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POSTGRADUATE SCHOOL FOR SOCIAL  
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DÉPARTEMENT DE CURRICULA ET  
ÉVALUATION

## THE INFLUENCE OF PRINCIPAL'S ADMINISTRATIVE STRATEGIES ON TEACHERS' COMMITMENT IN SOME SECONDARY SCHOOLS IN YAOUNDE II MUNICIPALITY

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To  
My Wife, Beng Victorine

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## LIST OF ABBREVIATIONS

<b>AA:</b>	Autocratic Administration
<b>ASSSE:</b>	Anglo-Saxon Sub-System of Education
<b>BEPC:</b>	Brevet d'Etudes du Premier Cycle
<b>BMD:</b>	Bachelor's- Master's- Doctorate
<b>CAP:</b>	Certificat D'aptitude Du Premier Cycle
<b>CBC C:</b>	Chou Bilingual Comprehensive College
<b>CEE:</b>	Common Entrance Examination
<b>CEPE:</b>	Certificat d'Etudes Primaires Elémentaires
<b>CWBC:</b>	Christ's Winners Bilingual College
<b>CESA:</b>	Continental Education Strategy for Africa
<b>DTA:</b>	Democratic Type of Administration
<b>ES:</b>	Evaluation Strategy
<b>FSLC E:</b>	First School Leaving Certificate Examination
<b>FSS E:</b>	French Sub-System of Education
<b>GCEAL:</b>	General Certificate of Education Advanced Level
<b>GCEOL:</b>	General Certificate of Education Ordinary Level
<b>GHSC V:</b>	Government High School Cité-Verte
<b>GHST:</b>	Government High School Tsinga
<b>ISCED:</b>	International Standard Classification of Education
<b>LFA:</b>	Laissez-Faire Administration
<b>MBO:</b>	Management By Objective
<b>MS:</b>	Mission Schools
<b>MINIBAS:</b>	Ministry of Basic Education
<b>MINSEC:</b>	Ministry of Secondary Education
<b>NDS:</b>	National Development Strategy
<b>NGO:</b>	Non-Governmental Organisation
<b>PTA:</b>	Parents Teachers Association
<b>PAS:</b>	Principal's Administrative Strategies
<b>PS:</b>	Planning Strategy
<b>SSC:</b>	Secondary Schools in Cameroon
<b>SSTJPQ:</b>	Supervision Strategies and Teacher's Job Performance Questionnaire
<b>SDET:</b>	Strategy Document for Education and Training
<b>SS:</b>	Supervision Strategy
<b>TC:</b>	Teachers' Commitment
<b>UNESCO:</b>	United Nations Education Scientific And Cultural Organisation

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## ABSTRACT

The duty of a secondary school principal requires-Strategies to manage all the resources at their disposal in order to achieve educational goals in the school setting. This can only be possible through the proper management of the teaching staff by improving their commitment to the goals of the institution. The main objective of this study was to investigate principal's administrative strategies and to examine how these strategies influence teachers' commitment in some secondary schools in Yaounde II municipality. The research problem was identified from the fact that some government secondary school teachers in Yaounde have abandoned their duty post, which is an indication of lack of commitment. While some private secondary schools mainly recruit administrators and teachers who have no formal training in the field. In order to investigate principal's administrative strategies and examine how these strategies influence teachers' commitment, principal's administrative strategies were presented as the independent variable with three concepts, which are: planning strategy, supervision strategy and evaluation strategy. While teachers' commitment was considered as the independent variable as well. Three theories were put forth, which are: the contingency theory, X and Y theory of McGregor and the expectancy theory of motivation. The methodology used was the mixed approach, that is, quantitative and qualitative. The accessible population was 4 secondary schools in Yaounde II municipality. The sample size was 275 teachers with four principals, a questionnaire was used to collect data from teachers and interview guide helped to record data from principals in the field. The data were analyzed using the convergent parallel design with the linear regressive presentation. The hypothesis confirmed that Principals' Planning Strategy has significant Influence on Teachers' Commitment in selected schools Yaounde II municipality. We therefore recommended that more seminars and conferences be organized with the first focus on equipping school administration and teachers with administrative competences. Professional development programmes in this direction will go a long way to enhance on teaching effectiveness and teachers' commitment. Equally, institutional and administrative planning should be integrated at all levels of the school. The integration of planning strategies will enable operational stakeholders to achieve institutional and national strategic objectives leading to sustainability in educational practices. Recommended text and reference books should be examined to ensure that they are clear to the teaching staff, content and context specific, and equally void ambiguity. This will go a long way to communicate effectively to teachers the various plans and programmes.

**Key terms:** *Principal's administrative strategies, planning strategies, supervision strategies, evaluation strategies and teachers' commitment.*

## RÉSUMÉ

Le devoir d'un directeur d'école secondaire nécessite des stratégies pour gérer toutes les ressources à sa disposition pour atteindre les objectifs éducatifs en milieu scolaire. Cela ne peut être possible que grâce à une bonne gestion du personnel enseignant en améliorant son engagement envers les objectifs de l'institution. L'objectif principal de cette étude était d'enquêter sur les stratégies administratives des directeurs et d'examiner comment ces stratégies influencent l'engagement des enseignants dans certaines écoles secondaires de la municipalité de Yaoundé II. Le problème de la recherche a été identifié par le fait que certains enseignants des écoles secondaires publiques de Yaoundé II ont abandonné leur poste, ce qui est une indication d'un manque d'engagement. Alors que certains lycées privés de Yaoundé II recrutent principalement des administrateurs et des enseignants qui n'ont aucune formation formelle dans le domaine. Afin d'étudier les stratégies administratives du directeur et d'examiner comment ces stratégies influencent l'engagement des enseignants, les stratégies administratives du directeur ont été présentées comme une variable indépendante avec trois concepts : stratégie de planification, stratégie de supervision et stratégie d'évaluation. L'engagement des enseignants a également été considéré comme une variable indépendante. Trois théories ont été avancées, à savoir : la théorie de la contingence, la théorie X et Y de McGregor et la théorie de l'espérance de motivation. La méthodologie utilisée a été l'approche mixte, c'est-à-dire quantitative et qualitative avec la population cible de 457 enseignants de 4 écoles secondaires de la commune de Yaoundé II. La taille de l'échantillon était de 210 enseignants avec quatre directeurs, un questionnaire et un guide d'entretien ont été utilisés pour collecter des données auprès des participants sur le terrain. Les données ont été analysées à l'aide du plan parallèle convergent avec la présentation régressive linéaire. L'hypothèse a confirmé que la stratégie de planification des directeurs a une influence significative sur l'engagement des enseignants dans les écoles sélectionnées de la municipalité de Yaoundé II. Nous avons recommandé que davantage de séminaires et de conférences soient organisés, l'accent étant mis en priorité sur l'acquisition de compétences administratives par l'administration scolaire et les enseignants. Les programmes de développement professionnel allant dans cette direction contribueront grandement à améliorer l'efficacité de l'enseignement et l'engagement des enseignants. De même, la planification institutionnelle et administrative doit être intégrée à tous les niveaux de l'école. L'intégration des stratégies de planification permettra aux acteurs opérationnels d'atteindre les objectifs stratégiques nationaux et institutionnels conduisant à la durabilité des pratiques éducatives. Les textes et ouvrages de référence recommandés doivent être examinés pour garantir qu'ils sont clairs, spécifiques au contenu et au contexte et également dépourvus d'ambiguïté. Cela permettra de communiquer efficacement aux enseignants les différents plans et programmes.

**Mots clés :** *Stratégies administratives du directeur, stratégies de planification, stratégies de supervision, stratégies d'évaluation et engagement des enseignants.*

# **CHAPTER ONE**

## **GENERAL INTRODUCTION**

The objective of an educational institution is not just to produce excellent results, but also to build and maintain holistic, inclusive and quality education by continuously improving performance. These objectives become difficult to achieve when the personnel are not well trained and properly managed. Continental Education Strategy for Africa (CESA, 2016-2025) states in one of its guiding principles that; holistic, inclusive and equitable education with good conditions for lifelong learning are indispensable factors for sustainable development. From this assertion, educational programmes are designed to positively affect the entire life of the learners and prepare them for lifelong learning. This equally means that the teaching-learning process should be favourable to the teaching personnel as well as the learners in order to cultivate in them the factors that favour sustainable development. Ngeripaka et al., (2019) argued that no educational system may rise above the quality of its teachings' productivity. This implies that if an educational system must be successful, the principal and teaching staff should be acquainted with the goals of the educational institution. They should not only possess what it takes to achieve these goals, but they must equally be willing to build up and inculcate values in the learners. Education is the art of raising up children, preparing and instructing them to become future conscientious and complete men useful to the society. Its target is to build strong souls, saturated with character, its first objective is to develop the child's personality. (Macaire et al., 1993, 2) According to Macaire et al education is the acquisition of knowledge formal or informal that affects all aspects of the learner's life. Therefore, every educational system must be well designed in order to mould the lives of the young people for a future balance society.

From their stand point, it is clear that education is an indispensable factor and ingredient for development in every nation of the world. Therefore, any country that is willing to be developed, must not only value the content of her educational systems, but they should equally value the duty of educational administrators. A Secondary school principal is the key person that pilots all the educational resources for the achievement of pre-determined goals in a secondary school milieu. Therefore, the principal must be skilful, innovative and ready to adopt various strategies based on the demand and educational needs in the secondary school setting. Akiri (2014) acknowledges that the strategy adopted by a school principal goes a long way to determine the success or failure of the school. This means the functions of a secondary school principal are very crucial as concerns the success of an educational system. Therefore, their

duty should be underestimated, they need to be aware of the complexity of the secondary school setting and be equipped for the task. They do not only manage material, financial or information, they equally manage human resources. CESA (2016-2025) States that good governance, leadership and accountability in education management are paramount. There is need for good governance and accountability in educational leadership and administration as stated in the third guiding principle of the CESA above. For a school principal to properly manage the educational system, he or she needs to be trained not just as a teacher, but also as an administrator. Asah (2017, 40) states that until recently, one category of personnel frequently neglected in the educational domain with regards to the issue of training is the school principals in Cameroon. From this assertion, it is obvious that principals need to undergo some training in administration and principalship before their appointment. The resources invested in education by the Cameroon government should equally draw their attention to the administrative and management aspect of these resources. All these resources are to be well managed so as to increase teachers' commitment and enhance the achievement of educational goals.

United Nations Education, Scientific and Cultural Organisation (UNESCO, 2017) states that the teacher is the spark that fits the whole development process, the key man in the drive to progress. From this light, it is evident that teachers are not only in charge of the psychological, cognitive and cultural development of learners, they are equally responsible for the economic, socio-cultural, scientific and technological development of the nation. This is done through policies implementation as the teacher transmits adequate knowledge to students. Nisbet and Shucksmith (1986) argued that people generally choose more strategies of how to solve problems, and to select appropriate methods of working, strategies like planning ahead, monitoring one's performance, checking and self-testing. Therefore, it is of utmost importance and for the interest of every educational stakeholder and managers to properly manage the teachers. Ukpong and Uchendu (2012) state that school administrators should adopt motivational strategies in the day-day administration so that teachers would show high commitment to teaching. This means that the principal holds a strategic administrative and management position. The principal is actually the one piloting the affairs of a secondary school, these includes; human, pedagogic, material, financial and information resources. All these helps to ameliorate the teaching- learning process and to achieve quality education through the teaching staff who dispense the knowledge. So, if these teachers are poorly managed, they cannot be committed. Dua, (2014) argues that teachers are called "the torchbearers" of producing social

unity and a learning society. In this light, the teacher is a model to the learners and shows them the way to follow. Therefore, the society is the outcome of what is taught in school. He further emphasizes that in any other factor as it does on the teacher, as teachers are an essential factor of any educational system. The profession and personality of the teacher have much to do in the achievement of educational goals. Since teachers are directly under the supervision of the principal, it is obvious that the principals' administrative strategies will determine the level of teachers' commitment. Unfortunately, the duty of a secondary school principal is sometimes under estimated.

This study explores the intricate relationship between administrative strategies and teachers' commitment within secondary schools in Yaounde II municipality. It addresses pertinent issues such as teacher absenteeism and the employment of inadequately trained staff. Through the examination of principals' strategies in planning, supervision, and evaluation, the research seeks to explain how these strategies impact teachers' commitment in some secondary schools in Yaounde II municipality. The work constitutes five chapters, chapter one deals with the introduction, contextual background, statement of the problem, research questions and objectives, significance and limitation of the study. Chapter two focuses on related literature review, definition of concepts, theoretical framework, research hypothesis, presentation of variables and the synoptic table. Chapter three is on research methodology, area and population of study, sampling procedures, validity and reliability of instrument, methods of data collection and analysis, as well as ethical consideration. Chapter four is based on data presentation and interpretation. While chapter five handles discussion of the findings, limitation of the study, perspectives for further research, recommendations and conclusion.

## **CONTEXTUAL BACKGROUND OF THE STUDY.**

The orientation law on education in Cameroon, law no 98/004 of 14th April, 1998, states that education is a major national priority. It is evidently clear that the Cameroon government is aware that the socio-economic, scientific, and technological development of the state solely depend on education. The Cameroon government is investing in secondary education by creating higher teachers' training colleges where secondary school teachers are trained. Provision should equally be made where secondary school administrators will be trained. After investing all these resources in the educational system, it is advisable to emphasize on the administrative and management functions of secondary school principals. This will enhance

quality management of secondary schools and ensure quality education for young Cameroonians. Fonkeng and Tamajong (2009). State that the process of school administration requires direction from whosoever is bestowed principal-ship, it refers to the principal's recourse to the use of his or her authority to guide subordinates in the implementation of decisions and execution of their duties. In this lens, the principal is the one to assist teachers in difficult situations, so there is need for expertise and strategies in the principals' duty and a good working relationship with their subordinates. This shows that the principals are not supposed to be appointed just because they have experience in the teaching field. But they also need to be trained in educational administration, so as to acquire the necessary skills and competences in administration. UNESCO (2010), states that despite the cost factor being a barrier to the achievement of quality education, learning achievement can be greatly improved at low cost by making best use of resources already being invested in education. From this view point, all the resources may be available, but if not well managed, educational objectives cannot be achieved. Therefore, to achieve educational goals in an institution, the leader or principal must be versed with management and administrative skills and competences. They must also apply appropriate strategies in the administrative process so as to achieve their pre-determined objectives.

According to Nkeck (2013), since independence in 1960, the objectives of education system in Cameroon has had evaluations with UNESCO exams. And from 1989, emphasis has been on professionalism. This to ensure quality and sustainable education in Cameroon that would meet the international standard. She further says that consequently, teachers should face the most complex wishes and exigence with the aim to achieve the millennium objectives. From this view it is evident that the quality of education needed for our learners in this global world does not only rely on well-developed curriculum, approaches, programmes, or on well trained teachers, but also on the way these teachers are managed. The principal, who is the chief administrator, is the one to shape a vision of academic success for all the students in their various institutions. Since education is a major national priority, as stated by the orientation law on education in Cameroon, (law no 98/004 of /14/04/1998) the school principals need to possess basic training in educational administration and management. This will help them not just to function as educational administrators, but as managers and planners in the attainment of educational goals. The enforcement of education system shall be through better management of personnel in the educational system National Development Strategy (NDS, 2020-2030). At



times when it comes to sharing of the workload, some teachers are given so many periods while others may have just few. The teachers with much workload may not be able to fully and adequately dispense the required knowledge to the learners. While those with very few periods become less committed and negligent, or they are always involved in their personal businesses that occupy most of their time. This is frequently seen in government institutions, in this case, principals need strategies so as to better handle such situations.

Therefore, this work focuses on how secondary school principals can better manage teachers to enhance their commitment through administrative and management strategies. To successfully accomplish this complex task, administrative strategies are essential. ISCED (2011) states that general education is education that is designed to develop learners' general knowledge, skills and competencies, literacy and numeracy skills, it often prepares students for more advanced education and lay the foundation for lifelong learning. There is a desire in every human being to acquire some basic knowledge which can enable them relate with their social world. Therefore, the concept of education is crucial to every society. This strategy is driven by the desire to set up a qualitative system of education and training to provide the African continent with efficient human resources adapted to African core values (CESA 16-25). The African union has a vision to set up an education and training system that will provide the Continent with efficient human resources adapted to African core values; Cameroon is not left behind.

Le choix de l'APC par les autorités éducatives Camerounaises a été opéré dans l'optique de relever les défis auxquels est confronté le système éducatif Camerounais et de former les apprenants dans la perspective d'un Cameroun émergent à l'horizon 2035(Kandem and Nkeck 2022, 1)

From this assertion, it is clear that the choice of adopting the Competency based approach by Cameroon education authorities, was to meet up with the national and global challenge faced by the education system. They also mentioned the programme of the Ministry of secondary education which aimed at training learners with the perspective of Cameroon's emergence by 2035. That would make learners to be competitive at the global level. This task requires educational stakeholders to be experts and innovative. The orientation law on education in Cameroon (law no 98/004 of 14<sup>th</sup> April, 1998) equally states that education is a major national priority. This means that the Cameroon government is conscious of the fact that education is the major factor for the development of the state.

The 21st century has been marked by the emergence of a more knowledgeable society driven by the revolution in information and communication technologies. The manner and rapidity with which knowledge is produced, configured and disseminated plays a key role in innovation competitiveness in the global area... Integral to this transition to a “knowledge society”, is a parallel re-definition of education, knowledge and development-and what it means to be educated. The emerging knowledge in society today requires a closer articulation and development. Fonkeng and Tamajong (2009, 215).

From this view point, education is a dynamic and complex mechanism which needs constant innovative management style. Knowledge has increased in the 21<sup>st</sup> century, and it is still increasing, therefore educational stakeholders and managers must be aware of this fact, if they intend to produce quality education and be competitive in the global world. Education is a dynamic mechanism that has a rapid and consistent ability of producing and disseminating knowledge at every instance. Fonkeng and Tamajong (2009) also opine that educational stakeholders should not only be aware of the rapidity with which knowledge is produced, configured and disseminated and competitive, they are to equally ensure that educational administrators such as principals are trained if they are to be innovative and competitive. They should equally adopt innovative strategies in school management and administration in order to motivate and inspire teachers to be more committed. This will go a long way in enhancing effective and efficient teaching-learning activities so as to obtain quality and sustainable education. Nguetcho. M et al., (2022) state that in secondary schools in Cameroon as well as in other parts of the world, the teaching-learning process in sciences remains a major challenge. From this view point, the teaching-learning process has always been the challenge in every education system around the globe. Therefore, stakeholders must not underestimate the challenges that engulfed educational system.

This strategy is driven by the desire to set up a qualitative system of education and training to provide the African continent with efficient human resources adapted to African core values and therefore capable of achieving the vision and ambitions of the African Union. Good governance, leadership and accountability in education management are paramount (CESA 16-25, 7).

From this assertion, strategy is birth by the desire to achieve a pre-determined goal. In a secondary school setting, the principal would only develop strategies for better management and administration based on their vision for the institution and rate of desire to attain the educational goals of that institution. The desire of the African Union is to set up a quality system of education and training to provide the continent with efficient human resources adapted to African core values. These are equally transmitted through the Cameroon educational system with the vision of emergence by 3035. If this vision and ambitions of the African Union as well as that of Cameroon are to be achieved, no aspect of the educational system should be

overlooked, more specifically secondary education. ISCED (2011) states that lower secondary education aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. It becomes difficult for learner to have the solid foundation aimed at by the educational system, without conscious and judicious management of the educational programmes and activities. What is observed in some secondary school in Yaoundé in the centre region is that some classes do not have teachers for some particular subjects, while some teachers are absent or have abandoned their post, minfi/dgb/ddpp/ces. Consequently, students may spend a whole term without receiving lessons in that particular subject. These are some of the challenges faced by secondary school administrators.

The ministry of finance has launched a census in the ministry of secondary education so as to track down teachers who abandon their post and all the ghost workers. This is an indication that there is lack of commitment and ineffectiveness at the operational level. The ministry of finance must have noticed the investment the state is making in ministry of secondary education and the lack of teacher's commitment before deciding to impose the census on all secondary school personnel. Cameroon education orientation law of (1998), law n° 93/004 of 14th April 1998, has stated nothing about the appointment of secondary school principal. They are appointed from the mass of teachers, Nwakwo (II) p.71 states that a bad administrative leader may render ineffective even the best school program, the most adequate resources and the most motivated staff and students.

Fonkeng and Tamajong (2009) point out the need for strategies in educational administration and management because we are living in a knowledgeable society. There is transition in the educational milieu, which imposes modern management strategies so as to constantly improve the teaching-learning process. They further explained that education must be able to first of all match with the global level while meeting the needs at the local and nation level. Frederick (2020) states that Cameroon is a country with approximately 250 indigenous languages with two official languages (English and French) as her colonial heritage. The two official languages are used in the teaching-learning process in schools. The educational system in Cameroon has two sub-systems, the Anglo-Saxon sub-system and the French sub-system of education. The two sub-systems of education are owned and managed by three (3) different sectors; the government, the mission and the private sector. These three sectors operate schools from Nursery, Primary, Secondary, and universities.

## **Empirical context**

Some observation made by the researcher on the field shows that many secondary schools administration do not have leadership skills, some lack proper accountability and good governance. Asah (2017, 40) argues that the most frequently neglected domain in education with regards to the issue of training is the school principals in Cameroon. Also, there seems to be a lot of political influence in the management of secondary schools in Cameroon. There are instances where younger teachers are appointed as principals to lead those who have been serving for a longer time than them. Fonkeng and Tamajong (2009) emphasized that teacher satisfaction is largely related to what teachers expect from of their administrator and the perception of his behaviour. For instance, the workload may not evenly distributed, some teachers may have just two or four periods per week. While others may have more than sixteen hours per week. Those with little workload may be tempted to be involve in other commercial activities which eventually kills their commitment to teaching. While those who have too much workload are unable to meet up with because they have been overloaded with work. It is evidently clear that strategies are always developed and implemented when the vision and objectives are clear and well specified. Since the secondary school principal is at the operational level, he must adequately acquainted with policies and goals of the educational institution. This will enable him to adopt the appropriate strategies to achieve these goals. International Standard Classification of Education ISCED (2011) states that lower secondary education aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. It becomes difficult for learner to have the solid foundation aimed at by the educational system, without conscious and judicious management of the educational programmes and activities.

Fonkeng and Tamajong (2009) argue that in the Cameroonian context, vice principal is more exposed to contacts with teachers, parents and students. This shows they have a mastery of pedagogy and human relation. But what is observed in some secondary school in Yaounde in the centre region is that some classes do not have teachers for some particular subjects, whether they are absent or have abandon their post. Consequently, students may spend a whole term without receiving lessons in that particular subject and the administration does nothing to resolve the problem. The ministry of finance has launched a census in the ministry of secondary education so as to track down teachers who abandon their post and all the ghost workers. This is an indication that there is lack of commitment and ineffectiveness at the operational level.

The ministry of finance must have noticed the investment the state is making in ministry of secondary education and the lack of teacher's commitment before deciding to impose the census to all secondary school personnel. Cameroon education orientation law of (1998), law n° 93/004 of 14th April 1998, has stated nothing about the appointment of secondary school principal. They are appointed from the mass of teachers, Nwakwo (II) p.71 states that a bad administrative leader may render ineffective even the best school program, the most adequate resources and the most motivated staff and students. According to the provisions of Circular Letter no B1/1464/MINEDUC/IGP/ EMPN/ET of 2 February 1995, the pedagogic supervision of teachers shall be the responsibility of Head-teachers. It also states that inspection as one aspect of pedagogic supervision consists in checking, training, evaluating and counselling teachers with a view to improving on their output.

We cannot consider pedagogic competences and teaching experience to be administrative and management skills. A good principal needs to be consciously trained if they have to perform their duty with outstanding results. In the private sector, many principals do not even attend any professional school before being appointed, majority have just bachelor's degree in any subject, notwithstanding, they appointment may be due to seniority in the school or through relations with the proprietor. These criteria alone cannot make teachers to be effective even if they are good teachers. Mbua, (2003) states that secondary school principals in Cameroon are appointed from a pool of graduate teachers with teaching qualifications and experience but without specialized preparation as educational administrators. From his, secondary school principals need to undergo some training in school administration before being appointed. He thinks that experience alone is not sufficient for the principal to fully administer and manage the secondary school. This could be because of the complexity of the school setting in the 21<sup>st</sup> century, and the growing demand for education

### **Government or Public Schools in Cameroon**

The government of every country has the right and duty to provide equality education to her citizens who are the future leaders. The orientation law of education in Cameroon, law no 98/004 of 14/04/1998, article 6 stipulates that, the State assures the right to education for every child. Therefore, the Cameroon government is doing everything possible to promote education in the country so as to increase the workforce that will meet up with economic growth and challenges faced in the country. Technological, health and economic challenges can only be handled through education. The Cameroon government provides education at the primary,

secondary, University, vocational and professional levels. 'The primary school is under the Ministry of Basic Education (MINEDUB), Secondary is under the Ministry of secondary Education (MINSEC), while the University is controlled by the Ministry of Higher Education, All the various ministries monitor and control at their respective levels to ensure quality education to young Cameroonians." The *raison d'être* of schools is to transform the resources at their disposal into results for pupils and learners. In reality, there is still no pedagogical management of establishments; the diversity of situations is considerable: some establishments and training structures with only few resources obtain good results while others, which are very well off in terms of resources, record poor results. A major project must therefore be undertaken to increase both the efficiency and the effectiveness of educational establishments. To achieve this, two areas will need to be explored: (i) Measurement of results: so far, at worst, we have not really been concerned with results, with attention being paid to the allocation and management of resources. While results were periodically measured, we remained in the academic domain using either scores on standardized tests or the success rate in the sixth-grade entrance exam", SDET (2013-2020).

CESA, (16-25) states her missions as reorientation of Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture Africa core values and promote sustainable development at the national, sub-regional and continental levels. Cameroon is not left behind, that is the reason why the government offers free primary education for public schools since the year (2000). But there is a small amount of money paid by parents for the Parents Teachers Association (PTA) to sustain some daily activities of the school. The orientation law on education in Cameroon, law no 98/004 of 14 /04 /1998, state that education is a major national priority, section two, states that education is equally assured by the State. So, the Cameroon government is the highest sector that provides primary education to her citizens. In the secondary and high school in Cameroon, the government is promoting education by reducing the tuition paid, which makes it affordable by parents and guardians when compared to what is paid in private and mission schools. The Cameroon government does not only provide schools, but equally train teachers to educate young Cameroonians. Higher education and training in Cameroon is after high school, or it is post-high school which gives access to award of certificates, diplomas and degrees. In order to better train her citizens at the higher education, the State has put in place the BMD or LMD

(Bachelors-Master-Doctorate) system for the Universities which began from 2007-2008 academic year.

### **Lay Private and Private Schools in Cameroon.**

The orientation law on education in Cameroon, no 98/004 of 14/4/1998 stipulates that private partners also contribute to the offer of education. A private school is any educational institution that is owned and managed by private individuals or group. A private is autonomous and generates its funding through various sources like loans, private grants and student's fees. Based on these several funding sources, private schools can be more effective in their teaching methods. Though they follow the same curriculum given by the government, they may go above ordinary standard. For instance, they may take special care of some specific kind of students, special needs, religious or language attention. A private school may have an alternative curriculum such as technological facilities, drama or agricultural training activities. Lay private schools are always more expensive, elitist and a better bet for admission into good colleges. Most of the private schools with high fees or tuition are well equipped with modern learning facilities. Some of the lay private schools always give a good religious foundation for their students. Private schools follow the same curriculum established by the government but they can decide on the evaluation or assessment methods.

Methods of knowledge transmission or delivery may also differ. They decide on the criteria for the recruitment of teachers in the school. Students can be denied admission if the child do not meet up with the criteria as established by the school administration. Classroom size is much smaller as compare to government schools. Private schools are mostly founded and sponsored by private entities, such as religious groups, independent organizations, and non-profitable organizations. The Cameroon government has authorized many private schools to function all over the national territory. Though these schools collect tuition from students, the government also gives them subventions to subsidize some of their charges, especially to those that produce good results. Some of these lay private schools function as boarding schools while some are normal day schools. Most of the private schools have both the general and the technical sections of education, with vocational training, industrial and commercial as well as general education subjects. These schools always employ untrained teachers which at times cannot produce the expected results. Since they are out for profit making, employing trained teachers would be more expensive.

Most often, there is indiscipline among teachers and students, and the rate of juvenile delinquency is high in some of these private schools, which is the cause of poor academic performance. Though some of the private schools which function from nursery, primary, secondary, university and professional schools are always well organized and orderly. And are well constructed which draw the attention of the community to seek for admission for their children there. The private schools also respect government policies by applying the syllabuses drawn by the state, they equally follow the normal calendar of the academic year. The academic year runs from September to June, they also respect public holidays and equally issue certificates to their students at all levels.

### **Secondary schools in Cameroon**

Secondary education in Cameroon operates under the Ministry of Secondary Education, Coordinated by the Minister of secondary education. The Minister appoints schools principals and vice to governed or managed by a principal who submit reports on the functioning of the school. “The head of an institution has the charge of a director and ensures administrative responsibility, pedagogic, educative and financial responsibility” ministerial law no 33614/minesec/cab of 12/09/2014. These schools operate in accordance with educational policy stipulated by the orientation law number 98/004 of 14/04/1998 which laid down the modalities for the functioning of the education system in Cameroon. Education is offered to both Cameroonians and foreigners in different areas. Some of these secondary schools offer Technical and Vocational Education to their students, providing a trained workforce for different employment sectors such as; industrial and commercial department. While in the general section they offer subjects like History, Geography, Chemistry, Mathematics etc (kamere, 2005).

After the secondary school students have orientations for further education, the university, professional schools. For students to have admission into secondary school it depends on the results obtained in primary school and on their family financial situation. There are two examinations written at the end of six years of primary education which are; the Common Entrance Examination and the First School Leaving Certificate Examination (F.S.L.C) for the Anglophone sub-system of education. While for francophone sub-system, there is what we called Certificat d’Etudes Primaires Elementaires (C.E.P.E). Government Secondary Schools in Cameroon mostly provides general education to her citizens at affordable school tuition. Mission and Lay private schools are more expensive as compare to



public schools. One of the criteria for admission into government secondary schools is the students' success in the Common Entrance Examination with age limit at 12 years. With the Mission and private schools, there no age limit and students can be admitted just with First School Leaving Certificate.

In the Anglophone sub-system of education, the first cycle of secondary education runs for five years where the General Certificate of Education (G.C.E), Ordinary Level (O.L) is written. The age limit for students at this level is between 12 and 17 years. The second cycle of secondary education in the English or Anglophone sub-system is for two years after which students write the General Certificate of Education (G.C.E) Advanced Level (A/L).

No candidate is permitted to write the (G.C.E, A/L) without first of all obtaining the Ordinary Level Certificate (O/L) with at least four papers (Kamere 2005).

For the Francophone sub-system of education, there are four years of secondary education for the first cycle which lead to the Brevet d'Etudes du Premier Cycle (B.E.P.C) while others write Certificat d'Aptitude du Premier Cycle (C.A.P). At the Lycee, which is the (upper secondary education) there are three years of study which lead to the Baccalaureat, while some write Probatoire, two years after B.E.P.C. Education and Training Sector Strategy Paper .(ETSSP), p 2013-2020) The principal therefore needs to be conscious of the missions of education in order to adopt the right strategies in accomplishing this mission. Since it is only through the use of the teaching staff and other resources that this can be accomplished, management should be done in order to enhance teacher's commitment. The teacher is the key person at the operational level of the educational system. Therefore, it is important for the principals to share their visions and educational goals with the teachers and motivate them work towards its achievement.

Ngeripake et al., (2019) state that the principal as a superior, records the performance of teachers, their ability and consistency in carrying out the classroom activities. If the secondary school principal truly defines the mission and goals of education, their administration and management will focus on how to improve teachers' effectiveness in order to ameliorate output. A good academic and professional knowledge with a clear concept of the subject matter, good preparation of lesson with clear objectives, organized and systematic presentation of concepts as the type of teaching characterized by exhibition of intellectual, social and emotional stability. love for children and positive disposition towards the teaching profession and ability

to inspire good qualities in students. Ukpong and Uchendu (2012) emphasize that strategies to be adopted by principals include, praise and commendation, regular pay, regular promotion, in-service training and provision of teaching facilities. Therefore, the teacher should be managed so as to develop and maintain these qualities in them. The principal equally needs to make the teaching-learning environment conducive for these qualities. An effective teacher according to these authors must possess a number of qualities which include intellectual, social, ability to inspire by instruction and wait for feedback from the students.

Furthermore, a committed teacher is the one who can communicate his or her subject matter clearly and follow-up the feedback of the instruction. A teacher cannot be effective if he or she is not committed, so commitment produces effectiveness, and consequently good performance. For a teacher to possess these qualities and teach with passion and enthusiasm there must be a proper steering by the principal.

“Le chef d’établissement est chargé de la direction de l’établissement et en assure la responsabilité administrative, pédagogique, éducative et financière” Article 34 du décret 2001/014 du 19 février 2001 portant organisation des établissements scolaires publics et fixant les attributions des responsables de l’administration scolaire ;

Les responsabilités administratives.

Le chef d’établissement doit ;

- Veiller au strict respect des termes de l’Arrêté interministériel fixant le calendrier de l’année scolaire ;
- Veiller au respect scrupuleux des instructions en matière d’inscriptions et de recrutements contenues dans la circulaire n° 17/09/MINESEC/IGS du 20 avril 2009 à l’effet d’enrayer l’anarchie et la corruption dans les recrutements des élèves et de réduire les effectifs pléthoriques dans les salles de classe ;
- Engager une lutte sans merci contre la drogue, la violence, le trafic d’influence en milieu scolaire et les hystéries collectives dans l’enceinte de l’établissement scolaire ;
- Veiller particulièrement à la prévention des IST/SIDA et du choléra en milieu scolaire ;
- Veiller à l’hygiène et à la salubrité en milieu scolaire en s’investissant pour fleurir
- Veiller à l’encadrement sanitaire des élèves par une police sanitaire stricte, des visites médicales systématiques, et l’achat des médicaments de première nécessité,

consommables médicaux et autres matériels de premiers soins pour l'infirmerie scolaire ;

- Veiller au respect strict du calendrier d'envoi des pièces périodiques ;
- Assurer le suivi administratif de tous les conseils d'enseignement, ainsi que les enseignements proprement dits.
- Tenir régulièrement le conseil de direction de l'établissement une fois par semaine avec ses principaux collaborateurs, à l'effet de suivre et d'évaluer les activités menées et les résultats obtenus au cours de la période. (Guide des Personnels de Direction des établissements d'Enseignement secondaire du Cameroun. 2014,).

This document clearly presents the duties of secondary school principals in Cameroon. They include; administrative, pedagogic and financial responsibilities which are further explained in details in the text. Fonkeng and Tamajong (2009) state that the principal alone is responsible for signing and certifying all outgoing documents of the school. Actually, the principal coordinates and manages the school activities at all levels, whether directly or by delegating responsibilities to other collaborators. He is to respect the annual calendar for the academic year, submit sequential and annual reports required by the ministry of secondary education. They ensure the respect of the instructions stipulated in the ministerial law, fight against drugs consumption, violence, fight against epidemics, and ensure security in school. Fonkeng and Tamajong (2009) further state that the administrative duties of the secondary school principal comprise the totality of all activities which relate to human, material and financial resources for the maximization of the objectives of the institution. This shows that the duties of the principal are complex such that diligent training and awareness are highly needed. The principal must also watch over and promote the educative community convenient for both teachers and learners. He visits classrooms for control and supervision, ensures the application of time-tables and syllabuses. Headteachers Guide (2014,p.98) He coordinates weekly meeting with the collaborators and inspects the teaching-learning activities. For the financial aspect, he is in charge of executing the budget and authorizes all the school expenses. The above document further elaborates on how the principal supposed to classify their administrative documents and files in the office. With these complex functions, the secondary school principal needs strategies or techniques in their management functions. These strategies or techniques will surely enable them to maintain an accommodating, progressive and competitive educational climate.

## STATEMENT OF PROBLEM

Education is a major national priority, as stated in the orientation law on education in Cameroon, law no 98/004 of 14/04/1998. This is because the development of the state hinges on education as well as citizens' wellbeing. Ngeripaka, et al (2019) state that failure of achieving the objectives of high level of teachers' productivity is attributed to certain factors such as lack of orientation, seminars, workshops and conferences. Some private schools in Cameroon recruit administrators and teachers who do not have any formal training in that particular field. This is because most of the private schools are set up mainly for commercial purposes that is why they are not ready to employ more qualified teachers because the pay package too will be high. While in public secondary schools some teachers tend to abandon the teaching job. Some do not even have passion for the teaching profession, but they just want to obtain a registration number in the public service. And once this is done, they go about their businesses, abandoning the students. The ministry of secondary education recently published the list of suspended personnel who had abandoned their duty post. (No 79/21 CR-P/MINESEC/SG/DRH /01/07/2021). The numbers of personnel of minesec censored for abandoning their duty post were 1846, only in five regions of Cameroon. In the Mfoundi division, they were 158 teachers who abandoned their post of duty in 2021. And the numbers of teachers suspended for abandoning their duty post from 2015 to 2019, were all together 3253 personnel (minfi/dgb/dddpp/ces. Though poor management of teachers could equally be a reason for the abandoning of duty post. Agu and Okoli (2021) state that the principal should provide best school climate to entice teachers to build strong commitment in school by avoiding violence, threats, hatred, indiscipline, frustration and witch hunting of teachers. An empirical study was done on secondary school administrative functions and teachers' commitment in some schools in the City of Yaoundé. The researcher went down to the field and noticed that some students in secondary schools in Yaounde cannot correctly construct a simple sentence in English or French. At the same time, some of these students can spend a whole term without having complete lessons in some particular subjects. This is because the teachers who teach these particular subjects are not always available in school to dispense their lessons. Some of the teachers are out of the country for greener pastures. The ministry of secondary education recently published the list of ghost workers. These are government school teachers who have abandoned their duty post just after gaining access into the public service. (No 79/21CR-P/MINESEC/SG/DRH/01/07/2021) census in 2021, shows that 158 teachers in Mfoundi division abandoned their duty post.

These clearly reveal the lack of commitment on the part of teachers and ineffective administrative strategies of principals. All these centres on the principal and the type of strategies they adopted in managing their personnel. Principals' administrative strategies are essential for the attainment of educational goals. The educational leaders like in any other organization, need to always make their goals and objectives explicit and clear to the teaching staff who are at the operational level. Educational goals are always pre-determined and faithfully communicated to all the personnel before coordinating and ensuring its achievement. Therefore, the principal's functions as a pilot, is to ensure the achievement of these objectives. And to enhance the effective teaching-learning activities by inspiring teachers to be committed. The principal also needs to adopt the appropriate administrative and management strategies which will enhance teachers' commitment. From the empirical research done on the field by the researcher, there is a great gap between what is stated in the orientation law and ministerial texts. "Inspection as one aspect of pedagogic supervision consists in checking, training, evaluating and counselling teachers with a view to improving on their output" (Circular letter no B1/1464/MINEDUC/IGP/ESG/EMPN/ET of 2 February 1995). From the indications above, principals' administrative strategies as well as teachers' commitment in secondary schools in Yaounde City are intriguing.

## **RESEARCH QUESTIONS**

### **General Research Question.**

What is the influence of principals' administrative strategies on teachers' commitment in some secondary schools in Yaounde II Municipality?

### **Secondary Research Questions.**

What is the influence of planning strategy on teachers' commitment in some secondary schools in Yaounde II Municipality?

How does supervision strategy influence teachers' commitment in some secondary schools in Yaounde II Municipality?

How does principals' evaluation strategy influence teachers' commitment in some secondary schools in Yaounde II Municipality?

## **RESEARCH OBJECTIVES**

### **General research objectives**

To investigate principals' administrative strategies and its influence on teachers' commitment in some secondary schools in Yaounde II Municipality

### **Secondary objective.**

To measure the influence of principals' planning strategy on teachers' commitment in some secondary schools in Yaounde II Municipality

To evaluate the influence of supervision strategy on teachers' commitment in some secondary schools in Yaounde II Municipality

To examine how principals' evaluation strategy influence teacher's commitment in some secondary schools in Yaounde II Municipality

## **SIGNIFICANCE OF THE STUDY**

The study shall be of great significance to school principals, to teachers, to school proprietors/proprietress, the government, and to the community at large. This study is important because it examines how administrative strategies can influence teachers' commitment and improve on the teaching learning activities. The research will help identify the problems faced by secondary school principals in managing their personnel. The teachers' working conditions may be considered and ameliorated. The study is also important for students because if teachers are well managed, they will be committed and students will receive quality education. The whole of Yaoundé II sub-division and the ministry of secondary education will benefit from the findings. Private schools and their proprietors will identify some problems that have been plaguing their administration, and improvement of management strategies will improve performance. This research will also help those who may want to work in the same field of study to enlarge or go deeper into what has not been mentioned here.

### **To school Principals**

The study reveals the need for secondary school principals to get formal training in administration before being appointed. The research will equally help principals to be acquainted with the theories, methodology and practical administrative skills. These will enhance better manage the resources to improve teachers' commitment. The study also reveals the importance of good planning, supervision and evaluation of teaching learning activities by

principals due to the fact that these are the instrument or tools used in improving worker's commitment in any organization. So, this study is paramount to scholars, school administrators

### **To Teachers**

The pedagogic personnel are the key factor as concerns educational system and students' education. Both public and private secondary school teachers will benefit from this research as they will eventually be well managed.

### **To school Proprietors/Proprietress**

Proprietors will benefit from this study as they will see the need to give formal training to their administrators before appointing them. There will equally bring improvement in school performance as their personnel working conditions will be ameliorated. Their teachers' commitment will increase consequently, students' performance will improve.

### **To the Government**

Finally, the study might help the government to reduce wastage of educational resources as management will be done in a professional way. The research will help policy makers in government to formulate and implement some policies and programs that will ameliorate administrative short coming of secondary school principals.

### **To the Community**

According to Aristotle, a community is a compound of parts having functions and interest in common (Miller 20 11). This study is important to the community in the sense that, as teachers' working conditions will be improved, they will teach with passion and commitment. Consequently, students will be well trained so as to better serve the community.

## **LIMITATION OF THE STUDY**

Lee (2020) states that the area of study refers to the relevant area directly related to your research.

### **Geographical Limitation**

The area of this study was geographically limited to some secondary schools in Yaoundé II This study was carried out in Yaounde II municipality, Yaounde II municipality is one of the seven subdivisions of Mfoundi division in the Centre Region of Cameroon. Yaounde II subdivision covers a surface area of 2296 km<sup>2</sup> and as of 2005 had a total population of about 238 927 inhabitants and density of 10 406 Km<sup>2</sup>. And limits to the east-north with Yaounde I, to

the west with Yaounde VII, to the south with Yaounde VI, and to the east by Yaounde III. The various quarters that make up the Yaounde II subdivision are; Tsinga; Briqueterie; Madagascar, Nkomkana, Ntougou, Mokolo, Cite Verte, Messa Carriere, Mbankolo, and Febe neighbourhood. The study was carried out in some selected public and private secondary schools in Yaounde II. The research analyzed the administrative strategies used by principals of these schools, and how can improve teacher's commitment in some public and private schools in Yaounde II.

### **Methodology of the study**

The influence of principals' administrative strategies on Teachers' commitment is the area of study we have chosen to work based on the problems identified. The independent variable is Administrative Strategies, while the dependent variable is Teachers' commitment. The sub-variables which we have carefully chosen to work with are; Planning strategy, Supervision strategy, and Evaluation strategy. The research methods that we have chosen for this study is the mixed approach, the qualitative and quantitative approaches.

### **Target Population**

The target population is teachers in both public and lay private secondary schools in Yaounde II Municipality. Although the research will be carried out in some selected public and lay private secondary schools in Yaounde II Municipality, the sample size will be done in four school to represent the rest of the schools in Yaounde II Municipality which are; Government High School Tsinga, Government High School Cite-Verte, Chou Bilingual Comprehensive College, and Christ's Winners Bilingual College.

### **Research Instruments**

The primary research instruments we shall use to collect data will be questionnaire and interview guide in order to properly carry out the research in these public and lay private schools in Yaounde II Municipality. Interview guide shall be used to record information from school principals, while questionnaire shall be used to collect data from teachers. The method chosen for this work shall be the qualitative and the quantitative methods. Random sampling technique shall equally be used to administer the questionnaire on teachers. Secondary sources for this research study shall be books, journals, libraries, and websites. These sources will help the researcher to critically carry out the research on this area of study.



The context and justification of the study have been seen in this chapter, statement of problem, research questions and objectives, significant and limitation of the study have also been examined.

## **CHAPTER TWO : REVIEW OF RELATED LITERATURE**

This chapter is concerned with the definition of concepts, review of related literature, review of related theories, formulation of hypothesis, definition of variables, beginning with the independent variable, which is administrative strategies. The sub-variables are; planning strategy, supervision strategy and evaluation strategy. And the dependent variable is teachers' commitment with other key concepts, and synoptic tables shall equally be examined.

### **DEFINITION OF CONCEPTS**

Conceptual framework is a structure which the researcher believes could best explain the natural progression of a phenomenon to be studied (Camp 2001). The conceptual framework of this study focuses on the independent variable, sub-variables and dependent variable. The independent variable is administrative strategies, with four sub-variables which are planning strategy, supervision strategy, and evaluation strategy, while the dependent variable is teachers' commitment.

### **Administration**

The word administration was used by Woodrow Wilson, former politician and president of the United States of America in 1887. In his book titled "The Study of Administration" he spoke of public administration, and said it is detailed and systematic execution of public law. Wilson through his article laid the foundation of the study of public administration as a course. In 1911, Fredrick W. Taylor, an American engineer, in his attempt to solve practical production problems in the factories developed "the principles of scientific management" Taylor stated that each worker's job should be broken down into task and follow a scientific way to perform it, workers should be scientifically selected and trained for the work designed for each of them. The cooperation between management and workers should be based on the task to be performed as designed scientifically. He also said that there should be division of labour between manager and workers.

This was to increased productivity and reduced wastage. Taylor's idea had rigid discipline on the job with little interpersonal contacts amongst workers. Amadi, (2008). At this same time of the industrial revolution, Henri Fayol came up with his book "General and Industrial management" (1916) in which he developed the concept of administration. Fayol focused on the managers' duty and defined the administrative functions in five elements: Planning, Organizing, Commanding, Coordinating and Controlling. Fayol further presents

fourteen management principles, he argued that these technical abilities should first be taught in school and then in the workshop. Fonkeng and Tamajong (2009,) understand this concept of administration and present it as the process of co-ordinating the activities of an organisation by means of establishing aims and policies while assuring that measures are taken towards their achievement. From this view point, administration equally includes planning, programming, supervising, and evaluating the implementation of policies and goals. The concept of administration is now applying to every organization, which means managing the available human and material resources to achieve the pre-determined goals of the organization.

From Fayol's perspective of administration, the five elements can be seen as strategies or tool used by organizations to achieve their objectives. Planning can be referred to as methods and process or plan of action put in place by the administration to attain the goals of the organization. While organizing and commanding can be seen as establishing academic programmes and activities, and allocating specific tasks to each worker. Then coordinating and controlling would mean supervising, monitoring and evaluating the various programmes and activities. Etymologically, the word administration is derived from the Latin words "ad and ministrare", which mean to serve, and to manage affairs or looking after people.

Principals' administrative strategies as important management functions are concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Effective utilization of human resources in an organization through the management of people and related activities is essential for the productivity of the teachers. This implies that no educational system may rise above the quality of its teacher's productivity. Productivity is the relationship between total output and input. Ngeripaka et al., (2019).

From this point of view, principal administrative strategies aim at developing the teaching staff with skills and competences needed for the achievement of educational goals. The purpose is to obtain the desired results at the end; therefore, these strategies will involve careful planning and follow-up. The principal will use all the necessary techniques to motivate teachers to be more committed to the objectives of the school. The purpose is to obtain the desired results at the end; therefore, these strategies will involve careful planning and follow-up. The principal will use all the necessary techniques to motivate teachers to be more committed to the objectives of the school. Therefore, it is clear that teachers' productivity and students' academic success largely depend on the manner in which these teachers are equip and committed. Therefore, principals' administrative strategies become indispensable for the management of every educational system. Ngeripaka et al., (2019) also emphasized that principals' responsibilities would include planning, coordinating, supervising, organizing,

disciplining and budgeting. These are the administrative functions which the principals must be aware of, before consciously developing techniques, methods, approaches in their administrative process that will enable them achieve educational goals. These strategies could largely depend on the environmental and situational needs or challenges.

Henri Fayol (1916) developed administrative and management functions, and opines that they are applicable to every field of organization. According to Fayol, anyone who is to effectively perform administrative duties needs to be taught these management functions. Tanah (2015) defines educational administration as the implementation of educational plans, programs, and policies in the educational enterprise such as a school. This means educational goals or that of any organization must first be defined, communicated to a group of employees making them to identify with these goals and their various tasks clearly known to them. Fonkeng and Tamajong (2009) state that a school principal does not only accomplish their administrative and pedagogic functions; they equally need to employ methods or techniques in the process of administration. They also say that after communicating the aims of an organization to the personnel and each task well defined, everything must be carefully coordinated and monitored until these goals are achieved. Therefore, the administrative process would require strategies or techniques in order to effectively and efficiently achieve the goals of an organisation. So, if educational goals must be achieved, the secondary school principals have to effectively communicate these goals to their staff. After communicating the goals, principals are not to abandon the teachers, they are to accompany the teachers on daily and weekly bases through the achievement of the set goals. Haque et al., (2019) acknowledge that the formal administrative monitoring would provide the feedback on the on-going process while periodic self-evaluation would further help the individuals in knowing their positions and tracking their ability to deal with complex issues at workplace. Secondary school principals supposed to closely monitor the teaching-learning activities and receive feedback in order to better coordinate and to be accountable to education stakeholders.

Osakwe (2015) states that administration involves managing human and material resources to achieve organizational objectives. From the above definitions, administration can be seen as the process of managing human, material, financial and information resources for the attainment of organizational goals. Therefore, Principals' administrative strategies are the techniques and approaches used by secondary school principals in their administrative and management process. These strategies will enable principals to achieve educational objectives.

The principal remains the central source of leadership influence. According to The Wallace Foundation (2013), the principal of a secondary school is at the central position to influence those under them. This means that the principal supposed to go through a formal training on administration and management before being appointed. The third guiding principle of the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) states that good governance, leadership and accountability in education management are paramount. This implies that the principal, who is the top manager and administrator, should adopt appropriate strategies in managing the teaching staff, non-teaching personnel, and the students.

The administrative duties of the secondary school principal comprise the totality of all activities which relate to human, material and financial resources for the maximisation of the objectives of the institution. Fonkeng and Tamajong (2009). Therefore, the principal must be endowed with the necessary skills to administer and lead human resources to the achievement of educational goals. This implies purposeful training of school principals in institutional administration and management. Mandal, (2007) in the dictionary of public administration defines administration as the organized apparatus of the state for the preparation and implementation of legislation and policies, also called bureaucracy. From this view point, administration is a tool for the formulation and implementation government policies.

Public Administration is doing collectively that which cannot be so well done individually. Abraham Lincoln possessed the same understanding of the legitimate object of government to do for a community of people, whatever they need to have done, but cannot do, at all or cannot so well do for themselves in their separate and individual capacity (Shafritz et al.,2017, 21).

From this view point, administration is the governing body of any organisation that values the aims and objectives of the particular organisation. An administration is a group of people set-up by an organisation to coordinate and accomplish the collective goals of the organisation. Shafritz et al., 2017 states that it is doing collectively what cannot be well done individually, so every administration is put in place for the common good of its members or community. Administration is the process of coordinating the activities of an organization by means of establishing aims and policies while assuring that these measures are taken towards their achievement Fonkeng and Tamajong, (2009). From the above definitions, administration can also be seen as the process of formulating and implementation of public aims and policies. These could be state policies or any organization with goals to be achieved.

This is where bureaucracy or administration becomes essential to any organization or enterprise. Therefore, every organization needs, and uses its administration as a mechanism or

tool in accomplishing its goals and objectives. Whether the government, a business enterprise, the church, or any non-governmental organization. Each of them needs an administration to accomplish its goals.

But administration has to exist in any organizational set up for a defined purpose or objective. Whether you think of a church, the army, a university, an industrial or business concern or a purely social organization, there has to be administration because each one consists of tools, equipment, human being brought together in a hierarchical set-up, making use of tools, equipment, human and material resources, all in the guise to attain the objective for which the organization is established Igbokwe et al, (2010)

For any government to achieve their educational objectives, a strong administration must be set up at the operational level.

Luma, (1983) States that school administration is the control, direction and management of all matters affecting the life of the school. According to Luma, school administration covers all areas of the school life; these includes management of students, the teaching staff, administrative staff, financial as well as materials. He further emphasized that school administration is professional leadership and guidance. It is the craft of getting things done and done well through the tactful utilization of educational personnel and material in the interest of the institution as a whole. Therefore, secondary school administration, which is headed by the principal, is set up to achieve educational objectives put in place by the state and other educational stakeholders. There are resources made available for the school administration to enable them attain their objectives. These resources include; equipment, finances, human and material resources, which need the expertise of the principal to use them in the achievement of the set goals. At this point, the principal does not just have to fulfil their duty as a principal, they equally perform the duty of a manager. Every manager uses approaches, techniques or strategies to manage the enterprise in order to position it at the competitive level in the community. This means that it is not just the administrative functions that matters, but the strategies employed by the principals in their administrative process.

What is most important in administration is not necessarily its form but its substance; that is the dynamics of human activity rather than the mechanics of the organization. In an educational institution reference will be made to the relationship between pupils, teachers, auxiliary staff members, the material and financial resources at the disposal of the school principal intended for the development of each child to the maximum of his capacities. School administration is a process which seeks to contribute to the maximization of the educative process; this is its sole *raison d'être* Fonkeng and Tamajong (2009, 1).

From this view point, administrative functions are not just a bureaucratic set up, but a management body of an educational institution. He says it is the dynamics of the human activity

of an organisation that is important. This is because the school principal does not just have administrative duties. School administration manages teachers, auxiliary staff members, students, material and financial resources. With this huge duty, a school principal would need strategies in the administrative and management process in order to make the administration dynamic. They further emphasized that the school administration is a process which seeks to contribute to the maximization of the educative process. This includes the pedagogic responsibilities the administration, and maintaining the goals of the educational stakeholders. Which could be the government, the private sector or stakeholders in a mission school.

There is the principle of official jurisdictional areas which are generally ordered by rules that is by laws or administrative regulations. This means, the regular activities required for the purposes of the bureaucratically governed structure are assigned as official duties. Taylor and Francis (2016). This outlines the relationship between the manager and employee which is based only on the terms of the work to be done. There is no social or psychological consideration where position is governed by rules. Taylor and Francis Group elaborate the principles of bureaucracy and state that it is best understood in political and ecclesiastical communities. In the sphere of the state, these three elements constitute a bureaucratic agency, in the sphere of private economy, they constitute a bureaucratic enterprise. According to Taylor & Francis, bureaucracy is fully developed in the political and ecclesiastical communities, and in the private economy set up. Taylor and Francis Group (2016). From this view point, bureaucracy is based on policies, rules and regulations which must be strictly followed by members of an organization to ensure its smooth functioning. These is in line with the scientific and administrative management of Taylor and Fayol respectively. According to this school of thought, there was to be division of labour among workers, and that the manager should supervise by instruction, designating the work. A worker should be rewarded according the work performed.

From this view point, planning can be seen as forecasting and decision making based on the analysis of environmental needs. Organizing, as programming activities and tasks and how to accomplish them based on the available resources. While commanding and coordinating could be considered as leading, guiding and making sure programs and activities are accomplished as planned. And controlling as supervising and evaluating how the work is done. Fayol further put forward fourteen management principles, which to him they constitute the “one best way of management. Although these theorists were mostly concerned with

management, Fayol focus was on the manager's function role in an organization, Taylor was much concerned with the workers duty without considering their psychological needs. Max Weber also emphasized on the whole structure of the organization. He presented the duties of managers as well as that of workers. "There is the principle of official jurisdictional areas which are generally ordered by rules that is by laws or administrative regulation

## **Strategies**

The activities of middle managers are studied through their logics of action, relating to a cognitive framework in a social exchange relationship binding the actors' means and ends, Ikavalko (2005). From this perspective, strategies can be seen as the logical actions and methods that managers employ in managing and achieving organizational goals based on the available resources. These strategies could be seen as the plan of actions and techniques applied by managers and administrators in their management functions in order to achieve the organisational goals. These plans of action could be automatic approach based on need or challenge that we adopt, brainstorming options and planning how to get solutions and achieve the goal. Khan (2002) sees principals' administrative strategies as effective mobilisation of human resources based on appropriate training and placement of an appointed staff in order to achieve the set goals and objectives.

From this assertion, strategies are the various methods and techniques which managers and administrators use in their administrative process. So appropriate strategies need to be adopted by secondary school Principals in their administrative process in order to achieve educational goals.

Principals are the major actors in an administrative process in the school setting and are often expected to provide the enabling environment, equipment and facilities for effective teaching and learning. Principals should be able to encourage individual teachers to be innovative. They should also be able to establish measurable key performance indicators for each innovative project in the learning situation. They should always continuously communicate with the staff on the benefits of improvement in the school system. ( Agharuwhe 2014, 115)

From the view point of Agharuwhe, every organization has policies, methods, techniques and the process of managing its affairs towards the achievement of its goals. These is seen as strategies; administrative strategies influence all the activities of an organization and enhance the attainment of its objectives. Secondary school principals need to adopt appropriate strategies to achieve educational objectives. Agharuwhe states the strategies principals supposed to apply in their administrative process. These strategies can vary based on the challenges faced by each



principal. Therefore, the strategies to be adopted by secondary school principals should be in such a way that the institution is put at a competitive position. Principals' administrative strategy equally includes the effective mobilization of human resources based upon appropriate training and positioning of an appointed staff in order to achieve the set goals and objectives. Ngeripaka et al., (2019) state that principals should create a conducive environment that will encourage staff and students to actively participate in all school activities, encourage cordial relationship between all staff and give suggestions to their needs. So, if principals are to mobilize human resources to achieve educational goals, they must adopt strategies that will inspire teachers to be more committed. The development and success of the school system depend on the quality and nature of its principals' administrative strategies.

### **Principal**

According to Fonkeng and Tamajong, (2009) a secondary school principal is the first link in the school chain of command therefore, responsible for everything that concerns the life of the school. The principal assures administrative and pedagogic activities in a school. He or she develops strategies on how to effectively administer and manage the institution to achieve educational goals. They further elaborate the administrative duties of the secondary school principal as comprise the totality of all activities which relate to human, material, and financial resources for the maximisation of the objectives of the institution. From the definitions, it is clear that the principal has huge task or responsibility which engulfs the management of pedagogic activities, human, material and financial resource management. So the principal is the one who is steering all the programs and activities of the institution with the aim of improving performance through equality education.

### **Principals' Administrative Strategies**

Esther et al., (2023) state that principals' administrative strategies refer to the application of functional tasks in education management by the principals. Therefore, principals' administrative strategies could be seen as the techniques or methods used by principals in their administrative and management process in order to achieve educational objective. Maxilla and Kitainge (2023) also emphasized that the principals' role can only be executed with the required administrative strategies that ensure a good leadership model. From this light, it is event that each principal applies strategies based on the various challenges they encounter in their educational administration. They further state that being creative is another administrative strategy which involves constructive thinking in solving instructional and

administrative problem. So, principals' administrative strategies are all the methods, approaches and techniques principals adopt in their administrative process.

As schools increase in size and the burden of administration and assessment grows, the functions of teacher and head-teacher are tending to diverge. UNESCO (2009). This means that the functions of the head teacher or principal are quite different from that of a teacher. The functions or duties of a secondary school principal are many, elaborated by UNESCO (2009) as follow: The principal has the function of an administrator, they are responsible of signing all significant documents in the school. All important documents such as official and regulatory texts, syllabuses, schemes of work, charts indicating the staff and various authorities of the school, enrolment records, time tables, school rules and regulation, staff files, duty roster of other staff are filled in a rigorous manner not only for the present but also for posterity. The office of the principal reflects the image of the school and as such it is bound to be orderly and respectable. Fonkeng and Tamajong (2009). At this point, the administrative responsibilities of the principal is demanding because they are to provide sequential and annual report to the hierarchy. They equally have to preserve all the records for future use. So, the principal is the highest authority in the administrative chain and is answerable to the delegate or superiors who are the educational stakeholders. The principal also ensures that all instructions as stated in the ministerial law are respected at the school setting. All administrative documents and statistical reports are required from the principal as well. The principal also functions as a manager, they manage human, material and financial resources.

Their management rules are not different from those of private industrial or commercial activities, except for public regulations specific to education. In such cases head-teachers are real bosses and may adopt a boss's style. Sometimes public sector head-teachers view and present themselves in this way. The manager, head-teacher is active in two fields, management of resources and management of people in a technical sense (UNESCO, 2009, 27).

From this view point, as a manager the principal of a secondary school needs strategies in managing all these aspects. They will need to plan, supervise, and evaluate all these areas to ensure the achievement of educational goals. This term has steadily come to occupy a special position in literature on school management. Its popularity is due to the fact that no other term reflects so clearly the new concept of the managerial function emerging in education systems. School leader has replaced the traditional Headmaster. The concept of leader, unlike that of manager, implies that the actors to be coordinated have a degree of autonomy in the work. Coordination is therefore based more on persuasion and example than on authority or distribution of tasks. Leadership may be defined as a process of influencing the work objectives

and strategies of a group or organization; of influencing the actors in an organization to introduce strategies and achieve objectives; to influence the functioning and identity of a group and, lastly, of influencing an organization's culture. The new roles of secondary school head teachers. UNESCO (2009). The above elaboration of the functions of the secondary school head teacher or principals by UNESCO, it is clear that the functions and duty of school principals is complex.

## **Teacher**

The word teacher originates from the old Germanic word 'taikijkan', which means 'to show'. The history of teaching can be traced to a Chinese philosopher by name Confucius, who was the first renowned private teacher around (561 B. C). From ancient time right up to the mid 1800 century, in the United States, teachers were almost entirely men (Houston 2009). Teachers need to be committed in order to achieve the educational goals. If a teacher is not committed, no matter how much knowledge they possess, it will not be conveyed to the students in an interesting and motivating manner. According to Freebase (27<sup>th</sup> August 2020), a teacher is a person who provides education for pupils and students. The function of an instructor is often formal and ongoing, carried out at school or other place of formal education. August 2020). Their professional qualifications include the study of pedagogy, the science of teaching. Teachers like other professionals, may have to continue their education after they are qualified, this is known as continuing professional development. And this is only possible when the teachers are committed to their profession. The United Nations Educational Scientific and Cultural Organization, (UNESCO, 2017) states that the teacher is the spark that fits the whole development process, the key man in the drive to progress. This emphasizes the important and indispensable role of the teacher in the economic, scientific, technological and social development of every country.

## **Teachers' commitment**

Commitment refers to a person's dedication to a person, job or an organization. It is reflected in the person's intention to persevere in a course of action, (Meyer and Allen 1997). Teachers are generally considered as the most important resource in the education sector. An important variable in teacher's quality in school is teacher's commitment Peretomode and Bello, (2018). The educational outcome depends greatly on teachers' commitment. For teachers to be effective in their teaching profession, they must first be committed. If education

stakeholders want quality education and high performance, they must not neglect teachers' commitment, a committed teacher will likely be highly productive.

### **Importance of administrative strategies**

The administrator depends on others such as teachers and other auxiliary staff for the smooth functioning of the institution, Fonkeng and Tamajong (2009). Since administrators depend on others, it is important to know and to apply the appropriate strategies in interacting with these personnel.

- Strategies enhance discipline in a school in particular and in the organization in general.
- Strategies help the administrator to properly coordinate and have periodic evaluation.
- Strategies facilitate decision making in administration.
- Administrative strategies also enhance the achievement of institutional goals.
- Administrative strategies enable the institution to be competitive.
- Administrative strategies equally help the school principal to better understand the various departments.
- There is no way to improve performance in school and be competitive achieve without the use of administrative strategies.

### **Other Types of administration**

#### **Democratic types of administration**

This is one of the most effective methods of management style which allows lower-level worker to participate in decision making. Democratic management style makes decision based on the input of every team member. It permits employees exercise authority at a certain level which they will surely use in future positions that they might be opportune to occupy. Democratic style is inclusive, though the leader makes the final say; each worker has an equal contribution on a project's direction. (Becker, 2020).

#### **Autocratic Administration**

Becker, (2020). States that autocratic is directly opposite to democratic as concerns administrative style. The leader takes decisions without considering the input of others. Workers are neither considered nor consulted during decision making, but they are compelled to execute the decisions taken by the leader. A good example is when a principal of a school

imposes his or her decision without consulting other stakeholders of the school. This style suffers from motivational issues and it is always applying when the employees are not experienced and are incompetent.

### **Laissez-faire Administration**

Wirba (2015) emphasized that Laissez-faire administration is also known as the hand off style of administration. The leader exercises little supervision over his worker or subordinates. They abandon their responsibilities, delay decisions, and fail to give feedback and little effort to ensure the needs of their workers. Laissez-faire makes little or no effort to make workers flourish, that is, no in-service training for workers. Kaleem (2016) says that this initiative style is frequently connected when the group is fit, very much inspired and composed. That is when the personnel or workers are professional experts in their specific fields. Laissez-faire does not give continuous feedback or supervision because the employees are experienced and need little supervision to obtain the expected outcome. Smith.R. (2015) states that the style is considered to be less effective because these leaders provide little or no guidance to their subordinates.

## **ADMINISTRATION STRATEGIES**

### **Planning Strategy**

Namita (2011) argues that planning is a process whereby a direction is mapped out and then the ways and means for following that direction are specified. In this light planning is a process of forecasting based on the goals and available resources. The first thing which is conceived is the vision and mission of the organization, then strategizing, forecasting, and putting in place the policies and means to get these vision and mission accomplished, is planning. According to Robert.R. Kreitner (2020), Planning is the process of coping with uncertainty by formulating future course of action to achieve specific objectives. From this assertion, planning is concerned with future uncertainty, or unforeseen circumstances and approach to achieve organizational goals no matter the hurdles. Educational administrators identify educational needs in their institutions, elaborate clear objectives, and provide means and methods to accomplish them.

There is strategic planning, which mostly concerns the top management board based on the mission of the organization. At this level, policies and competitive programs are put in

place by top managers which usually run for a long period of time. In a secondary school, the principal may have to mapped out the strategic plan on how to attained educational goals of the school. This could be for three years, one year or sequential, therefore policies and programs based on the available resources are put in place. The next level will be the tactical planning. The Tactical planning is at the middle level where programs are simplified into plan of actions. This involves putting in place of activities to be carried out following the strategic plan. For instance, in school, this could involve the allocation of financial, material needs as well as the quality staff to carry out the plan of actions or activities of the institution. When all these requirements are available, planning will then shift to the operational level.

Operational planning in a school for instance could constitute the sequential activities and specific tasks allocated to each personnel based on their specialty. At this level both daily, weekly and monthly activities are strictly followed up to support the tactical and strategic plans. Planning in the academic domain is known as educational planning. Isave (2011) states that educational planning should be given according to the demand from society. It should be able to fulfil the need of all level education. From this assertion, it is the level of demand for education that imposes the planning and the necessary preparation in an educational setting. Therefore, secondary school principals will at this level, plan based on the increasing demand and need for education in their institutions. This planing should include infrastructural, financial, didactic as well as human resource needs.

Principals must not only be knowledgeable and proficient in matters of curriculum and instruction, but must also develop a comprehensive educational plan for their schools and provide the teachers with support, encouragement and the necessary resources. The principal must expect each teacher to develop and use a guiding framework of concepts, principles and methods that appear to influence the learning activities. Process positively and work actively with each teacher to accomplish this task. To be effective, the principal must know the various aspects of democratic working relations with the “guiding framework” that it entails. Finally, the principal must develop an agenda based upon local school needs Fonkeng and Tamajong (2009, 203).

From this point of view, planning is very essential for the success of the school system. The principals should be able to elaborate the curriculum and present a simplified plan for educational programmes and activities in their schools. With this, the teachers will be guided on how to implement these programmes and activities in the classroom. After presenting the curriculum, the programmes, the activities to be carried out by the teachers, and all the necessary resources should equally be provided. They also emphasized the need for coordinating, encouraging, supporting, monitoring, supervising these teachers on how

pedagogic activities are effectively carried out. According to them principals also need to map out and maintain a cultural relationship with teachers that will motivate them to be committed to the institutional goals. This will equally create a free flow of communication between the administration and the teacher. Therefore, the success of any school system mainly depends on the principals' ability to effectively plan and carry out their programmes and these programmes are properly coordinated through the flow of communication. The free flow of communication helps the principal to constantly identify problems and intervene on time where necessary. For the principal to effectively plan, he or she must properly analyse the needs in their school setting including personnel's needs.

Akpan, (2015) states that educational success depends greatly on effective planning. He further elaborates the areas involve in educational planning as; identification of educational needs, setting realistic goals and objectives, formulation of policies and decisions to guide the implementation, putting in place plan of actions to achieve the set goals and objectives, and strategies for monitoring and evaluation of process, as well as an effective feedback process. It there entails that the principal, who is the main leader in a secondary school must consciously analyse and identify the educational challenges and needs in their institution before planning. Setting realistic goals and objectives will entail academic programs and activities that can be carried out, monitored and evaluated. Effective feedback is essential in order to control and improve performance. At this point, there should be the free flow of information between the teaching staff and the administration.

Sophie and Ernest (2018) investigated the strategies used by principals for enhancing the productivity of secondary school teachers in selected government secondary schools in Cameroon. The strategies examined were motivation, conflict resolution, supervisory and communication strategies. A questionnaire was used for data collection, the sample was 350 teachers and the multi-stage sampling technique was used to select participants for the study in Fako division in the South West Region of Cameroon. The results of the study revealed that principals' strategies have a direct relationship with teachers' productivity. The results equally showed that amongst the four strategies adopted, conflict management strategy had more influence on teachers' productivity in selected secondary schools in Fako Division. Therefore, principals were recommended to adopt strategies that will enhance effective communication, conflict management, motivation and supervision to improve teachers' productivity. Although the research was carried out in selected secondary schools in Fako division, it has a link with

our study because it deals with principals' management strategies and teachers' productivity which our main focus. Our present study equally deals with principals' administrative strategies and its influence on teachers' commitment in selected secondary schools in Yaoundé 11 municipality, which is an indispensable factor for productivity.

Suharto et al., (2020) examined competency planning strategies of junior high school teachers in increasing competitiveness in Batubara Regency North Sumatera. The purpose of the study was to find out how strategic planning is needed in developing teachers to deal with the current 4.0 industrial revolution in the Batubara Regency Junior High School, North Sumatra. The results indicated that; planning for teacher competency improvement is carried out through analysis of needs and abilities, school self-evaluation and implementation of teacher competency improvement programs at the school level. So, planning activities improve the competency of junior high school teachers in Batubara Regency needs several stages of the process. Though the study was done in secondary schools in Batubara Regency, North Sumatra, it has a close relationship with our present study. This is because the study deals with planning strategies which is our main focus in this work. Our concern in this study is to see how planning strategies influence teachers' commitment in selected secondary schools in Yaoundé II municipality.

Helen and Chika (2021) carried out a study in secondary schools in Awka, Anambra State, Nigeria. The aim of the study was to determine the extent of principals' planning strategies for school improvement and for quality assurance in secondary schools in Awka Education Zone of Anambra State. One research question was used to guide the work and a null hypothesis test. The descriptive research design was adopted for the study with a sample size of 62 principals from public secondary schools. A questionnaire on Principals' Planning Strategies for School Improvement and for Quality Assurance in Secondary Schools (PPSSIQASS) of 20 items was developed by the researcher and used for data collection. Data was analysed using the Cronbach Alpha reliability method which gave a score of 0.70 and an overall co-efficient of 0.80. The results revealed that principals of secondary schools in Akwa Education Zone applied planning strategies for school improvement and quality assurance to a high extent. They recommended that the Ministry of Education in collaboration with Post Primary Schools Commission should organize conferences, seminars, in-service training work-shops for principals in order for them to be educated and acquainted with the need for adequate planning strategies for school improvement and quality assurance. Though the study was conducted in



secondary School Awka, Anambra State, Nigeria, it is similar to our study because it deals with planning strategies. Our study focuses concerned with principals' strategies influence teachers' commitment in some selected secondary schools in Yaounde II Municipality.

### **2.2.2. Supervision Strategy**

Itong a Goufan (2019) states that the concept of supervision can best be understood when put together with the concept of pedagogic inspection, monitoring, auditing, and pedagogic accompanying. From this light, supervision can be seen as the overseeing, inspecting and monitoring pedagogic activities with the aim of improving its outcome. He further emphasized that pedagogic supervision embodies inspection, monitoring, auditing and accompanying. To him, supervision cannot be separated from inspection, this is meant for some sort of evaluation and improvement. Through supervision, the principal is able to control and evaluate the teaching-learning activities. This will equally help the principal to identify the shortcomings of the staff and organize pedagogic seminars when necessary. Supervision will enable the secondary school principal to be accountable to their stakeholders as well.

The supervision of instruction in schools is mainly concerned with improving the teaching-learning situation. It is the duty of the supervisor to help, guide, advise, lead and stimulate teachers to improve their teaching so as to enable pupils improve their learning. The supervisor is essentially a leader who works in a cooperative manner and demonstrates his expertise in the teaching and learning processes. His advice on the provision and use of instructional materials, teaching skills, the teaching of certain concepts and the teaching of children with certain learning abilities are indispensable Fonkeng and Tamajong, (2009, 157 ).

In this light, school or principal's supervision has as goal to improve the teaching-learning activities. And consequently, bring about quality education and performance. So, the supervisor oriented, motivates, directs, leads and stimulates the teachers to be more committed to the teaching profession, to resolving students' academic challenges and to the institution. This in turn will enhance students' performance. According to them, the supervisor is not just an administrator, but equally a leader who has the vision and mission of educating young people. Therefore, he or she supervises and guides based on the pre-determined goals and objectives. This entails that the quality education that is to be transmitted to the learners largely depends on the school Principals supervision strategies. Fonkeng and Tamajong (2009) state that the supervisor works in a cooperative manner, that is, the secondary school principal actually coordinates all the pedagogic and non-pedagogic programmes and activities in the school. The principal as the head of secondary school must play some important roles in moving

the school forward and in assuring qualitative learning which is the goal of the school. One of such roles is supervision of instruction. Onyeike (2018)

Agnes N. (2018) carried out a study on Supervision and Teachers' work performances in Primary Schools in Konye Sub-Division in Cameroon. The study examined the impact of head teachers' instructional supervisions practices on teachers' performances in selected primary schools in Konye Sub-Division. The descriptive survey design to explain the impact of head teachers' classrooms visits and checking of teaching log-books on teachers' job performances. The sample size was made up of six head teachers and twenty-eight teachers selected from six schools from Konye Sub-Division. A questionnaire was developed for data collection on head teachers and teachers and data was analysed using SPSS for descriptive statistics. The research finding revealed that the aspects that influence teachers' performances during instructional supervision by head teachers was not only classroom visits. Observation and examination of teaching and learning methods used by teachers is required. Regular checking of records of work covered by teachers, checking and correcting teachers' lesson plans and holding sessions with teachers to guide them on how to improve teaching and learning activities in primary schools was equally essential.

Though her study was conducted in primary schools in Konye Sub-Division in Cameroon, it is closely related to our present research because it deals with supervision and teachers' work performances which is out concerned. Obviously, there cannot be teachers' effective work performance without first of all teachers' commitment. Our study focuses on how principals' supervision strategies influence teachers' commitment in selected secondary schools in Yaounde II municipality.

Lucky and Anita (2019) examined the influence of school supervision strategies on job performance in secondary schools in River state. They adopted a descriptive survey design with a sample of 569 respondents. The instrument for data collection was titled, Supervision Strategies and Teachers' Job Performance Questionnaire (SSTJPQ) while Z-test was used to test the hypothesis. The finding of the study revealed that classroom visitation and demonstration as supervision strategies contribute to a very high extent to teachers' job performance. They therefore recommended that supervision strategies such as classroom visitation, assisting teachers should be adopted in order to improve teaching skills and job performance. Even though the study was conducted in Nigeria, it has a close relationship with

this present study because it talks about supervision strategies. Supervision strategies as seen in their study equally addresses the issue of teachers' commitment which is our main concern in this study.

Ekpoh and Grace (2015) investigated the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. They adopted the Ex-post facto research design in the study with a sample of 86 principals, 344 teachers and 1376 students. They adopted two questionnaires for data collection, titled "Principals' Supervisory Technique Questionnaire (PSTQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The results indicated that there is significant relationship between principals' supervisory techniques and teachers' job performance in terms of classroom visitation and workshop techniques. Therefore, they concluded that teachers' job performance would greatly improve if they are properly supervised. Although the study was conducted in Cross River State in Nigeria, it is closely related to our present study because it deals with supervisory techniques and teachers' job performance in secondary schools. There cannot be job performance without teachers' commitment. So, our main concern in this study is to see how principals' supervision strategies influence teachers' commitment in some secondary schools in Yaounde II municipality.

Mary Sule (2013) examined the influence of principal's supervisory demonstration strategy on teachers' job performance in Cross River State, Nigeria. The sample was six hundred and sixty teachers and three thousand three hundred students. Two questionnaires were used to collect data; principals' instructional supervisory strategies questionnaire (PISSQ) and teachers' job performance scale questionnaire (TJPSQ). The results were analysed using one-way analysis of variance (ANOVA). The results revealed that principal's demonstration strategy did not significantly influence teachers' job performance in secondary schools in Cross River State. It was therefore recommended that regular supervision should be organized by the Ministry of Education using more robust supervisory strategies such as; classroom visitation and inspection, inspection of teachers' lesson notes, conferencing strategy, inspection of teachers' record keeping, and administrative workshop strategy. Though the study was carried out in secondary schools in Cross River State in Nigeria, it has close relationship with our present work. It deals with influence of principal's supervisory demonstration strategy on teachers' job performance in secondary schools. This is equally the focus of our present work

because there cannot be job performance without teachers' commitment, which is our main concern in this study.

### **Evaluation strategies**

Stufflebeam and Coryn (2014) State that one of the earliest and still most prominent definitions of evaluation is to determine whether objectives have been achieved. From this assertion, evaluation is an activity which is meant to determining if objectives are attained. This evaluation could only be properly done based on the available resources at the school setting. An educational institution is not only evaluated by the Principal or head teacher, the society, that is, all stakeholders evaluate the performances of the entire system of a school set up. Because of this, the school principal need adopt effective evaluation strategies in order to determine teachers' commitment. This is essential because without teachers' commitment there cannot be adequate work performance. Evaluation is perhaps society's most fundamental discipline; it is essential characteristic of the human condition; and it is the single most important and sophisticated cognitive process in the repertoire of human reasoning and logic (Osgood et al.,1957) cited by Stufflebeam and Coryn (2014)

Raymond and Gerald (2022) examined teachers' evaluation strategies and its impact on students' learning outcome in some selected secondary schools in Diamare division in the Far North Region of Cameroon. They used three theories to support the study with a descriptive survey design. The simple random sampling technique was used with a sample of 300 students. A questionnaire was used to collect data and the Pearson Chi-Square was used to measure the variables. The results of their study revealed that there is a significant relationship between teachers' questioning techniques and students' learning outcomes in selected secondary schools Diamare division in the Far North Region of Cameroon. They concluded that evaluation strategies is a vital factor to determine the level of learning outcomes. Even though the study was carried out in some selected secondary schools in Diamare Division in the Far North Region of Cameroon, it has a particular link with our present study in that it deals with evaluation strategies. Principals' evaluation strategies and teachers' commitment is actually our concerned in this study.

David J., Countney A. and Ian M (2016) conducted a study on principals' supervision and evaluation cycle in Mountain West State. The focus of the work was to examine principals' perceptions regarding supervision and evaluation in Mountain West State. Three research

questions were put forward to guide the work, which were; what are the perceptions of principals regarding their own supervision? ;1) what are the perceptions of principals regarding their own evaluation? 2) what are the perceptions of novice and experienced principals regarding formative supervision?3) The instrument used for data collection was a 20 items on-line survey with 275 principals from elementary schools, middle schools and high school schools. Data were analysed using the descriptive and inferential analysis. The results revealed that principals were in agreement regarding important practices in the cycle of the supervision and evaluation of principals. Based on the results, the researchers said that principals need to be supervised in a differentiated manner based on experience and identified need. Also, that supervision and evaluation for principals should be a cycle of continuous improvement as evidenced by increased students' achievement.

Although the study was carried out in schools in Mountain West State, it is closely linked to our research in the sense that it deals with supervision and evaluation that leads to student' achievement. Our present work handles principals' evaluation strategies and teachers' commitment in some selected secondary schools in Yaounde II municipality.

Kurniawati et al (2017) investigated the effect of an in-service teacher training programme on regular primary school teachers' attitudes and knowledge about special educational needs and teaching strategies in Groningen, The Netherlands. The aim of the research was to evaluate the effect of teacher training programme on the primary teachers' attitudes, knowledge and teaching strategies regarding special educational needs. A questionnaire was used to data from the participants which were drawn from 11 primary schools with 111 teachers. A pre- and post-test control group design study was set up so as to properly examine the aim of the work. In order to answer the research question, the researcher adopted an analysis of covariance (ANCOVA) to analyse the data. The outcomes of the study indicated that the training programme was effective in improving teachers' attitudes and knowledge of special educational need. So, it was confirmed that the training programme had significant increase in teachers' positive attitudes and knowledge about SEN and about teaching strategies.

Though impact of these changes on teachers' actual teaching practice and students' outcomes was not examine. In order to support the impact of positive changes on teachers' actual teaching practice, it is important to provide long- term training programme in combination with follow-up activities in schools in Groningen, The Netherlands. Even though

the study was conducted in public primary schools in Groningen, The Netherlands, it is directly linked to our research in the sense that it deals with evaluating training programmes and how to improve teachers' attitudes, knowledge of SEN and teaching strategies. The focus in our present study is to examine the influence of principals' administrative strategies on teachers' commitment in selected secondary schools in Yaounde II municipality.

### **Teacher's Commitment**

Opines that continuance commitment makes the worker to continue working for an organization because he or she cannot afford to do otherwise. Here the worker sees the need to remain that is the advantages are preferable to the consequences of leaving. Normative commitment reflects a feeling of obligation to continue in the organization. Peretomode & Bello (2018) they emphasized that normative commitment is concerned with the employee's ideology or sense of obligation to continue with the organisation. These types of employees feel that it will be unjust for them to leave the organisation, this could be based on the investment the organisation has bestowed on them.

Nadia (2019) examined the impact of Organizational Climate on teachers' commitment in elementary private schools in Karachi in Pakistan. The purpose of the study was to determine the relationship between school climate and teachers' commitment. Organizational Climate Index (OCI) developed by Hoy, Smith and Sweetland and the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers and Porter were used as the survey instruments. Data was collected from 230 elementary private schools' teachers for the study. Regression analysis was computed and the study revealed that positive school climate contributes towards enhancing teachers' commitment which affect students' academic achievement. She therefore recommended that school principals should develop positive organizational climate strategy to improve teachers' commitment. These include effective communication system in school will promote clear understanding amongst teachers and ensure their involvement in the decision-making process. Although the study was carried out in elementary private schools in Karachi, Pakistan, the research is closely related to our work in the sense that it deals with teachers' commitment which is equally our main concerned. Her study handles Organizational Climate and Teachers' commitment. While our work focus on Principals' administrative strategies and teachers' commitment in selected secondary schools in Yaounde II municipality.

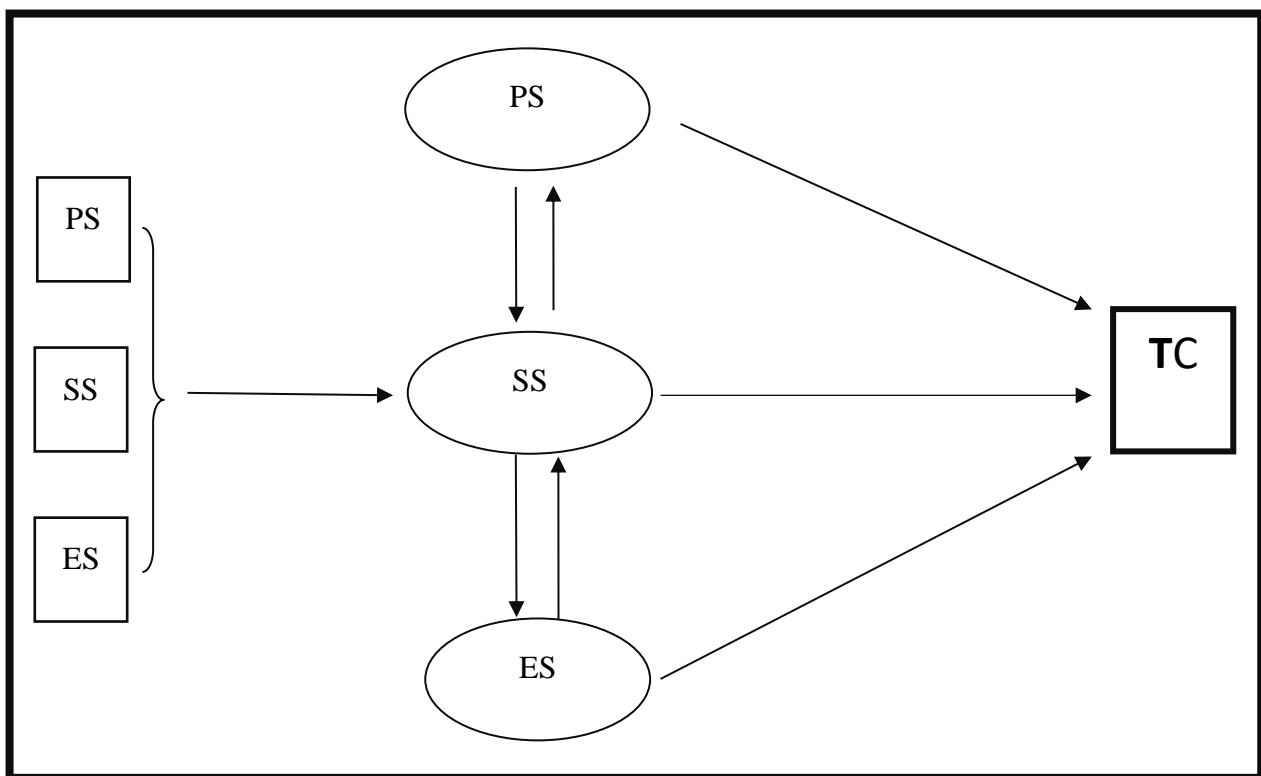
Patrick K. (2015) examined the effect of motivation on teachers' output in Government Secondary and High Schools in the North West Region of Cameroon. He adopted the purposive sampling technique with 75 principals for the sample. A self-constructed questionnaire with 20 items was used and four research questions were posed. The descriptive and inferential statistic was used to test the hypotheses. The finding revealed that boasting teachers' morale, promotion of teachers, good work environment and cordial interpersonal relationships influenced teachers' output positively. Principals were therefore recommended to strengthen in-service training for teachers, appointment into post of responsibilities should consider qualification, experience and personal skills of the teacher concerned. Also, that shared decision making should be encouraged amongst principals. Though the study was carried out in selected secondary schools in the North West Region of Cameroon, it has a close relationship with our present study. It examines the effect of motivation on teachers' output, some factors must motivate a teacher to be committed in order to have positive output. Our main concern in this study is to investigate how principals' administrative strategies influence teachers' commitment. It is clear that there cannot be a positive output from teachers without commitment.

Endale (2017) examined Teachers' Organizational Commitment in Schools in Addis Ababa, Ethiopia. The aim of the study was to measure the level of teachers' Organisational commitment and correlate it to their individual characteristics. The study employed a quantitative survey design in order to address the research questions. The random sample technique was applied and 15 secondary schools with 230 teachers in Addis Ababa. The model of commitment chosen was that of Mayer and Allen (1991) which is sub-divided into three: Affective, Continuance, and Normative Commitment. From there a questionnaire with 21 questions was used and the finding showed that there was low Affective and Normative commitment. But Continuance commitment was relatively high and the commitment level of senior and experienced teacher was very low. Therefore, the study recommended that school leaders and stakeholders should find some refreshing responsibilities and services to senior teachers including participation in decision making process. Though the study was conducted in Addis Ababa, Ethiopia, it is linked to our research because it deals with teachers' commitment which is the main concern of our present study.

Victor and Stella (2018) carried out a study on Teachers' Commitment and Dimensions of Organizational Commitment in public schools in Edo State, Nigeria. The aim of the study was to investigate the level of teachers' overall commitment and the level of commitment in

each of the three dimensions of the organizational commitment. The study adopted the ex-post facto research design and the descriptive statistics was used to analyse data. The findings revealed that the overall level of teachers' commitment to official duties is very high and across each of the three dimensions of organisational commitment. Notwithstanding, the study recommended that the government should provide funds for the training of teachers in order to meet up with the challenges of the on-going economic reforms so as to sustain and possibly improve upon the high level of commitment of teachers to their duties and to the schools. Even though the study was conducted in public schools in Edo State in Nigeria, it is closely related to our study because it deals with teachers' commitment which is actually the main focus of our study.

**Figure 1 : Conceptual Framework**



P. A. S. Principal Administration Strategies

P. S. Planning Strategies

P. S. Supervision Strategies

E. S. Evaluation Strategies

T. C. Teachers' Commitment

Source: The Researcher, 2024



## **EMPIRICAL LITERATURE REVIEW**

An empirical literature review is equally known as systematic literature review. The empirical literature review is based on personal observations and on the publications of other authors who have carried out research works in the same field.

### **Principals' Administrative Strategies for Effective Teachers Job Performances in Secondary Schools in Awka South Local Government Area.**

A research work was conducted in 2022 by Eucharia (2022) on Principals' Administrative Strategies in Anambra State, Nigeria. The purpose of the study was to analyse perceived influence of Principals' Administrative functions for school Improvement in Secondary school in Awka North Local Government Area. The work was guided by two research questions and the sample size was 200 respondents which was drawn from a population of 1150 teachers. The instrument used for data collection was questionnaire, and the data was analysed through mean rating. The researcher found out that, principals practice supervisory functions and personnel management functions in secondary schools in Awka South Local Government Area. The study recommended that principals should equally adopt a friendly attitude in their approaches in managing teacher.

### **Relevance of the research to this work**

The research is relevant to our work in the sense that it focuses on principals' administrative strategies for effective teachers' job performance in secondary schools. Teachers cannot be effective without being committed. The study equally examines how principals' administrative strategies can improve secondary school performance through teachers' effectiveness. The study used questionnaire as well as our work, and the target population was the teachers as well

The research is different from our work in that it was conducted in Nigeria while our work is conducted in Cameroon. Nneka (2022) focus on effective Teachers job performance whereas ours is on teacher's commitment. The study only used a questionnaire while ours used both a questionnaire and with an interview guide.

The study could be criticized for having just two research questions, two research questions would not have enabled the researcher to fully explore this topic.

### **The Influence of Principals' Leadership Styles on Teachers' Attitudes Towards Work in Public Secondary Schools of the Yaounde VI Municipality.**

Ngwa, (2021) conducted this research with the main objective to investigate the influence of principals' leadership styles on teachers' attitudes towards work in some public secondary schools in Yaounde VI municipality. The research design was the descriptive survey with 153 participants which were teachers. A simple random sampling technique was used and the instruments for data collection were; a questionnaire with an interview guide. Four theories were also used, the analysis of the quantitative was carried out by using frequency and percentages and for testing the hypotheses, the "Kendall's tau b" was used to derive the inferential statistics. The findings revealed that leadership behaviour influence teachers' attitude towards work in some public secondary schools in Yaounde VI municipality. The researcher recommended that the principals in Yaounde VI municipality should apply a mixed leadership behaviour in their leadership, that is; autocratic and democratic behaviour.

Relevance of the research to our study, the work is relevant to this study in the sense that it investigates the influence of principals' leadership styles on teachers' attitudes towards work. The work is carried out in some secondary schools in Yaounde VI, and the simple random sampling technique is equally used. The research also used four theories with four research questions as well as our study. There are still some differences between the research and our study in the sense that the work was limited to public schools while our study involves both public and private. The work was concerned with principals' leadership styles in Yaounde VI whereas our research focuses on principals' administrative strategies in some secondary schools in Yaounde II municipality.

### **Influence of Principals' Administrative Strategies on Teachers' Academic Productivity in Secondary Schools in Rivers State, Port Harcourt, Nigeria.**

A research work was conducted by Ngeripaka and Acheya (2019) titled influence of principals' administrative strategies on teachers' academic productivity in secondary schools in rivers state, Port Hart court, Nigeria. Their work focused on how principal's administrative strategies influence teachers' academic productivity in secondary schools in Rivers State, Nigeria. The work had four questions and four hypotheses; a descriptive survey design was used for data collection. The population of the study was made up of 56 principals and 2634 teachers from which 56 public senior secondary schools in three local government areas. The

sample size was 348 teachers, and the simple random sampling technique was used. The researcher used a questionnaire with (20) structured items.

The results of the work indicated that the principals' use of supervisory, motivation, planning, and monitoring strategies enhance teachers' academic performance. The researcher presented recommended that frequent supervision of teachers should be done in order to improve teachers' capacity in carrying out their respective academic responsibilities.

### **Relevance of the work to our research**

The work is similar to this research in the sense that it deals with principals' administrative strategies and teachers' academic productivity. The research equally focused on secondary schools, and a questionnaire is used as well. The work also used simple random sampling technique as well as our work. The work has four research questions and four hypotheses same as our research. Notwithstanding, the research is different from work because it was conducted in public secondary schools in Rivers State, Port Hart Court, Nigeria. While our study is conducted in both public and private schools in Yaounde II, Municipality, in Cameroon.

The research work could be criticized based on the fact that it has only (20) items from a sample size of 348 respondents. This would not have enabled the research to fully explore the accessible population.

### **Strategies for Enhancing the Productivity of Secondary School Teachers in South West Region of Cameroon**

A study was carried out in the south west region of Cameroon by Etomes and Molua in 2018. The work investigates how principals' strategies can enhance productivity in secondary school teachers in some government secondary schools in Cameroon. Their research was limited to schools in Fako division in the south west region of Cameroon. The multi-stage sampling technique was used to select teachers for the study. From their investigation, they identified four strategies used by principals to enhance teachers' productivity. These strategies are communication, conflict management, supervisory and motivation strategies, from their analysis, they revealed that principals' management strategies are directly related to teachers' productivity. This shows that teachers' commitment, productivity, and students' academic performance mostly depend on the strategies applied by principals.

The study is similar to our work in some aspects, it is concerned with principals' strategies and teacher's productivity in government secondary schools. At the same time, there are some differences between this work and ours, their research is limited to government secondary schools in Fako division. The study used a multi-stage sampling technique while in our work, simple sample technique was used.

The work can be criticized for generalisation of its result to all government secondary schools in Cameroon. "This study investigates strategies used by principals for enhancing the productivity of secondary school teachers in selected government secondary schools in Cameroon", (Etomes and Motua,2018). It could be difficult and not relevant to apply the results to all government secondary schools in Cameroon since the study was only conducted in some selected schools in Fako division.

According to the Wallace Foundation, (2013), principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction. For teachers to be effective and productive, they must first be committed to their job, the organization and to students' academic success.

#### **Administrative Strategies Adopted by Private Primary Schools to Improve Academic Performance in Marawet East and West Sub Counties, Kenya.**

A study was carried out by Chelanga, (2016) to determine effective administrative strategies adopted by private primary schools to improve academic performance in Marakwet East Sub Counties, Kenya. The objectives of the study were to determine how curriculum delivery and supervision enhance academic performance, examine how financial control measures enhance academic performance, investigate the extent to which provision of physical resources influence academic performance, and to examine how staff motivational level influence academic performance. The sample size was for the study was 18 head-teachers and 180 teachers and 360 pupils. The simple random sampling technique, systematic sampling, stratified sampling and purposive sampling were used to select respondents in the study. And the instruments used for data collection were questionnaires, interview guides and observation guides. The data was collected and analysed using the descriptive statistics. Kosgey, (2016), in his research he found out that the frequency of teacher's supervision in private primary schools was on daily basis. The staff remuneration was made in monthly basis. The study recommended that school administration should also introduce non-monetary motivation such as recognition.

The study is similar to this research in that it is concerned with administrative strategies adopted by private primary schools to improve academic performance. The study also reveals that supervision can enhance academic performance. It is equally relevant to our study in that it used the simple random sampling, a questionnaire and an interview guide. Notwithstanding, there are some differences in the work as compare to our study. The work is limited to private primary schools in Marakwet est and West Sub Countries, Kenya. The researcher used just one theory with many instruments for data collection; questionnaire, interview guide and observation guide.

This shows that teachers' commitment, productivity, and students' academic performance mostly depend on the strategies applied by principals. According to the Wallace Foundation, (2013), principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction. For teachers to be effective and productive, they must first be committed to their job, the organization and to students' academic success.

## **THEORETICAL LITERATURE REVIEW**

According to Grant and Osanloo (2014) theoretical framework is the "blueprint" or guide for research, it is borrowed by the researcher to build his or her own house. It serves as the foundation upon which research is constructed. There are three theories in this study that will be used to spice the piece of work. These theories are; the contingency theory, the X and Y theory and the expectancy theory of motivation.

### **Review of contingency theory**

The Contingency theory was developed by Fred Luthans, though it is the work of many theorists, like T. K. Burns and G. M. Skalker (1961), P. R. Lawrence and J. W. Lorsch (1967). The contingency theory came up as a result of complex organizational structure and behaviour. The theorists oppose the classical management thought which emphasized the "one best way" of management. According to Burns and Stalker, no managerial solution is equally suitable to all organizations in all circumstances. The general contingency theory of management is concerned with different approaches that build up the school of thought, such as the behavioural, and the system approaches. Luthans (1973), said that contingency theory will lead management out of the jungle. This was because he belief that applying the classical management theory, which emphasised "the universal principle of management was limited and was in a jungle. According to Luthans, managers must consider the contextual,

environmental, and situational factors before successful management. The contingency theory emphasizes the need for managerial strategies. That is, the environmental or situational factors should determine the type of strategies to be adopted in managing the situation. The central theme of contingency is that the organizational structure and process must fit its context, including characteristics of the organization's culture, environment, technology, size of task in order to improve organizational performance. Lawrence and Lorsch, (1969). From this view point, the manager must make a thorough environmental analysis before any decision making. The characteristics, technology, size and task of the organization as well as available resources must be considered. So according to these theorists, the appropriate way of management is not the universal approaches and principles, but contextual. This shows that management must be flexible and not rigid. This approach is sometimes called situational management because various techniques need to be appropriate to particular situations. From this perspective, managers supposed to be trained in competences and skills that will enable them in identifying the most relevant situational factors for enhancing decision making. They will be able to know which type of technique is to be adopted in which particular situation for the achievement of organizational goals. The employees also need to be developed or train based on the internal and external environmental needs.

### **Principles of Contingency Theory**

The principle of dependence upon internal and external situations.

The size and type of the organization should be considered.

The environment must be analysed before proper management.

The demand and need must be considered.

No one way of organizational management.

### **Importance of Contingency Theory**

- Contingency theory is important in that, it is flexible, managers and employees easily adapt in time of change. This theory can be applicable in context or situation, and it plays an important role in improving organizational performance.
- The theory enables the manager to study and analyses environmental variables. It also enhances the establishment of decentralized communication system in an organization.

- The theory is also important because it helps the manager to properly evaluate need and allocate task according to need.
- The theory helps the manager to discover the environment and make better decisions.
- The theory equally gives the manager the data needed to better monitor and control the organization. Almost every aspect of the organization including the characteristics can be controlled.
- It also helps managers to master to structure of the organization or company.
- The theory emphasizes appropriate search or research of environmental variables before decision making. This will help the manager not make errors during planning or in application of strategies.
- It helps the organization to know which competitive measures to adopt in a particular environment.

### **Limitation of Contingency theory**

The theory is limited because it provides little or no insight into the actual process of organizational structure.

Contingency theory is limited because it is unpredictable and dependent on environmental factors.

It has a difficult and time-consuming in studying the environmental factors.

It could be very costly and pain-taking for a manager of a company or organization to analyse all the internal and external factors.

The theory is limited in the sense that, the nature of its flexibility could hinder the achievement of organizational goals.

### **Relevance of Contingency theory**

- The theory emphasized the study of environment including internal and external variables. For example, the principal can use the same approach in analysing educational needs in consideration of size, technology, context, and available resources.
- The analysis could help the principal to plan well and properly execute their programs and activities.
- Contingency theory equally helps the manager and employees of an organization or company master their working environment. For the principal to better manage the school, they must understand the school environment and community.
- The theory enables the manager to employ and train workers based the diagnosed need.

- The theory also helps in monitoring and supervising the programs and activities of an institution or organization.
- The theory helps manager and employees to be easily adapted in times of change.

## **REVIEW OF THEORY X AND THEORY Y**

Theory X and Theory Y are part of motivational theories and these theories are very different from each other and are used by managers to motivate their employees. Theory X gives the importance to supervision, while Theory Y stresses on rewards and recognition. The Theory X and Theory Y were first described by an American social psychologist, Douglas McGregor in 1960 in his book titled, “The Human Side of Enterprise”, and they refer to two styles of management which are authoritarian (Theory X) and participative (Theory Y). That is, the theory suggest two aspects of human behaviour at work place or in another way, two distinctive views of individuals (employees) one of which is negative known as Theory X and the other is positive noted as Theory Y. McGregor’s turning-point book, “ The Human Side of Enterprise”, changed the path of management thinking and practice by questioning fundamental assumptions about human behaviour in organizations (Richard E. Kopelman, 2008).He questioned some of the fundamental assumptions about human behaviour in organizations. McGregor outlined a few roles for managers; rather than commanding and controlling subordinates, managers should assist them in reaching their full potential.

At the foundation of McGregor’s Theory Y are the assumptions that employees are not capable of self-direction and self- control, not inherently lazy and capable of providing important suggestions that will organize effectiveness. Thus, with appropriate management practices such as providing objectives and rewards and the opportunity to participate in decision making, personal and organizational goals can simultaneously be realized (Richard E. Kopelman, 2008).McGregor saw Theory Y managers as those that hold assumptions that workers who care about the organization, will look for the responsibility and exercise self-control. According to Bobic and Davis (2003), they found out that most of the population has the ability to be innovative and creative. This research supports the argument that Theory Y assumptions contribute positively toward more participative decision- making, ultimately benefitting the organization Russ (2011).In distinction to Theory Y, Douglas McGregor postulated that conventional managerial assumptions which he called Theory X, reflect essentially an opposite and negative view that employees are lazy, will avoid responsibility and prefer to just get by, incapable of self- direction and autonomous work behaviour and have little



to offer in terms of organizational problems solving. Theory X assumptions believe that workers must be controlled and threatened with punishment as cited in Allio (2009) by (Aykut Arslan, 2012). The Theory X and Theory Y remain central to organizational development and to improving organizational culture (Alan Chapman, 2020). McGregor's X and Y theories are salutary and simple reminder of the natural rules for managing people, which under the pressure of day- to- day business is all too easily forgotten (Alan Chapman, 2020).

Peterson (2007); Kopelman et al. (2008) stress or highlight that it may be more practical for managers to be soft or flexible and develop trust in their employees. This was recently tested by Jenab and Staub (2012), where they endorsed that most managers in their study appeared to have characteristics associated with Theory Y managers. Contrary to that, there is a body of literature, such as Thomas & Bostrom (2008), Rodriques (2007), and Sager (2008), that takes the position that Theory X still remains a necessary approach to management, contributes to positive influences in organizations and may still dominate in certain industries or geographical areas. However, in most cases, this approach is considered outdated and inconsistent with today's business enterprise needs for continuous improvement of organizational performance.

### **Principles of Theory X and Y**

#### **✓ Theory X**

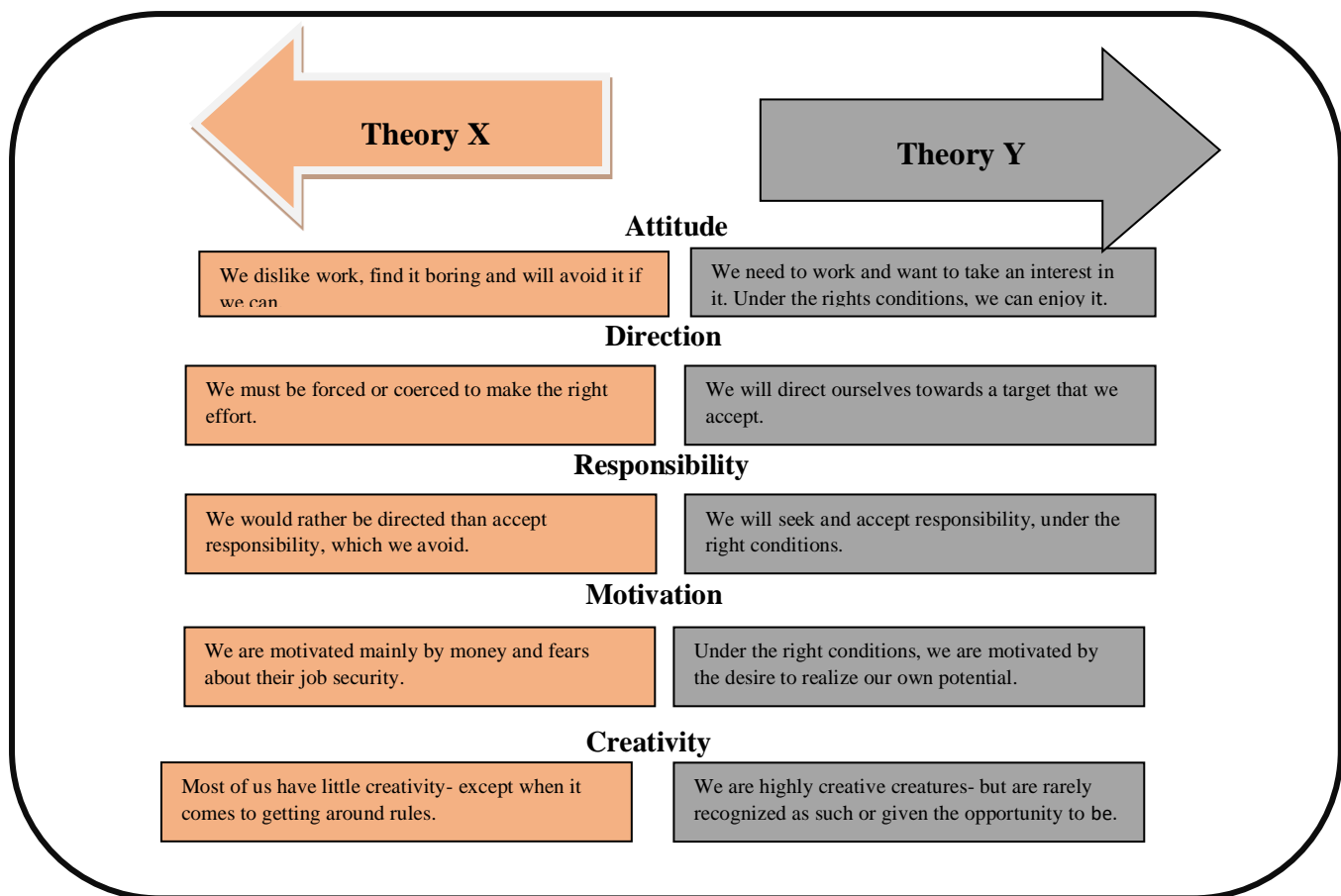
- Dislike their work.
- Avoid responsibility and need constant direction.
- Have to be controlled, forced and threatened to deliver work.
- Need to be supervised at every step.
- Have no incentive to work or ambition and therefore need to be enticed by rewards to achieve goals.

#### **✓ Theory Y**

- Happy to work on their own initiative.
- More involved in decision making.
- Self- motivated to complete their tasks.
- Enjoy taking ownership of their work.
- Seek and accept responsibility and need little direction.
- View work as fulfilling and challenging.
- Solve problems creatively and imaginatively

Theory Y has become more popular among organizations. This reflects employees' increasing desire for more meaningful careers that provide them with more than just money. McGregor also sees the theory as being superior to Theory X because he says it reduces “cogs in a machine” and likely de-motivates people in the long term. The theory is relevant to our work in the sense that it would enable the secondary school principal to properly supervise the teaching staff in the institution.

**Figure 2 : Diagram of Theory X and Theory Y**



*Source:* Mercure AACE 2013 – WorldPress.com

### **Limitations of the Theory X and Theory Y**

- The important distinct limitation of Theory X and Theory Y is that they are put forward as challenging sets of assumptions. A supervisor is either motivated by Theory X or Theory Y. (Rao, 2017).
- Douglas McGregor has just stated his assumptions about human behaviour. These could not be called a reality, till these assumptions are put to testing or experimentation. (Talathi, 2018).

- Accommodating management practices according to Theory X assumptions makes for a hard approach to managing and invites resistance of people to management practices. Furthermore, accommodating management practices according to Theory Y assumptions makes for a soft approach to managing and leads to laissez faire management and organizational inefficiencies.
- Theory X and Theory Y assumptions are two extreme sets of about human behaviour. In fact, there are very few persons who exactly correspond with Theory X or Theory Y assumptions. Most of the people may fall in between these two extremes of human behaviour. McGregor has ignored this aspect of human behaviour. (Talathi, 2018).
- Another limitation of McGregor Theory X and Theory Y is that employees are obliged to work.
- The Theory X and Theory Y slow decision-making process because employee's opinions or thoughts are assimilated.
- The Theory X and Theory Y can't strategically fit in all situations its fits in utopia and not reality.
- The Theory X and Theory Y of McGregor creates an unpleasant and distrustful working environment both on the manager and the employees.

### **Relevance of Theory X and Theory Y in Teachers' Commitment**

- This theory demonstrates the relevance of motivation in job satisfaction. Increased supervision, reward. This approach enables an organization to achieve organizational objectives. This theory helps in that it makes workers to improve through creation. This creativity leads to innovation. This gives the workers more confidence to work.
- In the educational setting. This approach is the key in determining teachers' commitment, in lesson planning and delivery, punctuality and assiduity. It improves organizational commitment as the direct supervision makes the teachers to have a sense of belonging to the establishment. It makes them love their work. These elements are key in enhancing educational performance in secondary education establishment.

The Theory X and Theory Y is a good guide to management not only to develop motivational techniques, but equally attuning entire managerial systems around these assumptions about human behaviour.

Douglas McGregor's assumptions about human behaviour are rather realistic as in practice we usually find people corresponding to Theory X or Theory Y ideologies

## **REVIEW OF EXPECTANCY THEORY OF MOTIVATION**

According to Lunenburg (2011), Expectancy theory is a process of cognitive variables that reflects individual differences in work motivation. Parijat and Bagga (2014) emphasized that the expectancy theory is one of the process theories of motivation. It looks at the cognitive processes that affect motivation of people working in organizations. From the above definitions, the expectancy theory of motivation can be seen as a theory that examines the process of rationality that occurs in the minds of workers in organizations. This rational and cognitive process presents alternatives or options to the worker which could motivate or demotivate them. The Expectancy theory was first developed in 1964 by Victor Harold Vroom. He studied psychology and had deeper understanding on workers behaviour at the workplace. Harold Vroom's study of psychology helped him to expatiate on how people behave in the workplace, particularly when it comes to motivation, leadership and decision making, Channell, (2021).

Lunenburg, (2011) further emphasized that the expectancy theory has various important implications in management, for motivating employees. According him the theory proposes a rational and cognitive process that goes on in the employees' mind and enables the worker to judge the expected outcome of their effort and the equivalent reward. For instance, a teacher will be motivated to be committed, only if that teacher is convinced that after the effort put in, the expected students results will be an instrument for corresponding reward.

According to Lunenburg, (2011), expectancy theory is based on four assumptions (Vroom, 1964); Firstly, the assumption that people join organizations with expectations about their needs, motivations and past experiences. That is, workers join organisations with some objectives in their minds. When these expectations are not met, the employee will not be motivated. This assumption is in agreement with Abraham Maslow's Content Theory of Needs which are outlined in hierarchical order. Abraham Maslow was an American psychologist who put forward five stages of human needs that motivate workers in organisations. He stated that once a level of need is fulfilled, the individual will desire the next level of need, these needs include; physiological, safety, belongingness and love need, esteem and self-actualization needs. Maslow (1943, 1954). Although Maslow's hierarchical needs are well elaborated into basic needs, psychological and self-fulfilment needs, Lunenburg.2011, presents expectancy model as a cognitive process. According to Lunenburg, the expectancy theory founded by

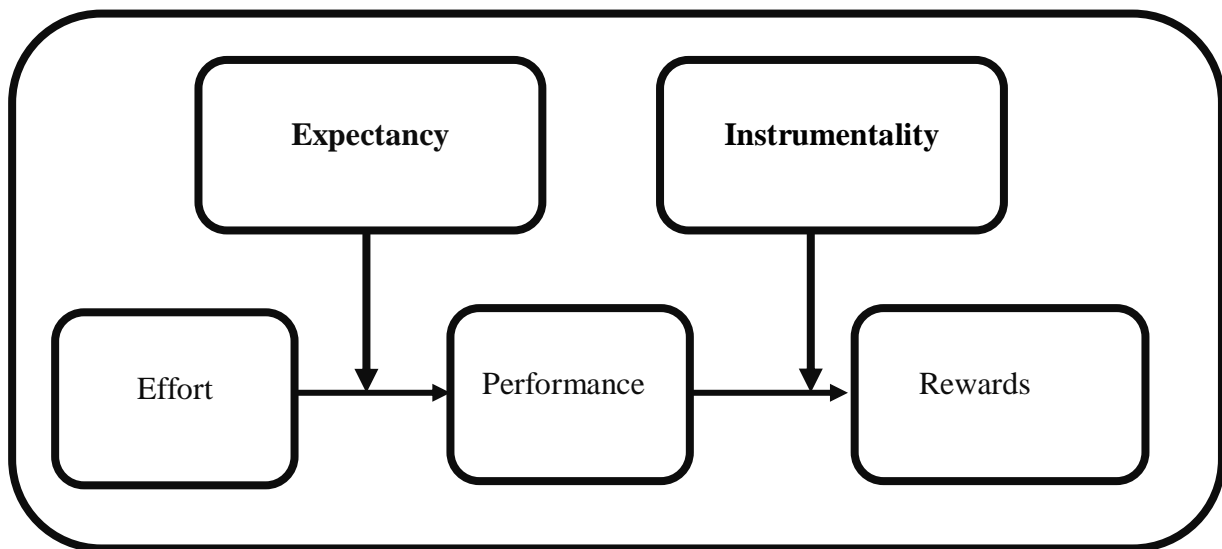
Vroom only presents cognitive processes that occur in the mind of the employees and influence their behaviour at work. It is equally an important management theory of motivation. While Maslow's theory is a content theory that elaborates different levels of human needs which could be achieved progressively and independently of others, but the both are concerned with human motivation needs. According to Lunenburg (2014), the expectancy models are linked to each other and they influence individual behaviour and reaction in the workplace or organization.

Secondly, people are free to choose their behaviour towards the organization as suggested by their expectancy calculations. For instance, if a teacher expects good result from his effort and the equivalent reward, they will be motivated to put in more effort. The third assumption is that employees desire different levels and things from the organization. Parijat and Bagga, (2014) Emphasize that expectancy theory reveals that employees have different personal goals which they like to achieve, that is why they join organizations. Ngamaleu, N. and Olinga, D. (2019) state that the motivation orientation organism towards the goal by determining the intensity and perseverance of behaviour, if we are to examine the strategies adopted by secondary school teachers in their aspirations to ensure the development of their career. Therefore, the achievement of these goals is important to them, that is why they can persevere, but the things that motivate worker A might not be what motivates B. Lunenburg, (2014), Further explains the fourth assumption that, people will choose among alternatives through which they can optimize the outcomes for their personal interest. There are equally some important elements of the theory as presented below.

### **The principles of Expectancy theory**

- Expectancy, people join organisations with their personal goals.
- Instrumentality, this is an individual's estimate of the outcome performance, whether it will be instrumental for achieving the expected reward.
- Valence, this is the value a particular employee puts in the reward expected. The reward must have value to the employee.
- Workers do not expect the same type of reward to be motivated.
- Effort, performance and reward.

**Figure 3: Diagram of Expectancy theory**



Source: Fred C. Lunenburg (2011)

### **The Importance of Expectancy theory**

- Helps managers to build a work environment that increases employees' motivational level.
- Helps managers to understand psychological processes that enhance motivation.
- Predicts workers' behaviour and values human dignity.
- Enables the achievement of organizational goals.
- The theory equally harmonizes individual goals with organizational goals.
- Helps in management by objectives (MBO).
- Helps to identify task and give feedback.
- The theory also helps managers to coach workers who have not yet mastered the task.

### **Limitation of the Expectancy theory**

- The Expectancy theory has been criticized by some authors such as; Parijat and Bagga. (2014).
- The theory was criticized because of its expectancy, instrumentality and valence process that is not well developed. It is only limited to a process without presenting the various ways in which workers can be motivated.
- The model and formula of calculation seems difficult because it deals only with alternatives in the worker's mind. It is too complex for the manager to analyse different

types of rewards to different workers in order to motivate them. It is also difficult to apply the theory in an organization where specific task is not defined to particular individual or where there is routine manner work.

- Since it is a cognitive process, the manager may give a reward that is not exactly what is in the employee's mind. And the particular worker would not value it, therefore there will be zero motivation. It is clear that no theory is perfectly elaborated without limitations.

### **Relevance of the theory to this research**

The Expectancy theory is relevant to our research in that it will enable the secondary school principal to better manage the teaching staff. The theory will help the principals to understand the psychological processes in teachers' mind that influence their behaviour.

It is relevance in the sense that it will help the principal to create work environment that increases the teachers' level of motivation.

The theory will equally help the principals to identify each teacher's task and get feedback. The principal can easily identify teachers' individual weak points and programme in-service training. The theory also helps the principals to understand individual expectations and teachers' various objectives. The theory helps the principal to use different methods of rewarding different workers. The theory will help the principal to always achieve their educational goals because they understand and can motivate teachers to be more committed. This is because no worker can be committed when he or she is not motivated.

## **RESEARCH HYPOTHESIS**

### **General hypothesis.**

1H. Principals' Administrative Strategies have negative influence on Teachers' Commitment in some secondary schools in Yaounde II Municipality

O H. Principals' Administrative Strategies positive influence on Teachers' Commitment in some secondary schools in Yaounde II Municipality

### **Secondary hypothesis**

1 H. Principals' Planning Strategy Influence Teachers' Commitment in some secondary schools in Yaounde II Municipality.

1 H. Supervision Strategy influence Teachers' Commitment in some secondary schools in Yaounde II Municipality.

1 H. Evaluation Strategy influence Teachers' Commitment in some secondary schools in Yaounde II Municipality.

## **OPERATIONALIZATION OF THE VARIABLES**

Amin (2005) defines a variable as anything that can take on differing or varying values. A variable is a characteristic or value on which people can differ from one another. A variable can be defined as an element whose value can change and take other forms at different moments. The variables are normally classified into dependent and independent variables. The two types of variables used in this study are:

### **Independent variable**

According to Amin (2005), an independent variable is that “*which can be manipulated upon by the researcher*”. It may be called predictor variable because they can predict or is responsible for the status of other variables. The researcher manipulates it in order to determine the relationship with the observed state of affairs. The independent variable for this study is administrative strategies. It involves modalities like: planning strategies, supervision strategies and evaluation strategies.

### **Dependent variables**

Amin (2005) explains a dependent variable as the criterion variable, it is the variable of primary interest to the researcher. Dependent variables are variables which receive the effect of the independent variable. The dependent variable in this study is teachers' commitment.



**Table 1: Synoptic table**

The Synoptic Table								
<b>TOPIC:</b> The Influence of Principals' Administrative Strategies on Teachers' Commitment in some secondary schools in Yaounde II municipality								
<b>General Research Objective:</b> To investigate principals' administrative strategies and its influence on teachers' commitment in some secondary schools in Yaounde II municipality								
<b>General Research Question:</b> What is the influence of principals' administrative strategies on teachers' commitment in some secondary schools in Yaounde II municipality?								
<b>General Research Hypothesis:</b> Principals' administrative strategies have negative influence on teachers' commitment in some secondary schools in Yaounde II municipality								
Specific research objective	Specific research question	Specific research hypothesis	Independent variable	Indicators of independent variable	Dependent variable	Indicators of dependent variable	Scale of measurement	Instruments of data collection
-To examine how principals' planning strategy influence teachers' commitment.	-What is the influence of planning strategy on teachers' commitment?	-Planning strategy has influence on teachers' commitment.	-Principals' Administrative strategies	-Planning strategies.	Teachers' commitment.	-Punctuality	-Strongly disagree	-A questionnaire with twenty structured questions.
-To examine how supervision strategy influence teachers' commitment.	-How does supervision strategy influence teachers' commitment?	-Supervision strategies have influence on teachers' commitment.		-Supervision strategies.		-Assiduity	- Disagree	
-To examine how evaluation strategy influence teachers' commitment.	-How does evaluation strategies influence teachers' commitment?	-Evaluation strategies have influence on teachers' commitment.		- Evaluation strategies		-Lesson notes Innovation	- Agree	-A structured interview guide
						-Students' performance	-Strongly agree	
						-Healthy work relationship with the administration		

Source: The Researcher, 2024.

## **CHAPTER THREE : RESEARCH METHODOLOGY**

This chapter is concerned with the methods and procedures used in carrying out the research. These include the following aspects: research design, area of study, population of the study, sampling procedures and sampling techniques, sample size, research instrument, data collection plan, validity of the instrument, reliability of the instrument, administration of the instrument and statistical techniques for data representation and analysis.

It equally includes ethical consideration; all these aspects are essential for the generation of information that will enhance the success of the study in achieving its purposeful conclusion.

### **THE RESEARCH DESIGN**

The mixed research method, that the quantitative and the qualitative research shall be used in this study to collect data from principals, vice principals and from classroom teachers. Amin (2005) defines research design as a blue print, methodology or plan of activities that the researcher uses in carrying out investigation in a given area of problem. From this view point, research design refers to the researcher's plan on how to proceed in the research work. Therefore, research design could be understood as a road map and strategies that guide the researcher on how to carry out the research project. Prabhat and Meenu, (2015) emphasized that the preparation of a research design facilitates research to be as efficient as possible, yielding maximal information. From above definitions, research design orientates the research on the way the research is to be carried out. They further state that the function of research design is to provide for the collection of relevant evidence with optimum effort, time and expenditure. From this perception, a good research design will enable the researcher to get the accurate information yielding maximum results without much expenditure. Amin (2005) noted that a research design is essential because it guides the entire research process so as to yield maximum fruits and diminishes cost or expenditures in terms of effort, time and money. Furthermore, research design can be referred to the overall method that a researcher chooses to integrate the different component of the study in a coherent and logical way.

There exist different types of research design, the mixed method, that is the quantitative and the qualitative research method will be used in this study to collect data from principals and the teaching staff. Lee (2014) states that the qualitative research method seeks to study a phenomenon or situation in detail, whereas a quantitative method seeks to make a standardized and systematic comparisons. The author further elaborates that a qualitative research method is exploratory, observational, flexible, contextual portrayal and dynamic. The data collection is

semi structured, the nature of data is mainly narrative and descriptive. Amin (2005) explains that the qualitative researcher seeks to derive and describe findings that promote greater understanding of how and why people behave the way they do. He further states that the qualitative explains and gains insight and understanding of phenomena through intensive collection of data. Yasir (2021) also emphasized that qualitative research does not test hypotheses, but rather generates them. He further says that it explains complex processes such as perceptions, experience, attitudes and opinions.

The data collection in qualitative method can be done by observation, administration of written questionnaires, interviewing, and the method also uses a thematic data analysis. Quantitative research in the other hand deals on concrete facts that already exist, testing stipulated hypotheses on them. Quantitative method equally manipulates large numerical data, which is collected through structured or semi structured questionnaires. Lee (2014) illustrates the characteristics of a qualitative and quantitative analysis as seen below.

Key differences between qualitative and quantitative researches (Lee, 2014)

**Table 2 : Quantitative and qualitative table**

<b>Futures</b>	<b>Qualitative research</b>	<b>Quantitative research</b>
Type of knowledge	Subjective	Objective
Aim	Exploratory and observation	Generalization and testing
Characteristics	Flexible	Fixed and controlled
	Contextual portrayal	Independent and dependent variables
	Dynamic, continuous view of change	Pre and post measurement of change
Sampling	Purposeful	Random
Data collection	Semi structured or unstructured	Structured
Nature of data	Narratives, quotations, description	Numbers, statistics
	Value, uniqueness, particularity	Replication
Analysis	Thematic	Statistic

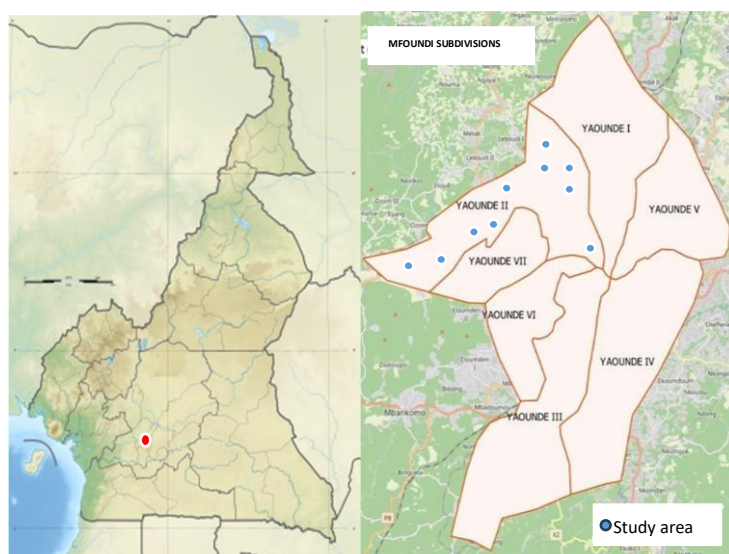
Source : Lee, 2014

## **AREA OF THE STUDY**

This study was carried out in Yaounde II municipality, Yaounde II municipality is one of the seven subdivisions of Mfoundi division in the Centre region of Cameroon. Yaounde II subdivision covers a surface area of 2296 km<sup>2</sup> and as of 2005 had a total population of about 238 927 inhabitants and density of 10 406 Km<sup>2</sup>. And limits to the east-north with Yaounde I, to the west with Yaounde VII, and to the south with Yaounde VI. The various quarters that make up the Yaounde II subdivision are; Tsinga; Briqueterie; Madagascar; Nkomkana; Mokolo; Cite Verte; Messa Carriere; Mbankolo; and Febe neighbourhood. There are three government secondary schools, which are, Government High School Cite verte, Government High School Tsinga, Government Technical School Yaounde II. There are ten registered private secondary schools in Yaounde II, and out of the recognized secondary schools in Yaounde II subdivision, four were selected as the accessible population. (MINESEC).

The Yaounde II subdivision was chosen for this study because it has a good number of secondary schools, both public and private. The cost was equally taken into consideration with the fact that this type of research needs primary data and its collection demands a lot as concerns time and financial cost. The choice of the study area was also to facilitate data accessibility for the study. The closeness of the researcher to the area was equally one of the determinants of the choice of the study area.

## Cameroon Map, Yaounde and Yaounde II Subdivision.



Source: National Institute of Statistics /NIS/ Ed, 2020

## POPULATION OF THE STUDY

Amin (2005), states that population is a complete collection (universe) of all elements (units) having the same characteristics that are of interest in an investigation. Therefore, research population is a well-defined group of individuals or objects having similar characteristics. All individuals or objects within a given population always have a common, binding characteristic. A research population is generally known to be a large collection of individuals or objects that is the main focus of a scientific research. Research always done for the benefit of the population as well as the researcher.

### Target population

According to Ako (2022) target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. It is also called the parent population to which the researcher actually wants to generalize the results. The sample population is taken from the accessible population and its result is being generalized to the target population. The population of this study is all the principals and teachers in secondary schools in Yaounde II municipality. Generally, the description of the population and the common characteristic of its members are the same amongst this group. Obviously, because of the large sizes of populations, researchers find it difficult to test every individual in the population because it is too expensive and time-consuming. Therefore, the researchers used of sampling techniques is of utmost importance.

### Accessible population

Accessible population in this work was 457 teachers and four principals from four Secondary selected schools in Yaounde II: These includes Government High School, Tsinga; Government High School, Cite Verte; Christ's Winners Bilingual College, Mbankolo; Chou Bilingual Comprehensive College Carrere, from which the sample was further selected.

**Table 3: Population distribution of teachers according to the selected schools**

Number	Name of school	Teacher population
1	GHS Cite Verte	130
2	GHS Tsinga	126
3	CWA Mbankolo	105
4	CBCC CARERE	96
Total	/	<b>457</b>

Source : The Field, 2024

### SAMPLING PROCEDURES AND SAMPLING TECHNIQUES

A sample is a smaller group selected from a larger population to which it represents the larger population. Prabhat and Meenu (2015) explain that sampling method is where a small group is selected as representative of the whole. Which means a representative of the larger population, they further state that, it is with the objective to obtain accurate reliable information about the universe population with minimum cost, time and energy. Sampling is a process or technique of selecting a sub-group from a population to participate in the study. It is the process of choosing a number of individuals for a study in such a manner that the individuals selected represent the large group from which they were selected. Since the whole population cannot be easily studied, a sample is often needed in any quantitative or qualitative research work. The sample is therefore taken from the accessible population to represent and generalized the whole.

The researcher will make use of the probability sampling technique. In probability sampling, everyone has an equal chance of being selected. This scheme is one in which every unit in the population has a chance (greater than zero) of being selected in the sample. Under the probability sampling procedures, the Simple random sampling will be used. In simple random sampling, the samples of the same size have equal chances of being selected (Amin, 2005). To conduct a simple random sample, the researcher must first prepare an exhaustive list (sampling frame) of all members of the population of interest. From this list, the sample is

drawn so that each person or item has an equal chance of being drawn during each selection round (Kanupriya, 2012). In this case each individual is chosen entirely by chance and each member of the population has an equal chance, or probability, of being selected. This will permit the results to be generalized on the basis of the population since the sample is a good representative of the population.

Before the researcher could choose the four schools out of the secondary schools in Yaoundé II municipality, the researcher used the simple random sampling technique. To do this, the researcher cut out pieces of papers and on each paper, he wrote the name of the secondary schools in Yaounde II on each piece of paper. These pieces of papers were then rolled and mixed up in a small box. After which, the researcher selected four pieces of papers and unfolded them, so the first four papers gave the names of the four schools which were labelled on each of the paper. The four schools picked up were Government High School Tsinga, Government High School Cite Verte, Christ's Winners Bilingual College Mbankolo, Chou Bilingual Comprehensive College Carrere.

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Based on the krejcie and morgan table (1970), our sample size is 210.

## **VALIDITY OF INSTRUMENT FOR DATA COLLECTION**

According to Amin 2005 validity refers to appropriateness of the instrument, it is the ability to produce findings that agree with the theoretical or conceptual values; in other words, to produce accurate results and measure what is supposed to be measured. Amin further states that validity of instrument means instrument measures what it is supposed to measure, and data collected honestly and accurately represents the respondent's opinion. To make sure that the instrument measures what it is said to measure, the instrument reliability was ascertained and later on its use was validated. The first objective of the researcher was to produce construct validity, the ability for the instrument to represent the constructs or themes under investigation. This was ensured by covering content (content validity) in the variables in a way that the questionnaires represented a full coverage of the domains which represented these constructs.

Furthermore, to ensure validity, the researcher did a pilot testing on 15 teachers. The results from the pilot testing showed that they were some questions that were difficult for teachers to answer. The researcher had to modify some questions by reconstructing them and questions that were not essential were removed. The results from the teachers that were tested shows that there were questions that were not really linked to the objectives/hypotheses. These questions were removed by the researcher, some aspects were not certain, that is some items were not very clear for easy interpretation. All these were corrected.

### **Face validity**

To ensure face validity, the researcher after constructing the instrument reads through it, gave to classmates and friends to read and correct. After that the questionnaire and the interview guide were then presented to the supervisor, who went through the questions in order to ascertain if the questions are related to the objectives/hypotheses of the study as stated in chapter one of the study. After making the necessary corrections the questionnaire and the interview guide were considered to have attained face validity.

### **Content validity**

Content validity is concerned with the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure. According to Amin 2005 content validity refers to the degree to which the questions items reflect the variables of the study. It shows how adequately the instrument samples the universe knowledge, skills, perceptions, and attitude that respondents are expected to exhibit.

The content validity of this instrument was determined using the formula:



$$\text{Content validity index CVI} = \frac{\text{Number of judges who declare items as valid}}{\text{Total number of judges}}$$

After receiving feedback from the judges, content validity index was computed and yielded a value of (CVI=0.85). (According to Amin (2005), when the content validity index is of an instrument has an average that's **0.70 or above**, the instrument is valid and good to be used for data collection.

## RELIABILITY OF THE INSTRUMENT

Pretesting was carried out with a sample population in Yaounde II municipality relative to the study so as to ensure the internal consistency and objectivity. When this was done adjustment was then made for the eventual data collection. Amin, (2005) says reliability of the instrument refers to the consistency in measuring whatever it is intended to measure. Reliability is a measure of degree to which research yields consistent results after a repeated test. An instrument is said to be reliable when it measures a variable accurately and consistently and obtain the same results under the same conditions over a period. What it is measuring. After the questionnaire was constructed and validated, to establish the reliability of the questionnaire, the next step was for the researcher to ensure that the instrument could consistently measure what it is made to measured such that it was dependable and trustworthy. The researcher used the test-retest method and correlated scores of respondents in two occasions to compare the degree of consistency between the two. The reliability coefficient was determined using the Cronbach Alpha formula to test the reliability of the instrument, the formula applied was;

$$a = \frac{k}{k-1} \left[ 1 - \frac{\sum \sigma^2 \frac{k}{K}}{\sigma^2} \right]$$

The Cronbach alpha is described as;

$\sum \sigma^2 \frac{k}{K}$  is the sum of the variances of the k parts which are items of the test or instrument?

$\sigma$  = standard deviation of the test or the instrument

The researcher administered the instrument to 15 teachers, and after three weeks the researcher re administered the same instrument to the same group of people. The results were computed to obtain a coefficient stability index of 0.7 the stability or reliability test of the instrument consist of giving the same measure or result to the same group of individuals at two

different points in time. The above coefficient stability is significant and shows that the instrument had good test reliability.

### **PILOTING THE INSTRUMENT**

The term pilot study is used in two different ways in social science research. It can refer to so-called feasibility studies which are "small scale version(s), or trial run(s), done in preparation for the major study. However, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument. One of the advantages of conducting a pilot study is that it might give advance warning about where the main research project instrument could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. Furthermore, pilot testing helps to point out any problem in the test instructions, instances where items are not clear, formatting issues and any other issues are identified when a pilot test is done; Piloting of the questionnaires for the study was done by taking 15 questionnaires to teachers in two different Schools that will not participate in this study. During which the researcher keenly observed the ease with which the respondent could handle the items. Areas where they had difficulties were identified and necessary corrections made. The questionnaire was equally taken to evaluation experts for corrections and suggestions. This determined the extent to which the instrument could solicit useful information relevant for the attainment of the objectives of the study.

### **DATA COLLECTION PLAN**

A Data Collection Plan is a well thought out approach to collecting both baseline data as well as data that can provide clues to root cause. The plan includes where to collect data, how to collect it, when to collect it and who will do the collecting. This plan is prepared for each measure and includes helpful details such as the operational definition of the measure as well as any sampling plans. For the purpose of the study, data was collected from secondary school teachers in the Yaounde II subdivision. The schools from where teachers were selected were chosen at random using the simple random technique. 275 questionnaires were administered to teachers at their convenient time where they can fill it and this was done by the researcher. While an interview was conducted and the data recorded from principals of the four secondary schools selected in Yaounde II subdivision.

### **METHODS OF DATA COLLECTION**

According to Kothari, (2004) data collection procedure comprises of steps and action necessary for conducting research effectively and the desired sequencing of these steps. The

researcher embarked on the process of collecting data from the field upon a discussion of the research topic and approval of questionnaire by the supervisor. Thus, the researcher collected an authorization from the dean of the faculty of education, university of Yaounde 1. This authorization permitted the researcher to collect data from the selected schools in the Yaounde II municipality. The researcher presented the letter to principals of the selected government and private schools. The principals gave the researcher the permission to start administering the instrument at the researcher's convenience. This process permitted the researcher to create familiarity with the administrative staff who enormously helped the researcher during the data collection process. In the course of the data collection process, the researcher explained the objectives of the study and also assured the teacher of confidentiality. The researcher also clarified the respondents on areas that seems difficult. After data had been collected from each school, the researcher moved to the next the school. At the end of each data collection session, the completed questionnaire copies were collected on the spot. After administering the questionnaires to teacher for one month, the researcher then met the principals of the selected schools for an interview with each of them. The process of data collection took the researcher two month on the field. Out of the 275 questionnaires administered to teachers, only 210 were refunded. This was due to the fact that some teachers collected but said they were too busy at the moment. So, the researcher had to pass round and recover them, unfortunately in the process, 65 were missing.

## **METHODS OF DATA ANALYSES DATA ANALYSIS PROCEDURE**

The researcher after completing the data collection process, the data was packaged in an envelope and their data was also grouped according to the schools with the name labelled on it. These was to make sure that there was no missing questionnaire. After organizing the data, the questionnaires were numbered, and each question was codified. The next step, the researcher did was to build a typing mask in Excel. After this, the data was entered in the excel mask. When the researcher finished entering the data, the next step was to verify the data in order to avoid biases and errors. After verification process, the data was now imported from excel to SPSS (version 20) software to be analyze. Data analysis is a process of inspecting, cleansing, transforming, and modelling data with the purpose of discovering useful information, in forming conclusions, and supporting decision-making. The study employed regional analysis to determine the predictability of the variable. The statistical package for the social scientist (SPSS version 25) software will be used to carry out all the above-mentioned analysis.

## MODEL SPECIFICATION

A model is a mathematical representation of reality. This may be seen as a simplified view of reality, designed to enable a researcher to describe the significance and inter-relationship within the system or phenomenon it depicts. Model specification refers to the determination of which independent variables should be included in or excluded from a regression equation. The empirical model for this study is designed to ascertain the magnitude and direction of the predictability of administrative strategies and teachers' commitment. The regression model that captures the relationship between administrative strategies and teachers' commitment is of the form

$$TC = \beta_0 + \beta_1 PS + \beta_2 SS + \beta_3 ES + \mu \dots \dots \dots (1)$$

Where

TC Teachers' Commitment

PS Represents Planning strategies as a determinant of TC

SS Represents supervision strategies as a determinant of TC

ES Represents evaluation strategies as a determinant of TC

$\mu$  Represents the other determinants of TC success apart from administrative strategies (PS, SS, ES), which are not captured in the model. The  $\beta_i$ 's are the parameter estimators or the coefficients of independent variables of the model to be estimated.

Equation 1 above expresses administrative strategies as a determinant of: various teachers' determinant aspect such as planning strategies, supervision strategies, and evaluation strategies in TC success determinant not capture as a result of the objective of the study.

## ETHICAL CONSIDERATION

Amin (2005) states that, ethical standards, support virtues of honesty, compassion, and loyalty and is an element that encourages respondents to answer research questions without fear or favour. The following ethical issues were respected by the researcher in this work. Research subjects must be volunteers: Respondents in this study were voluntarily asked to participate. The inquiries involving respondents' subjects was far based on the freely given informed consent of subjects; what the research is about, who is undertaking and why it is being under taken. The advantage of such information was that they gave the respondents the opportunity

to be fully informed of the nature of the research and the implications of their participation at the outset.

No harm shall result as a consequence of participation in the research: Research that is likely to harm participants is regarded by most people as unacceptable. In this research the issue of no harm to participants was an important issue by advocating care over maintaining the confidentiality and anonymity. The respondents were given the assurance that their identity will not be disclosed in order to uphold privacy, so as to avoid negative effects that can affect the respondent's private life. They were asked not to write their names on the questionnaire. The respondents were assured that all the information obtained from them was confidential because it was only to be handled by the researcher and such information was used for research purpose. This means that records of respondents were maintained as confidential (by not storing participants' names and address or letter correspondence on hard drives).

**Style-sheet APA 7th edition:** In this study we adopted APA 7th edition for the in-text citations and reference. This abbreviation stands for American psychological association. This organization prescribes the norms which are to be respected in scientific writing in the social and educational sciences.

This chapter presented explicitly the various elements of the research methodology. These elements included: The research approach, the research design, the area of the study, population, sample size, Instruments, validity and reliability, model, ethical considerations, operationalization of variables, and the synoptic table. The above elements made up the overall scientific approach of the research process in the science of education. And also gave a specific guide to present the study as an original topic that contribute to knowledge and enhance educational management practices in secondary schools in Cameroon. The next chapter will present and analysis field data collected through a questionnaire and interview.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETAION

This chapter presents the results of field data that were collected through a questionnaire and interview guide which were developed for this study. During data collection, 275 questionnaires were administered to the respondent which were classroom teachers from the four selected secondary schools in Yaounde II Sub-division. But only 210 were recovered due to some hinderances. Some teachers received the questionnaires and said they were too busy to answer immediately while others collected and went away without cooperating. That is why 65 questionnaires were missing, meanwhile, all the four principals cooperated during the interview. The technique used in presenting the data is one in which data is organized, presented and analysis are made to show the descriptive effect on the whole study. This analysis focused on descriptive statistics of the different variables. This descriptive statistical analysis is presented in frequencies and percentages. These statistical interpretations involve all the variables of instructional supervision.

**Table 4: sample distribution according to demographic information**

Indicators	Modalities	Frequency	Percentage
Sex	Male	123	58.6%
	Female	87	41.4%
School	Lycee de cite Verte	21	10.0%
	Lycee Tsinga	96	45.5%
	Christ's winner's academic college	68	68.7%
	Bilingual comprehensive college	25	11.8%
	A/L	69	32.9%
Academic qualification	BA	102	48.6%
	MA	39	18.6%
	CAPIAM	5	2.4%
Profession qualification	DIPES 1	31	14.8%
	DIPES 2	25	71.0%
	NON	149	2.4%
	1-5YEARS	82	39.0%
Teaching experience	6-10YEARS	75	35.7%
	11-15YEARS	30	14.3%
	16-20YEARS	12	5.7%
	20 and more	11	5.2%
	English	85	40.5%
Language	French	70	33.3%
	Bilingual	55	26.2%
	Single	126	60.0%
Marital status	Married	81	38.6%
	Divorced	3	1.4%

This table present sample distribute according to the sex of the respondents' the findings reveal that 123 of the respondents are male with a percentage score of 58.6% and 87 of the

respondents are female giving a percentage rate of 41.4%. from these statistics its s evident that men are more representative than female.

This table present sample distribute according to the school of the respondents. The results indicate that 21(10.0%) of respondents were from Lycée de cite Verte. 96(45.5%) of the respondents were from Lycee Tsinga, 68(32.4%) of the respondent came from Christ's winner's academic college, and 25(11.8% of the respondents were from Bilingual comprehensive college.

This table present sample distribute according to academic qualification of the respondents. The descriptive field data shows that 69 (32.9%) are holders of A/L, 102 (48.6%) of respondents have a BA and 39 (18.6%) of the respondents have MA. Based on these statistics shows that the majority of the respondents have BA.

This table present sample distribute according to professional qualification of the respondents. The results indicate that 5 (2.4%) of respondents are holders of CAPIEM, 31(14.8%) Of respondents are have DIPES 1, 25 (11.9%) of respondents are holders of DIPES 2, and 149 (71.0%) of the respondents do not any of the professional qualifications.

This table present sample distribute according to teaching experienced of the respondents. Findings shows that 82 (39.0 % of the respondents have experiences between 1-5Years, 75 (35.7%) of the respondents are between 6-10years, 30 (14.3%) of respondents' range between 11-15years, 12 (5.7%) of the respondents a professional experience of 16-20years and 11 (5.2%) of the respondents have an experience above 21 years and above. The majority of the respondents have experience between 1-5years.

This table present sample distribute according to language use by the respondents the results show that 85 (40.5%) of the respondent speak English unique, 70(33.3%) of the respondents speak French unique, and 55 (26.2%) of the respondent are bilingual.

This table present sample distribute according to marital status of the respondents. The descriptive statistics shows that, 126 (60.0%) of the respondents are single, 81 (38.6%) of respondents are married and 3(1.4% of the respondents are divorced.

**Table 5: Sample Distribution According Principals' Planning Strategy**

No of items	Statement		SDA	DA	A	SA	mean
1	There is inclusive quarterly planning meetings with the school administration	F %	6 2.9%	36 17.1%	112 53.3%	56 26.7%	3.03
2	Each department presents their needs and budget	f %	23 11.0%	55 26.2%	94 44.8%	38 18.1%	2.92
3	The principal exploit teachers' proposals for better management	f %	10 4.8%	28 13.3%	122 58.1%	50 23.8%	2.70
4	The principal communicates academic goals at the beginning of the year	f %	14 6.7%	47 22.4%	89 42.4%	60 28.6%	3.00
5	Information is given clearly and timely	f %	17 8.1%	30 14.3%	120 57.1%	43 20.5%	2.90

(Source; field data 2023: strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to respondents view on planning strategy and teacher's commitment. The first item shows that 168(80.0%) of the respondents general agreed that there are inclusive quarterly planning meetings with the school administration (mean=3.03), in the second item, 132(62.9%) of the respondent agreed that each department presents their needs and budget (mean=2.92). in the third item, 172(82.3%) of the respondents agreed that the principal exploit teachers' proposals for better management (mean=2.70). in the fourth item, 149(71.0%) of the respondents agreed that the principal communicates academic goals at the beginning of the year (mean=3.00). From the fifth item, 163(77.0%) of the respondents agreed that Information is given clearly and timely (mean=2.90). The results in research objective one shows that the respondents generally agreed at an overall % that with a cut off mean, which is above a normal cut off mean 2.5 of Among the items which were chosen to measure the influence of, all the 5 items were more than 2.5 which is the cut off mean, conclusively the respondents strongly agreed that.

**Table 6: Sample Distribution According to principals' Supervision Strategy**

No of items	Statement		SDA	DA	A	SA	mean
1	The content of the syllabus is harmonized according to C B A in your school	f %	9 4.3%	49 23.3%	118 56.2%	34 16.2%	2.84
2	Teachers' lesson notes are constantly checked	f %	18 8.6%	40 20.5%	110 52.4%	39 18.6%	2.80
3	The principal supervises teaching-learning activities	f %	13 6.2%	30 14.3%	126 60.0%	41 19.5%	2.92
4	Seminars are organized to improve the skills of in-service teachers	f %	16 7.6%	61 29.0%	90 42.9%	43 20.5%	2.76
5	The principal ensures effective work coverage by teachers	f %	57 27.1%	80 38.1%	58 27.6%	15 7.1%	2.14

(Source; field data 2023: strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)



The above table presents the sample distribution according to respondents' perceptions on principals' supervision strategies and teachers' commitment. The first item shows that 152(72.4%) of the respondents general agreed on the fact the content of the syllabus is harmonized according to C B A in your school (mean=2.84), in the second item, 149 (71.0%) of the respondent agreed that Teachers' lesson notes are constantly checked (mean=2.80). in the third item, 167(79.5%) of the respondents agreed that The Principal supervises teaching-learning activities (mean=2.92). In the fourth item, 133 (63.4%) of the respondents agreed that Seminars are organized to improve the skills of in-service teachers (mean=2.76). From the fifth item, 73(34.6%) of the respondents agreed that (mean =2.14). The results in research objective one shows that the respondents generally agreed at an overall % that with a cut off mean, which is above a normal cut off mean 2.5 of Among the items which were chosen to measure the influence of, all the 5 items were more than 2.5 which is the cut off mean, conclusively the respondents strongly agreed that

**Table 7: Sample Distribution According to principals' Evaluation Strategies**

No of items	Statement		SDA	DA	A	SA	Mean
1	Teachers are evaluated based on students' performance	<i>f</i> 22 % 10.5%	56 26.7%	100 47.6%	32 15.2%	2.67	
2	Teachers are evaluated based on how they fill pedagogic documents	<i>f</i> 11 % 5.2%	23 11.0%	114 54.3%	62 29.5%	3.08	
3	Teachers are evaluated based on their work coverage	<i>f</i> 12 % 5.7%	23 11.0%	117 55.7%	58 27.6%	3.05	
4	Teachers are evaluated based on examination settings methods	<i>f</i> 16 % 7.6%	15 7.1%	119 56.7%	60 28.6%	3.06	
5	Incentives are given to teachers at the end of each term	<i>f</i> 10 % 4.8%	38 18.6%	104 49.5%	57 27.1%	2.99	

(Source; field data 2023: strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to respondents' opinion on evaluation strategies in Yaounde II municipality. The first item shows that 132(63.8%) of the respondents general agreed Teachers are evaluated based on students' performance (mean=2.67), in the second item, 176(83.8%) of the respondent agreed that Teachers are evaluated based on how they fill pedagogic documents (mean=3.08).Y in the third item, 175(83.3%) of the respondents agreed that Teachers are evaluated based on their work coverage (mean=3.05). in the fourth item, 179(85.3%) of the respondents agreed that Teachers are evaluated based on examination settings methods (mean=3.06). From the fifth item, 161 (76.6%) of the respondents agreed that Incentives are given to teachers at the end of each term

(mean =2.99). The results in research objective one shows that the respondents generally agreed at an overall % that with a cut off mean, which is above a normal cut off mean 2.5 of Among the items which were chosen to measure the influence of, all the 5 items were more than 2.5 which is the cut off mean, conclusively the respondents strongly agreed that.

**Table 8: Sample Distribution According to Teachers' Commitment**

No of items	Statement		SDA	DA	A	SA	mean
1	Teachers’ commitment is measured based on their punctuality	<i>f</i> 10 % 4.8%	34 16.2%	97 46.2%	69 32.9%	3.07	
2	Teachers’ commitment is measured based on their assiduity	<i>f</i> 8 % 3.8%	51 24.3%	107 51.0%	44 21.0%	2.89	
3	Teachers are given incentives whenever students perform well	<i>f</i> 8 % 3.8%	30 14.3%	113 53.8%	59 28.1%	3.06	
4	You always innovate your lesson notes	<i>f</i> 8 % 3.8%	19 9.0%	110 52.4%	73 34.8%	3.18	
5	You have a healthy work relationship with the school administration	<i>f</i> 8 % 3.8%	19 9.0%	109 51.9%	74 35.2%	3.18	

(Source; field data 2023: strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to respondents' perceptions on teachers' commitment in some secondary school in Yaoundé II municipality. In first item, 166 (79.1%) of the respondents general agreed that Teacher's commitment is measured based on their punctuality (mean=3.07), in the second item, 151(72.2%) of the respondent agreed that Teacher's commitment is measured based on their assiduity (mean=2.89). in the third item, 172(81.9%) of the respondents agreed that Teachers are given incentives whenever students perform well (mean=3.06). in the fourth item, 183(87.2%) of the respondents agreed that You always innovate your lesson notes (mean=3.18). From the fifth item, 183 (87. 2%) of the respondents agreed that they have a healthy work relationship with the school administration (mean =3.18). The results in research objective one shows that the respondents generally agreed at an overall % that with a cut off mean, which is above a normal cut off mean 2.5 of Among the items which were chosen to measure the influence of, all the 5 items were more than 2.5 which is the cut off mean, conclusively the respondents strongly agreed that.

## INFERENCE STATISTICS

In this section of the chapter focus on testing the effective of independent variables on the dependent variable. In order to do so we used simple linear regress to test the pre-established hypotheses, these are presented in the form of model summary table, ANOVA table coefficient table and scatterplot graph.

**H0.** Principals' Planning Strategy has no significance on Influence Teachers' Commitment in selected schools Yaounde II municipality.

**Ha.** Principals' Planning Strategy has a significance on Influence Teachers' Commitment in selected schools Yaounde II municipality

<i>Model Summary<sup>b</sup></i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.408 <sup>a</sup>	.166	.162	1.92662

a. Predictors: (Constant), ps

b. Dependent Variable: TC

This table presents the model summary of the simple linear regressions of the independent variable, planning strategies (PS) with the coefficient of the linear regression determination of R square of planning strategy is 16.6% variation from the dependent variable-teacher commitment (TE) with SD Error of the estimate (1.92662).

<i>ANOVA<sup>a</sup></i>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	153.746	1	153.746	41.420	.000 <sup>b</sup>
Residual	772.069	208	3.712		
Total	925.814	209			

a. Dependent Variable: teachers' commitment (TC)

b. Predictors: (Constant), Principals' planning strategies (PPS)

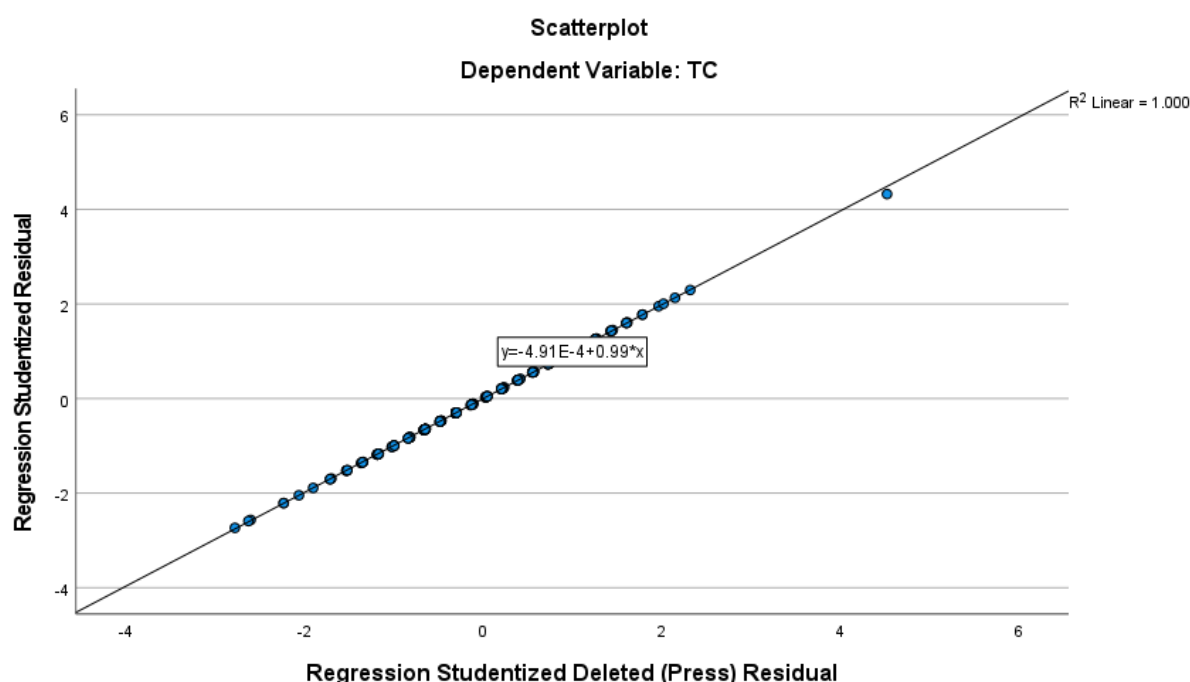
This table is on the F test. The linear regression F test states that the null hypothesis Principals Planning strategies have a statistically significant impact on teachers' commitment at  $p=0.05$ ., with  $F(1,208) = 41.420$ ,  $PV 0.000 < 0.05$ . The test is significant given that PV is lower than 0.005. Therefore, we can conclude that principal planning strategies has no significant influence on teachers' commitment in some secondary schools in Yaounde VII.

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.489	.781		13.429	.000
	Principals' planning strategies	.340	.053	.408	6.436	.000

a. Dependent Variable : TC

A standard simple linear regression was conducted to examine the influence of  $c$ , the results help in the prediction and categorization of the variable. This table presents the standardized and unstandardized coefficient which involves the STD error (0.130 and the beta (0.0446), it gives the significance level indicating the predictability of the variable 40.8%. The calculated value (CV) =  $0.000 < PV = 0.005$ . this confirms the hypothesis that *Principals' Planning Strategy has a significance on Influence Teachers' Commitment in selected schools Yaounde II municipality*: However, rejecting the null Hypothesis. This signifies that an improvement in principals planning strategies will have significant impact on teachers' commitment in the secondary education level in Yaounde II.



This table presents the regression predicted value scatterplot of the simple linear regression of the independent human resources planning and dependent variable quality education. From the table, most of the score clustered in the middle of the graph in linear direction from the left of the table to the top right at 1.000. This confirms the *hypothesis Principals' Planning Strategy has a significance Influence on Teachers' Commitment in selected schools Yaounde II municipality*. In perspective, school administrators should engage in effective planning strategies as an influence indicator of teachers' commitment. Therefore, principals planning strategies are important in effective school administration and overall performance management in educational achievement.

**H0<sub>2</sub>.** Supervision Strategy has no significant influence on Teachers' Commitment in selected schools Yaounde II municipality.

**Ha<sub>2</sub>:** Principals' Supervision Strategy has significant influence on Teachers' Commitment in selected schools Yaounde II municipality.

<i>Model Summary<sup>b</sup></i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.286 <sup>a</sup>	.082	.077	2.02160

a. Predictors: (Constant), Principal supervision strategies (PSS)

b. Dependent Variable: teachers' commitment (TC)

This table presents the model summary of the simple linear regressions of the independent variable, Principal supervision strategies (CPD) with the coefficient of the linear regression determination of R square of human resource planning is 8.3% variation from the dependent variable- teachers' commitment (TE) with SD Error of the estimate (2.02160).

*ANOVA<sup>a</sup>*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	75.748	1	75.748	18.534	.000 <sup>b</sup>
	Residual	850.067	208	4.087		
	Total	925.814	209			

a. Dependent Variable: teachers' commitment (TC)

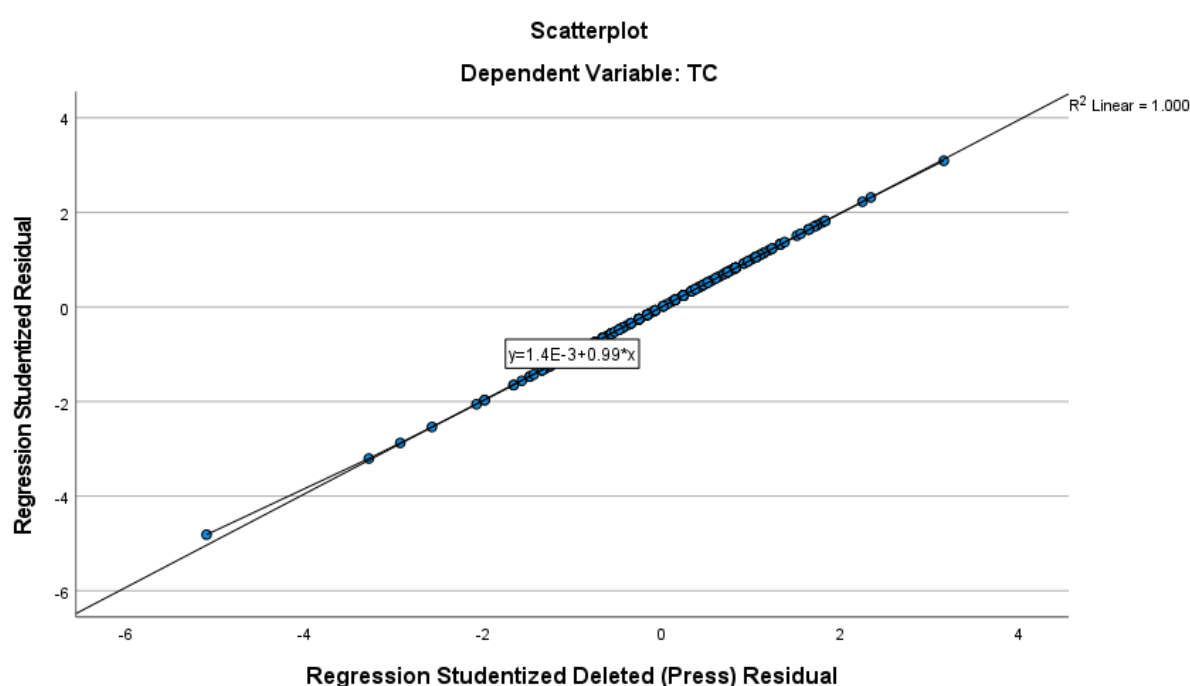
b. Predictors : (Constant), Principal supervision strategies (PSS)

This table is on the F test. The linear regression F test states that the null hypothesis Communication through social media does not have a statistically significant effect on school climate at  $p=0.05$ ., with  $F(1,208) = 18.534$ ,  $PV\ 0.000 < 0.05$ . The test is significant given that PV is lower than 0.005. Therefore, we can conclude that Human resource planning has no significant influence on quality education in some primary schools in Yaounde VI.

<i>Coefficients<sup>a</sup></i>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.955	.594		21.793	.000
	Principal supervision strategies	.182	.042	.286	4.305	.000

a. Dependent Variable: teachers' commitment (TC)

A standard simple linear regression was conducted to examine the influence of continuous professional development, the results help in the prediction and categorization of the variable. This table presents the standardized and unstandardized coefficient which involves the STD error (0.130 and the beta (0.0446), it gives the significance level indicating the predictability of the variable 28.6%. The calculated value (CV) = 0.000 < PV = 0.005. this confirms the hypothesis that: *Principals' Supervision Strategy has significant influence on Teachers' Commitment in selected schools Yaounde II municipality*. However, rejecting the null Hypothesis. This means that an improvement in principals' supervision will have significant impact on teachers' commitment in the secondary education level in Yaounde VII.



This table presents the regression predicted value scatterplot of the simple linear regression of the independent human resources planning and dependent variable quality education. From the table, most of the score clustered in the middle of the graph in linear direction, from the left of the table to the top right at 1.000. This confirms the hypothesis: *Principals' Supervision Strategy has significant influence on Teachers' Commitment in selected schools Yaounde II municipality*. In perspective, Principal supervision strategies should involve in effective school administration as a contributive factor to teachers' commitment. Therefore, supervision strategy is an important school management indicator in effective school management and overall educational management in the school environment for teacher's commitment.

**H0<sub>3</sub>:** Evaluation Strategy has no significance influence on Teachers' Commitment in selected schools in Yaounde II municipality

**Ha<sub>3</sub>:** Evaluation Strategy has no significance influence on Teachers' Commitment in selected schools Yaounde II municipality

*Model Summary<sup>b</sup>*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.230 <sup>a</sup>	.053	.048	2.05331

a. Predictors: (Constant), principals' evaluation strategies (PES)

b. Dependent Variable : teachers' commitment (TE)

This table presents the model summary of the simple linear regressions of the independent variable, principals' evaluation strategies (PES) with the coefficient of the linear regression determination of R square of Principals' evaluation strategy is 5.3% variation from the dependent variable- Teachers (TE) with SD Error of the estimate (2. 05331).

*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.873	1	48.873	11.592	.001 <sup>b</sup>
	Residual	876.941	208	4.216		
	Total	925.814	209			

a. Dependent Variable : TE

b. Predictors: (Constant), principals' evaluation strategies (PES)

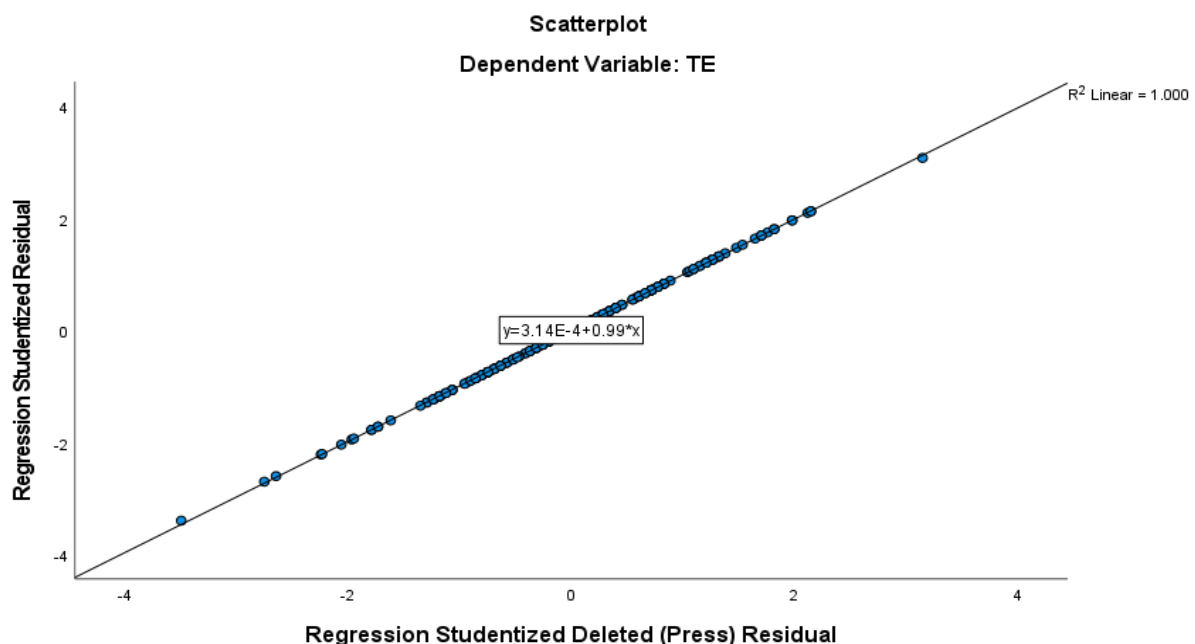
This table is on the F test. The linear regression F test states that the null hypothesis Evaluation Strategy Has no significance influence on Teachers' Commitment in selected schools in Yaounde II municipality at  $p=0.05$ ., with  $F(1,208) = 11.592$ ,  $PV\ 0.001 < 0.05$ . The test is significant given that PV is lower than 0.005. Therefore, we can conclude that evaluation strategies have significant influence on teacher in some school secondary in Yaounde VII.

*Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	13.687		25.591	.000
	principals' evaluation strategies	.115	.034	3.405	.001

a. Dependent Variable : teachers' commitment (TE)

A standard simple linear regression was conducted to examine the influence of evaluation strategy, the results help in the prediction and categorization of the variable. This table presents the standardized and unstandardized coefficient which involves the STD error (0.130 and the beta (0.0446), it gives the significance level indicating the predictability of the variable 23.0%. The calculated value (CV) = 0.001 < PV = 0.005. This confirms the hypothesis that Evaluation Strategy Has no significance influence on Teachers' Commitment in selected schools Yaounde II municipality: However, rejecting the null Hypothesis. This signifies that an improvement in evaluation strategies will have a significant impact on teachers' commitment in the secondary education level in Yaounde VII Municipality.



This table presents the regression predicted value scatterplot of the simple linear regression of the independent Principal evaluation strategies and dependent variable. From the table teacher commitment, most of the score clustered in the middle of the graph in linear direction,



from the left of the table to the top right at 1.000. This confirms the *hypothesis Evaluation Strategy Has no significance influence on Teachers' Commitment in selected schools Yaounde II municipality*. It should engage in effective human resource planning as a contributive tool to quality education. Therefore, evaluation strategies are an important human resource management indicator in effective school administration and overall educational management in enhancement.

## QUALITATIVE DATA PRESENTATION AND INTERPRETATION

This section presents the perceptions of the school administrators on planning strategies supervision strategies, evaluation strategies and teachers' commitment. These views enable us to complement the quantitative data already analyzed above. Therefore, the data will be presented as follows:

### Planning Strategies

1) **How did you learn administration, was it in a professional school or in the field?**

*Adm1: "I learnt my administrative skills in the field"*

*Adm2: "on the field and the exploitation of internet resources"*

*Adm3: "a professional school"*

*Adm4: "within the context of administration I learned in the field through three basic skills technical skills field human and conceptual powers"*

From the respondents' view on knowledge of administering based on the results three of the four respondents indicated that they learn school administration from **"the field."** Only one of them has received **"professional training."** We confirm that school administrators in Cameroon are promoted based on experiences not educational qualification. The fourth respondent highlights three major skills: **"technical, human and conceptual power."** We think that to better manage schools in school administrators should receive formal training which will permit to be more effective and efficient.

2) **Which planning strategies do you apply; do they enhance teachers' commitment?**

*Adm1: "Implement mutual dialogue strategy and to the best of my knowledge, it does enhance teaching commitment of my teacher"*

*Adm2: "to each person his/her work or task I think yes each teacher is trained in the domain even if there can exist interdisciplinary help."*

*Adm3: "inclusive planning strategies with all the teaching staff and administrative staff."*

**Adm4:** *“my administrative strategies include the organisation of work, communication with colleagues, team work and responsibility”*

Findings revealed that participant practices ***“mutual dialogue, task, inclusive planning strategies, organisation of work, and communication, team work and responsibility.”*** These strategies in school administration can enable the teachers to more commitment to work. Consequences, school administrators in their planning process and have to adopt these strategies as means of stimulating teachers’ commitment. Teachers’ commitment leads to effective knowledge transfer and competences development, commitment also enhance productivity and external efficiency of the student. And give credibility to the institution.

**3) What are the criteria for recruitment of your teachers, what qualification do you consider?**

**Adm1:** *“I weigh parameters such as teaching experience, passion in teaching, mastery of the discipline or subject he or she aims teaching. The teacher must be a holder of at least of a bachelor degree”*

**Adm2:** *“training according the requested discipline, accumulated professionals experience”*

**Adm3:** *“study of files -first stage, written interview -second stage, oral interview -final stage”*

**Adm4:** *“to an extent qualification are just one, accomplish to a human appearance, conduct and subject matter, ability to communicate”*

To the first administrator ***“experience, passion, master of the discipline and a bachelors’ degree”*** are some of the criteria taken in consideration during recruitment process. Adm2 and 4 support the ideas of the first participant. The second respondent present three phrase of the recruitment process. All these human resources management practices enable school administrators to better select qualified and experienced staff who are capable of delivering pedagogical practices assigned to them. It is responsibilities of the school administration assure all of these for there to commitment. Commitment affective or normative must be anchor human resources good practices for the institution to experience managerial transformation.

**4) How do you exploit teachers’ proposals on the management of your school?**

**Adm1:** *“by engaging into full implementation of the one that are academically and pedagogically useful and wanting for the growth of the institution”*

**Adm2:** *“with a lot of interest in conformity to policy documents et in respecting the instructions of hierarchy”*

*Adm3: “from meetings, class councils and general assembly, from one pedagogic meeting”*

*Adm4: “keep on organisation of working maintaining the skills and records forward planning for better results”*

In the transcripts the administrators reveal that they exploit teachers’ proposals in the following ways: **“full implementation-pedagogical useful, conformity to policy documents, meetings, class councils and general assembly.”** These show a kind of participatory planning process in which school administrators engage their staff in the planning as means of achieving effectiveness. The consideration of teachers’ proposals in the planning process is means of ensure their commitment to teaching and other school programmes. In this light, school administrators should always engagement their staff -pedagogic and support so as to achieve sustainable commitment. Academic performance and achievement highly depend on organisational commitment of its staff.

### **Supervision Strategies**

#### **5) In which way do you communicate your academic goals to your staff, to what extent are they committed to these goals?**

*Adm1: “by organising regular meetings and sharing these goals with them. I measure the extent to which they are committed through their meaningful implementation”*

*Adm2: “through general assembly, during weekly coordination meetings, at all levels relation to time.”*

*Adm3: “general assemblies and class councils, one to one meeting, commitment about 70%.”*

*Adm4: “in most cases I do appreciate on work well done and criticise on work wrongly or not done, verbally or dialogue individually.”*

From the findings the administrators communicate academic goals to staff through **“regular meeting meaningful, general assembly, coordination meeting, class council.”** For the most these of these schools’ administrators’ meetings is used to communicate academic goals. This is evident that teachers’ opinions are sought during the meetings in order to optimise teachers’ commitment. Administrative meetings can also be used to evaluate strategies in the achievement of administrative supervision. Communication plays a key role in Administrative and pedagogic supervision.

#### **6) How often do you supervise teacher’s learning activities”**

*Adm1: “I supervise teaching activities on an almost daily basics through class-to-class observation watching the teachers how they teach and interact in class with the students”*

*Adm2: “a week in two for class visits at all times in function when difficulties show up”*

*Adm3: “daily every week”*

*Adm4: “depending on the teachable hours at the beginning of each unit or chapter the end of evaluation period”*

From the findings the administrators are unanimous that they supervision *on “daily and weekly basis”* this shows the effectiveness of the administrative supervision. This practice was school management practice enhance teachers’ commitments in their respective disciplines. Main streaming administrative supervision is a strategy for maximum productivity and performance for both teachers and students

## **70 How often do you organise pedagogic seminars for in-service training of your teachers?**

*Adm1: “on termly basis”*

*Adm2: “two time in semester depending on the demanding need by the department.”*

*Adm3: “two times a term”*

*Adm4: “at any period in the term this is to be sure that teachers are doing their lessons (supervised)”*

The participants indicate that they organise pedagogic seminars for in-service training on *“termly basis and two times in a semester”*. Pedagogic seminars are professional development mechanisms that enable the teachers to be more engaged and committed in their profession. It is important to note that these school administrators practice these activities or capacity building programme to stimulate teachers’ engagement. This is one administrative best practice for performance and sustainability in skills and competences development.

## **7) How often do you check teachers’ lesson notes?**

*Adm1: “on monthly basis”*

*Adm2: “each week coordination meeting report”*

*Adm3: “every week”*

*Adm4: “I evaluate my teachers on voice, subjects’ matter, board management and class discipline”*

The participants revealed that they check teachers’ lesson notes *“monthly, and weekly”*. Pedagogic supervision mechanisms that enable the teachers to be more engaged and committed in their profession. It is important to note that these school administrators practice these activities or capacity building programme to stimulate teachers’ engagement. This is one

administrative best practice for quality teaching, conformity, performance and sustainability in skills and competences development

### **Evaluation Strategies**

#### **8) What are the criteria for evaluating your teachers?**

*Adm1: “punctuality, job or work consciousness and commitment to teaching”*

*Adm2: “professionalism, assiduity, punctuality, conduct, sociability and dressing code”*

*Adm3: “professional competence, pedagogic competence, team spirit and personality”*

*Adm4: “I call for pedagogic meetings to evaluate the work done, the way forward”*

In terms of evaluation strategies school administrators use **“assiduity, punctuality professional competence teams and teams’ spirit.”** all of these indicators are to measure teachers’ commitment. These commitment benchmarks are important in the continuous improvement and achievement of sustainable administrative practices.

#### **9) How do you follow up teachers’ pedagogic activities?**

*Adm1: “checking constantly pedagogic documents such as their lessons notes to see if they conform to current programmes spelt by the ministry of secondary education”*

*Adm2: “through log books, control of students’ books and statistics”*

*Adm3: “daily follow up/control tours, inspection, one-to-one discussion”*

*Adm4: “at the end of each year, we organised prize awarding ceremony where they are encouraging and congratulation for work don”*

The participant follows up pedagogic activities through the verification of **“pedagogic documents, inspections and prize awards.”** These are evaluation practices that stimulate teachers’ commitment. We also notice that recognition reward reinforces teacher commitment. School manager must work to intensify their commitment in enhancing the teacher’s engagement through evaluation strategies.

#### **10) How often do you give incentive to your teachers?**

*Adm1: “occasionally”*

*Adm2: “at the end of each semester”*

*Adm3: “twice every term after every class council”*

**Adm4:** *“conduct, attendance and good output (results) at the end of each evaluation”*

The administrators offer incentive their staff in various intervals and the criteria are varied according to each administrators’ evaluation techniques or strategies. These different indicators of incentive awards will determine teachers’ commitment and the overall teachers’ performance. The success of each student that of a school system depends on teacher commitment. Professional incentive financial, material and moral play central role in in the overall administrative performance and the internal total quality management.

#### **11) What are the criteria for giving incentives to your teachers?**

**Adm1:** *“hard work, punctuality, commitment and conformity to teaching syllabuses”*

**Adm2:** *“assiduity, punctuality, work coverage, presence at the general assembly meetings, present at the activities of the school relation with the student, colleagues and administration”*

**Adm3:** *“assiduity and punctuality, competence and performance, output, extra commitment”*

**Adm4:** *“often dialogue, individual teachers concern, private counselling and talking.”*

In terms of evaluation strategies school administrators use ***“assiduity, punctuality professional competence and performance, output, conformity, counselling”*** all of these indicators are to measure teachers’ commitment. These commitment benchmarks are important in the continuous improvement and achievement of sustainable administrative practices. In this way, school administrators have to be equipped with monitoring and evaluation competences.

#### **Teacher Commitment**

#### **12) How does your administration maintain a healthy work relationship with the teaching staff?**

**Adm1:** *“Openness to the teachers meeting up their challenges, provides them with necessary materials they need to work with listen to their worries and providing solutions that are lasting”*

**Adm2:** *“by true and transparent collaboration, to be teacher and administrative personnel”*

**Adm3:** *“socialisation”*

**Adm4:** *“often dialogue individual teachers concern private counselling and talking”*

Health relationship between school administrators and teachers is achieved through ***“openness, transparent collaboration, socialisation and dialogue.”*** These administrative

governance practices are strategies of ensuring teachers commitment. These factors facilitate effective communication optimal professional interactions. Consequently accountability, quality management, improvement and effective academic productivity and performance.

**13) How committed are your teachers in respecting the rules and regulations of your school?**

*Adm1: “excelltent”*

*Adm2: “this is a question of management of choices, in all societies, for good functioning and emancipation of the members, they have to respect the rules and regulations of the place they are living in”*

*Adm3: “fairly committed”*

*Adm4: “the teachers are committed despite there are some weaknesses but to a greater extent they are serious and committed”*

The findings from the field revealed that teachers’ respect rules and regulation are **“excellent, emancipatory, fair and greater extent.”** The adjectives that are used to described teachers respect of roles and regulations in the fair and superlative terms which is evident that teachers are committed to improving their performance and the success of the students.

**14) How do you estimate teachers’ commitment in your school?**

*Adm1: “their readiness to teach while in class, punctuality, always present in class, on time. They always bring up issues on students who do not want to work and do not do assignment.”*

*Adm2: “about 80%”*

*Adm3: “about 70%”*

*Adm4: “always present and on time. Good teaching relationship with the students”*

The administration estimate teachers’ commitment **“at 70% to 80%, in terms of readiness and punctuality.”** This percentages indicate teachers’ involvement or engagement in pedagogic practices in the different school. The deficiency of 30% to 20% implies that the school administrators still need to improve their administrative strategies so to attain institutional strategic objectives. Constant measurement of teachers’ commitment will ascertain progress, identify gap and define road maps for improvement.

**15) What do you thing can enhance teachers’ commitment in your institution and what do you think reduces teachers’ commitment as well?**

*Adm1: “a healthy pay package will indeed enhance commitment. The contrary will certainly reduce commitment to their performance”*

*Adm2: “amelioration of their living and working conditions, impunity and cheating without forgetting the favouritism.”*

*Adm3: motivation*

*Adm4: “teachers’ commitment could be enhanced through mutual understanding. On the contrary it can be reduced through stiff administrative policies”*

School administrators agree that incentives, improvement in living and working conditions, motivation, mutual understanding are some of the administrative practices that enhance teachers’ commitment. Teachers’ commitment like organisational commitment called affective, continual and normative commitment for there to be better knowledge transfer, skills and competences development.

To conclude, this chapter presented and interpreted the descriptive statistics with frequencies and percentages, mean and standard deviations. This descriptive statistic involved: demographic information on sex, age, level of education and school of the participants. The items of each of the independent variables were also presented and interpreted according to the measurement scale of strongly disagree=4, disagree=3, agree=2 and strongly agree=1. These items scale range has mean determining the perceptions of the respondents on the constructs under investigation. After, these descriptive statistics, inferential statistics were likewise presented and interpreted. The inferential statistics simple linear regression consists of: A model summery, ANOVA table, coefficient table and scatterplot graph. These tables were used to test the hypotheses in terms of their predictability and categorization. Judging from the coefficient tables, the variables were classified according to their degree of predictability. Hence, we conveniently conclude that principal administrative strategies have statistically significant influence teachers’ commitment in some secondary schools in Yaounde II municipality.



## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, SUMMARY OF THE FINDINGS LIMITATION OF THE STUDY, PERSPECTIVES FOR FURTHER RESEARCH, RECOMMENDATIONS**

To investigate principals' administrative strategies and its influence on teachers' commitment in some secondary schools in Yaounde II Municipality. This chapter deals with the discussion of findings quantitative field data in response to the thematic concerns adopted for this study. The discussion of finding is an integrated approach in which we combine empirical literature, theories and results obtained from the field to make critical analysis. It gives news orientations for further research built from the shortcomings of the present work and recommendations was made to various educational stakeholders in Yaoundé II municipality.

#### **DISCUSSION OF FINDINGS**

The discussion of findings centre around the three main themes of the research and the arguments made here are based on empirical field data and previous works reviewed in the empirical literature. This is reinforced with theoretical explanations

#### **The Effectiveness of Principals' Planning Strategy Has a Significance Impact on Teachers' Commitment in Selected Schools Yaounde II Municipality**

Principal's planning strategy is key administrative practice that influence teachers' commitment in secondary education sectors. The finding from our field revealed that principal's planning strategy has significant contribution to teachers' commitment. Therefore, school administrators have ensured effective planning in the managerial and leadership processes. This finding is supported by Euphoria (2022) who examined Principals' Administrative Strategies in Anambra State, Nigeria. He focusses on analyzing perceived influence of Principals' Administrative functions for school Improvement in Secondary school in Awka North Local Government Area. The work was guided by two research questions and the sample size was 200 respondents which was drawn from a population of 1150 teachers. The instrument used for data collection was questionnaire, and the data was analyzed through mean rating. The researcher found out that, principals practice supervisory functions and personnel management functions in secondary schools in Awka South Local Government Area. The study recommended that principals should equally adopt a friendly attitude in their approaches in

managing teacher. Also, Wallace Foundation, (2013), emphasized that principals play a major role in developing a professional community of teachers who guide one another in improving instruction. For teachers to be effective and productive, they must first be committed to their job, the organization and to students' academic success

In this Lawrence and Lorsch (1967) perspectives of contingency has a great role to play in principal's planning strategies. The contingency theory came up as a result of complex organizational structure and behaviour. The theorists oppose the classical management thought which emphasized the "one best way" of management. According to Burns and Skulker (1961), no managerial solution is equally suitable to all organizations in all circumstances. The general contingency theory of management is concerned with different approaches that build up the school of thought, such as the behavioural, and the system approaches. Luthans (1973), said that contingency theory will lead management out of the jungle. This was because he belief that applying the classical management theory, which emphasized "the universal principle of management was limited and was in a jungle.

The theory emphasized the study of environment including internal and external variables. For example, the principal can use the same approach in analyzing educational needs in consideration of size, technology, context, and available resources. The analysis could help the manager to plan well and properly execute their programs and activities. Contingency theory equally helps the manager and employees of an organization or company master their working environment. For the principal to better manage the school, they must understand the school environment and community. The theory enables the manager to employ and train workers based the diagnosed need. The theory also helps in monitoring and supervising the programs and activities of an institution or organization. The theory helps manager and employees to be easily adapted in times of change.

### **The Effective Implementation of Principal's Supervision Strategy will Positively Influence on Teachers' Commitment in Selected Secondary Schools Yaounde II Municipality**

Administrative and pedagogic supervision by school administration have significant impact on teachers' commitment in secondary educational establishments. The results of find data indicated a positive contribution of principal's supervision strategy to teachers

Commitment in the selected schools in Yaounde II Municipality. The finding of this study aligns with Ngwa (2021) who investigated the influence of principals' leadership styles on teachers' attitudes towards work in some public secondary schools in Yaounde VI municipality. The research design was the descriptive survey with 153 participants which were teachers. A simple random sampling technique was used and the instruments for data collection were; a questionnaire with an interview guide. Four theories were also used, the analysis of the quantitative was carried out by using frequency and percentages and for testing the hypotheses, the "Kendall's tau b" was used to derive the inferential statistics. The findings revealed that leadership behaviour influence teachers' attitude towards work in some public secondary schools in Yaoundé VI municipality. The researcher recommended that the principals in Yaoundé VI municipality should apply a mixed leadership behaviour in their leadership, that is; autocratic and democratic behaviour.

Also, Chelanga, (2016) set to determine effective administrative strategies adopted by private primary schools to improve academic performance in Marakwet East Sub Counties, Kenya. The objectives of the study were to determine how curriculum delivery and supervision enhance academic performance, examine how financial control measures enhance academic performance, investigate the extent to which provision of physical resources influence academic performance, and to examine how staff motivational level influence academic performance. The sample size was for the study was 18 head-teachers and 180 teachers and 360 pupils. The simple random sampling technique, systematic sampling, stratified sampling and purposive sampling were used to select respondents in the study. And the instruments used for data collection were questionnaires, interview guides and observation guides. The data was collected and analyzed using the descriptive statistics. Kosgey, (2016), in his research he found out that the frequency of teacher's supervision in private primary schools was on daily basis. The staff remuneration was made in monthly basis. The study recommended that school administration should also introduce non-monetary motivation such as recognition.

Administrative supervision from the X and Y perspective assume that employees are not capable of self-direction and self- control, not inherently lazy and capable of providing important suggestions that will organize effectiveness. Thus, with appropriate management practices such as providing objectives and rewards and the opportunity to participate in decision making, personal and organizational goals can simultaneously be realized (Richard E. Kopelman, 2008). McGregor saw Theory Y managers as those that hold assumptions that

workers who care about the organization, will look for the responsibility and exercise self-control. According to Bobic and Davis (2003), they found out that most of the population has the ability to be innovative and creative.

This theory demonstrates the relevance of motivation in job satisfaction. Increased supervision, reward. This approach enables an organization to achieve organizational objectives. This theory helps in that it makes workers to improve through creation. This creativity leads to innovation. This gives the workers more confidence to work. In the educational setting. This approach is the key in determining teachers' commitment, in lesson planning and delivery, punctuality and assiduity. It improves organizational commitment as the direct supervision makes the teachers to have a sense of belonging to the establishment. It makes them love their work. These elements are key in enhancing educational performance in secondary education establishment. The Theory X and Theory Y is a good guide to management not only to develop motivational techniques, but equally attuning entire managerial systems around these assumptions about human behavior.

### **Principal's Evaluation Strategy has Significant Influence on Teachers' Commitment in Selected Schools Yaounde II Municipality**

Effective application of principal's evaluation strategies contributes significantly to teachers' commitment in secondary education in secondary schools in Yaoundé II Municipality. These findings are supported by Ngeripaka and Acheya (2019) in which they investigated principals' administrative strategies on teachers' academic productivity in secondary schools in rivers state, Port Hart court, Nigeria. Their work focused on how principal's administrative strategies influence teachers' academic productivity in secondary schools in Rivers State, Nigeria. The work had four questions and four hypotheses; a descriptive survey design was used for data collection. The population of the study was made up of 56 principals and 2634 teachers from which 56 public senior secondary schools in three local government areas. The sample size was 348 teachers, and the simple random sampling technique was used. The researcher used a questionnaire with (20) structured items. The results of the work indicated that the principals' use of supervisory, motivation, planning, and monitoring strategies enhance teachers' academic performance. The researcher presented recommended that frequent supervision of teachers should be done in order to improve teachers' capacity in carrying out their respective academic responsibilities.

The evaluation strategies can explain theory of expectance. According to Lunenburg (2011), Expectancy theory is a process of cognitive variables that reflects individual differences in work motivation. Parijat and Bagga (2014) emphasized that the expectancy theory is one of the process theories of motivation. It looks at the cognitive processes that affect motivation of people working in organizations. From the above definitions, the expectancy theory of motivation can be seen as a theory that examines the process of rationality that occurs in the minds of workers in organizations. This rational or cognitive process presents alternatives or options to the worker which could motivate or demotivate them. The Expectancy theory was first developed in 1964 by Victor Harold Vroom. Vroom studied psychology and had deeper understanding on workers behaviour at the workplace. Harold Vroom's study of psychology has shed light on how people behave in the workplace, particularly when it comes to motivation, leadership and decision making, (Channell, 2021).

Lunenburg, (2011) further emphasized that the expectancy theory has various important implications in management, for motivating employees. According him the theory proposes a rational and cognitive process that goes on in the employees' mind which enables the worker to judge the expected outcome of their effort and the equivalent reward. For instance, a teacher will be motivated to be committed if that teacher is convinced that after the effort put in, the expected students results will be an instrument for corresponding reward. Expectancy theory is based on four assumptions Vroom (1964); Firstly, the assumption that people join organizations with expectations about their needs, motivations and past experiences. That is, workers join organisations with some objectives in their minds. When these expectations are not met, the employee will not be motivated (Lunenburg, 2011).

The Expectancy theory is relevant to our research in that it will enable the secondary school principal to better manage the teaching staff. The theory will help the principals to understand the psychological processes in teachers' mind that influence their behaviour. It is relevance in the sense that it will help the principal to create work environment that increases the teachers' level of motivation. The theory will equally help the principal to identify each teacher's task and get feedback. The principal can easily teachers' individual week points and programme in-service training. The theory also helps the principal to understand individual expectations and teachers' various objectives. The theory helps the principal to use different methods of rewarding different workers. The theory will help the principal to always achieve

their educational goals because they understand and can motivate teachers to be more committed. This is because no worker can be committed when he or she is not motivated.

## **RECOMMENDATIONS**

Recommendations help in the amelioration of principal's administrative strategies and teachers' commitment discrepancies and challenges in school, its negative factors which impact on institutional performance the school system in terms of results, quality education, institutional management, professional development, supervision, coordination and evaluation strategies. Therefore, it is important for us at the end of this study to propose some processes to be adopted for best administrative management practices.

- We recommend more seminars and conferences be organized with the first focus on equipping school administration and teachers with administrative competences. Professional development programmes in this direction will a long way to enhance on teaching effectiveness and teachers' commitment
- Equally, institutional and administrative planning should be integrated at all level of the school. The integration of planning strategies will enable operational stakeholders to achieve national and institutional strategic objectives leading to sustainability in educational practices.
- The secondary education administrator should provide best administrative supervision environment that will ensure that teachers can comfortably and conveniently teacher achieve teaching efficiency and effectiveness in transformative pedagogic practices.
- The reinforcement of evaluation and creating the administrative evaluation coordination ad means to ensure quality education and effective transfer of competences.
- Recommended text and reference books should be examined to ensure that they are clear, content and context specific and equally void of Ambiguity. This will go long way communicate effective to the teachers the various plan and programmes.

## **SUGGESTION FOR FURTHER RESEARCH**

- This study was carried in secondary education sub sector; a similar study can be conducted on the same topic in higher education institutions. This kind of study can help understand administrative practices in higher education institution.

- This study was carried only in the Yaounde II municipality another study could be extended to other municipalities of centre region for as a means of understanding Principal's administrative strategy and teacher's commitment.
- A similar study could be carried in primary education to understanding head-teacher's administrative strategies and teacher's commitment.

## **LIMITATIONS OF THE STUDY**

In this study we have some limitation or difficulties, these limitations include the following: There were limitation in terms of accessing documents on school administration and teachers' commitments. Few works exist in this area in Cameroon, this made working on the concepts more stressful. Carrying out a scientific investigation of this level requires time, sacrifice and determination. The study was carried in Yaounde II Municipality, centre region of Cameroon with teachers as the target population. However, the researcher succeeded with the study, he experienced a lot of challenges. The researcher encountered so many difficulties in the course of the data collection of this study. The following are the main difficulties encountered by the researcher in course of the study.

Some teachers were not willing to provide useful information or participate the study. In some schools, some teachers were not willing at and some of the teachers were reticent to provide full information on the problem under study. The researcher had to visit some of schools many given the limited resources it was quite challenging.

## **GENERAL CONCLUSION**

The aim of this study was to investigate principals' administrative strategies and examine how these strategies influence teachers' commitment in some secondary schools in Yaounde II municipality. The study is made up of five chapters, chapter one focused on background of the study, statement of research problem, research question and objectives, significant and delimitation of the study. The research problem was identified after an empirical study was done on secondary school administrative functions and teachers' commitment in some schools in the City of Yaounde. The researcher went down to the field and noticed that some students in secondary schools in Yaoundé cannot correctly construct a simple sentence in English or French. At the same time, some of these students can spent a whole term without having complete lessons in some particular subjects. This is because the teachers who teach these particular subjects are not always available in school to dispense their lessons. Some of the teachers are out of the country for greener pastures. The ministry of secondary education recently published the list of ghost workers. These are government school teachers who have abandoned their duty post just after gaining access into the public service. (No 79/21CR-P/MINESEC/SG/DRH/01/07/2021. Equally in 2021,158 teachers in Mfoundi division abandoned their duty post. These are clear indications of lack of motivation and commitment on the part of teacher. While in private schools, administrators and teachers are mainly recruited without having any formal training in the field. The research questions were formulated as follow; what is the influence of principals' administrative strategies on teachers' commitment in some secondary schools in Yaounde II Municipality. The study is significant because it examines the strategies apply by principals in some secondary schools in Yaounde II, and these strategies influence teachers' commitment. The research is significant for improving teachers' commitment and consequently, quality and sustainable education. The study was limited to some secondary schools in Yaounde II Municipality. Chapter two deals with literature review, definition of concepts, theoretical framework, formulation of hypothesis, definition of variables and synoptic table. The concepts in this chapter were; administrative strategies, which is the independent variable with four sub-variables; planning strategy, supervision strategy and evaluation strategy. Teachers' commitment was considered as the dependent variable. The conceptual framework was presented before the theories. Three theories were used in the work; contingency theory, theory X and Y and the expectancy theory. The contingency theory which was developed by Fred Luthans and others was the main theory used to investigate principals' planning strategy. The X and Y theory was used to examine supervision strategy while the



expectancy theory was used to examine evaluation strategy, works related to the study were equally examined. While chapter three is concerned with research methodology, type of research which was the mixed approach. The target population was secondary schools in Yaounde II, and the accessible population was four secondary schools in Yaounde II municipality, which was made up of 457 classroom teachers and four principals. The sample size was 275 respondents in some secondary schools in Yaounde II Municipality. A questionnaire of 20 items divided into four sections used to collect data from teachers, while an interview guide was used to record data from the principals. Chapter four is on descriptive presentation and analysis of results and verification of hypothesis. Data were analyzed using the convergent parallel design with simple linear regression. The data is presented in the descriptive statistical analysis of the different variables. This descriptive statistical analysis shows the frequencies and percentages involving all the variables of administrative strategies. The inferential statistics simple linear regression, which are; a model summary, ANOVA table, coefficient table and scatterplot graph. These tables were used to test hypothesis in terms of their predictability and categorization. So, it was revealed that principals' administrative strategies have statistic significant influence on teachers' commitment in some secondary schools in Yaounde II municipality.

Finally, the discussion of findings, summary of the findings, limitation of the study, perspectives for further research, as well as recommendations were presented in chapter five. The empirical literature, theories and results obtained from the field were combined to make critical analysis. For the descriptive statistics percentages and frequencies were presented in determining the various perceptions of teachers. The analysis of the study was done using regression, in the study all 3 of the alternative hypotheses retained, and 3 of the null hypotheses were retained indicating a strong significant link between principal administrative strategies and teachers' commitment in some secondary schools in Yaounde II municipality. From the results of the study, we therefore concluded that principal's administrative strategies have significant influence on teachers' commitment in some secondary schools in Yaounde II municipality. Principals' planning strategy has significant impact on teachers' commitment in some secondary schools in Yaounde II municipality. The results also revealed that the effective implementation of principals' supervision strategy has positive influence on teachers' commitment in some secondary schools in Yaounde II municipality. From the results, it was equally seen that principals' evaluation strategy has significant influence on teachers'

commitment in some secondary schools in Yaounde II municipality. This is judging from the fact that most of our alternative hypotheses were accepted. Drawing from the significant findings of the study, pertinent recommendations were made to the stakeholders of the secondary education sub sector in Yaounde II in particular and in Cameroon at large.

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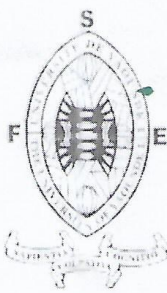

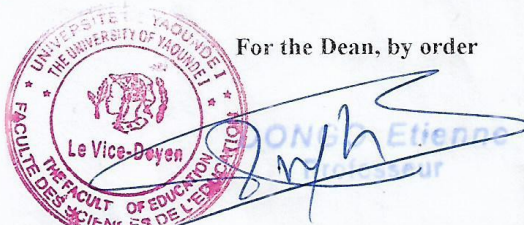
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## APPENDIXES

### Appendix 1: Research Authorization

<p>REPUBLIQUE DU CAMEROUN <i>Paix – Travail – Patrie</i> *****</p> <p>UNIVERSITE DE YAOUNDE I *****</p> <p>FACULTE DES SCIENCES DE L'EDUCATION *****</p> <p>DEPARTEMENT DE CURRICULA ET EVALUATION</p>		<p>REPUBLIC OF CAMEROON <i>Peace – Work – Fatherland</i> *****</p> <p>THE UNIVERSITY OF YAOUNDE I *****</p> <p>THE FACULTY OF EDUCATION *****</p> <p>DEPARTMENT OF CURRICULUM AND EVALUATION</p>
<p>The Dean</p> <p>N° _____/21/UYI/FSE/VDSSE</p>		
<h3><u>AUTORISATION FOR RESEARCH</u></h3>		
<p>I the undersigned, <b>Professor BELA Cyrille Bienvenu</b>, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that <b>BENG Jonas NDZE</b>, Matricule <b>20V3397</b>, is a student in Masters II in the Faculty of Education, Department: <b>CURRICULUM AND EVALUATION</b>, Specialty: <b>ADMINISTRATION DES ETABLISSEMENTS SCOLAIRES</b>.</p>		
<p>The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of <b>Pr. NKECK BIDIAS Renée Solange</b>. His work is titled « <i>Principal's administrative strategy and teacher's effectiveness in some secondary schools in Yaounde II Municipality</i> ».</p>		
<p>I would be grateful if you provide him with every information that can be helpful in the realization of his research work.</p>		
<p><i>This Authorization is to serve the concerned for whatever purpose it is intended for.</i></p>		
<div style="display: flex; justify-content: space-between;"><div style="width: 45%; text-align: center;"><p>13 06 AOUT 2022</p><p><b>Mme Hamandjuma</b> <i>née Maïrama</i> <b>PLEG / Biologie</b></p></div><div style="width: 50%; text-align: right;"><p>Done in Yaoundé, le <b>12.3 DEC. 2021</b>.</p><p>For the Dean, by order</p><p><b>Le Vice-Doyen</b></p></div></div>		

## Appendix 2: Questionnaire

UNIVERSITE DE YAOUNDE I

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FACULTE DES SCIENCES DE  
L'EDUCATION

\*\*\*\*\*

CENTRE DE RECHERCHE EN SCIENCES  
SOCIALES ET EDUCATIVES



THE UNIVERSITY OF YAOUNDE I

\*\*\*\*\*

FACULTY OF SCIENCES OF  
EDUCATION

\*\*\*\*\*

POST GRADUATE SCHOOL FOR SOCIAL  
AND EDUCATIONAL SCIENCES

\*\*\*\*\*

## QUESTIONNAIRE

Dear respondent,

I am Beng Jonas Ndze, a masters' two student in the University of Yaoundé 1, Faculty of Education, and Department of Curriculum and Evaluation, precisely in Management of Education. My specialty is school Administration and Inspection, we are carrying out a research on a topic titled: **“Principal’s Administrative Strategies and Teacher’s commitment in some secondary schools in Yaoundé municipality” II**. The objective is to evaluate the impact of Principal’s Administrative Strategies on Teachers commitment. The responses expressing your opinion will enable the researcher to use the data collected to know how administrative strategies influence teachers’ commitment.

The questionnaire is purely for academic purpose and has no hidden agenda. We therefore plead on your indulgence to sincerely and honestly provide responses to the questions below. Your answers are strictly confidential and your identity in no occasion shall be disclosed.

Kindly fill in the blank spaces by placing a bold tick on your right answer chosen.

### Section A: Demographic information

- 1) Sex: Male ☐ Female ☐
- 2) Name of your school: Government High School Cite Verte ☐ Government High School ☐  
Tsinga Christ’s Winners Academic College ☐ Chou Bilingual Comprehensive College ☐
- 3) Academic qualifications: GCE A/L ☐ First Degree ☐ Masters’ Degree ☐
- 4) Professional qualifications: DIPES I ☐ DIPES II ☐ None ☐
- 5) Teaching experience: 1-5 years ☐ ; 6- 10 years ☐ ; ; 11- 15 years ☐ ; 15-20 years ☐ 20 and above ☐
- 6) Language: English French ☐ Both ☐
- 7) Marital status: single ☐ married ☐ divorced widow(er) ☐



## Section B:

**Independent variable: Administrative Strategies**

Coding zone	Strongly disagree	Disagree	Agree	Strongly agree
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ITEMS: Planning strategies		SD	D	A	SA
There is inclusive quarterly planning meetings with the school administration					
The principal communicates academic goals at the beginning of the year					
Each department presents their needs and budget					
The principal exploit teachers' proposals for better management					
Information is given clearly and timely					
Section B: Sub-Variable					
ITEMS: Supervision strategies		SD	D	A	SA
The contend of the syllabus is harmonized according to C B A in your school					
Teachers' lesson notes are constantly checked					
The Principal supervises teaching-learning activities					
Seminars are organized to improve the skills of in-service teachers					
The principal ensures effective work coverage by teachers					
Section C: Sub-Variable					
ITEMS: Evaluation strategies		SD	D	A	SA
Teachers are evaluated based on students' performance					
Teachers are evaluated based on how they fill pedagogic documents					
Teachers are evaluated based on their work coverage					
Teachers are evaluated based on examination settings methods					
Incentives are given to teachers at the end of each term					
Section D: Dependent Variable					
ITEMS: Teachers' Commitment		SD	D	A	SA
Teachers commitment is measured based on their punctuality					
Teachers commitment is measured based on their assiduity					
Teachers are given incentives whenever students perform well					
You always innovate your lesson notes					
You have a healthy work relationship with the school administration					

**Thank you very much for your collaboration**

### Appendix 3: Interview guide

UNIVERSITE DE YAOUNDE I

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FACULTE DES SCIENCES DE  
L'EDUCATION

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CENTRE DE RECHERCHE EN SCIENCES  
SOCIALES ET EDUCATIVES



THE UNIVERSITY OF YAOUNDE I

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FACULTY OF SCIENCES OF  
EDUCATION

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POST GRADUATE SCHOOL FOR SOCIAL  
AND EDUCATIONAL SCIENCES

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### INTERVIEW GUIDE

Dear Principal,

I am Beng Jonas Ndze, a masters' two student in the University of Yaoundé 1, Faculty of Education, Department of Curriculum and Evaluation, precisely in Management of Education. My specialty is School Administration and Inspection. We are working on the research topic titled, **“The Influence of Principals Administrative Strategies on Teachers’ commitment in some secondary schools in Yaoundé II”**.

I wish to have twenty minutes interview session with you and wish to record the interview. Your responses expressing your opinions shall enable the researcher to determine the influence of Administrative Strategies on teachers’ commitment as well as its indicators which are: planning strategies, pedagogic supervision, coordination and evaluation methods.

Notwithstanding, I also wish to include the dependent variable which is “teachers’ commitment” in our discussion.

The research study is purely for an academic purpose and has no negative intention. Your responses in the interview shall be strictly confidential and the reliability of the results of the research study largely depends on the sincerity of your answers. Thanks for your patience and kind collaboration.

#### SECTION A: Planning Strategies

- 1) How did you learn administration? Was it in a professional school or in the field?
- 2) Which planning strategies do you apply? Does it enhance teachers’ commitment?
- 3) What are the criteria for recruitment of your teachers? What qualification do you consider?
- 4) How do you exploit teachers’ proposals on the better management of your school?

## **SECTION B: Supervision Strategies**

- 5) In which way do you communicate your academic goals to your staff? To what extent are they committed to these goals?
- 6) How often do you supervise teaching-learning activities?
- 7) How often do you organize pedagogic seminars for in-service teachers?
- 8) How often do you check teachers' lesson notes

## **SECTION C: Evaluation Strategies**

- 9) What are the criteria for evaluating your teachers?
- 10) How do you follow-up teacher's pedagogic activities?
- 11) How often do you give incentive to your teachers?
- 12) What are the criteria for giving incentives to your teachers?

## **SECTION D: Teachers' commitment**

- 13) How does your administration maintain a healthy work relationship with the teaching staff?
- 14) How committed are your teachers in respecting the rules and regulations of your school?
- 15) How do you estimate teachers' commitment in your school?
- 16) What do you think can enhance teachers' commitment in your institution? And what do you think reduces teachers' commitment as well?

Thanks for your collaboration.