (2021)

From table 4.1.6 above, it shows that 56.4% of the respondents are not satisfied with the performance of their students, 51.2% agreed that the teaching learning process is always supervised by the school authorities to ensure its effectiveness, 53.5% disagreed that Teachers usually undergo professional development programs to augment their teaching skills, 67.7% disagreed that there are enough pedagogical tools that are readily available and are sufficiently employed in the teaching learning process, 67% agreed that the students teacher ratios are reasonable enough to effectively enhance the teaching – learning process, 59.4% agreed that the competency based approach is effectively employed in the teaching learning transaction, while 57.1% disagreed that Students that go through this school show proof of great life skills and values within and outside the school vicinity.

**Fig: 6: Graphical Representations on Quality of Education**



Source: sirri (2021)

The above graph is a further explanation of the level of the quality of education in our selected schools as shown to us by our respondents. From the look of the graph, there are diverse observations with regards to the quality of education and this translates to the problem we have set out to examine in our work.

### Inferential statistics

Hypothesis one:

Ha1: There is a relationship between Planning Process and Quality Education in secondary school

H01: There is no relationship between Planning Process and Quality Education in secondary school

**Table 7: Correlations on Planning Process and Quality Education**

Correlation coefficient between planning processes and Planning quality education			Process	Quality Education
Spearman Rho	Planning Process	Correlation Coefficient	1.000	.724**
		Sig. (2-tailed)	.	.000
		N	173	173
	Quality Education	Correlation Coefficient	.724**	1.000
		Sig. (2-tailed)	.000	.
		N	173	173

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

Source: sirri (2021)

The table above is on correlations on Planning Process and Quality Education. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Planning Process has a significant influence on Quality Education. The correlation coefficient is 0.724 indicating that Planning Process as an independent variable influences school effectiveness by 72.4 percent. The correlation coefficient is positive, thus indicating that when the better Planning Process is optimized, the more Quality Education is achieved.

*Hypothesis Two:*

Ha2: There is a relationship between Organization Process and Quality Education in secondary school

H02: There is no relationship between Organization Process and Quality Education in secondary school

**Table 8: Correlations on Organization Process and Quality Education**

Correlation coefficient between organization processes and Organization quality education			Process	Quality Education
Spearman Rho	Organization Process	Correlation Coefficient	1.000	.655**
		Sig. (2-tailed)	.	.000
		N	173	173
	Quality Education	Correlation Coefficient	.655**	1.000
		Sig. (2-tailed)	.000	.
		N	173	173

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

Source: sirri (2021)

The table above is on correlations on Organization Process and Quality Education. The p-value (0.00) is less than 0.05 which is the alpha. Based on this we deduce that Organization Process has a significant influence on Quality Education. The correlation coefficient is 0.655 indicating that Organization Process as an independent variable influences Quality Education by 65.5 percent. The correlation coefficient is positive, thus indicating that the better the organization process is, the more Quality Education is achieved.

Hypothesis Three:

Ha3: There is a relationship between *Instructional Supervision* and Quality Education in secondary school

H03: There is no relationship between *Instructional Supervision* and Quality Education in secondary school.

**Table 9: Correlations on Instructional Supervision and Quality Education**

<b>Correlation coefficient between instructional supervision and quality education</b>			<b>Instructional Supervision</b>	<b>Quality Education</b>
Spearman Rho	Instructional Supervision	Correlation Coefficient	1.000	.605**
		Sig. (2-tailed)	.	.000
		N	173	173
	Quality Education	Correlation Coefficient	.605**	1.000
		Sig. (2-tailed)	.000	.
		N	173	173

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

Source: sirri (2021)

The table above is on correlations on Instructional Supervision and Quality Education. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Instructional Supervision has a significant influence on Quality Education. The correlation coefficient is 0.605 indicating that Instructional Supervision as an independent variable influences Quality Education by 60.5 percent. The correlation coefficient is positive, thus indicating a better Instructional Supervision will improve the quality of education.

Hypothesis four:

Ha4: There is a relationship between Human resource management and Quality Education in secondary school

H04: There is no relationship between Human resource management and Quality Education in secondary school.

**Table 10: Correlations on Human Resource Management and Quality Education**

Correlation coefficient between human resource management and quality education			Human Resource Management	Quality Education
Spearman Rho	Human	Correlation Coefficient	1.000	.712**
	Resource	Sig. (2-tailed)	.	.000
	Management	N	173	173
	Quality	Correlation Coefficient	.712**	1.000
	Education	Sig. (2-tailed)	.000	.
		N	173	173

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

Source: sirri (2021)

The table above is on correlations of Human Resource Management and Quality Education. The p-value (0.00) less than 0.05 which is the alpha. Based on this we deduce that Human Resource Management has a significant influence on Quality Education. The correlation coefficient is 0.712 indicating that Human Resource Management as an independent variable influences Quality Education by 71.2 percent. The correlation coefficient is positive, thus indicating that the better the Human Resource Management, the better the quality of education.

**Table 11: Recapitulative table of results**

Hypothesis	Level of significance	Correlation coefficient	R <sup>2</sup>	Alpha	Decision
Ha1	0.000	0.724	0.52	0.05	Ha retained; Ho rejected
Ha2		0.655	0.43		Ha retained; Ho rejected
Ha3		0.605	0.36		Ha retained; Ho rejected
Ha4		0.712	0.51		Ha retained; Ho rejected

Source: sirri (2021)

From all indications, we have seen that among the variables school planning process is the first factor that that influences secondary Quality Education with the correlation coefficient of 0.724( $R^2= 52\%$ ). This is seconded by human resources management with correlation coefficient of 0.655( $R^2= 43\%$ ). The third factor is instructional supervision with a correlation index of 0.605( $R^2= 36\%$ ) and the least is organization process whose degree of influence is 0.712( $R^2= 51\%$ ). From these findings we can conclude that school management has a significant effect on school effectiveness and as such, the quality of education obtained.

## **CHAPTER FIVE:**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

Our study was carried out with the main objective of finding out the degree to which quality education would be affected by school management. For better understanding, we operationalized our work and had specific objectives which were: establishing the relationship between planning and educational management; presenting the relationship that exists between organizing processes and quality education; assessing the influence of pedagogic supervision over quality education and evaluating the relevance of human resource management in quality education. This chapter presents a comprehensive discussion of the research findings, drawing insights from the data analysis presented in Chapter 4. The study aimed to investigate the critical role of effective school management in enhancing the quality of education within the context of private secondary schools. Specifically, it sought to:

Examine the relationship between strategic planning and educational management outcomes.

Investigate the impact of organizational structure and processes on the delivery of quality education.

Assess the influence of pedagogical supervision on student learning and development.

Evaluate the effectiveness of human resource management practices in supporting quality education.

Our problem revolved around the fact that the quality of education witnessed in private secondary schools is not good as expected, this is visible in the academic and social performance of the students. From our total population of 3000 teachers and administrators, we sampled 200 from two secondary schools using the simple random sampling technique. This chapter seeks to evaluate our work and interpret the results we got in the previous chapter. First, we will present a summary of our results; then we will discuss these findings and finally, present some recommendations.

#### **General discussion**

The research was motivated by the observation that the quality of education in many private secondary schools falls short of expectations, as evidenced by suboptimal academic and socio-

emotional outcomes for students. To address this concern, the study employed a quantitative research design, utilizing a simple random sampling technique to select 200 participants (teachers and administrators) from a population of 3000 individuals across two private secondary schools

Based on the results of this study, it was concluded that there is a significant relationship between school management and quality education in private secondary schools in the Mfoundi Division of the Centre Region. Using the Spearman Rank Correlation, we obtained a two-tailed significance of 0.000, therefore p-value is less than 0.05.

This result ties with the findings of Sharma 2017 who found out that school management training programs will lead to overall improvement of students' learning outcomes. Lecavic (1995) conducted a study which showed that students' performance is as a result of effective management of education and improvement of schools. In this same light, Mabeba & Prisloo (2000) assert that developing countries need to improve their educational management skills and experiences in order to improve the quality of education and students' performance. Similarly, Baldwin (2008) states that an effective school promotes the development of its students in terms of social, emotional and intellectual outcomes.

Bush & Coleman (2000) equally agree that a good leadership and management ensure that there are high expectations for achievement for all students and teachers as a way of making a school globally competitive. Another study was by Allen et al (2015) which concluded that improvement in students' academic performance is determined by school management

Another validation of our hypothesis was done by Atieno N. B. (2018) who raised the question of competencies of principals in Homa Bay county. Using the indicators of indiscipline, incidences of financial mismanagement and examination results the study investigated the influence of Principals' management competencies on quality of education in public secondary schools in Homa bay county, Kenya. The study was guided by four objectives to: determine the influence of Principals' management competencies on supervision of instruction; establish school discipline; explore influence on financial resource management; and establish students' academic achievement in Homa Bay County. The study adopted the descriptive research design. The study established that there is an influence of principals' management competencies on supervision of instruction, discipline, management of financial resources and academic

achievement. The study recommended management skill upgrading courses, workshops, seminars for principals; strengthened supervision of instruction through adequate staff training, adoption of well-organized structures; inclusivity of all stakeholders in the management; collaborative decision making in leadership to enhance discipline, financial training for newly appointed bursars and principals; realistic ways of improving students' academic achievement.

This goes to show that management errors or mistakes will be minimized and to a greater extent avoided if school managers work with the consciousness that their ability to be good managers is of core importance to the quality of education they obtain in their various schools.

From the responses we got from our respondents and in our descriptive statistics, we were able to observe the management weaknesses in this schools which could be at the origin of the unsatisfactory quality in education. These are as follows:

- The activities are not always planned and informed in time. Planning, according to our results is the most important part of management. However, from information gathered and analyzed, this activity is not carried out in the way it should. Needs are not defined early enough, proper findings are not made before such definition and as such, provisions either come in late or are inappropriate in relation to the actual needs so they do not serve the intended purpose adequately.
- Resources are not properly planned: Planning resources is key if an organization has to stay within budget and not run out of supplies before the year runs out. In the absence of such planning, towards the end of the year, running the institution will be a difficult task.
- At times, the administration is slow in solving problems: it is not good to be hasty in resolving problems. It is also not good to be too slow in doing so. Mastering the mean is of great importance. When the administration has many bottlenecks, decision making becomes too slow and as such, discouraging for those working under it.
- The schools do not have enough teaching and learning material to facilitate the apprenticeship programs. This is a point that cannot be overemphasized as it has been a point of study by many scholars such as Ndjebakal & Nji (2017). Without appropriate teaching and learning material, the students and teachers are limited and cannot be competitive with their counterparts in other locations who have these facilities.

- Time table allocation is often not properly done; the time table allocation can affect both the teachers and students in the teaching-learning process. It is therefore important to take into consideration the needs of both parties before drawing a school timetable, without which the functioning of the school might be faulty.
- Seminars and workshops for upskilling are hardly organized: In an entire academic year that comprises of nine months, some schools organize seminars for their teachers and administrators just once. They also select a few teacher to attend the seminars that are organized by government bodies. Education advances as the society advances and as such, staying back when changes are being communicated makes the school outdated and in a long run, irrelevant.
- Teachers do not get enough motivation: In Cameroon, it is a common truth that teachers, especially private school teachers are low-income earners. Financial motivation is generally the main reason people do work. When this primary motivation is absent or very inconsiderate, the teachers are not boosted to put in their nest and as such, the students do not get the best.
- Conflict management mechanisms are not effective: Conflict management is very important for a healthy work environment which in turn affects the moral of the workers. Ineffective managers do not master the act of conflict management and as such, keep tensions unresolved, and give room for negative personal actions from the teachers and administrators.

In a nutshell, we can say that most private secondary schools in Yaoundé have management lapses and weaknesses. This plays on the teaching processes as well as the learner outcomes, both of which are measuring scales for quality education. The results of this study go in line with the findings of Ndjebakal and Genevarius (2017) who found out that majority of secondary school infrastructure is obsolete and not attractive for the teaching and learning transaction. Similarly, Genevarius Nji (2021) concluded that teacher management and leadership attributes affect quality teaching. Mabeba and Pinsloo (2000) pointed out the fact that managers did not possess the skills and experience which were needed for school improvement.

A study by Lewin and Stuart (2016) revealed that educational results are persistently below average, especially in developing countries which arouse interest about what are the inputs that

affect students' academic performance in high schools so that effective public policies could be implemented. If the role of the school managers is really important, ways to manage the schools in order to maximize student learning should be considered a priority in educational discussions

When we examine the systems theory, which views the organization as a system with interdependent and interrelated sub systems, we see that everything is intertwined; every action on one end affects the other subsystem. As such, there is supposed to be a relationship between every element of the organization; inputs processes and outputs. When the management does not work with intentional objectives about the quality of education it desires, there is a lapse. The school therefore has to carry out its management in a way that it pays more attention to inputs, processes, outputs and the impacts they would have on each other in order to optimize the quality of education.

This observation underscores the critical role of effective school management in achieving high-quality education. The success of any educational institution hinges on the competence and conscientiousness of its leaders. When school managers operate with a profound understanding of their pivotal role in shaping the educational experience, they are more likely to prioritize proactive measures to mitigate and prevent managerial errors.

This heightened awareness fosters a proactive and preventative approach to management. School leaders who recognize the direct correlation between their own managerial acumen and the quality of education delivered become more vigilant in their decision-making processes. They are more likely to:

Conduct thorough needs assessments: Accurately identifying the needs of students, teachers, and the school community allows for more targeted and effective planning and resource allocation.

Implement robust systems of internal control: Establishing clear procedures, monitoring systems, and regular reviews minimizes the risk of errors and ensures accountability at all levels.

Foster a culture of continuous improvement: Regularly evaluating existing practices, seeking feedback from stakeholders, and embracing innovative approaches to management ensures that the school is constantly adapting and improving.

Invest in professional development: Continuously enhancing their own knowledge and skills through workshops, conferences, and mentorship programs enables school managers to stay abreast of best practices and refine their leadership abilities.

Build strong relationships with stakeholders: Cultivating open and collaborative relationships with teachers, parents, students, and community members fosters a shared understanding of goals and facilitates effective communication and problem-solving.

By prioritizing these actions, school managers can significantly reduce the likelihood of managerial errors significant shortcoming identified within the organization is the inconsistent and often untimely planning of activities. Our research findings unequivocally emphasize the critical role of effective planning in successful management. However, the current planning practices fall short of these expectations.

Firstly, the identification and definition of needs are frequently delayed. This lack of foresight hinders proactive planning and often results in reactive measures, where provisions are hastily implemented to address immediate concerns rather than strategically addressing anticipated needs.

Secondly, inadequate preliminary research and analysis precede the needs assessment process. This leads to a limited understanding of the underlying factors and their impact, resulting in poorly defined needs and ultimately, the provision of inappropriate or insufficient resources.

Consequently, these shortcomings manifest in several detrimental outcomes. Timely provision of essential resources is often compromised, leading to delays in project implementation and operational inefficiencies. Moreover, the provision of inappropriate resources fails to adequately address the intended objectives, hindering the achievement of desired outcomes and potentially leading to wastage of resources and diminished organizational performance.”\*\* create a more conducive learning environment for all students. This, in turn, directly contributes to improved student outcomes, increased teacher satisfaction, and the overall success of the educational institution.”\*\*

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Inadequate resource planning poses a significant challenge to organizational sustainability and operational efficiency. Effective resource allocation is paramount for ensuring financial stability, maintaining consistent service delivery, and achieving organizational objectives. Without a robust resource planning framework, organizations risk exceeding budgetary constraints, experiencing critical shortages of essential supplies, and encountering significant operational disruptions, particularly towards the end of the fiscal year. This can lead to compromised service quality, decreased productivity, and ultimately, jeopardize the organization's ability to fulfill its mission and achieve its strategic goals.”

The efficiency of an administration hinges upon its ability to navigate the delicate balance between haste and delay in problem-solving. While impulsive decision-making can lead to unforeseen consequences, an excessively sluggish response can stifle progress and demoralize those operating within the system.

A critical factor contributing to this inefficiency is the presence of numerous administrative bottlenecks. These impediments, such as bureaucratic red tape, convoluted approval processes, and a lack of clear lines of authority, create significant delays in decision-making cycles.

This prolonged stagnation not only hinders the timely implementation of solutions but also fosters a climate of frustration and disengagement among employees. When individuals perceive their efforts as perpetually stymied by bureaucratic inertia, their motivation wanes, and their productivity diminishes.

Furthermore, the perception of an unresponsive administration can erode public trust and undermine the legitimacy of the governing body. Citizens expect their concerns to be addressed promptly and effectively. When this expectation is consistently unmet, it breeds cynicism and fuels social unrest.

Therefore, optimizing administrative processes to minimize bottlenecks and ensure timely, yet considered, responses to challenges is paramount for effective governance. This necessitates a comprehensive evaluation of existing procedures, the identification and removal of redundant steps, and the empowerment of decision-makers at appropriate levels within the organizational hierarchy.

A critical deficiency hindering the effectiveness of apprenticeship programs within these schools lies in the inadequate provision of teaching and learning materials. This limitation significantly impedes both student and teacher performance, hindering their ability to compete effectively with peers in institutions equipped with more robust resources.

The dearth of essential materials presents a multifaceted challenge. Firstly, it severely limits the scope and depth of instruction, restricting the ability to effectively convey complex concepts and practical skills. This translates to a suboptimal learning experience for students, hindering their ability to acquire the necessary knowledge and develop the requisite competencies.

Secondly, the lack of adequate resources places an undue burden on instructors. They are forced to improvise and rely on limited resources, often leading to suboptimal teaching methods and a decline in instructional quality. This not only impacts student learning outcomes but also diminishes the overall effectiveness and prestige of the apprenticeship programs.

The significance of this issue has been underscored by numerous scholars, including Ndjebakal & Nji (2017), who have extensively studied the critical role of appropriate teaching and learning materials in fostering successful apprenticeship programs. Their findings, along with other empirical evidence, strongly suggest that a direct correlation exists between the availability of adequate resources and the quality of education and training outcomes.

The effective allocation of school timetables is crucial for the smooth and successful functioning of any educational institution. Unfortunately, inadequate timetable planning is a common occurrence, with detrimental consequences for both teachers and students. To ensure optimal learning outcomes, it is imperative to prioritize the needs and preferences of both parties during the timetable creation process.

For teachers, a well-constructed timetable can significantly impact their workload, stress levels, and overall job satisfaction. Factors such as consecutive teaching periods, preparation time, lunch breaks, and opportunities for professional development should be carefully considered. A

poorly designed timetable can lead to teacher burnout, decreased morale, and ultimately, a decline in the quality of instruction.

For students, a thoughtfully planned timetable can enhance their learning experience and contribute to their academic success. Key considerations include:

Minimizing subject fatigue: Clustering similar subjects together can lead to mental overload and hinder student engagement.

Providing adequate breaks: Regular breaks throughout the day are essential for maintaining focus and preventing student burnout.

Accommodating extracurricular activities: Timetables should allow students sufficient time to participate in extracurricular activities, which are crucial for holistic development.

Creating a balanced schedule: The distribution of challenging and less demanding subjects throughout the day can help maintain student motivation and prevent academic overload.

In conclusion, the successful implementation of a school timetable hinges on a collaborative and inclusive approach that prioritizes the needs of both teachers and students. By carefully considering the factors outlined above, educational institutions can create timetables that foster a positive and productive learning environment, leading to improved student outcomes and enhanced teacher satisfaction.

Seminars and workshops for professional development are woefully inadequate in many educational institutions. In an academic year spanning nine months, some schools, unfortunately, limit professional development opportunities to a single seminar for their teachers and administrators. Furthermore, the selection process for these limited opportunities often favors a select few, leaving many educators marginalized from critical learning experiences.

This lack of consistent professional development significantly hinders the ability of schools to keep pace with the rapidly evolving educational landscape. Education, like society itself, is constantly evolving. New pedagogical approaches, technological advancements, and shifting societal needs demand that educators continually adapt and refine their practices.

When schools fail to provide regular and accessible professional development opportunities for all their staff, they risk becoming stagnant and irrelevant. Teachers and administrators who are not equipped with the latest knowledge and skills are unable to effectively prepare students for the challenges of the 21<sup>st</sup> century. This not only impacts student learning outcomes but also undermines the overall quality of education within the institution.

To address this critical issue, schools must prioritize and invest in robust professional development programs. This includes:

**Regularly scheduled workshops and seminars:** These should be conducted throughout the academic year, covering a diverse range of topics relevant to current educational trends.

**Equitable access for all staff:** All teachers and administrators should have equal opportunities to participate in these professional development activities.

**Collaborative learning environments:** Workshops and seminars should foster collaborative learning and knowledge sharing among educators.

**Mentorship and coaching programs:** Experienced educators can provide valuable guidance and support to their colleagues through mentorship and coaching programs.

**Integration of technology:** Utilizing online platforms and digital resources can enhance the accessibility and effectiveness of professional development programs.

By investing in the continuous professional growth of their educators, schools can ensure that they are providing the highest quality education possible for their students and effectively preparing them for success in an ever-changing world.

In Cameroon, it is a widely acknowledged fact that teachers, particularly those employed in private schools, often face inadequate remuneration. Financial compensation is generally a primary motivator for individuals in any profession. When this crucial motivator is absent or insufficiently addressed, teachers may experience decreased morale and reduced dedication to their profession. This lack of adequate financial motivation can significantly impact the quality of education students receive.

Furthermore, low teacher salaries can lead to a number of negative consequences:

**Increased teacher turnover:** When teachers feel underpaid, they may seek employment in other sectors offering better compensation, leading to high turnover rates in schools. This constant churn disrupts the learning environment and hinders the development of strong teacher-student relationships.

**Diminished teacher morale and job satisfaction:** Inadequate pay can lead to feelings of dissatisfaction and demotivation among teachers. This can manifest in decreased enthusiasm for teaching, reduced effort in lesson planning and classroom management, and a general decline in job satisfaction.

Limited professional development opportunities: Low salaries may prevent teachers from investing in their own professional growth through workshops, conferences, and further education. This limits their ability to enhance their teaching skills and stay abreast of the latest pedagogical advancements.

Addressing the issue of inadequate teacher salaries is crucial for improving the quality of education in Cameroon. It requires a multi-pronged approach, including:

Fair and competitive salary scales: Establishing and implementing fair and competitive salary scales for teachers, taking into account factors such as experience, qualifications, and performance.

Regular salary reviews and adjustments: Conducting regular reviews of teacher salaries to ensure they remain competitive and reflect the rising cost of living.

Incentive programs and performance-based bonuses: Implementing incentive programs and performance-based bonuses to recognize and reward exceptional teaching and contributions to school improvement.

Improved working conditions: Providing teachers with adequate resources, safe and conducive working environments, and access to professional development opportunities.

By addressing these issues, the government and school administrations can ensure that teachers are adequately compensated for their valuable contributions to society and create a more motivated and effective teaching workforce.

Conflict management mechanisms are often ineffective, leading to detrimental consequences within educational institutions.

Significance of Effective Conflict Management: A harmonious and productive work environment is crucial for the success of any educational institution. Effective conflict management plays a pivotal role in fostering such an environment by minimizing workplace tensions, enhancing employee morale, and improving overall job satisfaction

The Impact of Ineffective Conflict Management: Unfortunately, ineffective conflict management is a prevalent issue in many educational settings. When managers lack the necessary skills and strategies to address conflicts constructively, several negative outcomes can arise:

Unresolved Tensions: Unresolved conflicts fester, creating a toxic and unproductive work environment. Lingering resentment, animosity, and distrust can permeate the entire institution,

impacting teacher-student interactions, administrative decision-making, and the overall learning experience.

**Negative Personal Actions:** When conflicts are not addressed effectively, they can escalate into personal attacks, gossip, and even bullying behavior among teachers and administrators. This not only damages professional relationships but also undermines the institution's reputation and creates a hostile work environment.

**Diminished Employee Morale:** Constant exposure to unresolved conflicts can significantly impact employee morale. Teachers and administrators may experience increased stress, anxiety, and burnout, leading to decreased job satisfaction, reduced productivity, and even turnover.

**Erosion of Trust:** Ineffective conflict management erodes trust between teachers, administrators, and other stakeholders. This lack of trust hinders open communication, collaboration, and the implementation of effective educational programs.

To address these challenges, it is crucial to:

**Invest in Conflict Resolution Training:** Provide comprehensive conflict resolution training programs for all managers and administrators. This training should cover various conflict resolution techniques, such as mediation, negotiation, and active listening.

**Establish Clear Conflict Resolution Procedures:** Develop and implement clear and accessible conflict resolution procedures that outline the steps involved in addressing conflicts. These procedures should ensure fairness, transparency, and timely resolution.

**Promote a Culture of Open Communication:** Foster a culture of open communication and transparency within the institution. Encourage open dialogue, active listening, and respectful communication among all stakeholders.

**Provide Support for Employees:** Provide employees with access to support resources, such as employee assistance programs or counseling services, to help them cope with workplace stress and resolve personal conflicts.

By implementing these strategies, educational institutions can create a more positive and productive work environment where conflicts are addressed effectively, and employee morale and overall well-being are significantly improved.

A prevailing concern within the private secondary education sector in Yaoundé is the presence of significant management lapses and weaknesses. These shortcomings exert a detrimental influence on both the teaching processes and the ultimate outcomes achieved by learners, both of

which serve as crucial indicators of educational quality. The findings of this study align with the observations of Ndjebakal and Genevarius (2017), who underscored the widespread obsolescence and unattractiveness of secondary school infrastructure, hindering effective teaching and learning interactions. Similarly, Genevarius Nji (2021) emphasized the critical role of effective teacher management and leadership qualities in ensuring quality instruction. Furthermore, the research conducted by Mabeba and Pinsloo (2000) highlighted a concerning deficiency in the skills and experience possessed by many school managers, which significantly impedes their ability to drive school improvement initiatives.

Lewin and Stuart (2016) highlighted a critical concern within the global education landscape: persistently subpar academic outcomes, particularly pronounced in developing nations. This stark reality demands a thorough investigation into the multifaceted factors that significantly influence student achievement in secondary education. Given the pivotal role of school leaders in shaping the educational environment, understanding and optimizing school management practices emerges as a paramount priority within educational policy discourse.

The systems theory, with its emphasis on interconnectedness and interdependence, provides a powerful framework for understanding and improving the quality of education. Within this framework, an educational institution is not merely a collection of isolated components (teachers, students, classrooms) but rather a complex system with intricate relationships between its various subsystems. These subsystems, encompassing inputs, processes, outputs, and feedback mechanisms, interact dynamically to shape the overall educational experience.

#### Inputs:

**Human Resources:** The quality of teaching staff, their qualifications, experience, motivation, and professional development opportunities significantly impact student learning.

**Financial Resources:** Adequate funding is crucial for providing necessary resources such as learning materials, technology, infrastructure (classrooms, laboratories), and support services (counseling, special education).

**Curriculum and Materials:** The quality of the curriculum, its alignment with learning objectives, and the availability of appropriate learning materials (textbooks, online resources, laboratory equipment) directly influence student learning outcomes.

**Community Support:** The involvement of parents, the local community, and external stakeholders (universities, businesses) can provide valuable resources, support, and enrichment opportunities for students.

#### Processes:

**Teaching and Learning:** Effective teaching methodologies, classroom management strategies, and student-centered learning approaches are crucial for creating an engaging and effective learning environment.

**Assessment and Evaluation:** Regular and meaningful assessment of student learning, both formative and summative, provides valuable feedback to both students and teachers, informing instructional decisions and identifying areas for improvement.

**School Culture and Climate:** A positive and supportive school climate, characterized by respect, inclusivity, and a shared commitment to learning, fosters student engagement and well-being.

**Leadership and Management:** Effective school leadership, including strong instructional leadership, clear communication, and a focus on continuous improvement, plays a vital role in creating a conducive environment for learning.

#### Outputs

**Student Learning Outcomes:** The primary output of any educational system is student learning. This encompasses cognitive, affective, and psychomotor domains, including knowledge acquisition, critical thinking skills, problem-solving abilities, creativity, and social-emotional development.

**Student Well-being:** A holistic approach to education should prioritize student well-being, including physical, emotional, and social well-being.

**School Climate and Culture:** The outputs also include the development of a positive and supportive school climate that fosters a love of learning and prepares students for success in life beyond school.

#### Feedback Mechanisms:

**Student Feedback:** Regular feedback from students through surveys, interviews, and focus groups provides valuable insights into their learning experiences, challenges, and suggestions for improvement.

**Teacher Feedback:** Feedback from teachers regarding their instructional practices, challenges, and professional development needs is essential for continuous improvement.

Community Feedback: Feedback from parents, community members, and other stakeholders provides a broader perspective on the school's performance and areas for improvement.

### **The Importance of Intentional Objectives:**

When educational management lacks clear and intentional objectives regarding the desired quality of education, several critical lapses can occur:

**Misalignment of Resources:** Resources may not be allocated effectively to support the intended learning outcomes. For example, significant investments may be made in technology without a clear plan for its effective integration into the curriculum.

**Ineffective Teaching and Learning:** Without clear learning objectives, teachers may not be equipped to effectively plan and deliver instruction that meets the diverse needs of all students.

**Inappropriate Assessment:** Assessment practices may not accurately measure the intended learning outcomes, leading to misinterpretations of student achievement and ineffective interventions.

**Lack of Accountability:** Without clear and measurable goals, it becomes difficult to assess the effectiveness of educational programs and hold stakeholders accountable for their performance.

### **Optimizing Educational Quality**

To optimize the quality of education, educational leaders must:

**Develop Clear and Measurable Goals:** Establish ambitious but achievable goals for student learning, aligned with national and international standards.

**Conduct Regular Data Analysis:** Collect, analyze, and interpret data on student learning, school climate, and other relevant indicators to identify areas of strength and weakness.

**Foster a Culture of Continuous Improvement:** Create a culture of continuous improvement through regular reflection, data-driven decision-making, and a commitment to ongoing professional development for all staff.

**Empower Teachers:** Provide teachers with the autonomy, resources, and support they need to effectively implement innovative teaching practices

**Involve All Stakeholders:** Actively involve parents, community members, and other stakeholders in the educational process, ensuring their voices are heard and their contributions are valued.

By embracing a systems perspective and focusing on the interconnectedness of inputs, processes, outputs, and feedback mechanisms, educational institutions can create a more effective and equitable learning environment for all students. By setting clear and intentional objectives,

collecting and analyzing data, and fostering a culture of continuous improvement, educational leaders can ensure that every element of the system contributes to the ultimate goal: providing a high-quality education that prepares students for success in the 21<sup>st</sup> century

### **Summary of findings**

This study investigated the impact of school management practices on the quality of education in selected secondary schools in the Mfoundi Division of Cameroon. Specifically, the research examined the relationship between four key management dimensions:

**Educational Planning:** These encompassed aspects such as curriculum development, resource allocation, and long-term strategic planning.

**Organizing Processes:** This focused on the efficient and effective structuring of school activities, including administrative procedures, timetabling, and classroom management.

**Pedagogic Supervision:** This involved the monitoring and support of teaching and learning processes, including classroom observations, teacher mentoring, and the provision of constructive feedback.

**Human Resource Management:** This encompassed recruitment, selection, training, and professional development of school personnel, particularly teachers and administrators.

The study employed quantitative method research method, involving questionnaire administration with a sample of 355 secondary school teachers and administrators from EMAUS Bilingual Educational Complex and English High School Yaoundé.

### **Key Findings:**

The analysis revealed significant and positive correlations between each of the four management dimensions and various indicators of educational quality. These indicators include student achievement scores, teacher satisfaction, parental involvement, school climate, graduation rates

**Educational Planning:** Effective planning processes, characterized by clear goals, realistic budgets, and the involvement of stakeholders, were strongly associated with improved student learning outcomes.

**Organizing Processes:** Schools with efficient organizational structures, clear lines of communication, and well-defined roles and responsibilities demonstrated higher levels of student engagement and improved academic performance.

**Pedagogic Supervision:** Schools that provided regular and constructive feedback to teachers, supported professional development, and fostered a collaborative learning environment exhibited higher levels of teacher effectiveness and student achievement.

**Human Resource Management:** Schools that prioritized the recruitment and retention of qualified teachers, provided ongoing professional development opportunities, and fostered a positive and supportive work environment demonstrated improved teacher morale and student outcomes.

### **Implications:**

These findings strongly suggest that effective school management is a critical determinant of educational quality. The study underscores the need for:

**Strengthening leadership capacity:** School leaders, including principals and administrators, must possess strong leadership, management, and interpersonal skills. This necessitates rigorous selection processes, comprehensive training programs, and ongoing professional development opportunities.

**Improving planning and resource allocation:** Schools must engage in comprehensive and participatory planning processes that align with local needs and priorities. This includes the effective allocation of resources, including financial, human, and material resources, to support teaching and learning.

**Fostering a supportive and collaborative environment:** Schools must create a positive and supportive work environment that values teachers, encourages collaboration, and promotes professional growth.

**Prioritizing teacher development:** Investing in ongoing teacher training and professional development is crucial for improving teaching practices and student learning outcomes. This includes providing opportunities for teachers to enhance their pedagogical skills, access new technologies, and collaborate with colleagues.

Based on these findings, the following recommendations are offered:

**Policymakers:**

Develop and implement clear policies and guidelines for school management, including standards for leadership selection and professional development.

Invest in the development of robust school improvement plans that prioritize data-driven decision-making and the effective allocation of resources.

School Administrators:

Enhance their leadership skills and create a positive and supportive school climate that fosters teacher growth and student success.

Implement effective systems for planning, budgeting, and resource allocation.

Prioritize the professional development of teachers and support their ongoing growth.

Teachers:

Actively participate in school improvement initiatives and contribute to the development of a positive and collaborative learning environment.

Continuously seek opportunities for professional development to enhance their teaching practices.

### **Ethical considerations**

Throughout this research, we adhered to a strict set of ethical principles to safeguard the rights of participants, ensure research validity, and uphold scientific integrity. The paramount principle guiding our actions was obtaining ethical approval for the study.

To this end, we meticulously drafted a research proposal and submitted it to the project supervisor for comprehensive review. This rigorous review process aimed to:

Verify the ethical acceptability of the research aims and design: The supervisor scrutinized the proposed methodology to ensure it adhered to ethical guidelines, minimizing potential risks to participants and upholding their well-being.

Confirm adherence to the university's code of conduct: We meticulously ensured that our research protocols aligned with the university's ethical standards and research integrity policies.

This initial ethical review served as the cornerstone of our research, establishing a framework for responsible and ethical conduct throughout the study.

To ensure the ethical conduct of this research, we prioritized the principle of voluntary participation. This fundamental ethical rule, upheld by international law and numerous scientific codes of conduct, guarantees that individuals have the unrestricted freedom to choose whether or not to participate in the study.

**Informed Consent:** Before commencing any research procedures, we obtained informed consent from all participants. This involved:

**Clear and concise communication:** We provided participants with a comprehensive explanation of the study's objectives, procedures, potential risks, and benefits in a language they could easily understand.

**Emphasis on voluntariness:** We explicitly emphasized that participation was entirely voluntary and that they had the absolute right to decline without facing any negative consequences or repercussions.

**Right to withdraw:** We clearly communicated that the participants retained the right to withdraw from the study at any time for any reason, without the need for justification.

**Confidentiality and anonymity:** We assured participants that all collected data would be treated with the utmost confidentiality and that their personal information would be anonymized to protect their privacy.

By adhering to these ethical principles, we aimed to ensure that all participants' rights and well-being were respected throughout the research process.

Throughout this research endeavor, we prioritized the highest standards of academic integrity. To ensure originality and avoid plagiarism, we meticulously cited all sources utilized, giving proper credit to the authors whose work informed our own. This rigorous approach to referencing not only acknowledges the contributions of others but also demonstrates our commitment to transparent and ethical scholarship.

Furthermore, we strictly adhered to research integrity guidelines by refraining from any form of data falsification or manipulation. All data points were collected and analyzed objectively, ensuring the accuracy and reliability of our findings. This commitment to scientific integrity is paramount for maintaining the credibility and trustworthiness of our research within the academic community and beyond.

### **Limitations of the study**

This study, while providing valuable insights, is subject to several limitations that should be considered when interpreting the findings.

**Sample Size:** The final sample size of 170 participants fell short of the intended 200. This shortfall stemmed from several factors:

**Incomplete Questionnaires:** Some questionnaires were returned either empty or incomplete, likely due to a lack of engagement or understanding of the survey questions by some participants.

**Participant Reluctance:** Despite voluntary participation, some teachers and administrators expressed reservations about the study, leading to a lower-than-anticipated response rate. Research ethics dictate that participation must be voluntary, and we could not compel anyone to participate.

**Sampling Bias:** While efforts were made to ensure a representative sample, potential biases may exist. For example, participants who were more willing to engage with the research may differ systematically from those who declined. This could introduce biases in the findings.

**Self-Reported Data:** The study relied heavily on self-reported data through questionnaires. Self-reported data can be subject to various biases, such as social desirability bias (participants providing answers they believe are socially acceptable) or recall bias (inaccurate or incomplete memory of past events).

**Cross-Sectional Design:** The study employed a cross-sectional design, providing a snapshot of the situation at a single point in time. This design limits the ability to establish causal relationships or track changes over time. Longitudinal studies would be necessary to investigate the dynamics and evolution of the observed phenomena.

**Cultural and Contextual Factors:** The findings may not be generalizable to other contexts. The study was conducted in a specific setting with unique cultural, social, and educational characteristics. The findings may not be applicable to other schools, regions, or educational systems with different contexts.

**Limited Scope:** The study focused on a specific aspect of the research topic. It may not have captured the full complexity of the issue or considered all relevant factors.

**Researcher Bias:** While researchers strive for objectivity, unconscious biases can still influence data collection, analysis, and interpretation.

These limitations should be carefully considered when interpreting and generalizing the findings of this study. Future research should aim to address these limitations by, for example, increasing sample size, employing more robust sampling methods, utilizing mixed-methods approaches, and conducting longitudinal studies.

## **Recommendations**

Based on the rigorous examination of existing literature, the meticulous collection and analysis of data, and the insightful interpretations derived from this research, several key recommendations are formulated for various stakeholders:

### **To Policy Makers (Ministry of Secondary Education)**

- Prioritize Human Resource Management (HRM) in Secondary Schools:

The empirical evidence strongly suggests a significant correlation between effective HRM practices and the attainment of quality education.

To enhance the quality of education across the secondary education sector, the Ministry should prioritize the establishment of dedicated Human Resource Manager positions within each school.

This critical role will ensure that schools effectively recruit, develop, motivate, and retain high-quality teaching and support staff, ultimately fostering a more conducive and productive learning environment.

- Implement Subsidy Programs for Private Schools:

Acknowledging the vital role of private schools in the education landscape, the Ministry should consider implementing targeted subsidy programs.

These subsidies could assist private schools in acquiring essential resources, such as updated teaching materials, modern technology, and improved infrastructure.

Moreover, subsidies can enable private schools to offer competitive salaries to attract and retain highly qualified teachers, thereby incentivizing them to deliver high-quality instruction.

### **To School Managers**

- Invest in Continuous Professional Development for School Leaders:

Many private schools are managed by individuals who may not possess formal training in educational leadership and management.

To enhance their managerial capabilities, school managers are strongly encouraged to actively participate in relevant CPD programs.

This could involve workshops, seminars, or online courses focusing on areas such as educational leadership, financial management, human resource management, and school improvement planning.

- **Cultivate Strong and Collaborative Relationships with Staff:**

Fostering a positive and collaborative work environment is crucial for enhancing teacher morale and productivity.

School managers should prioritize open communication channels, actively listen to staff concerns, and create opportunities for staff participation in decision-making processes.

By valuing and respecting the contributions of their staff, school managers can significantly improve the overall quality of education within their institutions

### **To Teachers**

- **Adhere to School Policies and Procedures:**

Consistent adherence to school policies and procedures is essential for maintaining order, ensuring equitable treatment of students, and fostering a harmonious learning environment.

Teachers are encouraged to actively participate in the development and implementation of school policies and to demonstrate a strong commitment to upholding these policies.

- **Embrace Continuous Professional Development (CPD) Opportunities:**

In today's rapidly evolving educational landscape, continuous learning is paramount.

Teachers are encouraged to actively engage in CPD activities, such as attending workshops, participating in online courses, and engaging in collaborative learning with colleagues.

This will equip them with the necessary knowledge and skills to effectively address the diverse learning needs of their students and enhance the overall quality of their instruction.

### **Suggestions for further studies**

The following research areas offer promising avenues for further investigation within the context of school management and quality education:

- **Total Quality Management (TQM) in Educational Settings:**

#### **Research Focus:**

Explore the implementation and effectiveness of TQM principles (customer focus, continuous improvement, employee empowerment, data-driven decision making) in various educational settings (primary, secondary, higher education).

Investigate the challenges and barriers to successful TQM implementation in schools, such as resistance to change, inadequate resources, and lack of teacher training.

Analyze the impact of TQM on student learning outcomes, teacher satisfaction, and overall school performance.

Develop and evaluate practical strategies for integrating TQM principles into school management systems

- **Learner Characteristics as Indicators of Quality Education:**

#### **Research Focus**

Investigate the relationship between specific learner characteristics (e.g., cognitive abilities, learning styles, socio-emotional development, motivation) and quality education outcomes.

Develop and validate assessment tools to measure key learner characteristics relevant to educational success.

Examine how schools can effectively address the diverse learning needs and characteristics of all students, including those with special educational needs.

Explore the role of learner-centered approaches in fostering quality education and enhancing student engagement.

- **The Role of Human Resource Managers in Learning Organizations:**

### Research Focus:

Investigate the critical role of human resource (HR) managers in creating and sustaining learning organizations within educational institutions.

Analyze the HR practices and strategies that support professional development, knowledge sharing, and innovation among educators.

Explore the challenges faced by HR managers in fostering a culture of continuous learning and improvement within schools.

Develop frameworks and guidelines for HR professionals to effectively contribute to the development of learning organizations.

- The impact of technology on teaching and learning: Explore the effective integration of educational technologies in classrooms and their impact on student learning outcomes.
- The role of school leadership in promoting equity and inclusion: Investigate how school leaders can create and maintain inclusive learning environments for all students.
- The effectiveness of different models of school governance and decision-making: Analyze the impact of various governance structures on school performance and student achievement.
- The role of parental involvement in student success: Explore the factors that influence parental engagement in their children's education and its impact on student outcomes.

These are some proposals of the many research questions that can be explored within the field of school management and quality education. By conducting rigorous research and disseminating findings, educators and policymakers can gain valuable insights into how to improve the quality of education for all students.

## CONCLUSION

This research investigated the critical role of school management in determining the quality of education within selected private secondary schools in the Mfoundi Division of Cameroon. Guided by UNESCO's framework for quality education, Fayol's principles of administrative management, and the systems theory, the study sought to understand the intricate relationship between effective management practices and the various facets of educational quality.

Employing a quantitative research approach, data was collected through questionnaires administered to key stakeholders within the selected schools, including teachers, students, and school administrators. The analysis revealed a significant and positive correlation between effective school management practices and key indicators of educational quality, such as student learning outcomes, teacher satisfaction, and school climate.

Specifically, findings indicated that strong leadership, effective planning and resource allocation, transparent communication, and a focus on continuous improvement were crucial factors in enhancing the quality of education. Conversely, deficiencies in these areas were observed to negatively impact student learning, teacher morale, and the overall educational environment.

These findings corroborate the existing body of literature that emphasizes the pivotal role of effective school management in achieving quality education outcomes. Furthermore, the study provides valuable insights for school administrators, policymakers, and educational stakeholders in the Mfoundi Division and beyond. The findings underscore the need for continuous professional development for school leaders, the importance of adequate resource allocation and infrastructure development, and the need for collaborative approaches to address the challenges faced by private secondary schools in the region.

By highlighting the critical link between effective management practices and educational quality, this research contributes to a deeper understanding of the factors that influence student success. It serves as a valuable resource for improving educational outcomes in private secondary schools in the Mfoundi Division and can inform the development of more effective school improvement strategies at both the school and district levels.

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	per discipline				
4	The organizational structure of the school is well established and it is being followed by school personnel in handling academic issues				
5	The teaching staff are properly organized in each department in relation to curriculum implementation				
6	Each member of staff's duties are explicitly defined in order to augment job productivity				
D	PEDAGOGIC SUPERVISION	SA	A	D	SD
1	The school principals and vice principals carry out regular classroom visitation in order to enhance the quality of teaching and learning				
2	The school administration makes sure there are frequent checks on the effective coverage of program contents				
3	There is a frequent internal control team that moves round the school to enhance internal quality of school processes				
4	Effective pedagogic seminars and workshops are organized in the school to augment teacher skills				
5	There is effective motivation of teaching staff and this positively affects teacher's commitment				
6	The school principal effectively carries out students and teachers discipline in order to instill order in the school community				
E	HUMAN RESOURCE MANAGEMENT	SA	A	D	SD
1	School incentives and fringe benefits are equitably distributed to the satisfaction of all				
2	There is effective conflict management avenue in school that helps solve conflicts among teachers				
3	Teacher management is effectively carried out and many teachers are motivated to work				
4	Indiscipline behaviors are closely handled and both teachers and				

	students study in a crime free environment				
5	The principals are very apt in resolving professional conflicts that arise in the job environment and render it conducive				
6	The principal is good at creating workplace relationships which induce effective teaching in school				
F	QUALITY EDUCATION	SA	A	D	SD
1	Your students' academic performance is satisfactory				
2	The teaching learning process is always supervised by the school authorities to ensure effectiveness				
3	Teachers usually undergo professional development programs to augment their teaching skills				
4	There are enough pedagogical tools that are readily available and are sufficiently employed in the teaching learning process				
5	The students teacher ratios are reasonable enough to effectively enhance the teaching-learning process				
6	The competency based approach is effectively employed in the teaching learning transaction				
7	Students that go through this school show proof of great life skills and values within and outside the school vicinity				

**Appendix 2: Recapitulative table**

<b>General Hypothesis</b>	<b>Specific hypothesis</b>	<b>Independent variable</b>	<b>Indicators</b>	<b>Dependent variable</b>	<b>Indicators</b>
School management determines quality education in private secondary schools	Planning has an impact on quality education	Planning	Problem solving school programs curriculum	Quality Education	Academic performance Effective teaching-learning process Upskilling of teachers Pedagogical tools Student-teacher ration Competency-based approach Life skills and values
	Planning has no impact on quality education		decision-making resources objectives		
	There is no relationship effect of organizing processes on quality education	Organizing	Productivity Staff-curriculum organization		
	There is a considerable effect of organizing processes on quality education		Organizational structure Timetable resources		
	Supervision lays an important role in quality education	Supervision	Seminars Discipline		
	Supervision plays no role in quality education		Motivation Control system		
	Human resource management is crucial for quality education	Human resource management	Classroom visitation Workplace relationship		
	Human resource management is not crucial for quality education		Conflict management Discipline Teacher management School incentives		

Appendix 3: Area of study/Map of Mfoundi division.

