

THE UNIVERSITY OF YAOUNDE I

DOCTORAL RESEARCH AND TRAINING
CENTER (DRTC) IN SOCIAL AND
EDUCATIONAL SCIENCES

DOCTORAL RESEARCH AND TRAINING
SCHOOL IN EDUCATIONAL
ENGINEERING

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND
EVALUATION



UNIVERSITE DE YAOUNDE I

CENTRE DE RESEARCH ET DE FORMATION
DOCTORALE (CRFD) EN SCIENCES
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DOCTORALE EN SCIENCES D'EDUCATION
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EVALUATION

Managerial Style of School Leaders and Teachers' Effectiveness in Secondary Schools in Mfoundi Division

A Dissertation presented and defended on the 26th July 2025

Field of study: Educational Management
Specialty: Educational Administration and Inspection of School Life

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DEDICATION

To my family

ACKNOWLEDGMENT

To my Supervisor, Dr Mbeh Adolf Tanyi (PhD), who despite his tight schedule accepted to closely supervise this work. We also wish to express our sincere appreciation to the Rector of the University of Yaounde 1, as well as the Dean of the Faculty of Education, for providing us with adequate study framework throughout our training.

To all my lecturers in the Department of Curriculum and Evaluation of the faculty of Education of the University of Yaounde 1, Doctors and Professors in their respective academic honours, we wish to sincerely thank you all for the training you gave us during the time we spent under your care. Your goal to see us succeed despite all adverse conditions of work, is an indication to the attachment you have for the exercise of nation building.

To my beloved family and close friends, the backbone of my encouragement to get to this height. Your consistent, moral, financial, and material assistance throughout this course, cannot be undermined. Your willingness to always intercede in prayers on my behalf during moments of difficulties are an indication to the attachment and commitment to see me get to this stage of the ladder. I say thank you!

To my fellow classmates with whom we began this journey from masters 1, you have always been my first resource in all my research work, especially as team work is concerned. Thanks very much for your skills and time that enabled this work to go through.

To my parents, for their relentless effort to see me meet up with my academic and professional dreams. The solid moral, spiritual and academic foundation they laid in my life, are serving as a spring board and hallmark to my daily tasks. I will forever remain thankful to you both Dad and Mum.

The list is inexhaustive, so, I would end by thanking every other person who, in one way or the other was a source of encouragement to this work to see it get to realization. Only the almighty God will bless you all.

LIST OF ABBREVIATIONS AND ACRONYMS

C B A: Competency-Based Approach

O B A: Objectives-Based Approach

MINESEC: Ministry of Secondary Education

MINEDUB: Ministry of Basic Education

UN: United Nations

OECD: Organization for Economic Co-operation and Development

UNESCO: United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

This paper analysis the relationship that exists between the managerial style of school leaders and teachers' effectiveness in secondary schools in the Mfoundi Division. Starting from the observation that educational establishments experience some difficulty in developing lasting skills in students, this paper analyzes this situation from the point of view of managerial style. The question is: what is the relationship between the managerial style of school leaders and teachers' effectiveness in secondary schools in the Mfoundi Division? We hypothesize that the managerial style (vision, professional development, pedagogical orientation) of school leaders has a positive link with teachers' effectiveness in secondary schools in the Mfoundi Division. Achieving the objective required the implementation of a methodological system consisting essentially of the questionnaire. Indeed, 220 teachers chosen on the basis of simple random sampling were submitted to a questionnaire. The statistical analysis of the chi square reveals indeed, there is a link between managerial style and teachers' effectiveness. It would therefore be interesting for the authorities to focus on strengthening the capacities of principals in order to optimize their performance.

Keywords: managerial style, head of establishment, teachers' effectiveness.

RESUME

Le présent mémoire se propose de déterminer la relation qui existe entre le style managérial des chefs d'établissements scolaires et efficacité des enseignants du secondaire dans le Mfoundi. Partant du constat selon lequel les établissements scolaires éprouvent quelques difficultés à développer chez les élèves des compétences, le présent propos analyse cette situation du point de vue du style managérial. La question est la suivante : quelle est la relation entre le style managérial des chefs d'établissements et les performances des enseignants du secondaire dans le Mfoundi ? Nous faisons l'hypothèse que le style managérial des chefs d'établissements est lié à la performance des enseignants du secondaire. L'atteinte de l'objectif a nécessité la mise en place d'un dispositif méthodologique constitué du questionnaire essentiellement. Effectivement, 220 enseignants choisis sur la base d'un échantillonnage aléatoire simple ont été soumis à un questionnaire. L'analyse statistique du khi carré révèle qu'effectivement, le style managérial et la performance des enseignants sont liés. Il serait donc intéressant, pour les autorités de mettre l'accent le renforcement des capacités des proviseurs afin d'optimiser leur rendement.

Mots-clés : style managérial, chef d'établissement, performance des enseignants.

GENERAL INTRODUCTION

In recent years, the job market has become globalized and increasingly competitive. This situation has led to some upheavals in educational institutions, which have had to adopt the concept of skills in order to better prepare students for the challenges that will arise. This is how educational systems around the world are integrating the skills-based approach. The Cameroonian government is not far behind. Indeed, it adopts the concept of skills and provides schools with a managerial system to support them in their missions. The system in question is made up of a set of recommendations relating to the management of educational establishments. However, we cannot help but notice that secondary schools have difficulties developing sustainable skills in their students. How can such a situation be explained? Is it a failure in terms of leadership? Or educational gaps? Or the absence of professional prospects? As our questioning flourishes, the scientific literature formulates some explanations going in the direction of vision and leadership (Hallinger, 2003), pedagogical orientation (Hallinger and Murphy, 1985) and even professional development (Hoyle, 1986; Leithwood, 1994).

Considering these new elements, it is necessary to question the link between these three components of the managerial style previously cited and teachers' effectiveness in secondary schools in the Mfoundi Division. We can then formulate the following main question: what is the relationship between managerial style and teachers' effectiveness in secondary schools in the Mfoundi Division? Specifically, we say: what is the relationship between vision and leadership and teachers' effectiveness in secondary schools in the Mfoundi Division? What is the relationship between pedagogical orientation and teachers' effectiveness in secondary schools in the Mfoundi Division? What is the relationship between professional development and teachers' effectiveness in secondary schools in the Mfoundi Division? We hypothesize that the managerial style of the head of the establishment determines the teachers' effectiveness in secondary schools in the Mfoundi Division. Specifically, we say that leadership, educational guidance and professional development of the school head determine the teachers' effectiveness in secondary schools in the Mfoundi Division. The objective is therefore to determine the link between managerial style and the teachers' effectiveness in secondary schools in the Mfoundi Division. The specific objectives are as follows: (i) Determine the relationship between leadership and the teachers' effectiveness in secondary schools in the Mfoundi Division; (ii) Specify the relationship between educational guidance and the teachers' effectiveness in secondary schools in the Mfoundi Division; (iii) Find the relationship between professional development and the teachers' effectiveness in secondary

schools in the Mfoundi Division. Achieving the objectives requires a methodological device that includes participants who will be subjected to a questionnaire.

This thesis includes four chapters. Chapter 1; Returns to the problem (questions, hypotheses and objectives). Chapter 2; Reviews the relevant literature on career development, performance management and employee engagement. Chapter 3; Presents the research methodology used in this study, including data collection procedures and analysis techniques. Chapter 4; Presents the research results, followed by a discussion of practical implications.

PART 1: THEORETICAL FRAMEWORK

CHAPTER 1 : PROBLEM STATEMENT

The chapter addresses articulations such as the context, the justification, the research objectives, the research questions, the problem statement, the hypotheses, the interests and the delimitation.

1.1 Research Context

In modern organizations, effective human resource management practices play a crucial role in optimizing employee's performance and organizational success. Schools as organizations in which human beings operate, obey certain operating standards that should be presented in this section of our work.

1.1.1 State recommendations for the management of schools in Cameroon

➤ Improving school governance and management:

- Decree No. 2001/041 of February 19, 2001 concerns the organization of the Ministry of Basic Education (MINEDUB) and defines its missions, organization and operation.

- Decree No. 2001/183 of July 25, 2001 concerns the organization of the Ministry of Secondary Education (MINESEC) and specifies its attributions.

➤ Strengthen school infrastructure and equipment:

- Law No. 98/004 of April 14, 1998 on the orientation of Education in Cameroon stipulates that the State must ensure the construction, equipment and maintenance of schools.

- The Education and Training Sector Plan (PSEF) 2013-2020 provides for significant investments in the construction, rehabilitation and equipment of schools.

➤ Improve the training and well-being of teaching staff:

- Decree No. 2000/359 of December 5, 2000 establishes the special status of teaching staff in general, technical and vocational secondary education.

- Order No. 106/A/MINEDUB/CAB of 7 November 2001 defines the terms of organization and conduct of the entrance exam for teacher training colleges.

➤ Strengthen the decentralization and autonomy of institutions:

- Law No. 2004/018 of 22 July 2004 sets the rules applicable to municipalities, particularly in the area of education.

- Order No. 2009/005/MINEDUB of 2 July 2009 concerns the organization and operation of public nursery and primary schools.

➤ Promoting inclusion and equity in education:

- Law No. 2010/002 of April 13, 2010, concerns the protection and promotion of persons with disabilities, including in the field of education.
- The Sector Strategy for Education and Training (SSEF) 2013-2020 emphasizes inclusion and equity in access to education.

These various regulatory texts and planning documents show that the Cameroonian government is striving to establish an institutional and legal framework for effective and equitable management of schools.

1.1.2 Organization of the education system

Francophone subsystem

➤ Structure of the education system: secondary education in Cameroon consists of two cycles:

- The first cycle of secondary education (college) lasts 4 years.
- The second cycle of secondary education (high school) lasts 3 years.

➤ Types of secondary schools:

General secondary education:

- General education colleges
- General education high schools

Technical and vocational secondary education:

- Technical education colleges
- Technical education high schools
- Vocational high schools

➤ Management and administration:

- The Ministry of Secondary Education (MINESEC) is responsible for the management and administration of secondary education. At the local level, the regional and departmental delegations of MINESEC supervise the establishments. The heads of establishments (principals) are responsible for the daily management of high schools and colleges.

- Programs and examinations:

- The teaching programs are defined at the national level by MINESEC.
- The main national examinations are: the Brevet d'Études du Premier Cycle (BEPC) at the end of middle school and the Baccalaureate (Bac) at the end of high school

- Educational organization:

- The first cycle aims to acquire basic knowledge.
- The second cycle allows for specialization in different streams.
- Orientation towards the different streams is generally done at the end of the 3rd grade.

English-speaking subsystem

The English-speaking education sub-system in Cameroon is a distinct component of the national education system. Historically, it originated from the former United Nations Trust Territory of West Cameroon, which was merged with the French-speaking part of the country in 1961 to form the United Republic of Cameroon. This merge gave rise to a two-headed education system, with a French-speaking sub-system and an English-speaking subsystem. The English-speaking sub-system generally follows the British educational model, with specific curricula, examinations and diplomas. It is administered by the Ministry of Basic Education and the Ministry of Secondary Education, with some management autonomy at the regional and local levels. Although it shares some common aspects with the Francophone sub-system, the Anglophone sub-system has developed its own educational culture, its own pedagogical practices and its distinctive identity within the Cameroonian national education system. Basic education:

- Pre-primary education (3-5 years)
- Primary education (6 years)
- General secondary education (11 years)

- First cycle (5 years with the GCE-OL as the terminal diploma)
- Second cycle (2 years with the GCE-AL as the terminal diploma)

Technical and vocational education:

- Technical and vocational schools (variable duration)
- Vocational training institutes

Governance and administration:

- Ministry of Basic Education (primary education)
- Ministry of Secondary Education (secondary education)
- Regional and departmental education delegations
- School boards

Curricula and examinations:

- Study programs aligned with the British model
- National examinations (General Certificate of Education)
- Internationally recognized diplomas

This English-speaking educational structure co-exists with the French-speaking sub-system within the Cameroonian national education system. Although there are efforts at harmonization, the English-speaking sub-system retains a certain autonomy in its teaching practices, examinations and diplomas.

1.1.3 Responsibilities of heads of Establishments in Cameroon

- Administrative and pedagogical management:
 - Develop the establishment project and ensure its implementation (Order No. 026/MINESEC of July 22, 2013, Article 3)
 - Organize the timetable and distribution of services (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Chair the class council and the disciplinary council (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Supervision and evaluation of staff:

- Evaluate teachers and administrative staff (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Propose continuing training for staff (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Ensure motivation and the development of staff (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Financial and material management:

- Develop the establishment's forecast budget (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Ensure the management and maintenance of infrastructure and equipment (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Mobilize additional funding (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Relations with stakeholders:

- Chair the school board and the management committee (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Organize communication with parents of students (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Collaborate with educational authorities and partners (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Quality assurance and safety:

- Establish a quality assurance system (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Ensure the safety of students and staff (Order No. 026/MINESEC of July 22, 2013, Article 3)

- Promote the orientation and professional integration of students (Order No. 026/MINESEC of July 22, 2013, Article 3)

1.2 Research problem

1.2.1 Findings

The Cameroonian government has set up a protocol or system to ensure the management of establishments in order to optimize student results. Despite the system in place, we cannot help but note that the products of our secondary education establishments have some difficulty finding or integrating into the socio-professional level. They do not have the skills or competencies necessary to carry out complex tasks in the world of employment.

Ndongo Seh (2018) points out that despite educational reforms, Cameroonian students struggle to acquire solid skills at the end of secondary school. According to him, the education system remains too focused on the transmission of theoretical knowledge to the detriment of the development of practical and transferable skills. He points out the lack of resources, equipment and teacher training, making it difficult to implement active teaching methods that promote the acquisition of skills. Moutome (2020) for his part analyzes in depth the shortcomings of the Cameroonian secondary education system. He highlights that despite efforts, many students complete their secondary studies without mastering the expected basic skills, due in particular to weak programs, inadequate teacher training and insufficient teaching resources. He advocates a thorough reform aimed at refocusing teaching on the development of transversal skills rather than the simple accumulation of knowledge.

These two authors thus agree on the difficulties encountered by the Cameroonian secondary education system in enabling all students to acquire real skills that can be used in professional and personal life. This situation leads us to formulate a problem for our study.

1.2.2 Problem formulation

The system implemented by the government was supposed to enhance students' skills through teacher performance. But the observation is that, the school is failing to develop real skills in students. This situation suggests that, the management system currently implemented in public secondary schools is somewhat deficient. This situation seems to have been noted by Perrenoud (1994) who emphasizes that ineffective school management, particularly in terms of organization and decision-making, can have a negative impact on student success. He emphasizes the importance of school management focused on educational support and student well-being. Furthermore, Debarbieux (2011) showed that the lack of leadership and strategic vision on the part of management can promote the emergence of behavioral problems among students, thus harming

their academic success. He advocates a proactive school management approach, involving better communication and close collaboration between the management team, teachers and parents. These authors having established a link between management style and students' academic performance, we believe that students have difficulty developing real skills due to a deficient management system. We problematize by questioning ourselves in the following articulation.

1.3 Research questions

Main question

What is the relationship between the management style of school principals and teachers' effectiveness in secondary schools in the Mfoundi Division?

Specific questions

What is the relationship between vision and leadership and teachers' effectiveness in secondary schools in the Mfoundi Division?

What is the relationship between pedagogical orientation and teachers' effectiveness in secondary schools in the Mfoundi Division?

What is the relationship between professional development and teachers' effectiveness in secondary schools in the Mfoundi Division?

1.4 Research hypotheses

General hypothesis

We hypothesize that the managerial style of the school head determines teachers' effectiveness in secondary schools in the Mfoundi Division.

Specific hypotheses

The vision and the leadership of the school head determine teachers' effectiveness in secondary schools in the Mfoundi Division.

The pedagogical orientation of the school head determines teachers' effectiveness in secondary schools in the Mfoundi Division.

Professional development determines teachers' effectiveness in secondary schools in the Mfoundi Division

1.5 Research objectives

General objective

The objective is therefore to determine the link between the managerial style and teachers' effectiveness in secondary schools in the Mfoundi Division.

Specific objectives

The specific objectives are as follows:

- (i) to determine the relationship between leadership and teachers' effectiveness in secondary schools in the Mfoundi Division;
- (ii) to precise the relationship between educational guidance and teachers' effectiveness in secondary schools in the Mfoundi Division;
- (iii) to Find the relationship between professional development and teachers' effectiveness in secondary schools in the Mfoundi Division

1.6 Research interests

Social interest

This paper, by focusing on the issue of training and skills development among students, will certainly provide guidance on the managerial style to be implemented so that the establishment molds students who are able to respond effectively to the concerns of business leaders, and at the same time participate in the construction of our society. We are also solving the problem of teachers' effectiveness for them to effectively teach and develop skills in student.

Scientific interest

On a scientific level, researchers in other contexts have been able to establish that, managerial style has an impact on students' academic performance (Perrenoud, op.cit; Debardiaux, op.cit). We will now contextualize their studies and determine the possible link between managerial style and the teachers' effectiveness.

1.7 Delimitation of the research

Spatio-temporal delimitation

This research is taking place in a few establishments in the Mfoundi department, and runs from September 2024 to February 2025.

Thematic delimitation

This work is part of the broad field of educational sciences, more precisely in educational management. Here we question the relationship between the manager's style and the teachers' effectiveness.

CHAPTER 2: LITERATURE REVIEW AND STATE OF THE QUESTION

2.1 Definitions of Concepts

2.1.1 Management

"Management is the process of motivating subordinates and coordinating activities to achieve organizational goals." (Robbins & Coulter, 2012).

"Management is the art and science of directing and coordinating the activities of a group of people to achieve common goals." (Koontz & Weihrich, 2010).

"Management is the process of planning, organizing, directing, and controlling the resources of an organization to effectively achieve goals." (Daft, 2012).

"Management is the process of working with people and resources to accomplish organizational goals effectively and efficiently." (Bateman & Snell, 2013).

For this paper, management is the process of coordinating and planning all activities in school.

2.1.2 Management Style

Management style refers to the approach and behaviors a manager or leader adopts when performing their duties as a manager of a team or organization. It is the manner in which the manager makes decisions, communicates, delegates, motivates, and supervises their team. (Robbins & Coulter, 2018).

Management style is the set of attitudes, values, and practices implemented by a manager to influence, direct, and coordinate the activities of a group or team in order to achieve common goals. (Schermerhorn, Osborn, Uhl-Bien & Hunt, 2012).

Managerial style refers to the dominant behavior and methods a manager uses to manage his or her team and conduct the organization's activities. It is the manager's personal "signature" in carrying out his or her role. (Yukl, 2013).

Managerial style refers to the specific and characteristic way in which a manager exercises authority, makes decisions, communicates, motivates, and coaches employees to achieve set goals. (Daft, 2015).

For this paper, managerial style is a specific way to manage a school I, three dimensions (professional, pedagogical and leadership).

2.1.3 Competence

"Competence is a set of knowledge, know-how, and behaviors mobilized and implemented in a given context." (Le Boterf, 2015).

"Competence is an individual's ability to mobilize and combine resources (knowledge, know-how, attitudes, etc.) to respond to a complex situation and produce performance." (Perrenoud, 1999).

"Skill is a set of abilities that allow a person to act appropriately in a work situation, by mobilizing and combining internal resources (knowledge, know-how, qualities, experience, etc.) and external resources (networks, documentation, etc.) wisely." (Wittorski, 2007).

"Competence is the effective implementation of skills, knowledge, experiences and behaviors in a given professional context." (Zarifian, 2001).

For this work, competence is the ability to mobilize a set of resources (knowledge, know-how, attitudes, etc.) to solve a problem.

2.1.4 Skills Development

"Skills development is the process by which an individual acquires, enriches and improves his knowledge, know-how and attitudes, in order to be able to respond appropriately to complex professional situations." (Durand, 2006).

"Skills development is the set of activities that allow an individual to increase, diversify and sustain his resources (knowledge, know-how, attitudes, etc.) in order to adapt to changes in his professional environment." (Defélix, Klarsfeld & Oiry, 2006).

"Skills development is a dynamic process by which an individual, through formal and informal learning experiences, develops and consolidates his or her abilities to act effectively in a variety of professional situations." (Gilbert & Parlier, 1992).

"Skills development is the set of actions implemented by an individual or an organization to increase, diversify, and sustain the resources mobilized in the exercise of a professional activity." (Le Boterf, 2011).

For this work, skills development is the process by which an individual acquires, develops and updates his resources (knowledge, know-how, attitudes, etc.) in order to solve a problem.

2.1.5. Teacher's effectiveness

Teacher's effectiveness refers to the ability of an educator to positively influence student learning outcomes, as measured by standardized test scores, classroom assessments, and long-term academic success (Stronge, 2018). Effective teachers employ research-based instructional strategies, differentiate instruction, and foster a supportive learning environment.

For Danielson (2013), teacher's effectiveness encompasses not only academic outcomes but also the teacher's ability to engage students, manage the classroom efficiently, use formative assessments to guide instruction, and adapt teaching methods to meet diverse learners' needs.

For this work, teacher effectiveness is the ability for a teacher to influence student learning outcomes and manage the classroom.

2.2 Literature review and state of the question

2.2.1 The main components of the managerial style of school principals

Vision and leadership:

According to Sergiovanni (1984) and Hallinger (2003), school principals must develop a clear and mobilizing strategic vision. Mintzberg (1973) and Leithwood (1994) emphasize the importance of charisma and benevolent authority in exercising leadership. He develops a clear and ambitious strategic vision for the institution. He knows how to unite and mobilize teams around common objectives.

Pedagogical orientation:

- Hallinger and Murphy (1985) and Edmonds (1979) emphasize pedagogical expertise and the orientation of teaching practices. Barber and Mourshed (2007) emphasize the importance of analyzing student results to guide educational actions. The leader should have solid pedagogical expertise, define a coherent educational policy for the establishment, and promote pedagogical differentiation.

The school principal plays a central role in educational success by driving a coherent pedagogical approach tailored to students' needs. Their leadership is crucial in establishing a clear vision,

aligned with national curricula while accounting for local specificities. By guiding pedagogy, they foster innovation, promote effective teaching practices, and ensure that learning methods address contemporary challenges (digital tools, differentiated instruction, transversal skills). Well-directed pedagogy enhances academic performance, reduces inequalities, and strengthens motivation among both students and teachers. The principal must also provide ongoing professional development for staff, encourage collaborative work, and cultivate a trusting environment conducive to pedagogical experimentation. Furthermore, by regularly evaluating teaching practices, they ensure continuous improvement in educational quality. Without this strategic direction, pedagogical efforts risk becoming fragmented, potentially undermining the institution's overall performance. Thus, steering pedagogy is not optional but essential to guaranteeing educational excellence and the fulfillment of all stakeholders.

Professional development:

Hoyle (1986) and Leithwood (1994) emphasize the importance of developing team skills. Sergiovanni (1984) and Fullan (2001) emphasize the support role of the head of the institution.

- Identify the team's training needs
- Set up a skills development plan
- Encourage and facilitate continuing training for staff
- Provide monitoring and support in implementation

Teacher professional development serves as a critical driver of educational quality, and school leaders must make it a strategic priority. By investing in continuous training, principals enable their teaching staff to update their knowledge, master new instructional methodologies, and adapt to evolving educational systems. A well-structured professional growth program fosters classroom innovation, enhances teaching practices, and strengthens educators' ability to address student diversity. School leaders must cultivate an environment conducive to collaborative learning, encourage peer-to-peer experience sharing, and facilitate access to relevant resources. Supporting teachers' professional growth directly contributes to improved academic outcomes and reduced learning inequalities. Moreover, this approach values the teaching profession, boosts motivation, and decreases staff turnover. In an era of increasing educational complexity from digital integration to managing diverse learning profiles - neglecting professional development would undermine an

institution's pedagogical effectiveness. Therefore, making teacher growth a cornerstone of school policy is essential to ensure educational excellence and sustainable student success.

Team management:

- According to Sergiovanni (1984) and Fullan (2001), building a high-performance team and delegating responsibilities are essential. Hoyle (1986) and Leithwood (1994) emphasize the importance of support and professional development of teams. The leader builds a team of competent and motivated teachers and staff. He delegates and empowers team members. He knows how to manage conflicts and mobilize the team in difficult times.

Administrative and financial management:

Menon (2014) and Leithwood (1994) highlight the administrative and financial management skills of school heads. Mintzberg (1973) and Ouchi (1981) insist on rigor in resource management.

Communication and external relations:

Sergiovanni (1984) and Fullan (2001) emphasize the importance of communication and relationships with the various stakeholders. Hoyle (1986) and Leithwood (1994) emphasize the role of the head of the establishment in representing the authorities. The leader should maintain constructive relationships with students and parents, establish fruitful partnerships with local stakeholders and represent the establishment with the supervisory authorities

Change management:

Fullan (2001) and Kotter (1996) highlight change management skills. Hallinger (2003) and Deal and Peterson (1999) emphasize the need to involve the team in transformation processes.

- Listen to the development needs of the institution
- Know how to drive and support transformations
- Demonstrate flexibility and adaptability

Quality orientation:

Edmonds (1979) and Creemers (1994) emphasize the implementation of evaluation and continuous improvement approaches. Leithwood (1994) and Hargreaves (1994) emphasize the importance of a quality-oriented school culture.

- o Define indicators and evaluation approaches
- o Analyze results and identify areas for improvement
- o Set up action plans to progress
- o Create a dynamic of continuous improvement

This approach allows the head of the school to exercise effective pedagogical and managerial leadership, by adapting to the realities of their school context.

2.2.2 The different managerial styles

There are several managerial styles:

- Autocratic style

"The autocratic management style is characterized by a concentration of decision-making power in the hands of the manager, who alone defines the objectives and the means to be implemented." (Lewin, Lippitt, & White (1939). Patterns of aggressive behavior in experimentally created social climates.

- Participative style

"The participative management style involves a delegation of decision-making power to employees, who are actively involved in defining objectives and means of action." (Likert, 1961).

- Laissez-faire style

"The laissez-faire management style is characterized by low involvement of the manager, who leaves a great deal of autonomy to his employees in carrying out their tasks." (Lewin, Lippitt, & White, 1939). Patterns of aggressive behavior in experimentally created social climates.

- Transactional style

"The transactional management style is based on an exchange between the manager and his or her employees, in which the manager rewards desired behaviors and punishes undesirable behaviors." (Bass, 1990).

5. Transformational style

"The transformational management style is characterized by an inspiring vision, intellectual stimulation and individualized consideration of employees, in order to motivate them to go beyond their own interests for the good of the organization." (Bass, 1990).

2.3 Authors' work

The role of school principals' leadership is recognized as a determining factor in student success. Two authors have particularly studied the links between the managerial style of principals and the development of student skills through teacher's effectiveness: Leithwood and Robinson.

Leithwood and transformational leadership

In his work, Leithwood (1994) showed that the transformational leadership style of school principals has a positive impact on student results and skills. This leadership style is characterized by four main dimensions:

- Defining a common vision and goals: the director is able to formulate an inspiring vision of the institution and mobilize the entire educational community around shared goals.
- Providing individualized support: the director pays particular attention to the needs and concerns of each member of the team, helping them to develop professionally.
- Intellectually stimulating: the director challenges his collaborators and encourages them to question their practices, to innovate and to train continuously.
- Representing a role model: the director embodies the expected values and behaviors, which inspires his collaborators to be more committed.

Further reading on the work of Leithwood

Leithwood has conducted numerous empirical studies to support his transformational leadership model. His research shows that this leadership style has positive effects on several key dimensions:

- Teacher motivation and engagement: Principals who adopt a transformational style are able to mobilize and involve their teaching teams more.

- School climate and school culture: Transformational leadership fosters the development of a climate of trust, collaboration and innovation within the school.
- Student outcomes and skills: Ultimately, these positive effects on teachers and the school climate have an impact on student performance and skill acquisition.

Leithwood has demonstrated in particular that transformational leadership significantly improves students' cognitive, social and behavioral skills, by helping them develop their autonomy, creativity and sense of commitment. Leithwood has shown that this transformational leadership style has a significant impact on student motivation, engagement and performance, in particular by promoting the development of their cognitive, social and behavioral skills.

Robinson and pedagogical leadership

Robinson (2011) highlighted the importance of pedagogical leadership of school principals in improving students' skills. According to her, principals must focus on five key dimensions:

- Define learning and teaching objectives: the principal must ensure that the pedagogical objectives are clearly defined and shared by the entire educational community.
- Plan, coordinate and evaluate teaching and the curriculum: the principal must supervise and support the pedagogical practices of teachers, ensuring their coherence and effectiveness.
- Ensuring an environment conducive to learning: The principal must create a school climate that is conducive to student well-being and engagement.
- Promoting and participating in professional development: The principal must encourage and facilitate teachers' continuing education to develop their teaching skills.
- Ensuring strategic use of resources: The principal must allocate human, material and financial resources wisely to support learning priorities.

Robinson's research has focused more on the direct impact of the instructional leadership of school leaders. His studies have highlighted several mechanisms through which this leadership style influences student skills:

- Better quality of teaching practices: Instructional leadership helps guide and support the development of teachers' teaching skills.

- Greater coherence and effectiveness of the curriculum: The principal ensures that learning is articulated and progressed throughout the school.
- A more conducive learning environment: the principal ensures that the school climate promotes student engagement and well-being.
- A more strategic use of resources: the judicious allocation of human, material and financial resources supports educational priorities.

Robinson has thus demonstrated that educational leadership has a substantial impact on students' academic results, as well as on the development of their cognitive, social and behavioral skills.

Robinson's work shows that this educational leadership has a substantial impact on students' results and skills, by allowing a significant improvement in their academic achievement and their cognitive, social and behavioral skills.

In short, Leithwood and Robinson's research highlights the crucial importance of the leadership style of school leaders in the development of students' skills. While Leithwood's transformational leadership focuses on team motivation and engagement, Robinson's educational leadership emphasizes the quality of teaching and learning practices. These two complementary approaches provide a rich analytical framework for understanding the impact of school management on student success.

2.4 Explanatory theories

2.4.1 Leadership theories applied to the school context

Leadership is a key factor in the success of schools. Many theories and models have been developed to understand the most effective leadership styles in the field of education. Among the most influential theories are Leithwood's transformational leadership and Robinson's pedagogical leadership.

Transformational Leadership According to Leithwood (1994)

According to the Leithwood model, transformational leadership is characterized by four key dimensions:

➤ Defining a vision and stimulating objectives

- Articulating an inspiring vision of the institution
- Helping team members adopt this vision
- Fostering commitment and motivation around ambitious objectives

➤ Providing individual support and coaching

- Showing consideration for the needs and aspirations of each individual
- Delegate responsibilities and value initiatives
- Guide and train teachers in the development of their skills

➤ Intellectually stimulate the team

- Encourage questioning and innovation
- Encourage experimentation and risk-taking
- Encourage teachers to reflect on their practices

➤ Embody values and professional ethics

- Act as a role model and demonstrate integrity
- Promote values of collaboration and fairness
- Create a climate of trust and mutual respect

The numerous empirical studies conducted by Leithwood show that this style of leadership has significant positive effects on teacher motivation and commitment, school climate and school culture, as well as on student results and skills.

Leithwood's transformational leadership, which focuses on vision, motivation, and engagement, can significantly influence the performance of secondary school teachers in Cameroon. By establishing a clear and inspiring vision, school leaders can align teachers' goals with those of the institution, thereby boosting their motivation. Intellectual stimulation, a key pillar of this model, encourages teachers to innovate and adopt effective teaching practices. Individualized support addresses teachers' specific needs, enhancing their confidence and effectiveness. By fostering a

climate of trust and collaboration, this leadership strengthens teamwork and the sharing of expertise. Recognizing teachers' efforts and achievements motivates them to invest more in their work. In Cameroon, where material and organizational challenges are numerous, such leadership can compensate for structural weaknesses by mobilizing human resources. Involving teachers in decision-making increases their sense of belonging and commitment. Thus, transformational leadership serves as a lever to improve educational performance despite contextual constraints.

Robinson's Educational Leadership

The theory of educational leadership developed by Robinson (2011) emphasizes the central role of the school principal in improving teaching and learning practices.

The theory of educational leadership, developed by New Zealand researcher Viviane Robinson, emphasizes the central role of the school leader in improving teaching and learning practices, with the ultimate goal of promoting student success. According to this approach, the most effective school leadership is not simply management or administrative leadership, but pedagogical leadership focused on improving classroom practices. The model identifies five key dimensions of instructional leadership:

- Define clear and ambitious learning objectives
- Monitor and support teaching practices
- Create an environment conducive to learning
- Use student achievement data strategically
- Ensure the quality of the curriculum and teaching

Let's look at each of these dimensions in detail:

Define clear and ambitious learning objectives

- Establish educational priorities in line with the needs identified among students
- Ensure the articulation and progression of the curriculum in the different subjects
- Ensure that the objectives set are sufficiently clear, measurable and ambitious

Monitor and support teaching practices

- Regularly observe classes to assess the quality of teaching
- Provide constructive feedback to teachers and help them improve
- Facilitate the professional development of teaching teams
- ✚ Create an environment conducive to learning
- Establish a favorable school climate to student engagement and well-being
- Allocate human, material and financial resources wisely
- Mobilize the entire educational community around educational objectives
- ✚ Use student achievement data strategically
- Analyze and interpret assessment data to guide decisions
- Involve the teaching team in using data to improve practices
- Use results to define new learning objectives
- ✚ Ensure the quality of the curriculum and teaching
- Ensure the coherence and progression of the content taught
- Ensure the adequacy between teaching practices and student needs
- Promote innovative and effective practices within the institution

Empirical research conducted by Robinson and his colleagues shows that school leaders who implement these different dimensions of educational leadership obtain significantly better results among their students, in terms of academic performance, skills development and school engagement.

By focusing on improving teaching and learning practices, educational leadership as theorized by Viviane Robinson constitutes a particularly relevant and effective model for increasing student success. This holistic approach, which combines different complementary dimensions, offers a concrete framework for analysis and action to school leaders wishing to exercise quality educational leadership.

By combining the transformational and pedagogical dimensions, school leaders can exercise leadership that is both inspiring and focused on improving teaching and learning practices. This holistic approach to school leadership has proven to be particularly effective in promoting the development of student skills.

2.4.2 Human Capital Theory

According to Fraisse-D'Olimpio (2009), Gary Stanley Becker was one of the first economists to broaden the scope of economic (and especially microeconomic) analysis to social behaviors. Gary Becker occupies a unique place since he will contribute to opening economic science to fields of research usually attached to sociology: education and training, racial discrimination, family decisions, criminology and deviant behaviors or even political pressure mechanisms.

Becker is convinced that it is possible to evaluate the economic determinants that influence, even in a minimal way, all human behaviors. He seeks to detect the part of economic rationality that weighs on the most diverse and sometimes most intimate aspects of daily life (marriage, divorce, adultery, fertility, suicide, racial discrimination). His analysis of the processes of choice is part of neoclassical thought, which according to him presents the best tools for analyzing social relations. In his book *Human Capital*, the American economist Gary Becker defines human capital as "the set of productive capacities that an individual acquires through the accumulation of general or specific knowledge and know-how. Each worker has his own capital, which comes from his personal, innate gifts and his training. His stock of intangible capital can accumulate or wear out. It increases when he invests, which determines the differences in productivity and, by hypothesis, in income.

Like any investment, that in human capital can be the subject of a calculation of a marginal rate of return, associated with an expense or an additional year of study. This return can in this case be evaluated as the ratio between, on the one hand, the increase in income from work that this investment will allow to obtain over the rest of the working life and, on the other hand, all the costs incurred by this investment. These costs result from education expenses, tuition fees, materials, etc. but also income that the person will not receive during the time spent studying: these latter costs are referred to as "opportunity costs".

The individual therefore makes a trade-off between working and following a training course that will allow him to receive higher future income than today.

The maintenance of his physical capital (health, food, etc.) is also taken into account. The individual optimizes his abilities by preventing them from depreciating too much due to the devaluation of his general and specific knowledge or the deterioration of his physical and moral health. He invests in order to increase his future productivity and income.

It is in this logic that G. Becker develops the theory of human capital which makes accumulated knowledge and health investments like any other. He will be particularly interested in education and knowledge, whose economic implications are richer. In summary, according to Becker, human capital is an asset, a heritage, a stock likely to provide an income. The same is true for human capital, which is a subset of this global notion of capital: human capital is a stock of knowledge and experience, accumulated by its holder throughout his life through investments. If an investment is an operation carried out by an economic agent consisting of acquiring means of production, in the particular case of human capital, it is for the investor to increase his productive potential, his future productivity and therefore his salary. The salary is considered as the return on human capital, the remuneration of the investment in education.

The holders of their only labor force (to use Marx's expression) can therefore rent their human capital to the holders of physical capital (buildings, machines, etc.). The latter need it because human capital allows the valorization of physical capital.

However, unlike physical or financial capital, human capital is incorporated. It is "produced" with intellectual capital, memorization and a given time. The person who is trained cannot multiply himself as a company could multiply its production units. Becker thus justifies (among other reasons) that the marginal rate of return on investment is decreasing.

Becker's (1964) human capital theory posits that investment in individual skills enhances productivity. Applied to secondary school teachers in Cameroon, this approach could improve their performance through several key strategies. Continuous professional development would enhance their pedagogical skills, while better salaries and recognition of qualifications would boost motivation. Improving working conditions (teaching materials, ICT resources) and reducing administrative burdens would allow greater focus on instruction. Implementing a merit-based

system linking regular evaluations and career advancement to performance would drive excellence. Effective school leadership and professional learning communities would promote sharing of best practices. Finally, greater teaching autonomy would strengthen their sense of responsibility and commitment. These targeted investments in teachers' human capital could help offset some of the structural challenges in Cameroon's education system.

2.5 Definition of variables

We usually distinguish two types of variables in particular, a variable called dependent, another called independent. The dependent variable is the variable that is measured by the experimenter, in addition, the dependent variable is the "effect" variable, that is to say the variable that undergoes. The independent variable is the variable that is controlled and manipulated by the experimenter; in other words, the independent variable is the cause variable, it is the one that induces the effects on the dependent variable. To proceed with the verification of the hypotheses of our study, it is important to operationalize the variables by breaking down these variables into modalities and indicators of these variables. The synoptic table proposed below presents in a summarized way the modalities and indicators of the different variables. In this research, the topic is formulated around two variables:

In order to better understand the influence of our VI on the VD, we have broken down the VI into three modalities, namely:

□ The independent variable (VI) is: managerial style

- Modality 1: vision and leadership

Indicator:

- Develop a clear and ambitious strategic vision for the establishment

- Know how to unite and mobilize teams around common objectives

- Modality 2: pedagogical orientation

Indicator:

- Ensure monitoring and support of teaching practices

- Create an environment conducive to learning
- Use data on student results strategically
- Modality 3: professional development

Indicator:

- Identify the team's training needs
- Set up a skills development plan
- Encourage and facilitate continuing training for staff

□ The dependent variable (VD) of this research is: teachers' effectiveness in secondary schools

- Modalities: instructional competence, social-emotional support

Indicator:

Student Learning Outcomes & Academic Growth

Classroom Management & Student Engagement

Professional Practices & Reflective Teaching

Table 1: synoptic table

	Research questions	Objectives	Hypothesis	Variables	Indicators
	<i>Main question</i>	<i>Main objective</i>	<i>Main hypothesis</i>		
	What is the relationship between	to determine the link between	The managerial style of the head of the establishment	<i>V.I.</i>	-Develop a clear and ambitious strategic vision for the institution

<i>Subject:</i> <i>Managerial style of the head of the establishment and teachers' effectiveness in secondary schools</i>	management style and teachers' effectiveness in secondary schools in the Mfoundi Division?	managerial style and teachers' effectiveness in secondary schools in the Mfoundi Division	determines teachers' effectiveness in secondary schools in the Mfoundi Division.	<i>the managerial style of the head of the establishment</i>	- Know how to unite and mobilize teams around common objectives
					-Ensure monitoring and support of teaching practices -Create an environment conducive to learning
				<i>V.D.</i> Teachers' effectiveness in secondary schools in the Mfoundi Division	<i>Student Learning Outcomes & Academic Growth</i> <i>Classroom Management & Student Engagement</i> <i>Professional Practices & Reflective Teaching</i>

	<i>spécific 1</i> question What is the relationship between vision and leadership and teachers' effectiveness in secondary schools in the Mfoundi Division?	<i>spécific</i> objective 1 To determine the relationship between leadership and teachers' effectiveness in secondary schools in the Mfoundi Division.	<i>spécific</i> hypothesis 1 The leadership of the headteacher determines the teachers' effectiveness in secondary schools in the Mfoundi Division.	V.I. 1 <i>Vision and leadership</i>	-Develop a clear and ambitious strategic vision for the institution - Know how to unite and mobilize teams around common objectives
				V.D. Teachers' effectiveness in secondary schools in the Mfoundi Division	<i>Student Learning Outcomes & Academic Growth</i> <i>Classroom Management & Student Engagement</i> <i>Professional Practices & Reflective Teaching</i>
	Question specific 2	Objective specific 2	Hypothesis specific 2	V.I. 2	-Ensure monitoring and support of

	What is the relationship between educational guidance and teachers' effectiveness in secondary schools in the Mfoundi Division?	clarify the relationship between educational guidance and teachers' effectiveness in secondary schools in the Mfoundi Division;	The educational orientation of the head of the establishment determines the teachers' effectiveness in secondary schools in the Mfoundi Division.	Educational orientation	<i>teaching practices</i> <i>-Create an environment conducive to learning</i>
				V.D. Teachers' effectiveness in secondary schools in the Mfoundi Division	<i>Student Learning Outcomes & Academic Growth</i> <i>Classroom Management & Student Engagement</i> <i>Professional Practices & Reflective Teaching</i>

This chapter allowed us to emphasize many elements of our study. The first step was to carry out a conceptual clarification that allowed us to define the key concepts of our study. At the end of this exercise, two main concepts were defined, namely the concepts related to IV and the concepts related to DV. The chapter also allowed us to review previous work that explains the chosen subject.

PART 2: METHODOLOGICAL FRAMEWORK

The methodological framework of this study addresses several aspects, so its objective is to guide the reader by situating him in: the type of study that will be addressed; it then indicates the population chosen to take part or to serve as a control population; it is also a question in this same methodological framework of indicating not only the sample chosen, but also the sampling technique chosen; by the end, it is a question in this part of addressing the question of the data collection instrument, also that of the data analysis tool. In this part of this study, it will be a question of presenting in an unrolled manner the methodology that guided this research. The unfolding of this methodology calls for clarifications on the methodology by going in turn by type of research, sampling, methods and tools for data collection and analysis.

CHAPTER 3: METHODOLOGY

3.1 Methodological approach: quantitative research

For Gautier (1992), methodology is the art of directing the human mind in the search for truth. Our study therefore aims to first define the nature or type of study that will guide our research.

3.2 Type of research: correlational research

Based on the research topic, the hypotheses and objectives formulated above, this research was guided towards a research that is intended to be quantitative. The quantitative component of this study is of the correlational type because the study aims to determine the relationship between two variables, namely: the managerial style of school principals and the development of sustainable skills among secondary school students.

"Correlational research examines the relationship between two or more variables, without seeking to establish a causal link. The objective is to determine the intensity and direction of the relationship between these variables." (Creswell, 2012)

"In a correlational study, researchers measure two variables and assess the extent to which they are related, without making any statements about the causes of this relationship." (Fraenkel and Wallen, 2009)

"Correlational research aims to identify relationships between variables and determine the degree of association, without however establishing a causal link between them." (Fortin and Gagnon, 2016)

"Correlational research examines the nature of the relationship between variables by measuring the intensity and direction of this relationship, without seeking to explain its cause." (Gall, Gall and Borg, 2007)

"Correlational research explores relationships between variables without manipulating or controlling these variables. The goal is to identify and quantify the degree of association between them." (Howell, 2013)

It was also a question of relying on different data collection and analysis techniques and instruments. To obtain information during the surveys, the target population was sampled. The results of this section will therefore be presented in the form of statistics expressed as a percentage.

3.3 Study Site

"The study site refers to the specific context, location, or environment in which the research takes place. It is the natural or artificial setting in which participants operate and interact." (Yin, 2018)

"The study site refers to the natural, institutional, or community environment in which the research takes place. It is the spatial, temporal, and social setting in which participants operate and data are collected." (Stake, 1995)

Data collection for this study was conducted in general secondary schools located in the Central Region of Cameroon. More precisely, the school is located in the department of Mfoundi.

3.3.1. The host institution and justification for the choice

We chose institutions located in the centre region, precisely in the Division of Mfoundi. The choice of these bilingual institutions was guided by several motivations. First of all, the choice of these six institutions was reasoned, due to the affinities with the administration and the accessibility.

3.3.2. Presentation of the host institutions

Located in the centre region, the chosen establishments are general secondary schools. At the head of the establishment, we find the head who is the principal, accompanied by his administrative team made up of vice principals, General supervisors (Senior Discipline master), Sector supervisors (other Discipline masters and coordinators of Departments) and the Bursar. These establishments have many teachers who lead the lessons and lead the students to develop skills.

3.4 Study population

In this part of the work, it is a question of presenting the target population of the study and also presenting the sampling technique. Tsafack (2004), thinks that the study population is considered as the finite or infinite set of elements defined in advance and on which the observations are based. In other words, the study population is a human group concerned by the objectives of the study and where the sample will be drawn. According to Fonkeng, Chaffi and Bonda (2013) the study population is the sociological collection (or set) of people with whom the study, given its objectives and hypotheses, can and should take place. In the context of this study, the study population consists of teachers.

3.4.1. Target population

This is the set of individuals who meet the general criteria of the study. In other words, they are participants concerned by the research. As for the target population of this study, it consists of bilingual secondary school teachers in the Mfoundi Division.

3.3.2. The accessible population

This is the part of the target population whose access is easily open to the researcher without obvious difficulty. In other words, it is the set of individuals available to the researcher and to whom the study will actually be intended. Where applicable, these are teachers present in the geographical area defined for the study. In this study, we have 480 English speaking teachers.

3.5 Sampling technique and sample

In this part, it is a question of presenting the sampling method, the sample size. The sample according to Amin (2005) is a representation of the population. In another way, the sample should be a representation of the total population with all its specificities, its characteristics. This therefore allows at the end of the study to be able to make a generalization of the results of the study.

3.5.1. Sampling technique

The sampling technique is the selection of a part in a whole that produces a sample selection to be studied. It is therefore the process by which the study sample is determined. One of its major goals is to achieve impartial representativeness of the study population; this makes it possible to limit as much as possible the cases of bias and discrimination in the research.

Thus, the sampling technique best suited to the objectives of this research is the simple random (combined with quota sampling) one, which is based on Morgan and Krejcie table.

According to Cochran (1977), quota sampling consists of constituting a sample by reproducing in it the same proportions as in the reference population for certain characteristics deemed important, in order to obtain a sample representative of the population studied.

3.5.2. Study sample

The sample is the portion of the target population on which the researcher focuses his investigations in order to bring out the general laws. According to Angers (1992) the sample designates "this part

of the population from which the information will be collected". This method has several advantages:

-Representativeness of the sample: Quota sampling provides a sample that accurately reflects the structure of the population studied on the chosen quota criteria. This ensures better representativeness of the sample.

The sample for this study is 220 teachers.

Table 2: presentation of the study sample

Accessible population	sample
480	220

Table 3: Selection criteria of subjects

Criteria
Being in a high school in Yaounde
Being a teacher in office in a high school

3.5. Quantitative data collection method : the questionnaire

According to Ghiglione and Matalon (1998), the questionnaire is "a series of written questions that are asked of a group of individuals in order to collect information on their situation, opinions, attitudes or behaviors".

According to Singly (2016), the questionnaire is "an investigative instrument consisting of a series of questions aimed at eliciting information from the people interviewed".

According to Fenneteau (2015), the questionnaire is "a tool for collecting information that consists of asking people a series of questions, written and structured, on specific points". The main advantages of the questionnaire method are:

❖ Standardization and comparability:

- The questionnaire makes it possible to standardize data collection, thus facilitating comparison between respondents.
- This standardization promotes the objectivity and reliability of the results. 2. Saving time and resources:
- The questionnaire is generally less expensive and quicker to administer than other methods such as the individual interview.
- It allows data to be collected from a large number of respondents.

❖ Anonymity and confidentiality:

- The questionnaire guarantees the anonymity and confidentiality of responses, which can encourage greater honesty from respondents.
- This is particularly important for sensitive or personal topics.

❖ Ease of analysis:

- Data from questionnaires are generally easier to code and analyze, particularly thanks to the closed questions.
- This allows for easier statistical processing of the results.

❖ Flexibility and adaptability:

- The questionnaire can be adapted to different types of audiences and contexts.
- It allows data to be collected on a wide variety of topics.

This study aims to determine the relationship between the managerial style of school principals and teachers' effectiveness. To do this, we had to submit several teachers to a questionnaire.

3.6. Data collection instrument: the questionnaire

The data collection of this study was guided by the use of instruments for the collection of quantitative data. We therefore opted for the use of a questionnaire.

The data in question here refers to all the information collected in order to explain or justify a fact or phenomenon. These data can therefore, depending on the type of study conducted, be either qualitative or quantitative.

In the case of this study, the data are collected in quantitative form. The questionnaire of this research covers three themes which are in reality the variables of the study. Moreover, this instrument covers questions that require a response from the participants. These questions are generally closed questions with dichotomous or binary answers.

3.7. Validity and reliability of the data collection instrument

Validity is the ability to produce findings that are in agreement with theoretical or conceptual values. To measure what it is supposed to measure, any measuring instrument must satisfy a double requirement: that of internal validity and external validity.

- **Internal validity**

Internal validity consists of verifying the homogeneity of the items. The questions that make up the questionnaire come from a study on the independent variables and the dependent variables of the general hypothesis. In the context of this work, the coherence that exists between the research questions, the objectives, and the hypotheses of our study explains the internal validity to us more. Internal validity therefore stipulates that data collection instruments are designed in compliance not only with the hypotheses of our study, but also with the objectives.

- **External validity**

The pre-test technique will allow us to evaluate the external validity of this research work. This technique allows us to measure the sensitivity, validity and understanding of the questions. This is in order to develop the final survey. Grawitz (1993) defines the pre-survey as "the stage of research which consists of testing on a reduced sample, the instruments planned for the survey". The pre-survey can considerably improve the efficiency of the survey itself and can significantly reduce the cost. To do this, the external validation of the data collection instruments will be done at several levels (participants and researchers).

3.8. Data processing method

For the analysis of quantitative data, we used SPSS version 20 software as software. In social sciences, statistical tests are excellent methods for administering proof. For this purpose, several techniques can be used. In this study, descriptive analysis allowed us to analyze the data collected using the questionnaire.

In its descriptive phase, it allows us to highlight the tables that will be used in the rest of the work. Correlational analysis is used to verify the different hypotheses. This verification is done through the calculation of the chi-square which allows us to verify the link between two variables (independent and dependent variables).

According to Howell (2008), the chi-square test is a non-parametric statistical method used to evaluate the significance of a difference between observed frequencies and theoretical frequencies in a contingency table.

According to Siegel and Castellan (1988), the chi-square test is used to test the null hypothesis that there is no significant difference between the observed frequencies and the expected frequencies in a contingency table.

According to Agresti (2013), the chi-square test is widely used in statistical analysis to examine the independence between two categorical variables or the fit of a model to observed data.

3.9 Analysis method

Chi² test

The **Chi-square test** (χ^2) is a non-parametric statistical method used to assess the relationship between categorical variables. It determines whether observed differences in frequency distributions are due to chance or a significant association. There are two main types of Chi-square tests:

1. Test of Independence (or Association Test):

- Examines whether a relationship exists between two categorical variables (e.g., the link between gender and political preference).
- Compares observed frequencies in a contingency table to expected frequencies under the null hypothesis (independence).
- The formula is:

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \quad \chi^2 = \sum E_{ij} \frac{(O_{ij} - E_{ij})^2}{E_{ij}^2}$$

where O_{ij} = observed frequency, E_{ij} = expected frequency under the null hypothesis.

2. Goodness-of-Fit Test:

- Compares an observed distribution to a theoretical distribution (e.g., checking if a die is fair).
- Uses the same formula as the independence test but with a single variable.

Conditions for Application

- Data must be categorical (nominal or ordinal).
- Expected frequencies should be ≥ 5 in at least 80% of the cells (otherwise, use **Fisher's exact test**).
- Observations must be independent (no paired data).

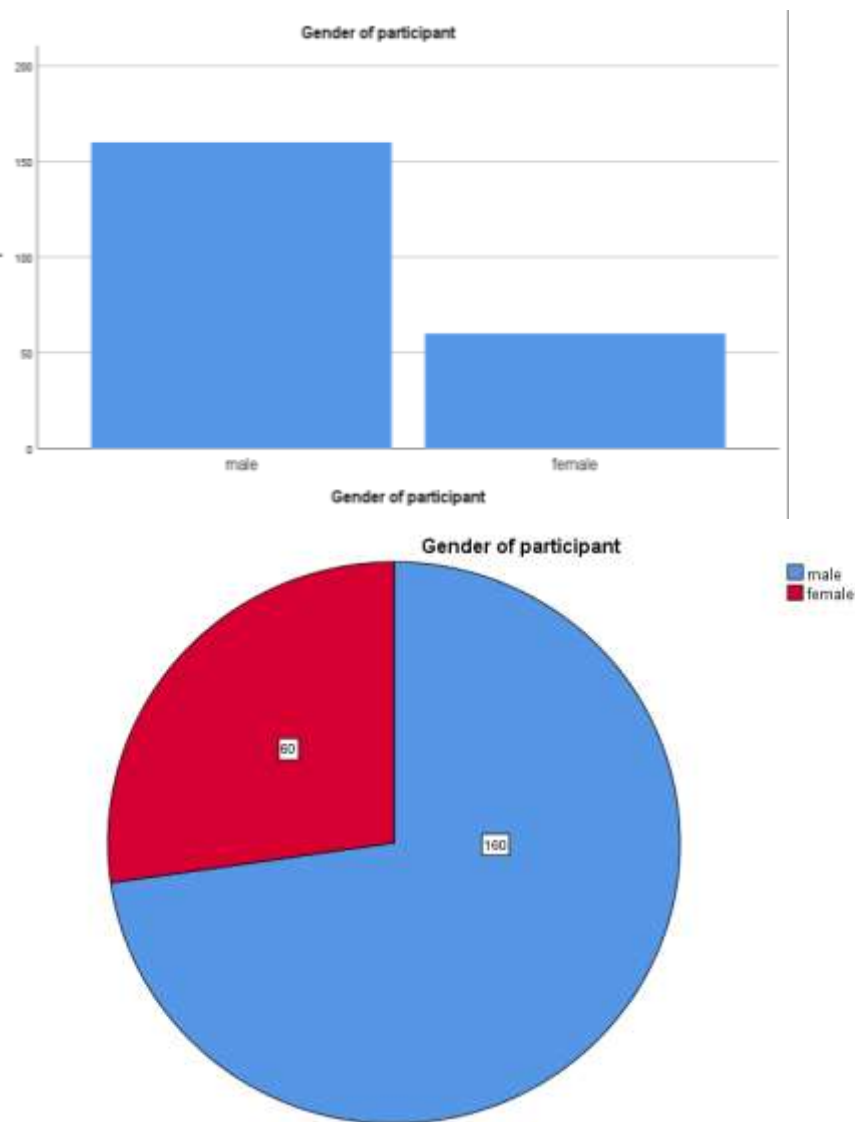
CHAPTER 4: RESULTS AND DISCUSSION

4.1 Results presentation

4.1.1 Descriptives statistics

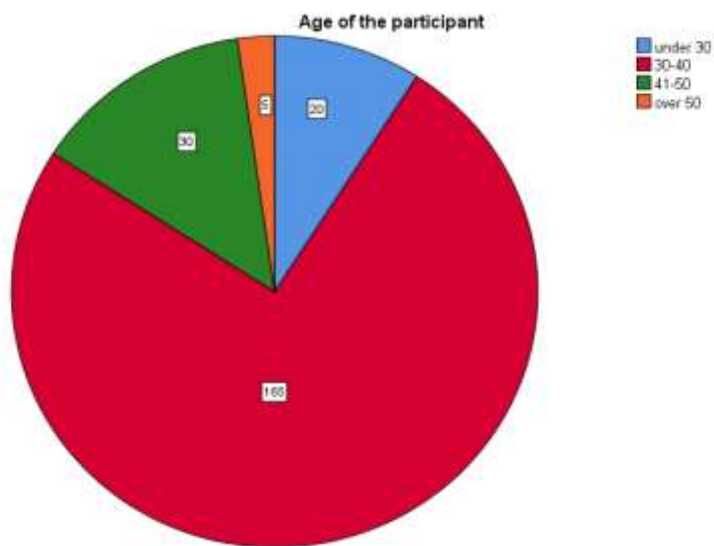
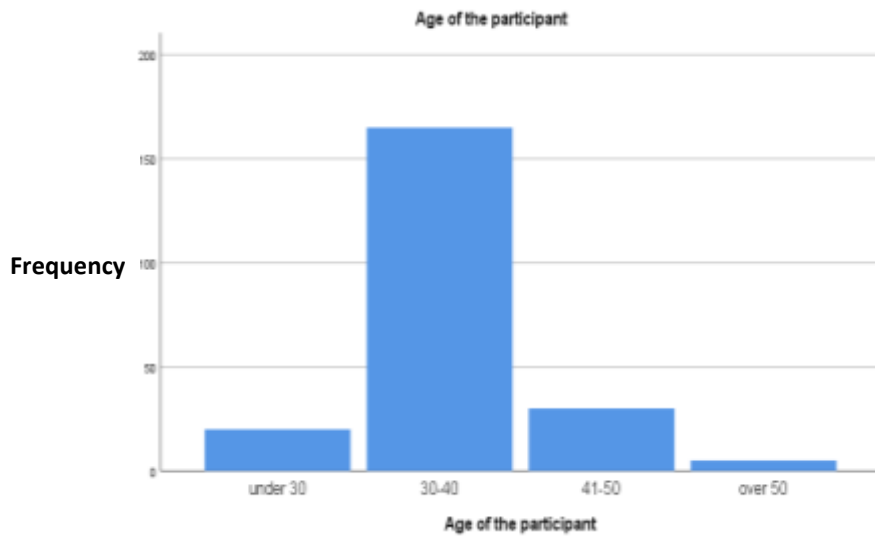
Sociodemographic informations

Q1: Gender of participant					
		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	male	160	72,7	72,7	72,7
	female	60	27,3	27,3	100,0
	Total	220	100,0	100,0	



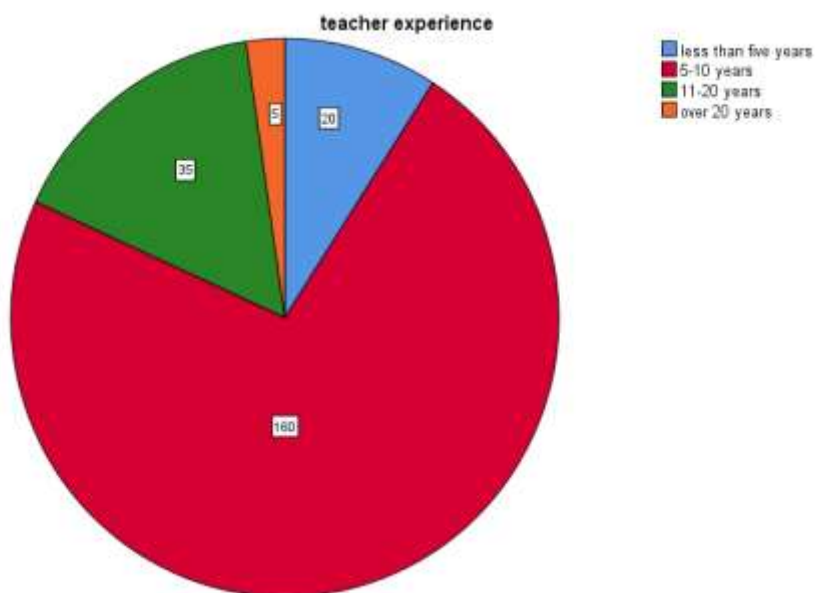
Q2: Age of the participant

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	under 30	20	9,1	9,1	9,1
	30-40	165	75,0	75,0	84,1
	41-50	30	13,6	13,6	97,7
	over 50	5	2,3	2,3	100,0
	Total	220	100,0	100,0	



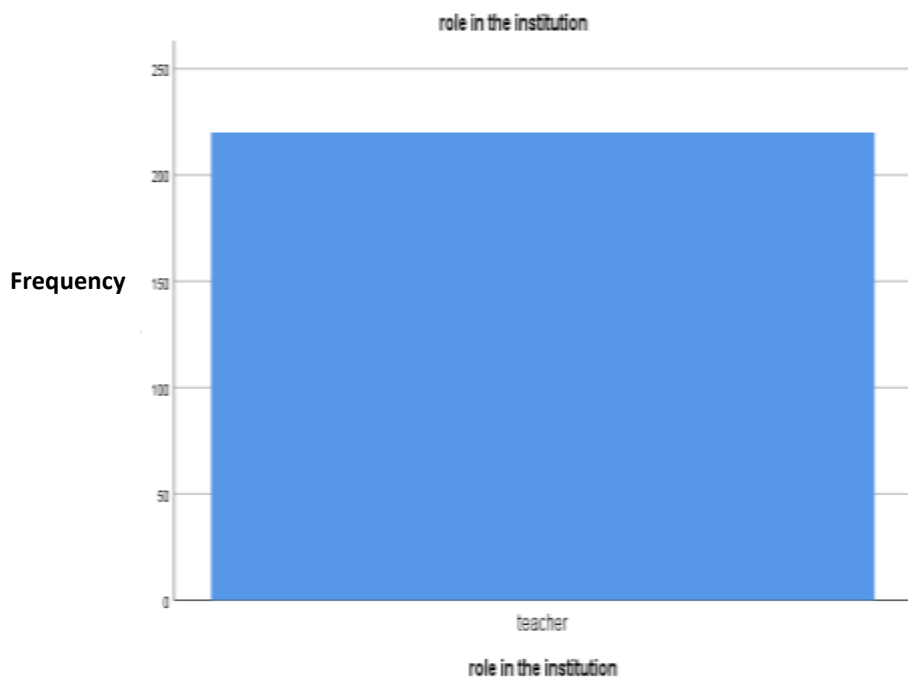
Q3: teacher experience

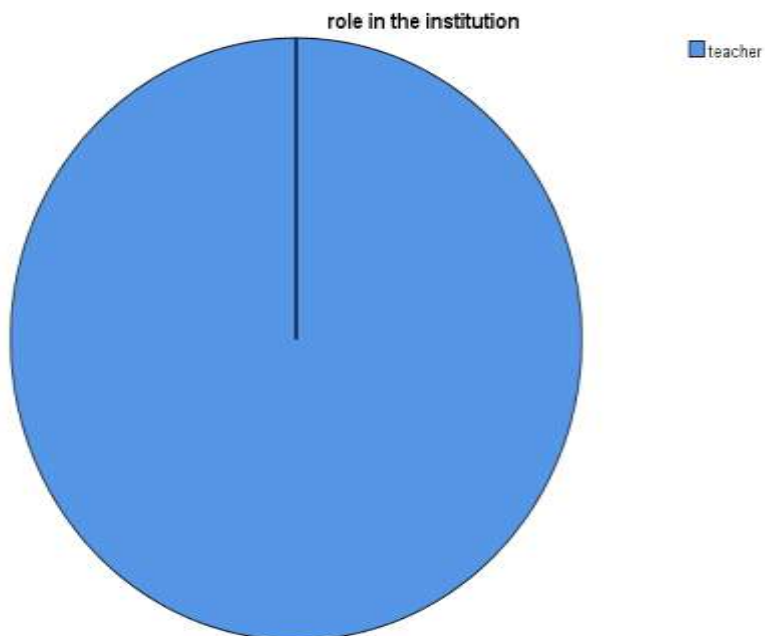
		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	less than five years	20	9,1	9,1	9,1
	5-10 years	160	72,7	72,7	81,8
	11-20 years	35	15,9	15,9	97,7
	over 20 years	5	2,3	2,3	100,0
	Total	220	100,0	100,0	



Q4: role in the institution

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	teacher	220	100,0	100,0	100,0





The majority of participants are male teachers aged between 30 and 40, with professional experience ranging from 5 to 10 years

Vision and leadership

Table 4: vision of the leader

		vision of the leader			Cumulated percentage
		Frequency	Percentage	Valid percentage	
Valid	always	45	20,5	20,5	20,5
	often	120	54,5	54,5	75,0
	sometimes	40	18,2	18,2	93,2
	rarely	10	4,5	4,5	97,7
	never	5	2,3	2,3	100,0
	Total	220	100,0	100,0	

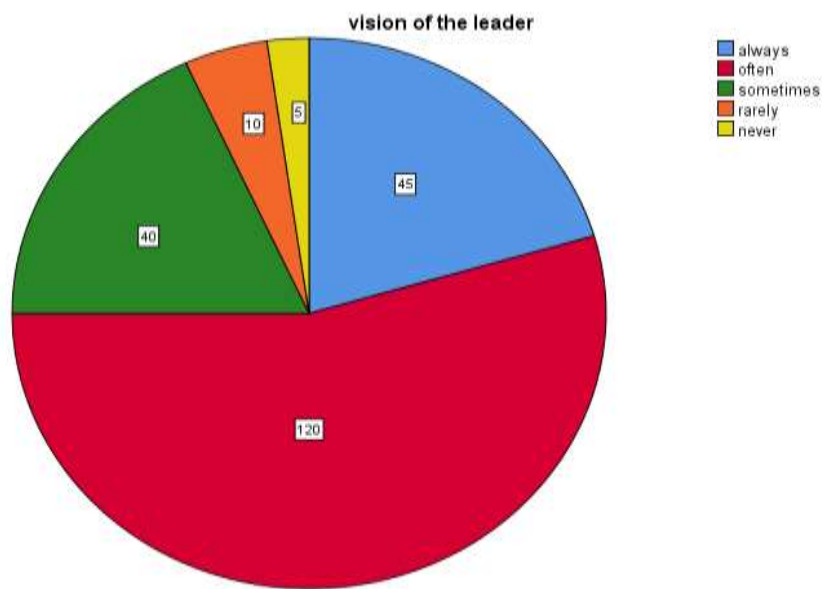
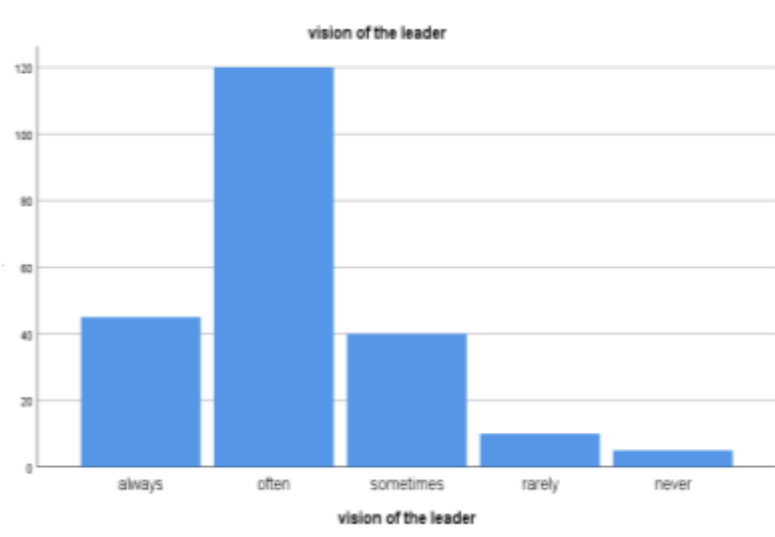


Table 5: leadership impact

		leadership impact			
		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	very strongly	40	18,2	18,2	18,2
	strongly	125	56,8	56,8	75,0
	moderately	35	15,9	15,9	90,9
	slightly	15	6,8	6,8	97,7

	not at all	5	2,3	2,3	100,0
	Total	220	100,0	100,0	

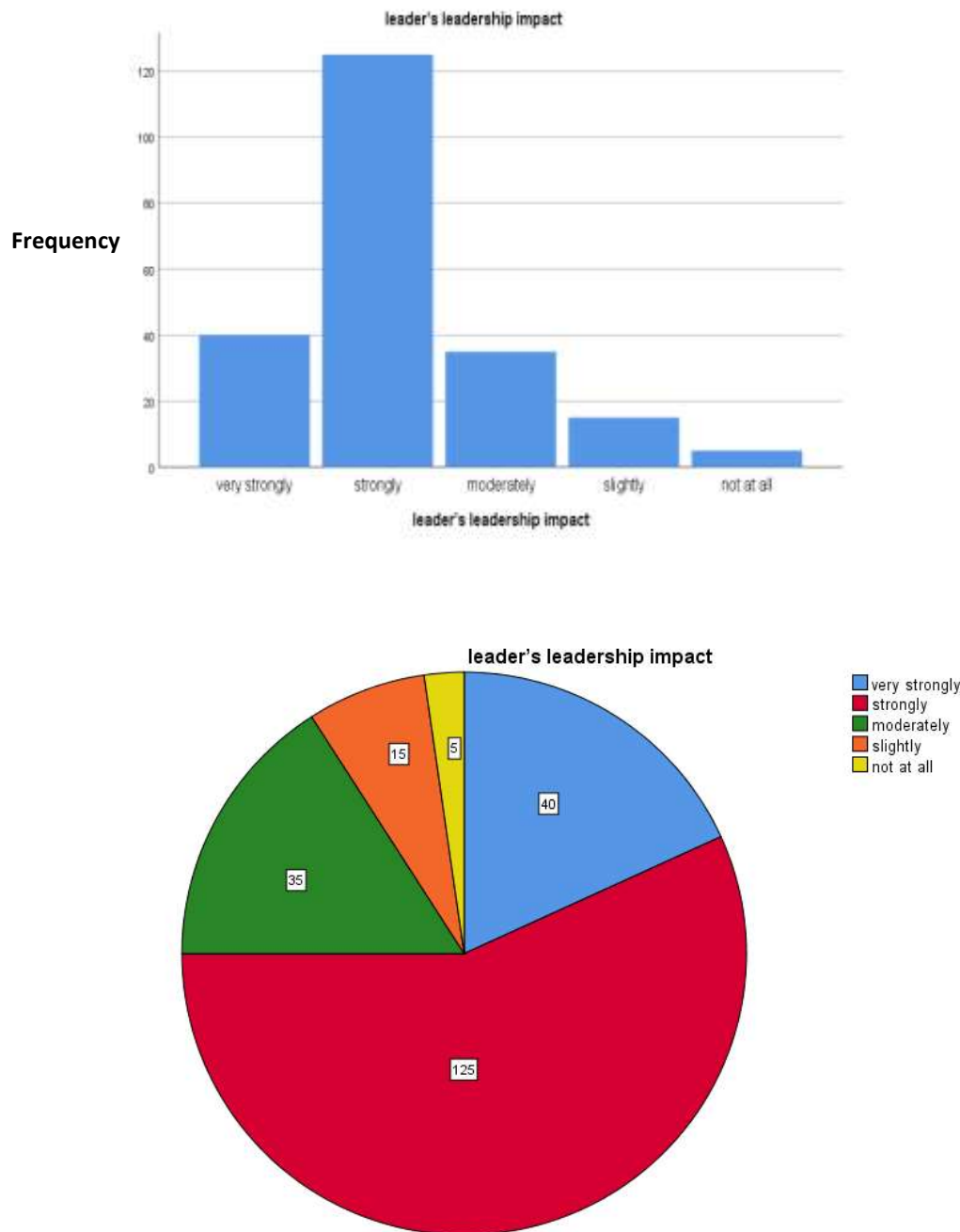
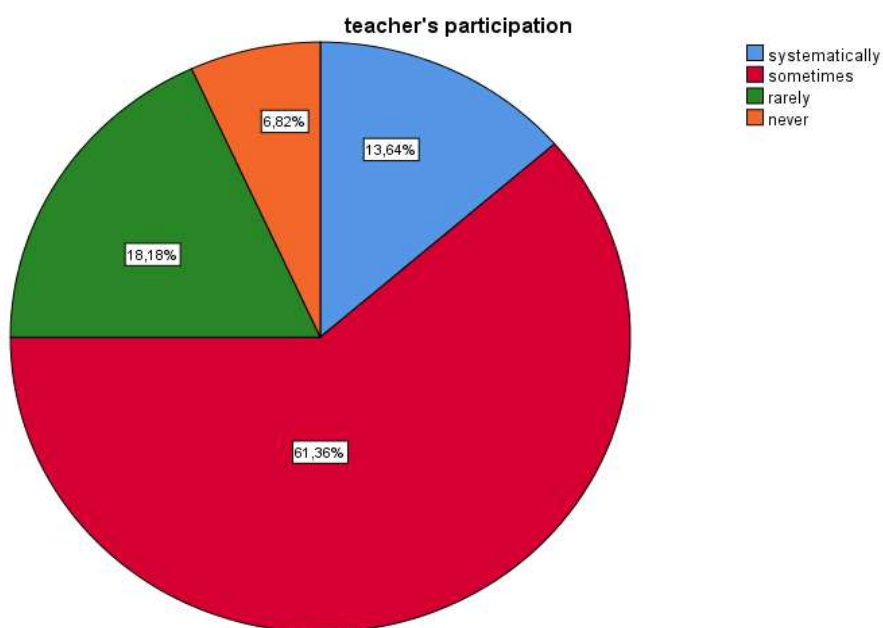


Figure 1: impact of the leadership

teacher's participation

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	systematically	30	13,6	13,6	13,6
	sometimes	135	61,4	61,4	75,0
	rarely	40	18,2	18,2	93,2
	never	15	6,8	6,8	100,0
	Total	220	100,0	100,0	



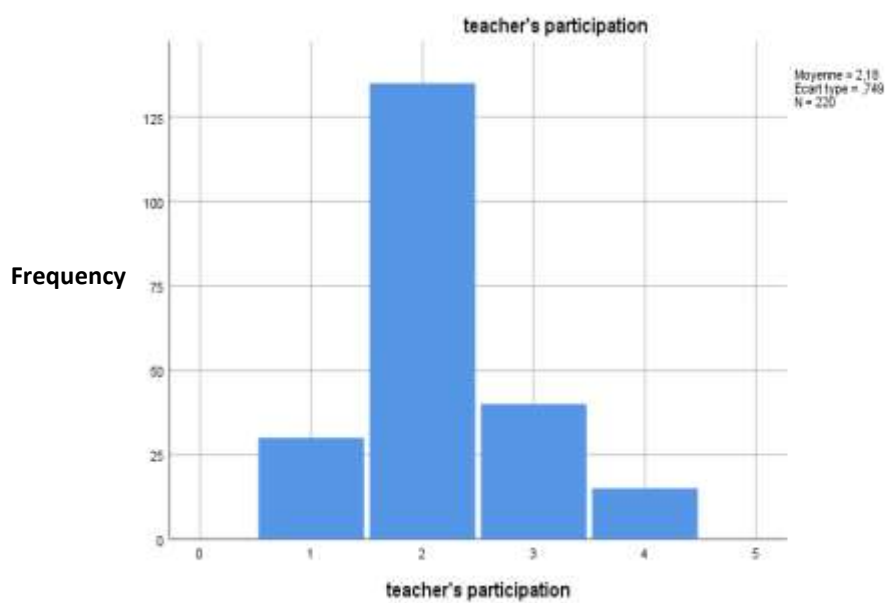
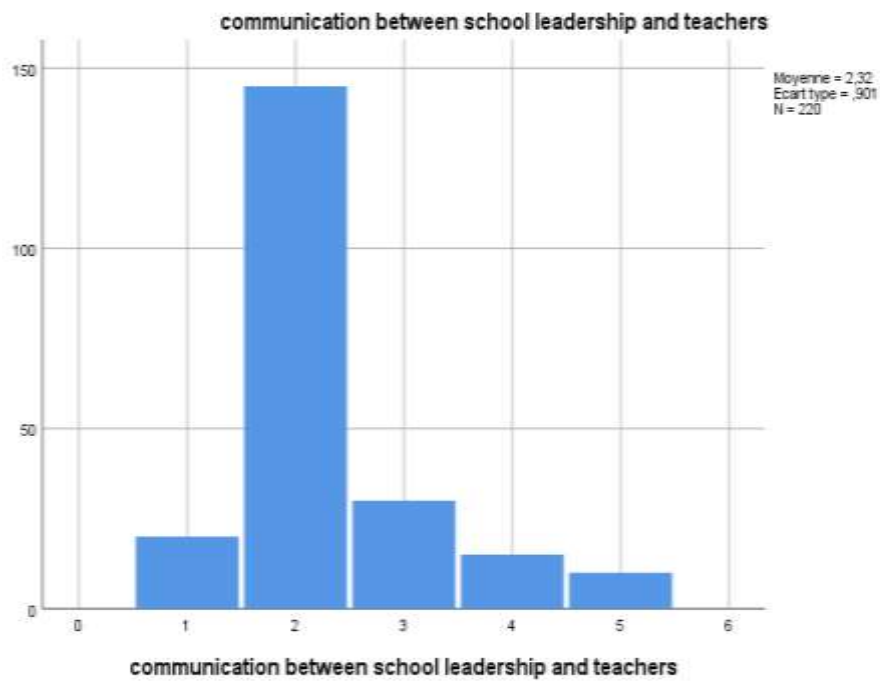
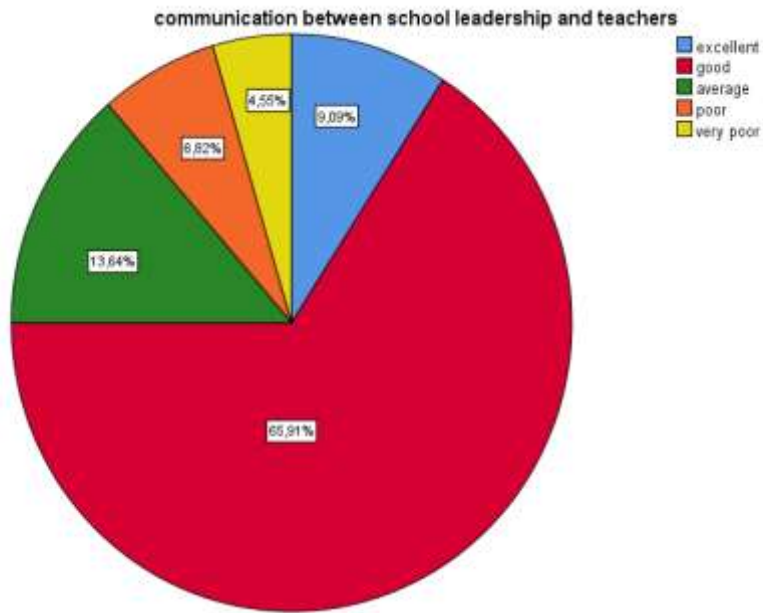


Figure 2: participation of teachers

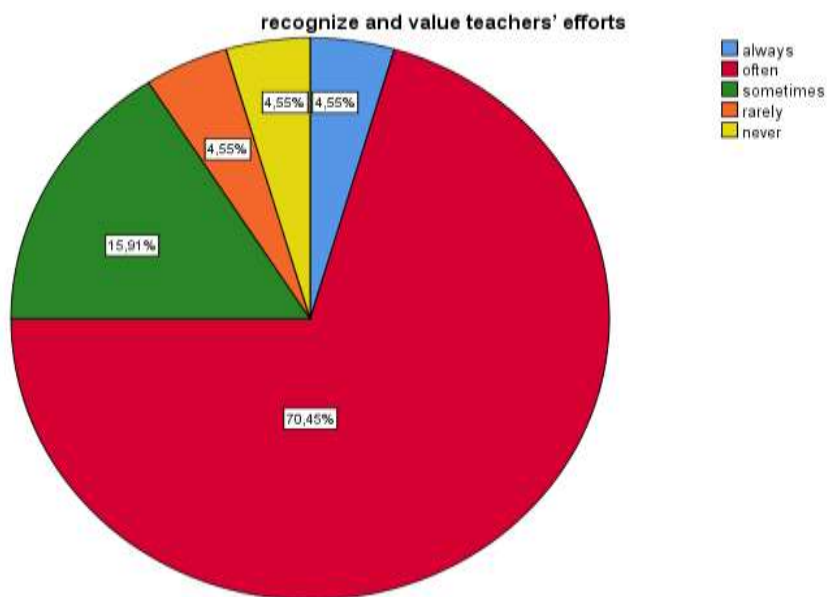
communication between school leadership and teachers

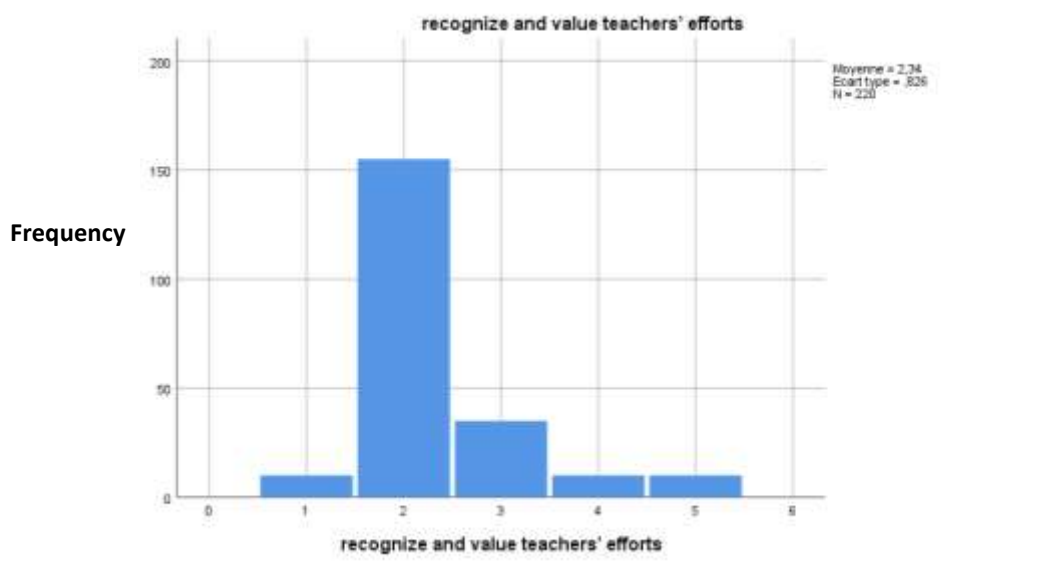
		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	excellent	20	9,1	9,1	9,1
	good	145	65,9	65,9	75,0
	average	30	13,6	13,6	88,6
	poor	15	6,8	6,8	95,5
	very poor	10	4,5	4,5	100,0
	Total	220	100,0	100,0	



recognize and value teachers' efforts

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	always	10	4,5	4,5	4,5
	often	155	70,5	70,5	75,0
	sometimes	35	15,9	15,9	90,9
	rarely	10	4,5	4,5	95,5
	never	10	4,5	4,5	100,0
	Total	220	100,0	100,0	





Regarding this first variable concerning the leader's vision, the analysis of the table and graphs shows that 75% of respondents agree that the leader provides a clear vision of the objectives to be achieved. 75% of teachers believe that the leader's managerial style positively impacts their motivation. 61% of teachers state that the leader often seeks their input before making a decision. 65% of teachers think that communication is good between them and senior management. 70% of teachers say that their efforts are often recognized."

Pedagogical orientation

		pedagogical innovation			Cumulated percentage
		Frequency	Percentage	Valid percentage	
Valid	actively	200	90,9	90,9	90,9
	occasionally	15	6,8	6,8	97,7
	minimally	5	2,3	2,3	100,0
	Total	220	100,0	100,0	

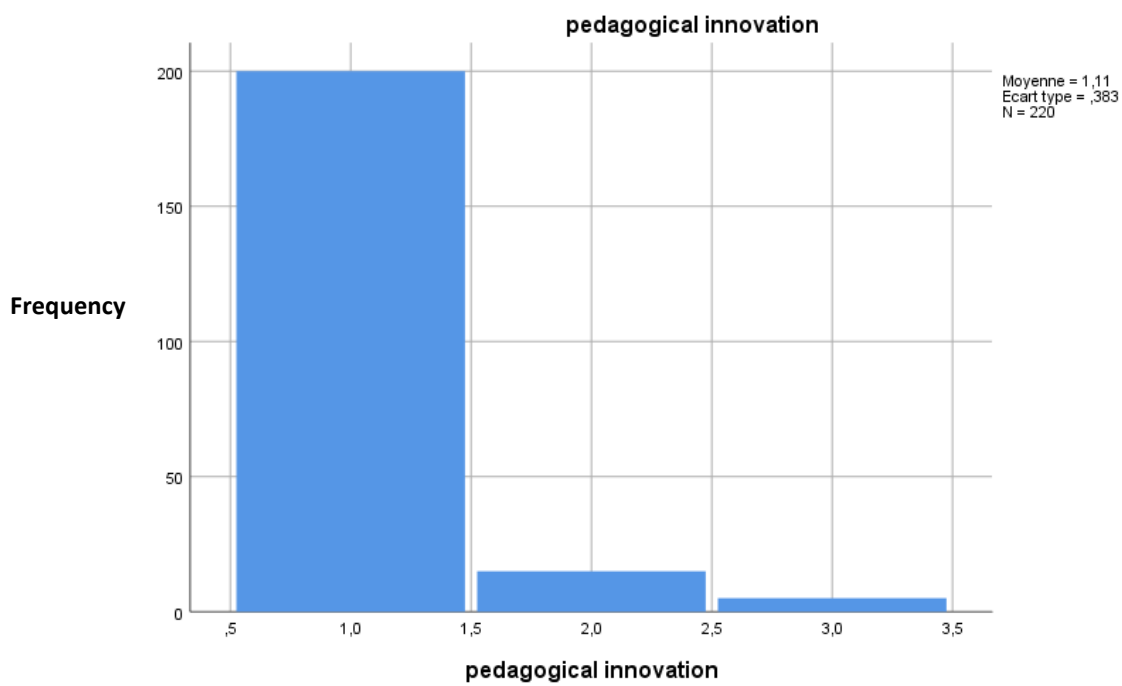
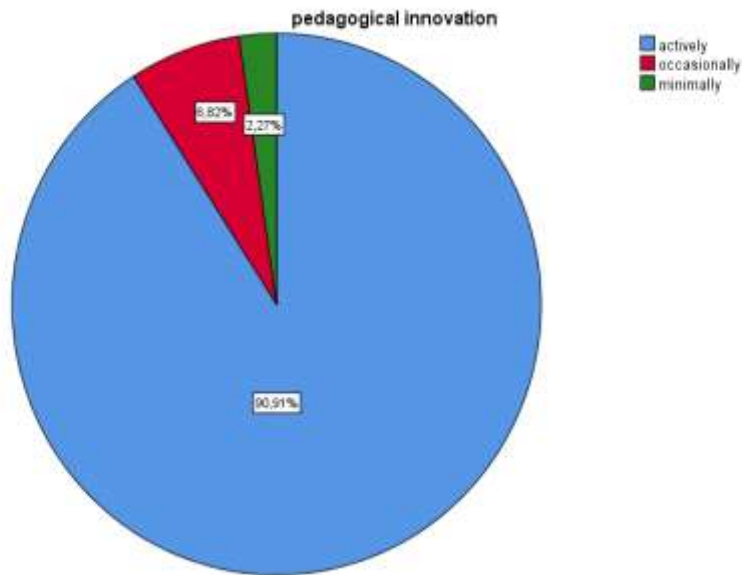
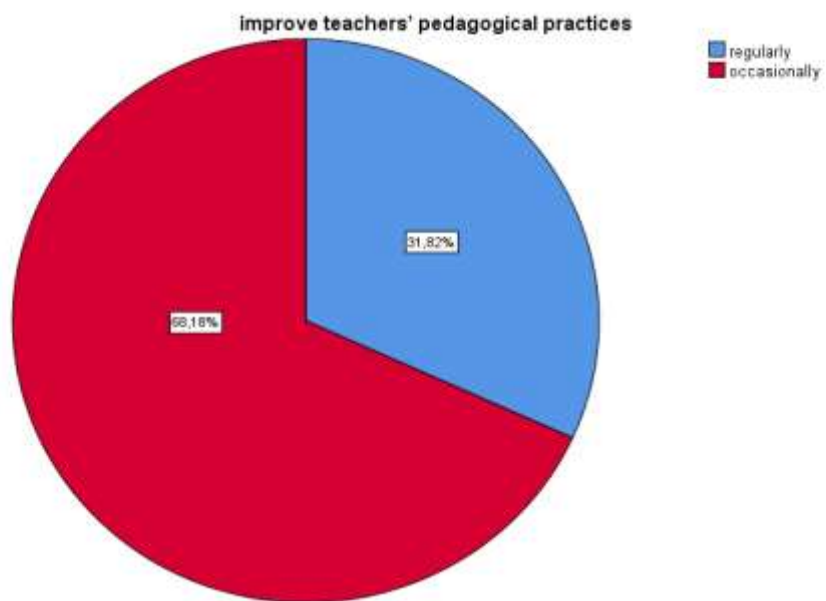


Figure 3: pedagogical innovation

Table 6: teacher pedagogic practices

improve teachers' pedagogical practices			
Frequency	Percentage	Valid percentage	Cumulated percentage

Valid	regularly	70	31,8	31,8	31,8
	occasionally	150	68,2	68,2	100,0
	Total	220	100,0	100,0	



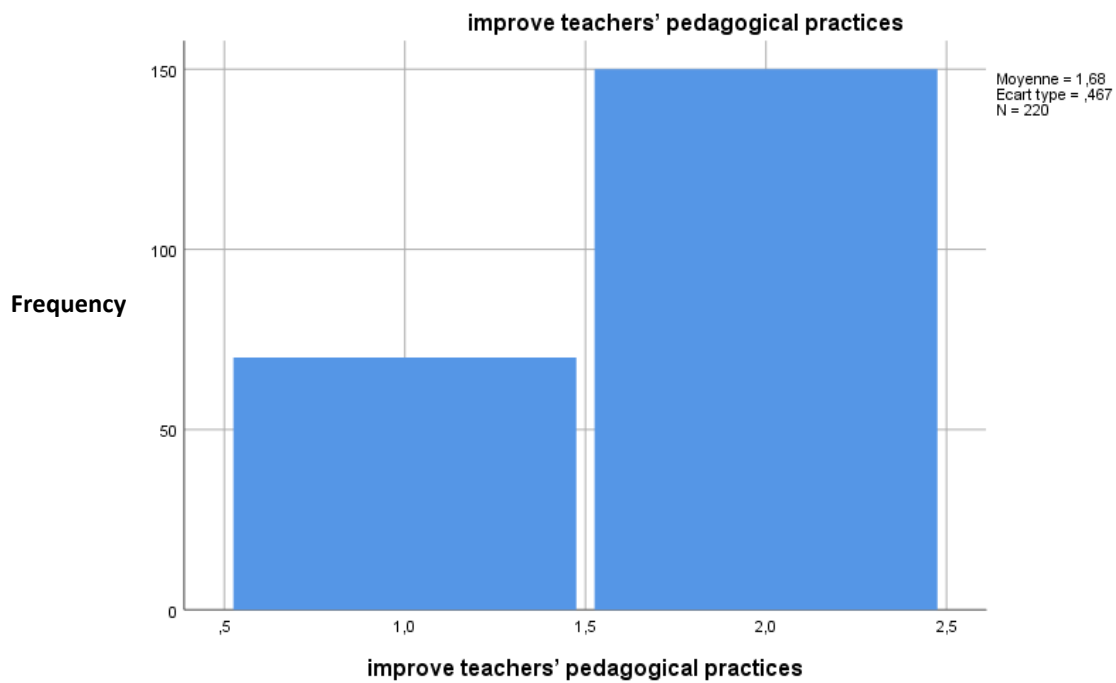
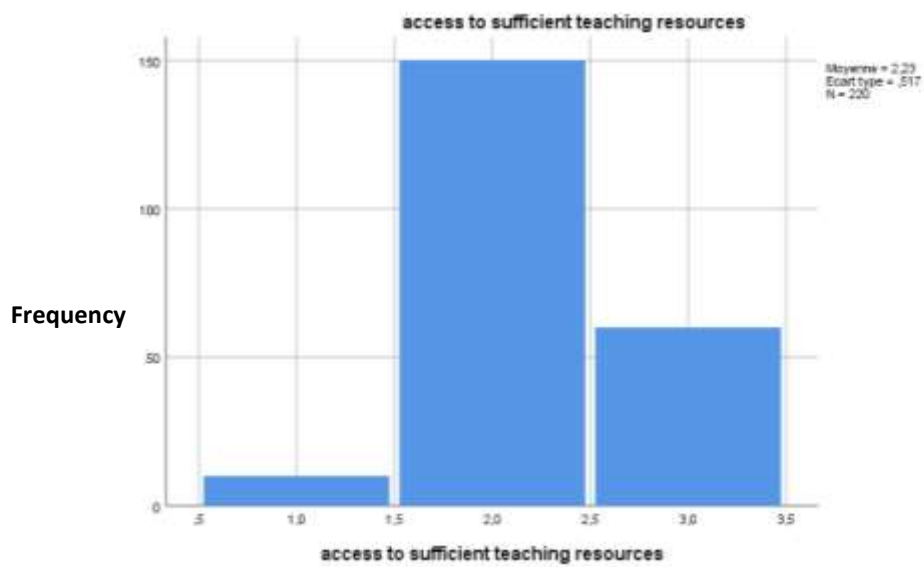
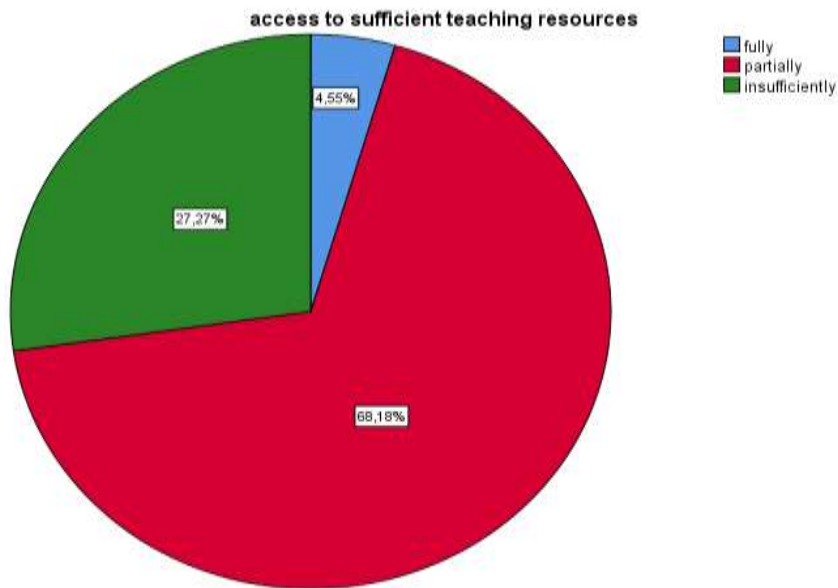


Figure 4: teacher's practices

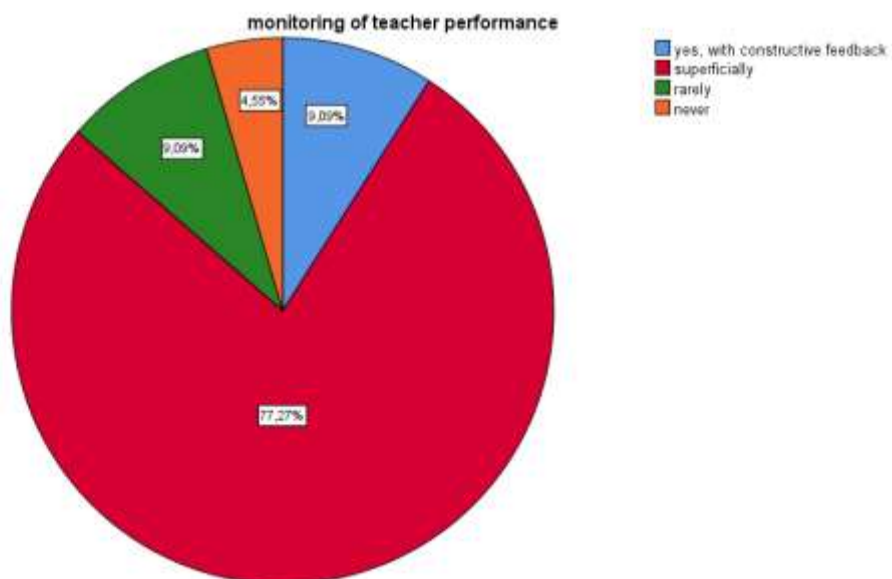
access to sufficient teaching resources

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	fully	10	4,5	4,5	4,5
	partially	150	68,2	68,2	72,7
	insufficiently	60	27,3	27,3	100,0
	Total	220	100,0	100,0	



monitoring of teacher performance

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	yes, with constructive feedback	20	9,1	9,1	9,1
	superficially	170	77,3	77,3	86,4
	rarely	20	9,1	9,1	95,5
	never	10	4,5	4,5	100,0
	Total	220	100,0	100,0	



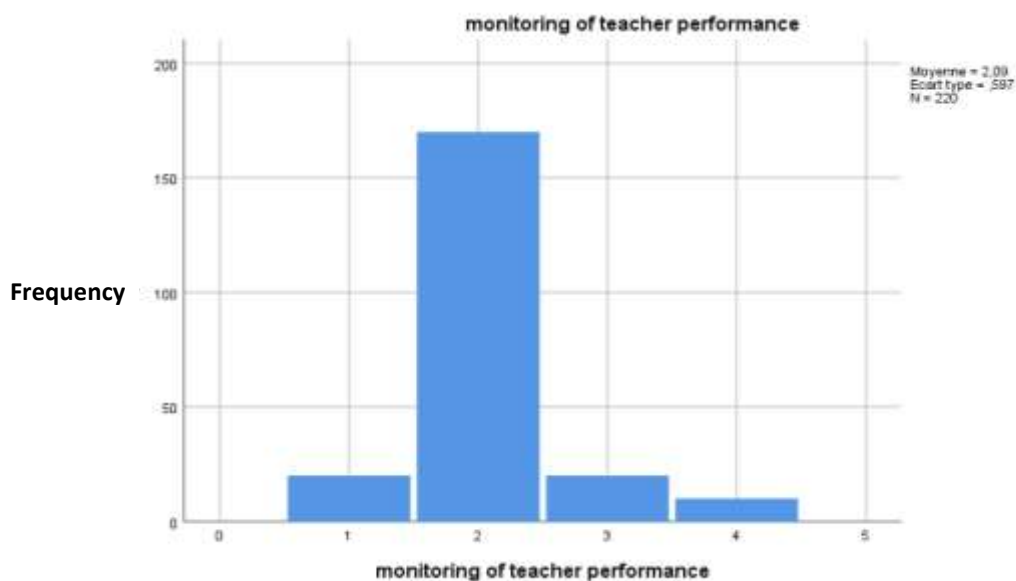
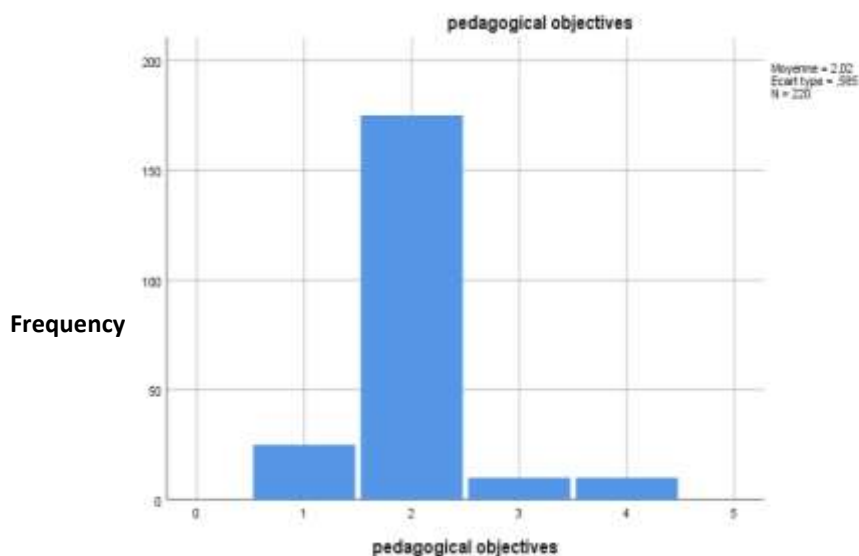
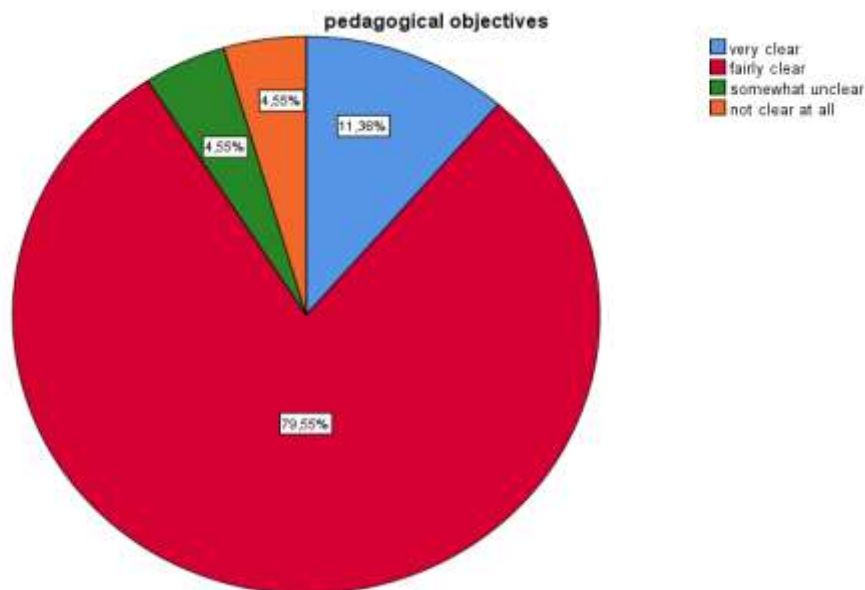


Figure 5: monitoring of teachers performance

pedagogical objectives

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	very clear	25	11,4	11,4	11,4
	fairly clear	175	79,5	79,5	90,9
	somewhat unclear	10	4,5	4,5	95,5
	not clear at all	10	4,5	4,5	100,0
	Total	220	100,0	100,0	

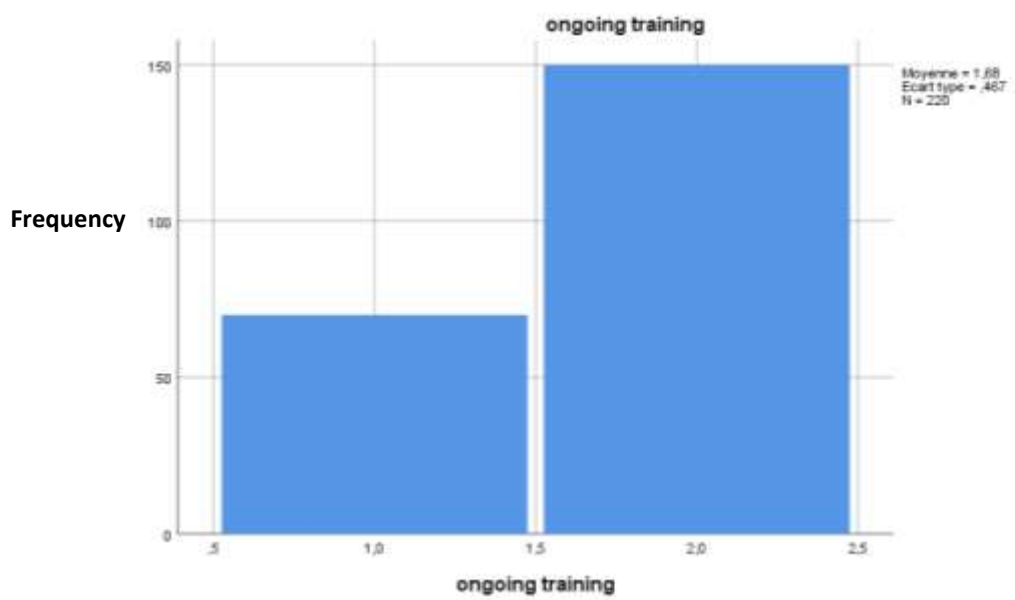


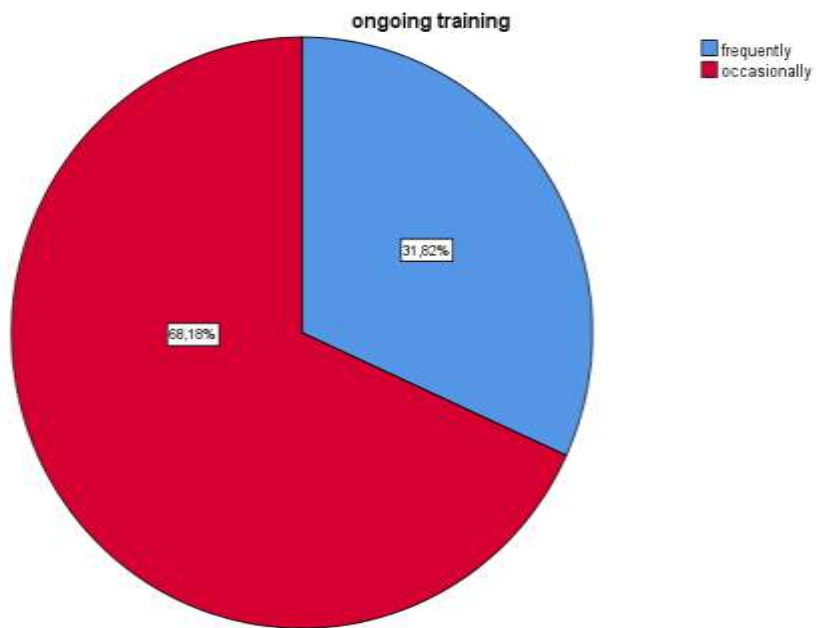
Regarding this second variable, which is pedagogical orientation, the analysis of the table and graphs reveals that 90% of teachers say the leader encourages the use of new teaching methods. 68% state that capacity-building seminars are occasionally organized. 68% report that resources are partially available. 77% say their performance is evaluated, but not regularly. 79% of teachers affirm that the institution's overall objective is clearly defined.

Teacher professional development

Table 7: Ongoing training

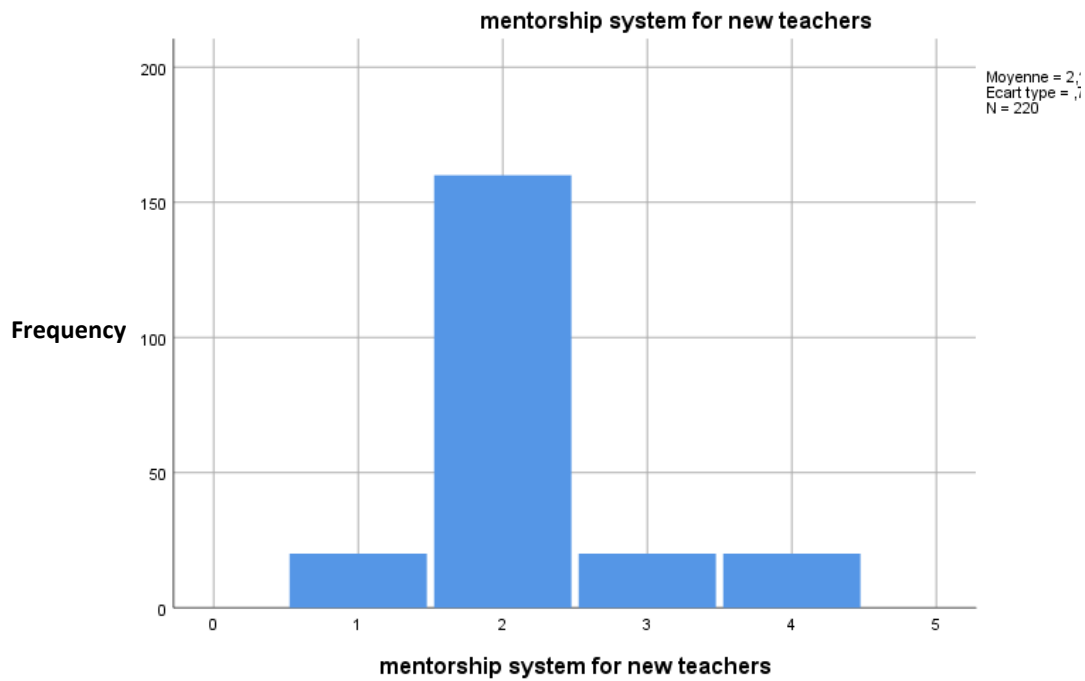
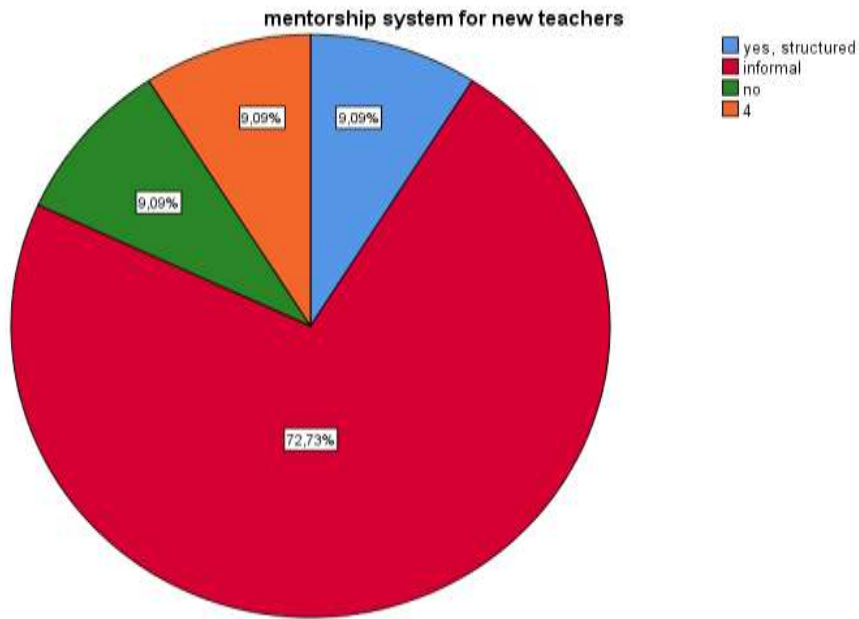
ongoing training					
		Frequency	percentage	Valid percentage	Cumulated percentage
Valid	frequently	70	31,8	31,8	31,8
	occasionally	150	68,2	68,2	100,0
	Total	220	100,0	100,0	





mentorship system for new teachers

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	yes, structured	20	9,1	9,1	9,1
	informal	160	72,7	72,7	81,8
	no	20	9,1	9,1	90,9
	4	20	9,1	9,1	100,0
	Total	220	100,0	100,0	



attend seminars or workshops

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	always	220	100,0	100,0	100,0

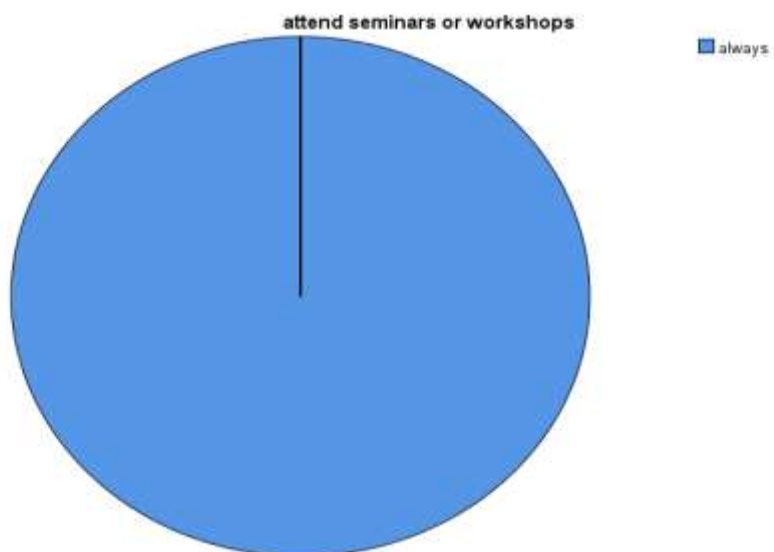
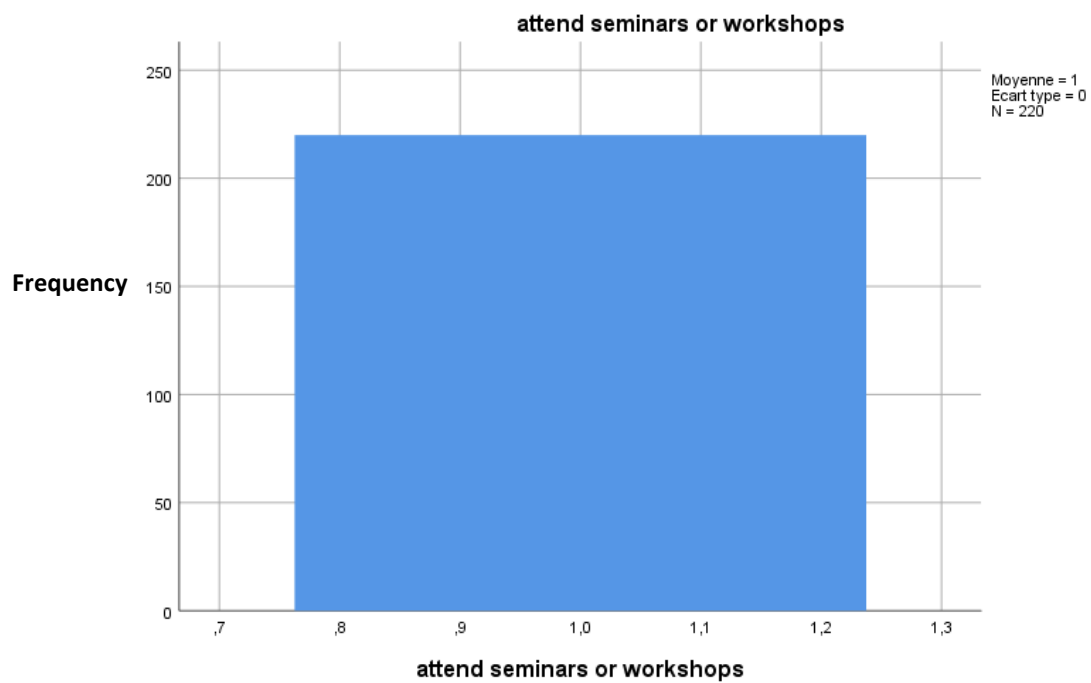
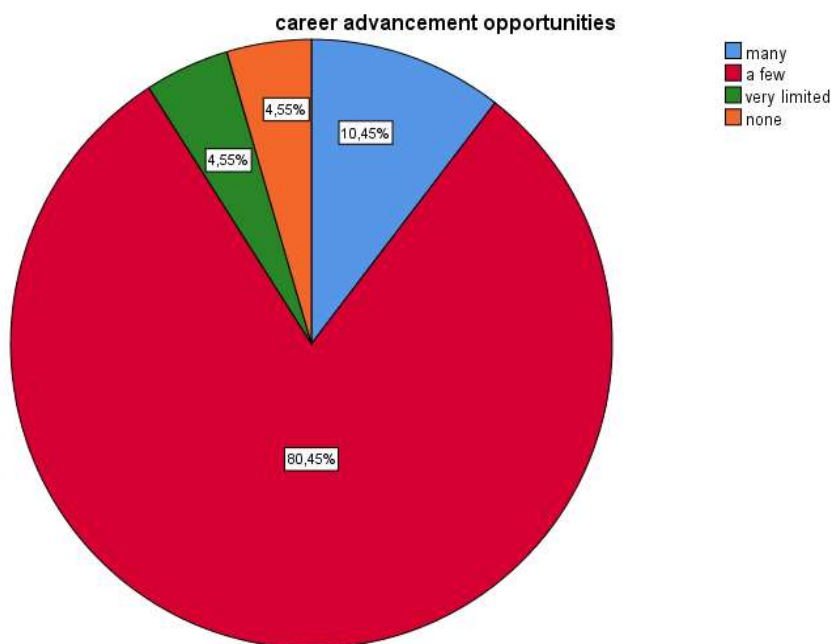
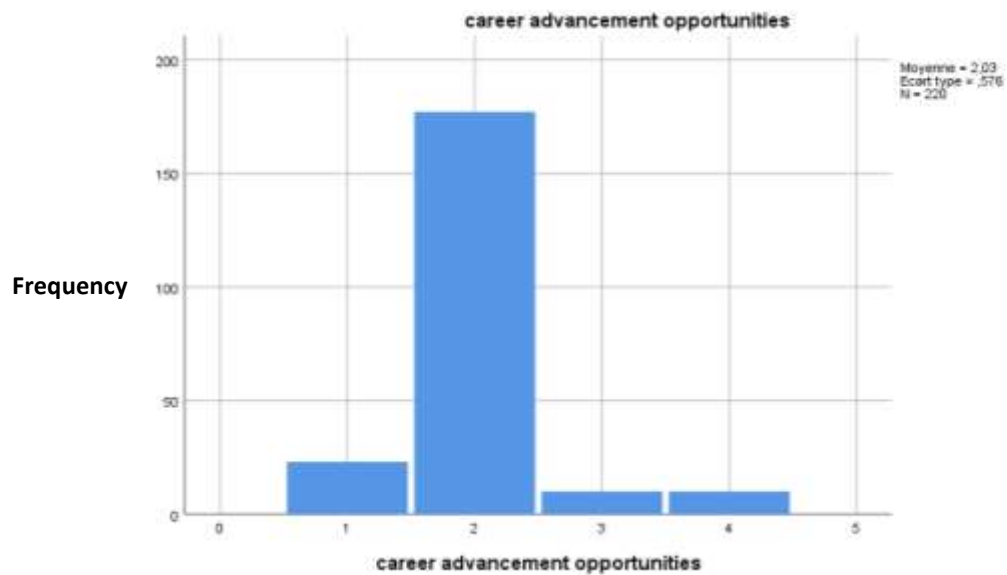


Figure 6: attend seminars

career advancement opportunities

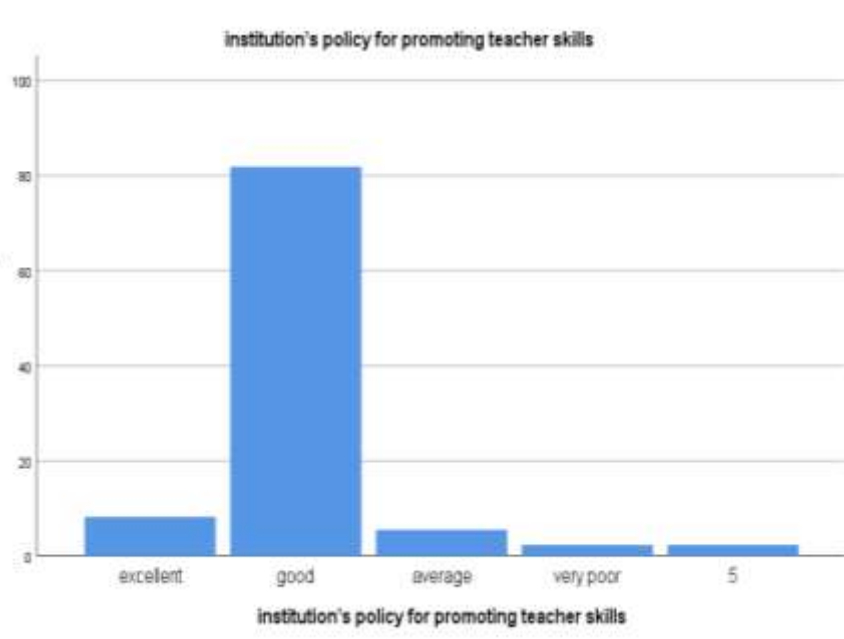
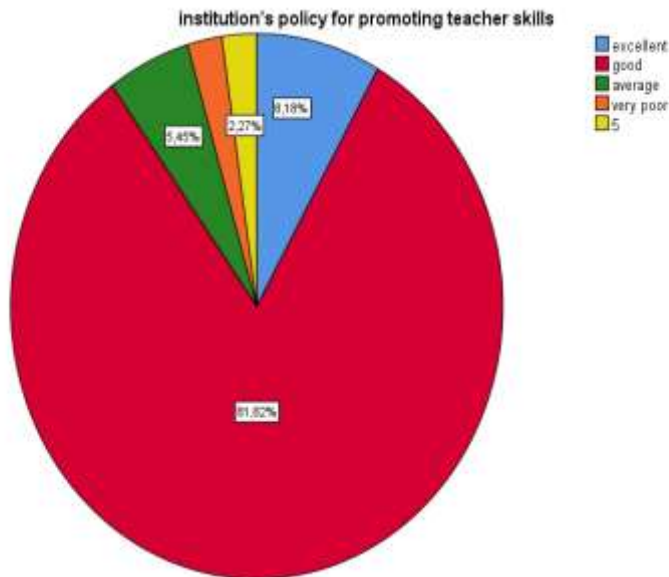
		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	many	23	10,5	10,5	10,5
	a few	177	80,5	80,5	90,9
	very limited	10	4,5	4,5	95,5
	none	10	4,5	4,5	100,0
	Total	220	100,0	100,0	





institution's policy for promoting teachers' skills

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	excellent	18	8,2	8,2	8,2
	good	180	81,8	81,8	90,0
	average	12	5,5	5,5	95,5
	very poor	5	2,3	2,3	97,7
	5	5	2,3	2,3	100,0
	Total	220	100,0	100,0	

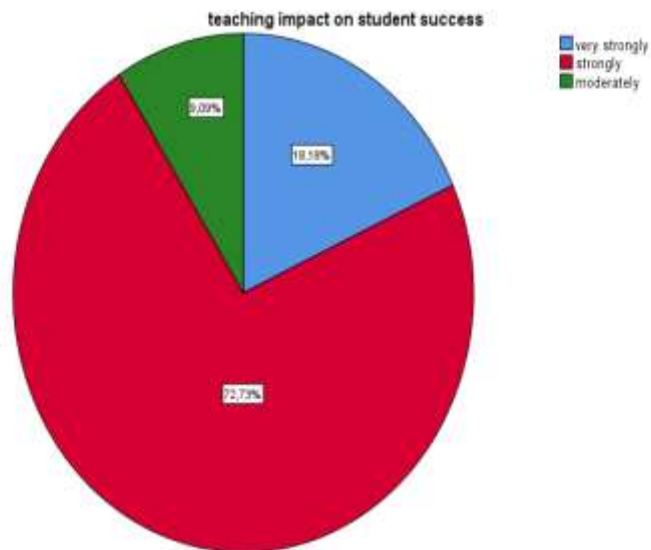


Regarding this third variable concerning teachers' professional development, the analysis of tables and graphs reveals that 68% of participants report attending continuous education seminars, a bit only occasionally. 72% of participants confirm that a mentoring system exists within the institution, although it remains informal. All teachers are encouraged to participate in capacity-building seminars. 80% of teachers state that career advancement opportunities are scarce, often remaining in the same grade or professional status for years. 80% of teachers believe the policy for promoting professional skills is good.

Teachers' effectiveness

teaching impact on student success

		Frequency	Percentage	Valid percentage	Cumulated percentages
Valid	very strongly	40	18,2	18,2	18,2
	strongly	160	72,7	72,7	90,9
	moderately	20	9,1	9,1	100,0
	Total	220	100,0	100,0	



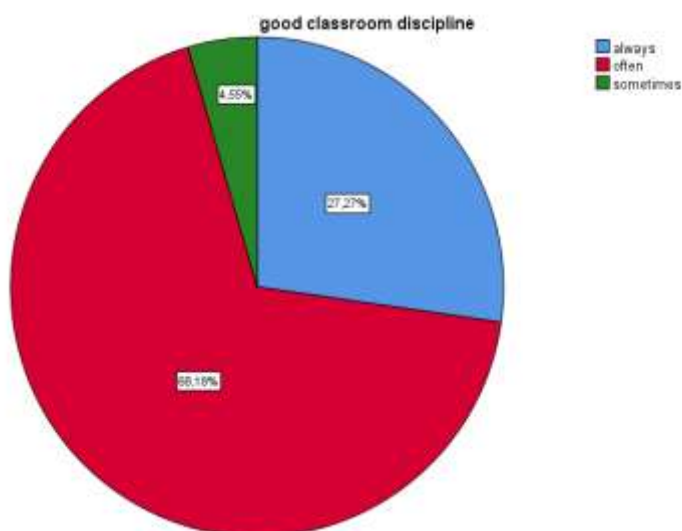
percentage



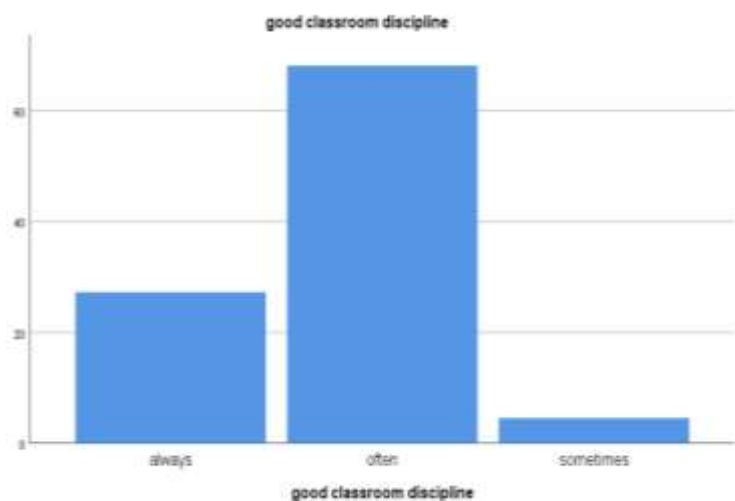
Figure 7: teaching impact

good classroom discipline

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	always	60	27,3	27,3	27,3
	often	150	68,2	68,2	95,5
	sometimes	10	4,5	4,5	100,0
	Total	220	100,0	100,0	

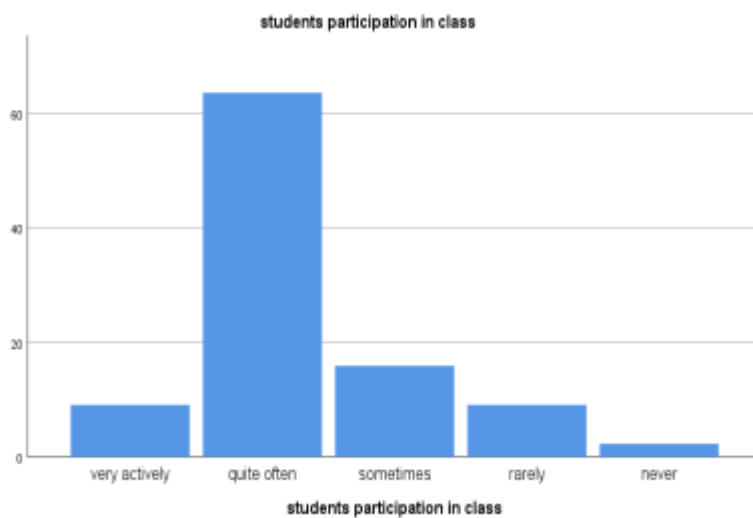
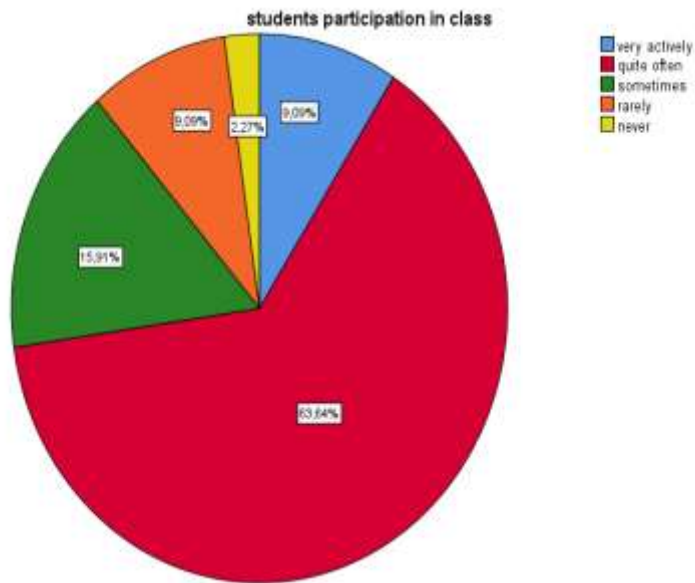


percentage



Students' participation in class

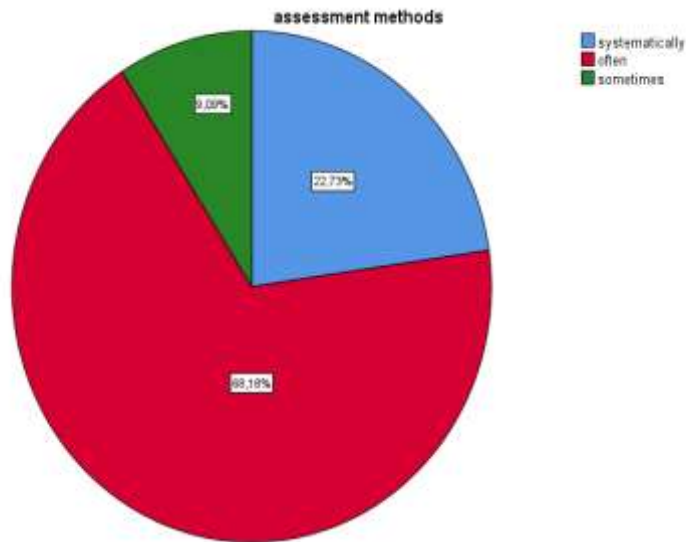
		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	very actively	20	9,1	9,1	9,1
	quite often	140	63,6	63,6	72,7
	sometimes	35	15,9	15,9	88,6
	rarely	20	9,1	9,1	97,7
	never	5	2,3	2,3	100,0
	Total	220	100,0	100,0	



assessment methods

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	systematically	50	22,7	22,7	22,7

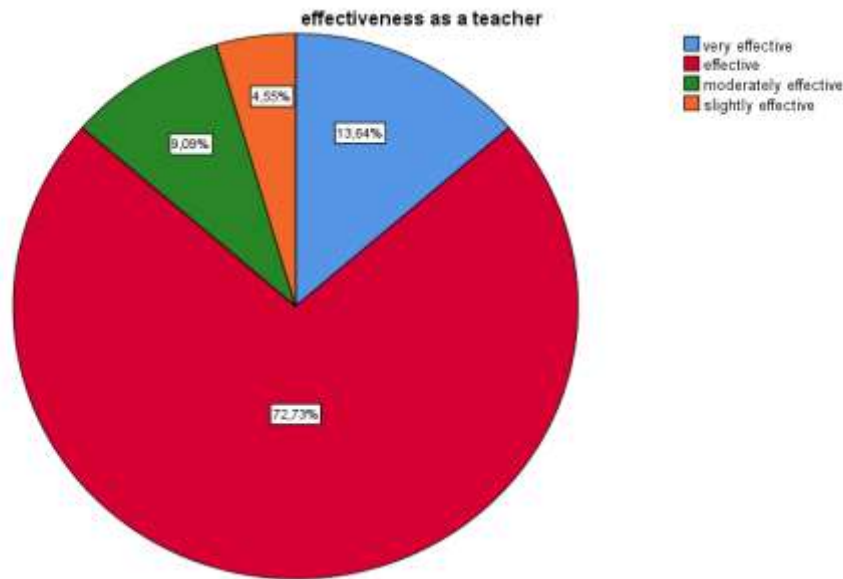
often	150	68,2	68,2	90,9
sometimes	20	9,1	9,1	100,0
Total	220	100,0	100,0	





effectiveness as a teacher

		Frequency	Percentage	Valid percentage	Cumulated percentage
Valid	very effective	30	13,6	13,6	13,6
	effective	160	72,7	72,7	86,4
	moderately effective	20	9,1	9,1	95,5
	slightly effective	10	4,5	4,5	100,0
	Total	220	100,0	100,0	



percentage

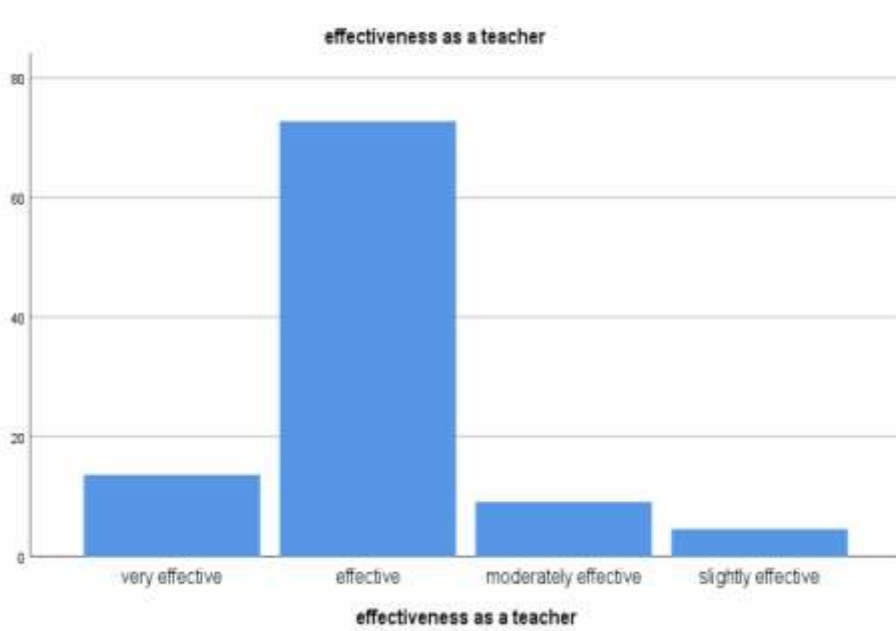


Figure 8: effectiveness as a teacher

Regarding this final variable concerning teachers' performance, the analysis of tables and graphs shows that 90% of teachers strongly believe they have an impact on student success. 68% of teachers report that they frequently maintain discipline in their classrooms. 63% of teachers state that students regularly participate in class. 68% of teachers indicate they frequently vary their assessment methods. 86% of teachers are satisfied with their performance as educators.

4.1.2. Chi square test

Hypothesis 1:

To verify the first hypothesis, we formulated two alternative hypotheses:

H0: There is no link between the leader's vision and teachers' performance.

Ha: There exists a relationship between managerial style and teachers' performance.

Summary table on observations

	N	Valid Percentage	Observations		Total N
			N	lack Percentage	
vision of the leader * teaching impact on student success	220	100,0%	0	0,0%	220

Summary table on observations

	Percentage
	Observations Total
vision of the leader * teaching impact on student success	100,0%

Crossed table vision of the leader * teaching impact on student success

			teaching impact on student success	
			very strongly	strongly
vision of the leader	always	Enrolment	40	5
		% in vision of the leader	88,9%	11,1%
	often	Enrolment	0	120
		% in vision of the leader	0,0%	100,0%
	sometimes	Enrolment	0	35
		% in vision of the leader	0,0%	87,5%
	rarely	Enrolment	0	0
		% in vision of the leader	0,0%	0,0%
	never	Enrolment	0	0
		% in vision of the leader	0,0%	0,0%
Total		Enrolment	40	160

% in vision of the leader	18,2%	72,7%
---------------------------	-------	-------

Crossed table vision of the leader * teaching impact on student success

			teaching impact on student success moderately	Total
vision of the leader	always	Enrolment	0	45
		% in vision of the leader	0,0%	100,0%
	often	Enrolment	0	120
		% in vision of the leader	0,0%	100,0%
	sometimes	Enrolment	5	40
		% in vision of the leader	12,5%	100,0%
	rarely	Enrolment	10	10
		% in vision of the leader	100,0%	100,0%
	never	Enrolment	5	5
		% in vision of the leader	100,0%	100,0%
Total	Enrolment	20	220	
	% in vision of the leader	9.1%	100.0%	

CHI- SQUARED TEST

	Value	ddl	Asymptotic meaning (bilateral)
Pearson's chi squared test	355,304 ^a	8	,000
Report of true resemblance	272,664	8	,000
Linear by linear association	155,269	1	,000
N of valid observations	220		

The chi-square value is less than 5%; thus, there is a significant relationship between the two variables. Therefore, the hypothesis that the leader's vision significantly influences teacher performance is confirmed.

Hypothesis 2 :

To examine the primary hypothesis, we established two competing hypotheses:

H0: No significant relationship exists between pedagogical orientation and teachers' performance

Ha: A significant relationship exists between pedagogical orientation and teachers' performance

Summary of treatment of observations

	Valid		Observations		Total
	N	Percentage	N	Lack Percentage	
monitoring of teacher performance * teaching impact on student success	220	100,0%	0	0,0%	220

Summary of treatment of observations

	Observations
	Total
	Pourcentage
monitoring of teachers' performance * teaching impact on student success	100,0%

Crossed table monitoring of teachers' performance * teaching impact on student success

		teaching impact on student success	very strongly
monitoring of teachers' performance	yes, with constructive feedback	Effective	20
		% in monitoring of teachers' performance	100,0%
	superficially	Effective	20
		% in monitoring of teachers' performance	11,8%
	rarely	Effective	0
		% in monitoring of teachers' performance	0,0%
	never	Effective	0
		% in monitoring of teachers' performance	0,0%
Total		Effectifs'	40

	% in monitoring of teachers' performance	18,2%
--	--	-------

Crossed table monitoring of teacher performance * teaching impact on student success

			teaching impact on student success strongly
monitoring of teachers' performance	yes, with constructive feedback	Effective	0
		% in monitoring of teachers' performance	0,0%
	superficially	Effective	150
		% in monitoring of teachers' performance	88,2%
	rarely	Effective	10
		% in monitoring of teachers' performance	50,0%
	never	Effective	0
		% in monitoring of teachers' performance	0,0%
Total		Effective	160
		% in monitoring of teachers' performance	72,7%

Crossed table monitoring of teachers' performance * teaching impact on student success

			teaching impact on student success moderately
monitoring of teacher performance	yes, with constructive feedback	Effective	0
		% in monitoring of teachers' performance	0,0%
	superficially	Effective	0
		% in monitoring of teachers' performance	0,0%
	rarely	Effective	10

		% in monitoring of teachers' performance	50,0%
		Effective	10
	never	% in monitoring of teachers' performance	100,0%
		Effective	20
Total		% in monitoring of teachers' performance	9,1%

Crossed table monitoring of teachers' performance * teaching impact on student success

			Total
monitoring of teachers' performance	yes, with constructive feedback	Effective	20
		% in monitoring of teachers' performance	100,0%
	superficially	Effective	170
		% in monitoring of teachers' performance	100,0%
	rarely	Effective	20
		% in monitoring of teachers' performance	100,0%
	never	Effective	10
		% in monitoring of teachers' performance	100,0%
	Total	Effective	220
		% in monitoring of teachers' performance	100,0%

Chi-square test

	Value	ddl	Asymptotic meaning (bilateral)
Pearson's Chi- square test	256,801 ^a	6	,000
Report of resemblance	183,323	6	,000
Linear by linear association	129,275	1	,000
N of total observations	220		

Symmetrical measures

		Value	Approximate meaning
Nominal by Nominal	Phi	1,080	,000
	V de Cramer	,764	,000
N of valid observations		220	

The chi-square value is below the 5% threshold ($\chi^2 < 0.05$), demonstrating a statistically significant association between the variables. Consequently, the hypothesis that pedagogical orientation significantly influences teacher performance is substantiated.

Hypothesis 3 :

To test the primary hypothesis, we established two competing hypotheses:

H₀: No statistically significant relationship exists between professional development and teachers' performance

H_a: A significant correlation exists between professional development and teachers' performance

Summary of treatment of observations

	Valid		Observations Lacking		Total N
	N	Percentage	N	Percentage	
ongoing training * teaching impact on student success	220	100,0%	0	0,0%	220

Récapitulatif de traitement des observations

	Observations	
	Total	Percentage
ongoing training * teaching impact on students' success		100,0%

Crossed table ongoing training * teaching impact on students' success

			teaching impact on students' success		
			very strongly	strongly	moderately
ongoing training	frequently	Enrolment	40	30	0
		% of ongoing training	57,1%	42,9%	0,0%
	occasionally	Enrolment	0	130	20
		% of ongoing training	0,0%	86,7%	13,3%
Total	Enrolment		40	160	20
	% of ongoing training		18,2%	72,7%	9,1%

Crossed table ongoing training * teaching impact on students' success

			Total
ongoing training	frequently	Enrolment	70
		% of ongoing training	100,0%
	occasionally	Enrolment	150
		% of ongoing training	100,0%
Total	Enrolment		220
	% of ongoing training		100,0%

Chi- squared test

	Value	ddl	asymptotic meaning (bilateral)
Pearsons' Chi- squared test	107,643 ^a	2	,000
Report of resemblance	120,791	2	,000
Linear by linear association	89,229	1	,000
N of valid observations	220		

symmetrical measures

		Value	approximate meaning
Nominal by Nominal	Phi	,699	,000
	V de Cramer	,699	,000
N of valid observations		220	

The chi-square test yielded a statistically significant result ($\chi^2 < 0.05$), confirming a meaningful association between the variables. Therefore, the hypothesis that professional development significantly impacts teacher performance is supported by the data ($p < 0.05$)

4.2 Interpretation and discussion

Leader's vision

We hypothesized that the school principal's vision significantly influences teachers' performance. With the chi-square test yielding a result below 5% ($\chi^2 < 0.05$), we established a strong dependence between these variables, thus confirming our hypothesis. These findings align with results obtained by several researchers. Multiple studies have demonstrated a significant relationship between school leadership vision and teachers' performance, with two notable contributions from Muhammad Anshar and Katie Tosh with Christopher Joseph Doss.

Muhammad Anshar's Indonesian Study

In research conducted among public school teachers in Indonesia, Muhammad Anshar demonstrates that visionary school leadership directly enhances teacher performance. His statistical analysis reveals a significant positive correlation between a leader's ability to articulate a clear vision, think creatively, and communicate this vision effectively, and the quality of teachers' work. Anshar emphasizes that this shared vision better prepares and coordinates teachers to meet educational challenges, thereby boosting their engagement and productivity. The leader's vision acts as a catalyst for creating a positive work environment, fostering accountability, punctuality, and collaboration among staff.

Katie Tosh and Christopher Joseph Doss's U.S. Research

Through an analysis of school leadership perceptions in the United States, Katie Tosh and Christopher Joseph Doss confirm that school leadership quality is the second most influential school-based factor on student achievement, following only classroom instruction. They highlight the leader's role in framing and clearly communicating the school's mission, establishing shared high-performance expectations, and promoting teacher professional development. Their study reveals a crucial phenomenon: when teachers' perceptions of their leader align with the leader's

self-perception, leadership effectiveness peaks, resulting in greater job satisfaction and increased teacher productivity. Conversely, a misalignment between these perceptions can hinder overall school performance.

These studies converge on a key conclusion: when clearly articulated, effectively communicated, and collectively embraced, the principal's vision plays a central role in enhancing teachers' performance. It creates a framework for professional engagement, collaboration, and motivation—essential elements for quality teaching and, consequently, improved student outcomes. The research also underscores the importance of alignment between leaders and their teams, as well as the need for intentional leadership that resonates with teachers' expectations to maximize impact.

The Central Role of a Principals' Vision

The principal's vision is fundamental to a secondary school's dynamics and performance. It forms the foundation for strategic direction, institutional culture, and the mobilization of educational stakeholders. According to UNESCO, principals serve as transformational leaders whose clear, shared vision drives efforts toward academic excellence and student well-being while ensuring a safe, inclusive, and equitable learning environment. This vision helps set ambitious yet realistic goals, fostering coherence in pedagogical and administrative actions.

Additional Research by Nkoua Essondjo and Gaimatakone

Nkoua Essondjo and Gaimatakone's work highlights that a principal's shared vision, combined with collaborative practices, boosts teacher's motivation and improves instructional quality, leading to significant gains in student achievement. A leader's charisma and approachability cultivate a climate of trust conducive to teamwork and professional growth—key factors in addressing educational challenges. Conversely, distant or individualistic leadership undermines cohesion and collective performance.

Broader Implications

Furthermore, the principal's vision is a powerful tool for fostering a positive school culture that values mutual respect, diversity, and inclusion. It also guides human and material resource management, as well as communication with parents and the community, strengthening the

school's local ties. This strategic function becomes even more critical in resource-constrained contexts, requiring adaptability and innovation from school leaders.

Ultimately, the principal's vision indirectly but profoundly impacts student learning by creating an environment where teachers feel supported, empowered, and engaged. It thus becomes a key determinant of academic success transcending mere administrative management to embody a shared educational mission.

The relevance of the principal's vision lies in its capacity to unite, motivate, and guide all school stakeholders towards common goals of excellence and equity. Through clear direction and inclusive leadership, it drives meaningful improvements in both teachers' performance and students' outcomes.

pedagogical orientation

We hypothesized that pedagogical orientation has a significant impact on secondary school teachers' performance. Since the chi-square value was below the alpha significance level, we rejected the null hypothesis and confirmed the alternative hypothesis, namely that pedagogical orientation has a significant impact on teachers' performance.

Several academic studies have highlighted a close relationship between the pedagogical orientation of school principals and teachers' performance. Two authors whose research is particularly relevant to this topic are Pont, Nusche, and Hopkins (2008) and Day and Sammons (2014).

Pont, Nusche, and Hopkins (2008) conducted an international comparative study as part of an OECD project aimed at identifying effective school leadership practices. They emphasize that the pedagogical orientation of the school principal that is, their ability to focus on improving teaching and learning is a key factor in improving teacher performance and, consequently, student outcomes. This orientation includes, among other things, clearly defining pedagogical objectives, guiding teaching practices, coordinating teaching teams, and regularly evaluating performance. The authors emphasize that school principals who adopt pedagogical leadership foster a climate of collaboration and innovation, which motivates teachers to improve their practices. However, they also note that administrative and financial tasks can sometimes limit the time and energy principals can devote

to this pedagogical role. For their part, Day and Sammons (2014) explore the notion of transformational and pedagogical leadership in schools in greater depth. They show that school leaders who adopt a clear vision focused on learning, who involve teachers in pedagogical decision-making, and who actively support their professional development contribute to a significant improvement in teachers' performance. Their research highlights the importance of effectively communicating the educational vision, creating a positive school culture, and establishing support structures for teachers. They also emphasize the role of the school leader in managing human and material resources to create an environment conducive to quality teaching. Their study highlights that this pedagogical orientation is particularly crucial in contexts where challenges are numerous, such as in schools facing social inequalities or limited resources.

In summary, these two studies converge on the idea that the pedagogical orientation of the school leader is an essential lever for teacher performance. This orientation helps structure educational practices, strengthen teacher motivation and commitment, and establish a school climate conducive to learning. However, it requires a balance between administrative and pedagogical responsibilities, as well as the ability to mobilize and unite teams around a shared vision.

The pedagogical orientation of the head of a secondary school is a fundamental lever for academic success and teacher performance. As a pedagogical leader, the head defines and drives a clear vision focused on improving teaching and learning practices (Berger-Levrault). This orientation helps structure the organization of teaching, the distribution of services, the composition of teaching teams, and the management of pedagogical councils all elements that directly influence the quality of teachers' work. According to UNESCO, school leadership that emphasizes teaching and learning fosters a collaborative environment, boosts teacher motivation, and improves student achievement.

The head teacher also plays a key role in providing professional support to teachers, particularly through continuing education, mentoring, and formative assessment (UNESCO; WEKA). In addition, they organize dialogue with families and various educational stakeholders, which contributes to greater coherence in educational projects and greater teacher involvement (IH2EF). Pedagogical guidance is therefore a factor of collective mobilization that creates an environment conducive to pedagogical innovation and student success. Moreover, in a context where school

heads must balance administrative and pedagogical responsibilities, their ability to maintain a strong pedagogical focus is crucial to prevent bureaucratic tasks from harming the quality of teaching (Open Edition; UNESCO). It also helps establish a school culture based on equity, inclusion, and safety, which are essential elements for promoting learning, particularly for the most vulnerable students. Finally, this pedagogical orientation is a factor in adapting to changes in the education system, such as the integration of digital technology or the implementation of academic guidance programs (IH2EF; Interskillar). It gives the school principal a visionary leadership role, capable of uniting teams around common objectives and ensuring the quality and relevance of the teaching provided.

Professional Development

We hypothesized that professional development has a significant impact on the performance of secondary school teachers. Since the chi-square value was below the alpha significance threshold, we rejected the null hypothesis and confirmed the alternative hypothesis: that professional development has a significant impact on teachers' performance.

Several recent studies highlight the importance of professional development promoted by school principals in improving teachers' performance. Two major authors provide complementary insights into this relationship: VVOB Rwanda (2023) and Leithwood et al. (2004). The VVOB Rwanda (2023) report highlights that continuing professional development (CPD) for teachers, when actively supported by school leadership, has a direct positive impact on the quality of teaching and student outcomes. This work emphasizes the crucial role of the school head in creating an environment conducive to professional learning, by providing tailored training opportunities, personalized support, and fostering a culture of continuous improvement. CPD, which includes initial training, in-service training, and mentoring, allows teachers to update their knowledge, adopt new teaching practices, and build their confidence. The school head acts as a facilitator and motivator, stimulating teachers' engagement in their professional development.

Rwandan examples show that integrated CPD programs, involving both teachers and school leaders, contribute to reducing grade repetition and dropout, while improving equity in results (VVOB Rwanda, 2023).

For their part, Leithwood et al. (2004), in a comprehensive analysis of school leadership, demonstrate that teacher professional development is one of the major levers through which school leaders influence overall school performance. They emphasize that effective school leaders invest in professional development by aligning training with teachers' real needs, encouraging peer collaboration, and regularly monitoring progress. This pedagogical leadership fosters a positive school climate, increases teacher motivation, and improves their teaching practices. Leithwood and his colleagues also emphasize the need for distributed leadership, where the head teacher delegates responsibilities and encourages skill sharing, thereby strengthening the school's collective capacity to adapt and innovate.

In summary, these two studies converge on the idea that professional development promoted by the head teacher is a determining factor in teachers' performance. It creates a favorable environment for continuous learning, pedagogical innovation, and professional motivation, all essential elements for improving the quality of teaching and student outcomes.

Professional development promoted by the head teacher in a secondary school is an essential lever for improving the quality of teaching and teachers' performance. Indeed, this development is not limited to simple one-off training, but is part of a continuous and structured process aimed at updating pedagogical skills, strengthening professional knowledge, and adapting practices to student needs and changes in the education system. The head teacher, as an educational leader, plays a key role in creating an environment conducive to this continuous professional learning, facilitating access to appropriate training, encouraging collaboration between teachers, and ensuring regular progress monitoring. This orientation not only promotes the improvement of classroom practices, but also the motivation and commitment of teachers, who feel supported and valued in their profession. Moreover, well-conducted professional development helps establish a school culture focused on pedagogical innovation and the pursuit of excellence, which has a direct impact on student academic performance. The head teacher must therefore ensure that training activities are contextualized, applicable on a daily basis, and accompanied by monitoring to measure their effect on student learning. Professional development is also a way to address the specific challenges faced by teachers, particularly in complex or fragile contexts, by providing them with appropriate tools and strategies. Finally, by promoting a collective and collaborative approach, the school principal contributes to making the school a true learning community where each teacher can progress and share their experiences.

In summary, the professional development promoted by the school principal is a determining factor in strengthening teacher skills, improving the quality of teaching, and ultimately promoting student success in secondary schools.

However, the results obtained here should be viewed with caution. Indeed, the research adopted a quantitative approach by interviewing teachers from six schools in the Mfoundi department. A larger sample might have provided more detailed results. However, time constraints and the reluctance of some school principals posed a real obstacle to this research. Nevertheless, we were able to answer the research question and also confirmed our hypotheses. Looking ahead, we intend to expand the sample for our thesis work.

Conclusion

This thesis explored the influence of managerial style on the performance of secondary school teachers in the Mfoundi Division of Cameroon, analyzing three key dimensions: the leader's vision, the pedagogical aspect, and the professional aspect. The results reveal that visionary leadership plays a decisive role in teachers' motivation and commitment. When school leaders demonstrate a clear, shared, and engaging vision, they create an environment conducive to innovation and continuous improvement. Teachers then feel more involved in the educational mission, which translates into better classroom performance and higher student success rates.

From a pedagogical perspective, the study showed that supporting teachers in their daily practices is essential. Management focused on ongoing training, constructive evaluation, and the sharing of best practices promotes professional development. Teachers who benefit from regular and appropriate pedagogical supervision improve their teaching skills, which has a direct impact on the quality of learning. Furthermore, implementing an effective feedback system allows for the rapid identification and resolution of difficulties, thus strengthening cohesion within teaching teams.

Regarding the professional aspect, it appears that recognizing teachers' work and enhancing their status are key performance factors. Management that takes into account working conditions, material and moral expectations, as well as career development prospects, helps reduce discouragement and turnover. Teachers who feel respected and supported in their careers are more committed and efficient. Conversely, authoritarian management or management that neglects these aspects leads to demotivation and a drop in productivity.

However, challenges persist, particularly due to structural constraints such as a lack of resources, overstaffing, and administrative burdens. To maximize the impact of this management style, it would be necessary to strengthen training for school principals in transformational leadership, improve teachers' material conditions, and establish mechanisms for ongoing dialogue between the various stakeholders in the education system.

In conclusion, this thesis confirms that the management style adopted in secondary schools in Mfoundi Division significantly influences teachers' performance. Visionary leadership, combined with a collaborative pedagogical approach and respectful professional management, constitutes an essential lever for improving the quality of education. The recommendations made aim to inspire

decision-makers and practitioners to achieve more effective human resource management in the Cameroonian education sector.

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ANNEXES

Questionnaire

Questionnaire: Managerial Style of school leaders and Teachers' Effectiveness in Secondary Schools in the Mfoundi Division in Cameroon

Objective: To assess the impact of school leaders' managerial style on teachers' effectiveness in Cameroonian bilingual secondary schools.

Instructions: Please answer the following questions by checking (✓) the appropriate box or writing your response.

I. Sociodemographic Information

1. Gender:

☐ Male ☐ Female

2. Age:

☐ Under 30 ☐ 30-40 ☐ 41-50 ☐ Over 50

3. Teaching experience:

☐ Less than 5 years ☐ 5-10 years ☐ 11-20 years ☐ Over 20 years

4. Role in the institution:

☐ Teacher ☐ Department Head ☐ Principal/Vice Principal ☐ Others (specify)

II. Vision and Leadership (Indicators: Clarity of objectives, Communication, Motivation, Decision-making)

6. Does the school leader share a clear vision with teachers?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

7. To what extent does the school leader's leadership positively influence your motivation?

☐ Very strongly ☐ Strongly ☐ Moderately ☐ Slightly ☐ Not at all

8. Does the school leader encourage teacher participation in important decisions?

☐ Yes, systematically ☐ Yes, sometimes ☐ No, rarely ☐ No, never

9. How would you rate communication between school leadership and teachers?

☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Very poor

10. Does the school leader recognize and value teachers' efforts?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

III. Pedagogical Orientation (Indicators: Support for teaching methods, Performance monitoring, Teaching resources)

11. Does the school leader support pedagogical innovation (new teaching methods)?
☐ Yes, actively ☐ Yes, occasionally ☐ No, minimally ☐ No, not at all
12. Are training sessions organized to improve teachers' pedagogical practices?
☐ Yes, regularly ☐ Yes, occasionally ☐ Rarely ☐ No, never
13. Do you have access to sufficient teaching resources (textbooks, digital tools, etc.)?
☐ Yes, fully ☐ Yes, partially ☐ No, insufficiently ☐ No, not at all
14. Does the school leader conduct regular monitoring of teacher performance?
☐ Yes, with constructive feedback ☐ Yes, but superficially ☐ No, rarely ☐ No, never
15. Are the school's pedagogical objectives clearly defined?
☐ Very clear ☐ Fairly clear ☐ Somewhat unclear ☐ Not clear at all

IV. Teacher Professional Development (Indicators: Training, Mentorship, Career advancement opportunities)

16. Do you receive ongoing training related to your subject area?
☐ Yes, frequently ☐ Yes, occasionally ☐ Rarely ☐ Never
17. Is there a mentorship system for new teachers?
☐ Yes, structured ☐ Yes, informal ☐ No ☐ I don't know
18. Does the school leader encourage teachers to attend seminars or workshops?
☐ Yes, always ☐ Yes, often ☐ Sometimes ☐ Rarely ☐ Never
19. Do you have career advancement opportunities in your institution?
☐ Yes, many ☐ Yes, a few ☐ No, very limited ☐ No, none
20. How would you rate your institution's policy for promoting teacher skills?
☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Very poor

V. Teacher's Effectiveness (Indicators: Student outcomes, Classroom management, Student engagement, Self-assessment)

21. To what extent do you believe your teaching impacts student success?

☐ Very strongly ☐ Strongly ☐ Moderately ☐ Slightly ☐ Not at all

22. Are you able to maintain good classroom discipline?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

23. Do students actively participate in your classes?

☐ Yes, very actively ☐ Yes, quite often ☐ Sometimes ☐ Rarely ☐ Never

24. Do you use varied assessment methods to measure student progress?

☐ Yes, systematically ☐ Yes, often ☐ Sometimes ☐ Rarely ☐ Never

25. Overall, how would you rate your effectiveness as a teacher?

☐ Very effective ☐ Effective ☐ Moderately effective ☐ Slightly effective ☐ Not effective

Research authorization

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